

## **WATERBURY BOARD OF EDUCATION**

### *MINUTES ~ REGULAR MEETING*

Monday, March 29, 2010 at 6:30 p.m.

Waterbury Arts Magnet School, 16 South Elm Street, Waterbury, Connecticut

**PRESENT:** President Hayes, Commissioners D'Angelo, Flaherty-Merritt, Harvey, Morales, O'Leary (left at 7:26), Stango, Sweeney, Theriault, and White.

**ALSO PRESENT:** Superintendent Snead, Assistant Superintendents Cullinan and Sequeira, Chief Operating Officer Paul Guidone, Director of Personnel Ron Frost, School Business Administrator Paul Mazzaccaro, Attorney Maurice Mosley, and Education Liaison Mary Ann Marold.

### **MEETING CALLED TO ORDER**

President Hayes called the meeting to order at 6:40 p.m. with a moment of silence and a prayer and Superintendent Snead led everyone in the Pledge of Allegiance to the Flag.

### **ROLL CALL**

CLERK: Commissioner D'Angelo.

D'ANGELO: Present.

CLERK: Commissioner Flaherty-Merritt.

FLAHERTY-MERRITT: Present.

CLERK: Commissioner Harvey.

HARVEY: Here

CLERK: Commissioner Morales.

MORALES: Here.

CLERK: Commissioner O'Leary.

O'LEARY: Here.

CLERK: Commissioner Stango.

STANGO: Here.

CLERK: Commissioner Sweeney.

SWEENEY: Here.

CLERK: Commissioner Theriault.

THERIAULT: Here.

CLERK: Commissioner White.

WHITE: Here.

CLERK: President Hayes.

HAYES: Here.

**COMMUNICATIONS:**

**Upon a motion by Commissioner Harvey and duly seconded by Commissioner Sweeney, it was voted unanimously to receive and place on file the following communications:**

1. Copy of communication dated March 10, 2010 from Civil Service certifying Sherry Scarduzio for the position of Food Service Helper.
2. Communication dated March 22, 2010 from Dr. Snead stating he will not be seeking an extension of his current contract.
3. Copy of Waterbury Republican-American newspaper article of March 24, 2010 from Commissioner Theriault entitled "Candidates Differ on Town Matters".
4. Copy of Waterbury Republican-American newspaper article of March 25, 2010 from Commissioner Theriault entitled "Minority Students Lag Behind In Testing".

HAYES: Motion made and seconded. All in favor, opposed.

**PUBLIC ADDRESSES THE BOARD:**

**Upon a motion by Commissioner D'Angelo and duly seconded by Commissioner Sweeney, it was voted unanimously to suspend the regular order of business to allow the public to address the Board at 6:43 p.m.**

HAYES: Motion made and seconded. All speakers are encouraged to submit prepared written statements to the Commissioners. Comments shall be limited to a maximum of three minutes. There will be no responses this evening to any questions or concerns raised; they will be referred to the Administration for review and response. I am going to try to, rightfully so, stick to our three minute limit. Maybe what we can do, Carrie, when we get 30 seconds before, a 30 second warning. I've just been allowing it to go on too long and then what happens is, I think people are about to be done and then some go on longer than others and it's just not fair for us to have that latitude. So at this point, I will be asking Carrie to let you know when there's 30 seconds left to speak and then we'll ask you to please stop at three minutes.

**Alexandria Puglisi, Miss Greater Waterbury 2010, had the following comments:**

On behalf of the Miss Greater Waterbury/Miss Brass City Scholarship Organization, I would like to thank you for having us tonight. We're just here to let you know that we do exist and we are a scholarship organization which promotes community outreach and scholarship to young women. Having been a graduate of Chase Collegiate School in the Waterbury School System, as well as a current student at Naugatuck Valley Community College in the Waterbury School System, I have benefited greatly from all your work so thank you. We're just here to want to go into the schools systems and send our message to the kids today. I would love to promote the importance of scholarship and staying in school as well as achieving your dreams and going for your goals which is something that I'm very passionate about. So if given the opportunity, I would love to go into the school systems and teach children the importance of those

things. So thank you for having us tonight and I'm going to pass the microphone to Marisa Barnard, Miss Brass City 2010.

**Marisa Barnard, Miss Brass City 2010, had the following comments:** Hi everyone, I am Miss Brass City 2010. In the pageant . . . every contestant needs an issue of concern, which is an issue that they are passionate about and want to promote. And my issue of concern is America's Promise Alliance, which is the nation's largest organization dedicated to the wellbeing of children and youth. And the Alliance and its volunteers are dedicated to helping children succeed in life and are concerned with preventing school dropouts. And this issue is very important to me because I want to see every child succeed and every child make it through high school and go onto college. About 1.3 million high school students a year drop out of school, which is why I believe it is really necessary for any volunteer to get involved with the school system and help children stay in school and succeed. Thank you.

**Alexa Farrell, Miss Greater Waterbury Outstanding Teen, had the following comments:** My platform in the Miss America Organization is find a cure, fight back against cancer. And if I were involved with the Greater Waterbury school systems, I would really love to share the awareness of cancer with the students. I also would like to get them involved in their community and teach the importance of volunteerism, which is very important to me, and through the Miss America Organization, I've had the opportunity to come more involved with my community and go out and volunteer more which has benefited me very much and I really think that the students need to also have this experience. So becoming involved with the school systems would be greatly benefited and appreciated. Thank you.

HAYES: Nancy, have they been in contact with you? We need to know exactly what they want to do. Thank you for coming and congratulations on your titles.

**Hector Riollano, 90 Oakville Avenue, had the following comments:** I'm here tonight on behalf of the Hispanic Community, especially parents, three weeks ago a mother came here and tried to express their unhappiness with some . . . sent to her . . . and she was very unhappy the way it was, she didn't agree. Her . . . a reply, the complaint, but she couldn't finish it. I want to mention two items in this complaint. One, about the situation between the teacher and the student. When I read that it didn't make any sense. Any person who study human dynamics know that it was . . . wasn't true. I went out of my way, I spoke to different people and I was right, it never happened like that, it was fabrication. I hate to say that, it was fabrication. I had the witness read the statement . . . not happen like that. The last one was when they said a teacher called a student to the classroom . . . advised him, blah, blah, blah, it sound like Education 101. It didn't happen either. The student never came back to the classroom. He came back the next day and he called me, I have witnesses, and that was a fabrication that he came back, the teacher spoke to him, advised, that wasn't true. That's why this mother can't accept, no parent, no Hispanic can accept this in this town. Until this issue came to you because I told her go to the Board of Education because they'll be the one that will listen to you and do something for you. We're trusting you to get to the truth, we cannot accept this report. If we do you're insulting us and insulting each Hispanic parent. . . . going back, she'll be here every month until somebody on this Board will raise their hand and say let's find the truth because this report is bias, prejudice, full of lies. You want lies, you got them there. You want to . . . it's up to you. But let's do

something; let's uncover the truth, okay. And let's . . . ask this Board to do something; this mother is expecting an answer from you. I am expecting an answer and the community is expecting an answer from you too. Thank you very much.

HAYES: We do have a letter here.

**Frank Perrella, Waterbury Adult Education Teacher, had the following comments:**

I'm a veteran of 41 years in the public school system, right now I'm at Waterbury Adult Ed. The reason I came tonight is I saw an article in the paper that this Board, very graciously, is looking for ideas and input from teachers about what's going on with the gap and the test scores. I'm getting an education tonight because I'm not that sure about what some of the things, are there or is there a mandatory meeting for all parents or guardians of students who come into the Waterbury Public School System to explain to them what's expected of their child and what they can expect from the teachers, the administrators, and this Board? Is there such something in place so that the parents know, the parents are on board with the child to set short term and long term goals. Our students don't suffer from stupidity, they don't suffer from ignorance, they suffer from the fact that they don't have a long term goal. Now the teacher sets them up, the school sets them up, what role to the parents play in? And I don't know how that's gonna ever be monitored but that's one of the, everything's going in the direction, like I said the last time I was here, new books, teachers taking 50,000 courses, new buildings, that really isn't the problem, the problem is the foundation the students lack when they're coming in and that's from the home. You're building a building; the building is as good as the foundation is, no matter what you make it look like.

Another issue I would like to talk about is the Bilingual Program. The Bilingual Program has been in existence for a long, long time. It has its merits; there's no doubt about that. A student comes into; I can be educated on this, the Bilingual Program, maybe stay a year or two. A Bilingual student should not be in a class any longer than that. When I was at Crosby High School, I had Vietnamese students who never were in a bilingual class, came into this country, didn't speak English. They graduated as a valedictorian and those kids in the Bilingual Program are not student kids, they're bright kids but maybe one year is enough, maybe two years, and then you let them go out and swim like everybody else. And I'm not speaking Hispanic, I'm speaking bilingual – it could be Albanian, it could be Italian, it could be anything. These are the things that this Board, I know you know about, and sometimes it's difficult to broach it because . . . When I was at Crosby High School I wrote the three r's on the Board – respect, responsibility, and reliability. That's what those students need at a very young age and then rewarded by what they do. They fail, they fail. They learn from their failures. We're trying to make everybody make the first team, that's not the way it works. And one other thing, one quick thing about the sidewalks, which I think are a good idea if the people use them. Thank you.

**Lisa Lessard, Pearl Lake Road, had the following comments:** I'm here this evening because I was reading the Waterbury Republican and I was really concerned, but I understand, when Dr. Snead says he's retiring in the year 2011 and I just wanted to say thank you for all your hard work and dedication towards all children. It is going to be extremely, I mean extremely tough to replace such a genuine man that's sitting in front of you. It's gonna be even tougher if we do not take the Civil Service test away. I'm asking you, as a Board, if you could put a letter together to the Charter Revision

Commission and please take the Civil Service test away. We need to get a leader in this City, a good leader that could follow this man's footsteps. However we have a hard time getting people to want to fill his footsteps coming from out of town, out of state, out of district, because of the test they have to take. Please write a letter to the about the Civil Service to the Charter Revision Commission. Your voices could be heard, your voices will be heard, we need this test to disappear for the better interest of each and every citizen and each and every child. I know the last time there was a gentleman that was two points away from getting such position; Dr. Snead got the job over the other gentleman, which is great. But we need to go with qualifications, we need to go with merits, we need to go with what they're all about, what they stand for, and how they stand for. Not just test scores, test scores are great, fine, and wonderful. But people's qualifications and what they stand for and what they've done, also counts. So if you could please make that recommendation, write a letter to the Charter Revision commission as a whole, and explain we need the Civil Service test to disappear. Dr. Snead, himself, said it would be a great thing, let's make his last wish within this district come true and get the Civil Service test gone so we could get someone that could fill his footsteps, which is gonna be hard to do period. Thank you.

**Upon a motion by Commissioner D'Angelo and duly seconded by Commissioner Sweeney, it was voted unanimously to return to the regular order of business at 6:55 p.m.**

HAYES: Motion made and seconded. All in favor, opposed.

**SUPERINTENDENT'S REPORT:** I asked President Hayes for permission, and he consulted with the rest of the Board of Ed Commissioners, to allow me to respond to some of the concerns that have come up by the community relative to student achievement, so I put together a short presentation, it's only about 20 minutes, to bring you up-to-date on our academic achievement of our students, and also to talk a little bit about the achievement gap.

Waterbury has much to be proud about with its schools. Student achievement, as evidenced by the Connecticut Mastery Test and the Connecticut Academic Performance Test, has show positive results. Growth on the Connecticut Mastery Test has been sustained and is statistically significant. We are continuing to narrow the achievement gap between white and minority students and we are beginning to see some progress in narrowing this gap between our schools and those in more affluent suburbs.

We were recently cited by the Education Week newspaper which is a nation journal, as one of the 33 school districts from around the nation who posted 2006 graduation rates at least 10 percentage points higher than what could have been expected. The title of the article was Gadging Graduation, Pinpointing Progress, and it was published June 11, 2009. And what they simply stated in their summary is, that based on our demographics that we outperform most school districts relative to our graduation rate. Waterbury was the only New England city to be included on that list. In addition, we are improving our school facilities, working with our parents and our community to support our schools and our children. And we are implementing new and exciting programs in our classrooms that have served as models for other school districts throughout the State. In the next few minutes I would like to review some of the progress we have

made over the past few years, particularly, as it regards the Achievement Gap. I think you will be pleasantly surprised to see the progress we have been making. For the past several years we have been utilizing a data driven decision making model as we implement our district improvement plan. That plan, by the way, has been used as a model for other school districts by our own State Department of Education in its presentations on how to develop and implement the improvement plans.

Last summer when we received the results from our 2009 CMT and CAPT tests, I was pleased to report to you that the overwhelming majority of our schools had shown improvement and that the district, overall, had done well. In fact, the district as a whole showed sustained growth in the major areas of reading, writing, and math on the CMT's. For the benefit of our community who may be watching us this evening, let me review some highlights of those results. The next new slides will show our district-wide results of both our CMT and CAPT at the proficient and then the goal level. Again, for our viewers at home, these standardized test results are reported out in five different levels – one through five with level five being above goal, level four being goal, and level three being proficient and so forth. Although we would like to see all of our students performing at goal level or above, it is important to realize that proficient means the student is meeting the standards for his or her grade. In these tests administered last year, Waterbury demonstrated at least two straight years of statistically significant growth in reading and writing, and three years of statistically significant growth in math at the proficient level for the whole district on the Connecticut Mastery Test.

D'ANGELO: Dr. Snead, question, under reading there for 08/09, that means slightly over half our students in the district are reading where they should be, is that what that means?

SUPERINTENDENT: At the proficient level, correct. We also demonstrated growth at the proficient level. In addition, we demonstrated statistically significant, growth for two straight years in reading and writing and three years in math at the goal level. As you can see on the next chart. Now when I say statistically significant that means that the growth was large enough that it was not due to chance. Sometimes there will be small increases and decreases in test scores from year-to-year and it may be just due to chance, the way the questions were worded, or the type of day it was. In other words, the same group of students might have received slightly different scores on another day. When we say a change is statistically significant, we are indicating that this is a real change, one that is an indication of genuine academic growth. On this next slide you will see that we also saw statistically significant growth at district wide grade level in both proficient and goal in reading grades three, four, five, and seven. Writing – grades five and seven. Math – grades three, four, and seven. Science – grade five. Statistically significant growth at district-wide grade level in either proficient or goal level in writing (grade three proficient; grade six proficient; grade eight proficient) and math grade four proficient. No statistically significant decreases in proficient or goal levels at district level by whole district grade level or sub-group.

When we look at the CAPT, we see statistically significant growth in CAPT scores for reading at the district level for both the proficient and goal levels. Growth in CAPT scores for math, reading, and writing. District level, both proficient and goal. And sustained growth in CAPT scores for math and writing over the past three years.

Let me just go off of this scripted message here for a second and say this is the way that new legislation is probably gonna come out with President Obama and Secretary of Education Arny Duncan. The new way of evaluating schools is gonna be based on the growth and not just a one shot picture of how students perform on a given exam, but rather how much growth is there. Is the growth significant over a certain period of time?

These results indicated that we are on target to meet our District Improvement Plan's tier one indicators of 15% improvement in student growth in math and literacy as evidenced by the CMT's in math, reading, and writing and by the CAPT test in reading. These indicators were adopted after consultation with the State Department of Education and were selected as being suitable target goals for a district with our demographics and previous test results. Now some who are viewing charts at home may look at these numbers and think we should be seeing higher results based on what they may read about in our suburban neighbor schools. And I would say in a perfect world, that should be our idea, but this is not a perfect world. National studies have consistently shown that poverty does have an impact on student achievement. We see it first hand in many of our students. These students come to school less prepared as kindergarten and pre-kindergarten students. They spend the first few years of school trying to catch up. At the same time, urban districts have more students to whom English is a second language and more students who move in and out of the district over the course of the school year; sometimes coming from districts where academic expectations are not as strong as they are here. When we look at school districts that are more similar to ours, we see a very different story. We continue to remain at or near the top of our district reference group. Our Waterbury students are doing very well in comparison with students, and this is not meant to denigrate our peers in other cities, but it is a fact that we are doing very well when we compare ourselves to Bridgeport, Hartford, New Haven, New London, and New Britain. This is especially true in our elementary schools where we have made a great deal of progress. On these next few charts, which I will flip through quickly, you will see that our 2009 scores compare extremely well with these other urban districts. In fact, I would like to call your attention to some numbers that have been highlighted in bold on some of the charts. Those numbers highlighted in bold compare Waterbury results with the statewide average as published on the State Department of Education website. As you can see by these figures, our elementary schools are doing quite well in comparison to other elementary schools, especially in urban districts. Let me run some of those numbers past you again. Comparing Waterbury to State average in terms of students scoring at or above the proficient level. In grade three math, **72%** for Waterbury versus 82.8 for the State average. In grade three writing, **76** for Waterbury versus 83 for the State average. In grade four math, **74** for Waterbury, 84 for the State average. Grade four writing, **76** for Waterbury, 95 for the State average. Grade five, **78** for Waterbury, 85 for the State average. And in grade five writing, **75.7** for Waterbury, 86.5 for the State average. Bear in mind that when we compare our numbers to the State average, there are 169 cities and towns reporting into the State and contributing to that average. Some, of course, are above and some are below. Let us just take a look at how Waterbury students compare to the State average from 2006 to 2009 at the proficient level or above. The blue bars on these charts represent Waterbury in the year 2006. The first year of the current generation of these current CMT tests. Now the CMT and the CAPT have been changed for this year, but this is from 2006 to 2009. The red bars represent the State average for students in that same year. The green bars represent Waterbury students in 2009 while the purple bars represent the State average in 2009. The first

chart is for grade three math then reading and then writing. Notice that there is significant growth for Waterbury students between the years 2006 and 2009. That would be the blue bar compared to the green bar. Now look at the difference in height between the blue bar and the red bar and then compare it to the difference in height between the green bar and the purple bar. You will notice that the difference in height is smaller with the second grouping. This is a graphic demonstration of how Waterbury students are catching up to the State average. You will see something similar happen here in this next chart, grade four, especially for math and writing. You will see that we see similar results in grade five. Now let us talk for a moment about the gap between whites and minorities on the elementary school level. Once again we may be pleasantly surprised especially when comparing student scoring at the proficient level or above. In these charts blue represents Waterbury in 2006, red is the State average in the same year, green is Waterbury in 2009, and purple is the State average in 2009. This time the charts are broken out by grade level and subject and the categories across the bottom represent different ethnic groups. The first group is black, the second is Hispanic, the third is white, and the fourth is Asian-American. The State also tracks American Indians as an ethnic group, but we do not have a large enough population of American Indians in our Waterbury schools for the State to report out that particular ethnic group. I am especially pleased to point out to you that not only did our third graders improve in math, as you can see on this first chart, but our black students and our Hispanic students scored above the State average for black students and Hispanic students in 2009. The same is true here in grade three reading. Also, in grade three writing. Also, in grade four math. Our students improved in grade four reading but not enough to surpass the State average. Although we are closer to the State average here than we were in 2006, at least for our Black students as you can see by this chart. Black students in grade four are, once again, doing better than the State average for Black students in writing in 2009. Once again both Black and Hispanic students are higher than the State average in 2009 in grade five math. In grade five reading, you can see we have narrowed the gap to the State average for both Black and Hispanic students. And finally in grade five writing, we see that we have made some small progress in moving forward.

Look at these numbers, we are narrowing the gap. What is happening in our elementary schools today will have a future impact on our middle and high schools. Our students are learning, all of our students. Creation of programs such as our Literacy Academy at Wendell Cross and CommPACT Schools at Washington and West Side, use of the data driven decision making model, incorporation of common planning time among teachers, use of common formative assessments, adoption of rigorous curriculum, and development of professional learning communities in our schools are all having a positive impact on student achievement. Other programs such as Positive Behavior Support, emphasis on a positive school climate and early intervention strategies, have really changed student behavior and attitude. Let us now look at our middle schools.

The trend toward improving student achievement among all students continues in our middle schools. Though we would prefer to see some more of an advance, middle schools are tough; it's a tough age for most youngsters. Peer pressure begins to have an enormous impact and our current Waterbury middle schools are large. I do believe the Board of Education's decision to establish pre-kindergarten through eighth grade neighborhood schools will have a significant positive impact in our middle schools as



well as our continued support of the relatively new accelerated academies at North End, Wallace, and West Side. We are also anticipating success with the CommPACT Model at West Side and all three of our middle schools have moved to a vertical house structure. The opening of our Pre-k to 8 schools will help alleviate some of the overcrowding we now see at our middle schools. And I might add that, please keep in mind, that once youngsters leave both the fifth grade and the eighth grade, those that are the highest achievers often get recruited heavily and are provided scholarships to some of the most prestigious private schools in our area.

In the next few slides you will see that all of our students made some progress between 2006 and 2009. We also see some areas where the gap between white and minority students narrowed a little, but the gains are not as dramatic as in the elementary grades. There is some nice progress among black and Hispanic students in sixth grade math for example. On these slides, as before, the blue bars represent 2006 Waterbury results, the red bars represent 2006 State average and the green bars are 2009 Waterbury results and the purple bars are 2009 State average results. Black students narrowed the gap a bit in grade six reading. Our scores have been fairly flat, however, in grade six writing. Hispanic students did nicely in narrowing the gap in grade seven math, also in grade seven reading, and a bit in grade seven writing. Grade eight math shows some progress for black students as does grade eight reading and grade eight writing. As you can see, we have not made as much progress in narrowing the gap in the middle school years as we have in the elementary years. But we are hopeful that the changes we have made recently will have a positive impact, especially our move, as I mentioned before, to pre-k to eight neighborhood schools and our creation of accelerated academies at the North End, Wallace, and West Side. Reducing the number of students we have in our middle schools should also prove helpful.

On the high school level, we have moved to a more rigorous curriculum. We continue to utilize the Smaller Learning Communities Program concept and our three school within a school programs – SOAR, ACE, and ATOMS, continue to thrive and turn out well educated, high caliber students of all ethnicities and social economic backgrounds. Students who stay with us throughout their entire academic careers do exceptionally well and are very competitive in their applications to some of the finest colleges and universities in the country. I might add, too, that once youngsters get to the high school level, many of them return to us who have high enough achievement to be admitted to the SOAR, ACE, and ATOM programs. In addition to that, many youngsters who have attended private and parochial schools throughout their K-8 career often apply and return to us to take advantage of the SOAR, ACE, and ATOMS programs.

On the next four slides, you will see that our black and Hispanic students are doing better on the 10<sup>th</sup> grade CAPT test in the area of reading across the disciplines and writing across the disciplines. Once again, we are showing 2006 Waterbury results in blue, 2006 State results in red, 2009 Waterbury results in green, and 2009 State results in purple. On this first slide, we see results for the 10<sup>th</sup> grade math section of the test. On the next slide, we see results for 10<sup>th</sup> grade science. Interestingly, our black students have made gains while the state average for black students actually declined.

In 10<sup>th</sup> grade reading across the disciplines, we see that Black students surpass the State average for Black students in 2009 and both white and Hispanic students narrowed the gap to the State average in their respective groups.

On this final slide, we see that black students have, once again, surpassed the State average for Black students in writing across the disciplines. As you can see, we have made progress in narrowing the achievement gap. Yes, we would like to see more, but as part of our data driven decision making process, we need to look at the areas where we are succeeding and study the areas where progress has been coming at a slower pace. If something is not working as well as we would like, we need to look at what is going on and make decisions based on hard data. Accountability and expectations are key words. We, in fact, set high expectations for our students and high expectations for our teachers, as well. In the past several years we have done much to improve our schools. We have adopted new strategies, piloted new programs, improved school climate and facilities, adopted a plan to address space issues, with new construction, adopted exciting new school models such as the Literacy Academies, Schools within Schools, Accelerated Academies, CommPACT, and Pre-k to 8 Neighborhood Schools. We review programs and progress using data and we make decisions based on what works and what doesn't. We have come a long way in the past few years and we are succeeding. Thank you very much and that concludes my report.

**PRESIDENT'S COMMENTS:** Under President's Comments, I just wanted to make note after hearing from Dr. Snead, our accelerated academies; we should get a progress report on them. We have a meeting on June 7 at one of our middle schools, North End, so maybe we could ask the principals of the other two middle schools, as well, to join us and give us an update on the accelerated academies, just how they went in their initial year. Now we'll move to the Consent Calendar. Is there anyone wishing to remove anything from the Consent Calendar?

THERIAULT: Item 8.5 and 8.7.

HAYES: Okay, anyone else.

President Hayes proceeded to read the list of Consent Calendar items.

## **8. CONSENT CALENDAR**

**Upon a motion by Commissioner D'Angelo and duly seconded by Commissioner Stango, it was voted unanimously to approve items 8.1 through 8.4, 8.6, and 8.8 through 8.13, as listed:**

- 8.1 With the approval of the Committee of the Whole, the Superintendent of Schools recommends approval to participate in the Advanced Manufacturing College Connections Program with Naugatuck Valley Community College.
- 8.2 With the approval of the Committee of the Whole, the Superintendent of Schools recommends approval to apply for the Connecticut Department of Transportation's CT Safe Routes to School Program/Plan Support Grant.
- 8.3 With the approval of the Committee on Finance, the Superintendent of Schools recommends approval of an agreement with the University of Bridgeport to provide student interns.

- 8.4 With the approval of the Committee on Grants, the Superintendent of Schools recommends approval to apply for the State of Connecticut Office of Policy and Management School Attendance Grant.
- 8.6 With the approval of the Committee on Schoolhouses, the Superintendent of Schools recommends approval to accept the Crosby High School ADA Project 151-265 as complete.
- 8.8 With the approval of the Committee on School Activities, the Superintendent of Schools recommends approval of the 2010-2011 Facility Usage Fee Schedule, as attached.
- 8.9 With the approval of the Committee on School Activities, the Superintendent of Schools approval of the use of school facilities by school organizations and/or City departments, as listed.
- 8.10 With the approval of the Committee on School Activities, the Superintendent of Schools approval of the use of school facilities by outside organizations and/or waiver requests, as listed.
- 8.11 With the approval of the Committee on School Activities, the Superintendent of Schools recommends permission be granted to Donna Mancuso, CHS to take 5 students to visit National LifeSmarts, Miami Beach, FL, April 23–27, 2010.
- 8.12 With the approval of the Committee on School Activities, the Superintendent of Schools recommends permission be granted to Ms. Capolupo, KHS, and four chaperones to 50 students to visit Metropolitan Museum of Art, NYC, on April 30, 2010.
- 8.13 With the approval of the Committee on School Activities, the Superintendent of Schools recommends permission be granted to F. Docherty, WHS, and three chaperones to take 46 students to Agawam, MA on May 7, 2010 to attend Six Flags Business Education and Marketing Day.

HAYES: Motion is made and seconded. All in favor, opposed.

## **9 . ITEMS REMOVED FROM CONSENT**

- 8.5 Committee on School Personnel  
**Upon a motion by Commissioner Harvey and duly seconded by Commissioner White, with Commissioner Theriault “abstaining”, it was voted to approve of two (2) additional Instructional Tutor positions for Rotella Magnet School.**

HAYES: Motion is made and seconded. Under discussion, Commissioner Theriault.

THERIAULT: I did not challenge this at the Workshop, but I will abstain or recuse myself on this one, but I do want to in a sense speak to it also. The magnet school funding was cut last year and yet we still allow ourselves to get additional tutors with

regard to the program. Is that, in a sense, a parity with other schools, President Hayes, is that what we're looking at here?

HAYES: Paul, we didn't get cut in the funding last year, it remained the same?

GUIDONE: The magnet school operating grants were not cut. The magnet schools continue to have more tutors or positions of this sort than other schools because of their grant. Many of the other schools have taken the lead of the magnet schools, if you noticed, and have used some of their supplemental Title I monies to create similar positions, but certainly the magnet schools have more than the other schools.

HAYES: Thanks. Any further discussion? Hearing none – all in favor, opposed.

THERIAULT: I'm gonna abstain on that.

*(Note: Commissioner O'Leary left at 7:26 p.m.)*

8.7 *Committee on School Personnel*

**Upon a motion by Commissioner White and duly seconded by Commissioner Harvey, it was voted unanimously to approve Amendment Number One (1) to the Professional Services Agreement with EnviroMed for environmental services for the Enlightenment/Special Education Program Project.**

HAYES: Motion made and seconded. All in favor, I'm sorry, under discussion, Commissioner Theriault.

THERIAULT: What exactly is this gonna cost us in terms of additional dollars?

HAYES: Is there any additional costs attached to that Paul or just time?

GUIDONE: Time. I don't remember the original dollars, but this was under the original plan. This was an extension in time because the initial contract period had ended.

THERIAULT: So it's not additional dollars.

GUIDONE: Not that was already planned or budgeted; that's correct.

HAYES: Any further discussion? Hearing none – all in favor, opposed. I'd like to recuse myself. Vice President White, could you take over for Item #10.1 please, so I can have the opportunity, if I so choose, to get involved in the discussion on that item.

*(Vice President White assumed the Chair at this point.)*

**10. COMMITTEE ON SCHOOL PERSONNEL**

**10.1 Upon a motion by Commissioner Harvey and duly seconded by Commissioner Hayes, it was voted, by roll call vote, to approve to request of the Charter Revision Commission to remove the position of Superintendent of Schools from the authority of Civil Service.**

WHITE: Discussion?

HAYES: I think, simply stated, we need to come out of the dark ages on this particular issue to allow us an opportunity to have the most qualified and wide, far reaching candidate pool for such an important position. We have been through process in the past and we know that we did have a restricted number of applicants. There was some discussion about whether we're trying to change the qualifications. Right now Civil Service has certain requirements, in particular, a doctorate. When I am proposing this, if we're proposing this, there's no supposition that that's what we're planning to do either. I think what we're simply trying to do is expand our pool of applicants. We've been through this process a number of years ago and, quite frankly, people are concerned about political ramification on this. It was politics that got Dr. Snead onto that list because, at the time, we had gone through a search committee under President Andolina at the time and Commissioner D'Angelo and Vice President White were on that Board at the time and he allowed us to do our own search and we went through that search as if Civil Service really wasn't there, we had to inform the finalists that in fact they would have to apply through Civil Service. I believe all three of all applicants at the time did agree to apply but only one, Dr. Snead, came out of the Civil Service process which went from a Tuesday morning meeting with Commissioner White at the time, Commissioner Pisapio, and myself, meeting with then Personnel Director and he simply told us well, I got 23 applicants here. I asked him oh, really. You think Dr. Snead will make that list? I don't know what happened, but like two days later we got a list of three people. Never went through those 22 candidates, I don't know where the call came from, who made a call, all I did was ask the question and the next thing you know that whole Civil Service list went right out the door and we ended up with three applicants. To think that politics wasn't involved I think would be naïve at the very least. I don't know whether there was any pressure to put some of the other candidates on but, I think our Board at that time, agreed that Dr. Snead was our candidate, he came in as one of the three, and we were able to put him forward.

I just think that to address that whole issue of politics regardless of how we go forward there's always gonna be that issue raised, but I think we have to trust that we can, in fact, get the best people available to at least apply to come here to the City of Waterbury. We've had Dr. Snead now, it will be ten years by the time he leaves, and I believe we have many qualified people within the City, as well, but we need to allow ourselves the opportunity to seek the best and the brightest, from wherever, to come here to the City of Waterbury and help us continue to improve on some of the items that Dr. Snead elaborated on this evening. So I would just ask that we do approve going forward with the request through the Charter Revision Commission and that we then take the time to support it when the time comes if it does in fact get to a ballot. Thank you.

WHITE: Are there any other comments? Commissioner D'Angelo.

D'ANGELO: I've been wrestling with this one for the last week since we started talking about it, not really for political reasons, I just didn't know how I felt about it, I have a slightly different recollection of the events when we hired Dr. Snead, but I stipulate to President Hayes; I could be wrong. I thought we worked pretty well together with the Board, the ten members of the Board and Civil Service in trying to put in the information

that we wanted to get out. Again, I could be wrong, maybe it was political, I don't know. But in the end we got the person that we wanted and I don't know, no one's given me really good reasons for taking it out of Civil Service and no one's really given me very good reasons for leaving it in. So that's why I kind of been wrestling with it. But I'm leaning towards, and I know I'll probably disagree with the majority of the Board, but I'm leaning towards leaving it in Civil Service, just for no other reason, than no one's really given me a good reason otherwise. So, that's where I am.

WHITE: Commissioner Theriault.

THERIAULT: I was kind of ambiguous on this one, but I think the general perception out there is why the big change all of a sudden? It was refused a couple of years ago, four years ago, and it was refused, and as we discussed this matter at Workshop someone brought up the mistrust, the political mistrust. While we're all politicians in this room and we're all honest politicians here at the table and we want to do right for the City of Waterbury. I need to hear more of a reason besides changing the qualifications, possibly, or increasing the pay scale, because it wouldn't fall within the Civil Service guidelines and we might not get the best candidates. And quite honestly, Dr. Snead, we have had a tremendous bargain in you for years. We know that we have really underpaid you and you know that. Superintendents of your caliber around the country would probably go for around \$225 to \$250,000 for a town this size currently. We are paying you about 149.9; certainly a bargain. And you, there are people out there are your allies and there are people out there that might criticize you. I've been both, your ally and your foe. I've seen how hard you work and I thought this presentation that you did tonight was one of your shining moments, it really clarified to me what you've been doing here. But that being said, I think whether we approve this or not, I think the general public out there is gonna be, they are gonna be the ones that will determine whether or not this referendum goes down or it goes up and we're gonna, if you can convince them that this is the way to go, you better have a stronger argument than we have right here at this Board table tonight and a lot more of an argument as to drawing more qualified people to come into Waterbury to do the job that we need to get done, because there's still a lot of work to get done, there's still a long way to go, I know our Black and Hispanic students are, according to this chart and graph, they are improving, but there's a long way to go and there's a long way to go even with our white students and our Asian students because as Commissioner D'Angelo pointed out, when you see 56% of the students passing, that means 44% of them are not and if you equate passing at a 70 percentile, we are falling very, very short in all of those areas. So I'll wait and see, I'll wait and see, I'm kind of on the fence with Commissioner D'Angelo on this, I haven't heard a strong argument either way, so I'll check in my vote and take it out later. Thank you.

SWEENEY: When this originally came to referendum last time around, my misgivings with it were in conjunction with the fact that there was a proposal on the table also to appoint Board of Education members and that appointment would have come from the Mayor and that, I felt, was a huge political rock on the education budget with the Mayor having essentially the power to appoint a Superintendent of Schools through and appointed Board. And, therefore, I did not support it the last time around. Were that to rear its ugly head again, I would pull my support for it. As long as that stays off the table, I would remind you all of the last fiasco that we had with Civil Service and how upset everyone on this Board was with how that was handled. Quite frankly, I don't

have the faith to place the Superintendent in the hands of Civil Service. That belongs with this Board and I believe that the political process that reared its ugly head the last time around is what we need to avoid.

WHITE: Are there any other comments?

HAYES: Just quickly to address the all of a sudden. First to tie it in with Dr. Snead's announcement is just not the case at all. The all of a sudden came from Charter Revision being impaneled and us, for us we should realize the fact that we did have an opportunity with Dr. Snead and as a result of that, Civil Service to get someone who is qualified at a low pay scale and low rate, we have as a Board though, gone to Civil Service and that pay scale has been raised; I think it might be as high as \$180,000, we just haven't seen fit to pay Dr. Snead that, but that was within our ability to get that adjusted and Dr. Snead has been willing to work with us under those circumstances and understanding the cost to the taxpayers of the City of Waterbury, so I think we should be grateful to him. But I don't know if we're gonna be all that able to find someone like that again with the times being what they are, with the challenges being what they are. But again, my support of this from the beginning was, first of all, based on the fact that is the whole rest of the country wrong? If no one else does it, how come everybody else in the country can manage this process and we don't have faith that we can do this. It is an elected Board of the citizens and as you see, we have members from all parties – two, two, and six right now, so I think that the citizens of Waterbury know what they're doing when they pick and choose and I think it's something that we should take on as a responsibility because, again, if you want to get involved in that whole process you know we can say it's not our fault, they didn't allow us an opportunity to go out and find the best person available. So, I would just hope that people would understand that it is important for us especially at this time, especially in light of the fact of the cost of finding someone to take on this position. We just need to have as wide of a pool as we can and hopefully we can find somebody from that big pool that meets all the qualifications and is willing to work for less. I don't know, we might be dreaming, but that's something that again, I had never spoke to changing the qualifications myself, never spoke to anything other than the fact that I know we went through that process, and Commissioner D'Angelo, just so you know we did try to work through Civil Service but the fact of the matter is, and Commissioner White can attest to it, that's exactly what happened, we were told that Civil Service had 22 applicants and two days later it was narrowed down to three. So I know they didn't go through a process, so I don't know where that came from but that's what happened. So it can happen where simply they just decide to pick some people and that's that. And again, ultimately, we're responsible for picking one of the three that they provide for us and I think that's the most important position for us. Again, we don't get involved in that much hiring if we can't pick the top guy, or top lady, then I just think that we need to have responsibility. Again, the tax payers have the responsibility to put people in place on this Board that will do the best to find the best people available for us. That's really all I have as far as the reason why but I just, this has nothing to do with the fact that Dr. Snead has told us he's going to be leaving. It has simply to do with the fact that Charter Revision is in place and we had to act on it by April 1 to get this forward. So, I would ask everyone to support this.

WHITE: Commissioner Stango.

STANGO: Thank you Madam President. In thinking about it and thinking about it, a couple of things come into my mind. One of them, as we were talking about, is the pay and the qualifications. I don't believe that has anything to do with our discussion here. That could still be changed in Civil Service, if it was left in Civil Service. I'm looking at the two sides of the aisle. One – leave it in Civil Service; two – take it out. And the only two arguments I hear coming in is leave it in because we don't want it to become political and Civil Service will see that it's not. The other one is they'll take it out because it widens our pool. Those, in my mind, is the only two things that I see coming into play – political and widening the pool. Right now my position is, I'm leaning toward taking it out because it will widen the pool and I think I can personally rise above the political aspect of it. Thank you.

WHITE: Commissioner Harvey.

HARVEY: I just want to go on record as saying number one, I am voting “yes” for this because of frankly, Dr. Snead, your sharing of the experience that you had when you came to Waterbury and that being that you were surprised (tape malfunctioned).

FLAHERTY-MERRITT: I'll just weigh in as well. I spoke last week but, you know I, too, will be voting “yes” and we are dealing again, Civil Service and the Superintendent's position is an antiquated system. If we know anything about the certification for Superintendent, he has to take a test to get that certification to earn that degree and we don't need him taking a second test run by Civil Service who doesn't really control education and educational issues.

WHITE: Are there any other comments?

THERIAULT: I will be brief with regard to testing. You know testing really only measures what a person is doing on any given day. As we have seen with regard to the oral test that we administer for our administrative candidates for principal and vice principal. To give a test to a Superintendent on any given day is to say how he did, whether he's having a good day or a bad day on any given day. And quite honestly, I think, as you have said President Hayes, that maybe it's a little bit better that we have more of a look/see at the experience and the qualifications and the credentials and the letters of recommendation and go to the other district from where they came, so we have a better hands-on feel for the candidates. So that argument I'm going along with because I know when we say and we assume that if we put it in Civil Service it's gonna become less political, that's an assumption that's not necessarily true. Don't think that it can't be political in Civil Service in this town, it could. I'm not saying it is, it could be. So I like the idea of a little bit more hand's on in looking at the candidate that we're going to pick and going to the district and speaking to the people directly, eyeball-to-eyeball, how did he do, how'd she do, what kind of a communicator and leader are they? So that is a good argument. Thank you.

WHITE: Are there any other comments? I just have a very short statement to make, when we were in the process of hiring Dr. Snead...

FLAHERTY-MERRITT: Point of order, I'm very sorry Vice President White, by Robert's Rules of Order you cannot speak on the issue and you can't pass the chair.



WHITE: Okay, I will not. Now I learned something else.

THERIAULT: Roll call vote please.

**ROLL CALL VOTE:**

Yeas: Commissioners D'Angelo, Flaherty-Merritt, Harvey, Morales, Stango, Sweeney, Theriault, White, and President Hayes - 9

*(President Hayes returned to the Chair.)*

**11. COMMITTEE ON FINANCE**

**11.1 Upon a motion by Commissioner Harvey and duly seconded by Commissioner Stango, it was voted, with Commissioner Theriault voting "no", to approve of a transfer in the 2009-2010 Department of Education's budget totaling \$20,000, as attached.**

HAYES: Motion is made and seconded. Any discussion? Is there anyone in particular that asked to take this off and then changed their mind? Hearing no discussion – all in favor, opposed. Motion passes eight, one.

**12. SUPERINTENDENT'S NOTIFICATION TO THE BOARD**

**Upon a motion by Commissioner D'Angelo and duly seconded by Commissioner Sweeney, with Commissioner Theriault "abstaining" on items 12.4 and 12.8, it was voted unanimously to receive and place on file items 12.1 through 12.15, Superintendent's Notification to the Board, as listed:**

- 12.1 Athletic resignations effective immediately:  
Pereira, Jason – Assistant Track Coach, WHS.
- 12.2 Athletic appointments effective immediately:  
Bandurski, Joseph Jr. – Softball Coach, WMS.  
DeFazio, Martin – Baseball Coach, NEMS.
- 12.3 Extra-compensatory appointments:  
Vaughan, Charles – Controller of School Funds, NEMS, effective 07/01/10.
- 12.4 Grant funded appointments effective immediately:  
Cruz, Maria E. – Pre-k Classroom Assistant, 10 months per year, 35 hours per week @ \$9.56 p/hour with benefits governed by the SEIU Agreement.  
Docherty, Fiona – SDE After School Program Data Coordinator, 3 hours p/day, 5 days p/week (some Saturdays), salary according to WTA contract.  
Lightner, Lorna – Pre-k Substitute Assistant, \$9.65 per hour, no benefits.  
Ramos, Jacqueline – from full time Accountant II, School Business Office to part time Accountant II, SBO, Early Reading First Grant, no benefits.  
Taluri, Anila – Bilingual Language Assessor (Albanian), 12 months per year, 35 hours per week @ \$12.45 per hour, SEIU position.

Therault, Michael - SDE After School Program Data Coordinator Substitute, 3 hours p/day, 5 days p/week (some Saturdays), salary according to WTA contract.

- 12.5 State Street School After-School Program (ARRA/IDEA Grant) appointments, maximum of 7.5 hours per week, salary according to individual's contract, effective immediately:

Cavanaugh, Ellon – Art Teacher

- 12.6 Wilson FRC “Books and Basketball” Before-School Program appointments, effective immediately:

Aviles, Zuheill – Teacher, 2 hours p/week, \$30.00 p/hour.

Costa, John – Permanent Sub, 2 hours p/week, \$30.00 p/hour.

Fengler, Kelly – Teacher, 2 hours p/week, \$30.00 p/hour.

Mastropietro, Kristyn – Teacher, 2 hours p/week, \$30.00 p/hour.

Melendez, Reynaldo – Custodian, 2 hours p/week, \$13.63 p/hour.

Quinines, Leocadia – Teacher, 2 hours p/week, \$30.00 p/hour.

Reho, Jessica – FRC Coordinator, 4 hours p/week, \$19.23 p/hour.

- 12.7 Waterbury Arts Magnet School After-School Arts Program (Operating Grant) appointments, salary according to individual's contract, effective immediately:

Bosman, Ana – maximum of 3 hours per week.

Cantito, Ralph – maximum of 3 hours per week.

McAloon, Jennifer (replacing Debbie Benjamin) –maximum of 3 hours per week.

- 12.8 Extended School Hours appointments, salary according to individual's contract, funded by the ESH Grant:

<b>Name</b>	<b>Position</b>	<b>School</b>
Finkenzeller, Frances	Teacher	Barnard
Brittingham, Michele	Teacher	Barnard
Giuffre, Maureen	Teacher	Barnard
Johnston, Christine	Substitute Teacher	Barnard
St. Pierre, Tina	Aide	Barnard
Dunn, Elaine	Secretary	Barnard
Bouchard-McCulloch, Nancy	Teacher	Brooklyn
Sanzari, Dina	Teacher	Brooklyn
Lyons, Jean	Teacher	Brooklyn
Barbati, Donna	Teacher	Brooklyn
Havican, Cathy	Para	Brooklyn
Mullen, Vicki	Para	Brooklyn
Palermo, Stephen	Para	Brooklyn
Davis, Amy	Secretary	Brooklyn
Dorso, Tom	Substitute Teacher	Brooklyn
Bell, Michelle	Substitute Teacher	Brooklyn
Fidanza, Carla	Substitute Teacher	Brooklyn
Cofrancesco, Darlene	Lead Teacher	Bucks Hill
Rebenske, Jessica	Teacher	Bucks Hill
Altieri, Christina	Teacher	Bucks Hill
Ouellette, Francene	Teacher	Bucks Hill

Ferrare, Patty	Teacher	Bucks Hill
Montes, Michelle	Substitute Teacher	Bucks Hill
Giuffre, Elizabeth	Substitute Teacher	Bucks Hill
Arcari, Anna Machial	Substitute Teacher	Bucks Hill
Cichowlaz, Kaja	Substitute Teacher	Bucks Hill
Lawson, Doreen	Substitute Teacher	Bucks Hill
Jasiulevicius, Margo	Lead Teacher	Bunker Hill
Labagh, Michael	Teacher	Bunker Hill
Perriello, Robert	Teacher	Bunker Hill
Buinauskas, Marci	Substitute Teacher	Bunker Hill
Reed, Laura	Substitute Teacher	Bunker Hill
Lyons, Donna	Substitute Teacher	Bunker Hill
Guerrera, Maureen	Secretary	Bunker Hill
Albizu, Cindy	Teacher	Driggs
Blake, Zita	Teacher	Driggs
Green, Lynn	Teacher	Driggs
Griffin, Karen	Teacher	Driggs
Kuncas, Justine	Teacher	Driggs
McKeeman, Erin	Substitute Teacher	Driggs
Sheetz, Lucia	Substitute Teacher	Driggs
Healy, Heather	Substitute Teacher	Driggs
Brouillard, Jill	Substitute Teacher	Driggs
Eagen, Elizabeth	Substitute Teacher	Driggs
LaFrance, Andrea	Substitute Teacher	Driggs
Gordon, Stacey	Substitute Teacher	Driggs
Trickle, Ashley	Substitute Teacher	Driggs
Evans, Donna	Aide	Driggs
Stamp, Kathy	Administrator	Generali
Mendoza, Tania	Secretary	Generali
Barbieri, Nikki	Teacher	Generali
Haines, Thomas	Teacher	Generali
Predzimirski, Michele	Teacher	Generali
Miller, Terri	Teacher	Generali
Harrison, Rebecca	Teacher	Generali
Medina, Robyn	Teacher	Generali
Gonillo, Mark	Teacher	Generali
Theriault, Michael	Teacher	Generali
Manning, Amy	Substitute Teacher	Generali
Francisco, Roxann	Para	Generali
Dunlap, Laura	Para	Generali
Trudeau, Lorraine	Teacher	Gilmartin
Kijak, Kristine	Teacher	Gilmartin
Tapper, Jeannette	Teacher	Gilmartin
LaCapra, Carolyn	Teacher	Gilmartin
Meany, Trish	Teacher	Gilmartin
Rinaldi, Janice	Teacher	Gilmartin
Luzio, Eugenia	Teacher	Gilmartin
O'Donnell, Jacklyn	Teacher	Gilmartin
Russo, Brenda	Teacher	Gilmartin
Morais, Teresa	Teacher	Gilmartin

Smith, Richard	Lead Teacher	Hopeville
Perez, Aurea	Teacher	Hopeville
Perugini, Margaret	Teacher	Hopeville
Esposito, Mark	Teacher	Hopeville
Mastrianni, Jason	Teacher	Hopeville
Bonaldi, Gary	Teacher	Hopeville
Labbe, Martha	Substitute Teacher	Hopeville
D'Alessio, Jennifer	Substitute Teacher	Hopeville
Torres-Gray, Felicia	Secretary	Hopeville
Dean, Nicole	Teacher	Kingsbury
Capaldo, Christine	Teacher	Kingsbury
Feeney, Eric	Teacher	Kingsbury
DiBella, Lee	Teacher	Kingsbury
Turbitt, Christine	Teacher	Kingsbury
Cardella, Rachel	Teacher	Kingsbury
Petrassi, Jackie	Teacher	Kingsbury
Galanti, Laura	Teacher	Kingsbury
Gaudiosi, Karen	Teacher/Coordinator	Regan
Petruzzi, Amy	Teacher	Regan
Zittell, Melissa	Para	Regan
Benson, Tina	Para	Regan
Ouellette, Michelle	Para	Regan
Calabrese, Melissa	Teacher	Washington
Barbosa, Raquel	Teacher	Washington
Fields-Whyte, Jamesina	Aide	Washington
Da Silva, Susie	Administrator/Teacher	Wilson
Bohem, Kristen	Teacher	Wilson
Tenor, Tanya	Teacher	Wilson
Reho, Jessica	Teacher	Wilson
Orsatti, Donna	Clerical	Wilson
Costa, John	Substitute Teacher	Wilson
Canady, Chakisha	Substitute Teacher	Wilson
Manning, Meghan	Substitute Teacher	Wilson
Ouellette, Michelle	Substitute Teacher	Wilson
Scarzella, Nicole	Substitute Teacher	Wilson
Benner, Toni	Teacher	Walsh
Moore, Christina	Teacher	Walsh
Connolly, Susan	Teacher	Walsh
Kitney, Dawn	Clerical	Walsh

12.9 Teacher new hires:

Farrell, Roxanne – Math, WSMS, MA/9, effective 03/08/10.

12.10 Resignations:

Byrd, Keith – CHS Vice Principal, effective 06/30/10.

Erian, Neil – WHS, Math Teacher, effective 06/30/10.

Mason, Mary Beth – NEMS, Library Media Teacher, effective 06/30/10.

12.11 Retirements:

Crane, Robert – NEMS – Social Studies Teacher, effective 06/30/10.

Schnell, Roberta – Bunker Hill – Reading Teacher, effective 06/30/10.

12.12 Adult Education appointments effective immediately:

Mattrella, Anne L. Substitute Instructor as needed @\$24.00 p/hr.

12.13 Teacher Salary Advancements, effective March 1, 2010:

Last	First	From	To	College
Allen	Mary	BA, Step 3	BA+15, Step 3	Central
Brady	Joseph	MA, Step 2	MA+15, Step 2	UCONN
Butler	James	MA, Step 6	MA+15, Step 6	New England/Central
Cavanaugh	Ellon	BS+15, Step 8	Ma, Step 8	Southern/Bridgeport
Chieppo	Christopher	MA, Step 3	MA+15, Step 3	Southern
Coleman	Kathryn	MA, Step 2	MA+15, Step 2	Southern
Collins	Barry	6 <sup>th</sup> yr, Step 2`	6th+15, Step 2	Southern
Cordon	Amy	MA+15, Step 3	6 <sup>th</sup> yr, Step 3	New England
Cumbo	Elena	BA, Step 3	BA+15, Step 3	New England
Diorio	Michael	MA+15, Step 3	6th yr, Step 3	Scranton
Fusco	Tina	BA, Step 3	BA+15, Step 3	Central
Gayle Stewart	Susan	MA+15, Step 3	6th yr, Step 3	Phoenix
Goodman	Melissa	BA, Step 2	BA+15, Step 2	Southern/New England
Gopie	Jade L.	MA+15, Step 4	6yr+15, Step 4	Central/Bridgeport
Greene	Cathleen	6th+15, Step 9	Ph.D., Step 9	Hartford
Holmes	Heather	BA+15, Step 3	MA, Step 3	Bridgeport
Jones	Heather	MA, Step 1	6th yr, Step 1	Southern
Lang	Christine J.	MA, Step 3	MA+15, Step 3	Western
McCasland	Peter	BA+15, Step 3	MA, Step 3	Western
Niemann	John	BA, Step 3	BA+15, Step 3	Sacred Heart/Central
Perriello	Robert	BA+15, Step 3	MA, Step 3	New England/Central
Quinones	Adriana	MA, Step 3	MA+15, Step 3	New England
Rhinesmith	Wendy	MA, Step 5	MA+15, Step 5	Central/Bridgeport
Rinaldi	Meghan Lynn	BA, Step 2	BA+15, Step 2	Central
Rotella	David	MA+15, Step 5	6th yr, Step 5	Central/New England
Santoro	Elizabeth	MA+15, Step 5	6 <sup>th</sup> yr, Step 5	Hartford/Bridgeport
Solimine	Nicole	MA, Step 3	MA+15, Step 3	Graduate Inst./New England/Central
Summa	Emily	BA, Step 3	BA+15, Step 3	New England
Tavares	Sarah	MA, Step 2	MA+15, Step 2	Bridgeport/New Engl.
Testa	Michelle M.	6th yr, Step 10	6th+15, Step 10	UCONN/Southern
Wheeler	Kristin	BA+15, Step 3	MA, Step 3	Phoenix

12.14 Teacher salary corrections retroactive to 8/24/09:

Banach	Jaclyn	MA, Step 1	45,241	MA+15, Step 1	46,872	Central
Colello	Jennifer	MA, Step 1	45,241	6th yr, Step 1	48,464	New Rochelle

12.15 Leave of absence requests: 8/24/09:

Byrd, Keith – CHS Vice Principal, requesting an unpaid leave of absence from 3/16/09 through 06/30/10.

HAYES: Motion is made and seconded. All in favor.

THERIAULT: I am abstaining on 12.4 and 12.8. I have a person that is on there that is a relative of mine.

HAYES: So noted for the record. All in favor, opposed. Do we have any unfinished business from our preceding meeting only? If you don't mind, I think this is from our preceding meeting, we set up that ad-hoc committee, I'm just wondering if we've come up with a schedule yet – Commissioner Flaherty-Merritt, Commissioner Morales, I did speak with him after the meeting because he wasn't there, he's gonna be on it as well. Commissioner O'Leary, Commissioner D'Angelo, and Commissioner Harvey. I think if you can maybe by the next workshop give us an idea of what to expect because there are people in the public waiting to get involved.

D'ANGELO: I think tentatively, and I'm not the Chair or speaking for the Committee, but I know I was talking to Commissioner O'Leary today, I think, tentatively, we were gonna talk to Commissioner Harvey, Commissioner Morales, and Commissioner Flaherty-Merritt and see if April 14 and 21, they're both Wednesdays, we were gonna ask Paul Guidone if we could secure the Media Center in this building and start on the 14<sup>th</sup> with like an organizational meeting and then on the 21<sup>st</sup> the first meeting. It was just preliminary discussions.

HAYES: I didn't appoint a Chair person; I thought you could do that amongst yourselves, Commissioner Flaherty-Merritt.

FLAHERTY-MERRITT: I was talking to Commissioner O'Leary as well and because of the contract manager meetings that now the possible 14<sup>th</sup> date won't happen but he was thinking if we can maybe for next Wednesday evening. Oh, that's right; he's away, so it would have to wait until the following week. The 21<sup>st</sup> it will have to be.

HAYES: Just let us know as soon as you come up with that please so we can let people know when it is and if people wanted to attend.

THERIAULT: Through the Chair, if the Clerk would let me know I'd be happy to go and videotape it so you can get it on access TV.

STANGO: Again, in thinking about this through the course of the week, in my humble opinion, I believe that this committee probably would have worked as a Committee of the Whole. But it's not a Committee of the Whole, it's a Committee of some people and some people will be fine. But just so you know, I do plan on attending as many of these meetings as physically possible for me to do so. I don't have to be an official member of the Committee to attend the meetings, as I have shown in the past.

HAYES: I was going to follow up with that, the only reason I just put some people in because we know how time consuming it is with everything we have so if we got at least five people to commit to that and then the rest of us can join in because that's what we do with all of our committees. For people who don't realize it, we have a Building

Committee here all the time prior to our meeting, Commissioner Theriault does videotape that, and it's shown at another time. But we usually have eight or nine Board members there at all times and that would be no different than with this particular committee. Commissioner Harvey.

HARVEY: President Hayes, I just want to make sure that we communicate the dates because my calendar is filling up very quickly so I think those who are, have been appointed or whatever, and I hope they all will join, that we communicate that day because, and President Hayes, I just want to make sure, April 1, you're going to mention that, what we discussed. So let's just communicate that date because I, hopefully, don't want any surprises.

HAYES: Commissioner Flaherty, how about if I ask you to sort of be the communicator to get that meeting, so everybody's involved and then at that first meeting you guys decide on your leadership.

FLAHERTY-MERRITT: That's fine, I was just gonna say that setting up a date or a meeting is a proper use of e-mail so we can all feel free to e-mail one another back and forth.

HARVEY: I would just say however you want to communicate it but e-mails may not be the case, my computer is down. So that may not be a proper way of doing it. Just to let you know that.

HAYES: We need somebody from the Tech Department to help get that thing going. Anything under unfinished business of the preceding meeting only that we'd like to address?

THERIAULT: At the expense of being redundant with regard to the committee, I know we're already getting extended on our committees and meetings and so forth; I'm wondering when we might be able to get the clarification on our rules and regulations with regard to, the rules and regulations of running our meetings.

WHITE: We had a Rules & Regulations Committee, I didn't give Carrie the...

THERIAULT: That's okay; she can send it to us. I'm just looking for a date to go through the things we already went through again and come to some decision.

WHITE: The first Rules & Regs meeting will be April 7. Carrie, could you please send out a notice for April 7 for Rules & Regulations at 5:15. We'll set a limit on it and we'll set up another meeting then to finish.

THERIAULT: Is this going to be the same kind of format that we followed last time?

WHITE: The format will be the Committee will discuss the changes that are made, other people can come in and observe, and then everything will be brought to the Committee of the Whole.

THERIAULT: And then the Board as a whole will vote.

WHITE: There's no reason to have the same discussion twice.

SUPERINTENDENT: If it's okay I'd like to give a special thanks to Nancy Vaughan for helping me make that presentation earlier. In addition to that, a special thanks as well to Anne Marie Cullinan and Paul Sequeira for their direction, guidance, assistance, what have you, with all of our staff in helping us to do what we need to do to improve instruction and a big huge thank you for the hardest working teachers in America – the Waterbury teachers.

HAYES: Under other unfinished, new, and miscellaneous business – Commissioner D'Angelo.

D'ANGELO: I dare bring this up and I'm not looking, it's a rhetorical comment, so I'm not looking for a meeting or anything, but I'm just more alarmed every week with the incident reports that we get in our packets. Maybe it's just my opinion, especially at the middle school level, they're getting worse, and they're getting more violent. At least I'm seeing more attacks on teachers, more attacks on students, more teachers breaking up fights. I don't know. I know we got the report and the school climate is improving but it's not, at least in my opinion, it's not, that is not indicative of what I'm seeing in the incident reports. So I just throw that out there, especially at the middle schools.

HAYES: Anyone else under unfinished, new, or miscellaneous business?  
Commissioner Harvey.

HARVEY: President Hayes, I didn't have the opportunity at our Building Committee to just make this statement. I had the opportunity of attending the Building Trades Meeting this past Friday and I thought it was a good meeting. I commend Ray and Jeff with what they're doing there but what I noticed is that there is, and Commissioner White was there as well, this is just my impression, that there is resistance, some resistance, to this good faith effort clause and it's something that we need to keep on top of in light of the fact that it was just reported today the unemployment rate, first of all Waterbury has the dubious honor, distinction of having the highest unemployment rate in the State; Danbury has the lowest with 8.5%. But that we should keep on top of these contractors to make sure they are making the good faith effort. And I know that Jeff from O & G made a statement that they only need to do it once. I think in light of the fact, and I spoke with him about this, in light of the fact we have such a high unemployment rate, we really need to keep on top of these contractors to make sure that they are going through a couple of times with this good faith effort.

WHITE: If I may add something to that. I have to say that Jeff Marrow did a very good job of explaining the importance of keeping records to all the subs that were there, all the subcontractors that were there, that you can't make your quota every time but during the life of the project and by the time the project is over, that you should have made good faith effort and if you keep your good records, you'll be able to prove that.

THERIAULT: As many of you know, I was a bit annoyed to see the press not allowed to come to the meeting. I always think that the press should be allowed to be there and in a sense, I feel like I'm a quasi pressman, myself because I go around with my camera and film many, many meetings including many of our committee meetings. So I always like to see open access of the press, but the press was excluded from this meeting, so I



take umbrage with that. This Board allows the press to come to everything except for executive sessions. It was our meeting, it was our project, it was our this, under the guise of a union, the press was excluded, I don't buy it.

Getting into the reasons by the Good Jobs Ordinance might not be working, little tidbits of what the gentleman said at one of our meetings was you know sometimes, 30, maybe even 40% of a given trade may be out of work with regard to the union jobs. Well that being said, whose gonna get the job a card carrying member of the union, not somebody in Waterbury that's just coming in fresh and cold. So that's what happens when you have a PLA, a Project Labor Agreement, with only union people. And I know it's easy to go back and somebody will say well "I told you so", or Monday morning quarterback it, but you know it should have been open to both union and non-union, it wasn't.

Now let me get into another area, building tours, I have taken on the process of going through the buildings and I'm gonna go through all 30 of them and by tomorrow I will have gone through half of them, about 14. And the things that I have seen are absolutely deplorable and despicable. Some of the things that are in our schools and some of the conditions that are in our school, you would just shudder when you see them. But you'll be seeing them because I'll give you all a videotape of the tours. And the videotape should be approximately four to five hours long of just the problems within our schools. Why we ever put one single roof on a building without a 20 or 30 year warranty, is beyond me. I don't know why we ever did that. And I hope on Driggs School that it's at least a 20 or 30 year warranty, nothing less. But I'll be giving you an update. Unfortunately this week I was sick for four days having a bad, bad sinus and head cold infection, but I did continue my tours today and I will continue them for the rest of this week and next week and the week after. And I will give you all an update and I'll give you a DVD of the entire tour. Thank you very much.

HAYES: Can I just add a couple of things. I appreciate those of you who are able to get to that meeting to get us some feedback as to what's happening. But I do believe when we had Mr. Marrow there he did say, in fact, the problem is with the contractors, the lists are there, and they should be doing that. So while we're considering possibly following through, I know Jack Cronin from the Mayor's Office have been sitting on those as well and trying to push the envelope on that, but I would suggest that those who are gonna conduct those interviews going forward make sure, and I'm sure you will, stress to those people that are wanting to do these jobs that, in fact, they're gonna be expected to meet these requirements. We did it the last time, but I think at some point, somebody's gonna have to make, somebody's gonna have to be held accountable so that the message gets clear to anyone else that wants to do business with us, that they need follow that.

We have a scheduled meeting for Executive Session on Thursday, April 1 that everyone was going to be available for, but I believe in light of Dr. Snead's announcement, we don't need to have that this week to discuss his evaluation for this year because it's not due until August. We had talked about doing it sooner. What else is it that we wanted to discuss? Is it something that we need to do on April 1 because I know everybody committed to this particular date so that they could all be available when Dr. Snead was there?

HARVEY: I think we need to look at the job spec for the Superintendent. I think that time would be spent better doing that as opposed to looking at Dr. Snead's evaluation. So since the time is scheduled I think we should go ahead and do that.

HAYES: I think the discussion on the potential changing of the evaluation process we're talking about, right, for subsequent evaluations. I don't know that everybody necessarily has to be there cause that was one of the concerns we had. At the time when I agreed to it, I didn't realize it was Holy Thursday either, the night before Good Friday, so I just think that those of you, if there's enough that still want to go there to start to discuss the evaluation process for Dr. Snead's successor, and you want to get started with that on Thursday night, I think you should go ahead. But if anybody feels that...

D'ANGELO: Between Paul and Ron and Carrie, can we get all the Board members the list of the requirements for Superintendent? Like what the applicant needs to have to apply whether it's Civil Service or City Charter, whatever is needed - can we get that?

HARVEY: I think we all received that.

D'ANGELO: Can I get another copy?

HAYES: Not to get confused, what we were planning to do was discuss with Dr. Snead any changes to the evaluation of the Superintendent, not necessarily job specs of the Superintendent. The specifications of the Superintendent doesn't need to be in executive session, that's my point. The reason we were talking about it was if in fact we were gonna change the evaluation process for Dr. Snead in continuing on as a Superintendent. I don't think it's necessary for us to do that at this point but we would like to subsequently include him in on the process of evaluation for his successor. That wouldn't have to be executive session either. That was my whole point. So it doesn't have to be in executive session. It's not about Dr. Snead; it's about what this Board wants to do to evaluate his successor. It wouldn't have to be in executive session, but if you still want to have the meeting, that's fine.

HARVEY: President Hayes, wouldn't that be though with the successor, wouldn't that evaluation be with the successor so why would we need to have a meeting on the evaluation process?

SWEENEY: President Hayes, there's nothing wrong with the Board, itself, coming together and deciding what they feel the criteria should be and then at the time you have a Superintendent on Board and you're ready to evaluate, then you come to terms on those terms. But there's nothing wrong with the Board deciding what they think a Superintendent should be evaluated on; that's our job.

HAYES: But it's not in executive session.

HARVEY: I still say, well you're leaving this voluntary, we know what our jobs are Commissioner Sweeney, it seems to me that time would be better spent working on the job specs which is something we had spoken about earlier, then to worry about the evaluation. But if it's gonna be voluntary, then I'll decide whether or not I...

HAYES: The point is a notice went out for a special committee workshop for an executive session. At that executive session, we were gonna be discussing with Dr. Snead his evaluation and subsequent evaluations. So that's what that meeting was supposed to be about. I don't think we need to have that meeting right now, but that time has been put aside, I don't know if it's necessary that we need to meet on that date considering its proximity to the holidays and all that stuff. At that time we were looking to try to get the process moving.

D'ANGELO: I'm just confused, because Commissioner Harvey keeps saying, specs. The specs are the specs, correct? We can't change the specs. Is that right?

GUIDONE: You can change them unilaterally. If you wanted to make some changes in the Civil Service job specification, you could request that that occur, but you can't change them yourself.

HAYES: I think I'm going to take it upon myself to cancel that meeting; we'll figure out how we're gonna deal with this going forward. What had been scheduled, and the intent of that meeting, is not something that we're gonna have to follow through on now. If subsequent to that we want to schedule a meeting we can do it as a Committee of the Whole on a Committee Workshop as to how we want to evaluate a superintendent going forward as opposed to negotiate with the current superintendent, that would have to be in executive session. So that's not gonna be the case. So we're gonna cancel that, there's no reason to have it. I appreciate everybody taking the time to put that time aside for what was we thought, at the time, was gonna be necessary but it's not gonna be necessary at this point.

FLAHERTY-MERRITT: I just wanted to speak to that. I understand it's a moot point now because you're cancelling the meeting, but I personally think it might not have been a bad idea to keep that meeting on, meet with Dr. Snead and discuss possible changes and a test run with Dr. Snead next year with what we would like to see, because if we're gonna make changes anyway, for the future superintendent, it probably would be good to see if the changes we're making work.

HAYES: I don't know if we want to do a test run. Dr. Snead, he wants to ride off into the sunset. But I think we will want his input and probably, maybe even, our Assistant Superintendents in what we're looking for in our successor. So that meeting for now is off. Happy Easter.

## ***ADJOURNMENT***

**Upon a motion by Commissioner D'Angelo and duly seconded by Commissioner Sweeney it was voted unanimously to adjourn at 8:10 p.m.**

ATTEST: \_\_\_\_\_  
Carrie A. Swain, Clerk  
*Board of Education*