

## **WATERBURY BOARD OF EDUCATION**

### *MINUTES ~ REGULAR MEETING*

Monday, March 1, 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, 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: Yes.

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 D'Angelo, it was voted unanimously to receive and place on file the following communications:**

1. Communication dated February 16, 2010 from Salvatore Albini regarding naming of the new school in the north end.
2. Copy of communication dated February 22, 2010 from Civil Service to James Kozloski certifying him for the position of Maintainer I.
3. Commissioner Theriault's submittal of an editorial entitled "Construction Contrast", from the February 24, 2010 Waterbury Republican-American.
4. Faxed communication received February 25, 2010 from Lisa Lessard regarding her child.
5. Commissioner Theriault's submittal of an editorial entitled "English Lessons Should Be Waterbury School's Priority", from the February 26, 2010 Waterbury Republican-American.

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 6:40 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.

**Donna Vignali, 121 Danielle Drive, had the following comments:** Good evening Dr. Sned, President Hayes, Commissioners. I know that this Board's policy is not to comment on what is said here this evening, however, I would appreciate it if at sometime in the near future the Board will publically respond to some of the questions I wish to raise this evening. Let me begin with the statement from your attorney, Kevin Roy, when he stated "what is surprising is the breathtaking audacity of the Association's demands, first of the Board and now of this panel" of course he was referring to the Arbitration Panel. My question, to you, is what were the outrageous demands, what outrageous demands did you see the Association making? Was it the fact that we asked that teachers who have been working in Waterbury for nine years and are on step three be given a step increase? Was it that the teachers at the top step who have received only 6.9% increase since 2003 when Central Office staff has received anywhere from 11.4 to 20.2 since 2005, ask for a little more than a cost of living

increase in the next three years? Is this what you saw as a breathtaking audacity of the teachers? Before I go on, I'd like to take a minute to publically thank Commissioner Coleen Merritt for taking the time to participate throughout the entire negotiation and arbitration process. (applause) And Commissioner Theriault who did attend a couple of negotiation sessions and the Arbitration. (applause) Why did no other member think it was important enough to be present during negotiations or arbitration? The teachers have a right to negotiate with their employer and you, Commissioners, are our employer. Just to be clear so the taxpayers know yes, two other Commissioners stopped by on one occasion. Even President Hayes who stopped by to talk to the attorneys and then stood up to announce that he could not stay for the meeting because he had to attend a girl's volleyball game. One thing that was very evident during the negotiation process is the Board and Central Office have no idea what we as teachers do every day in our classrooms. It was also brought out that they have no idea how long a teachers' day is. Well this evening I brought along some of my closest colleagues and friends, some of who would like to take their three minutes and educate you on exactly what they do in their classrooms. President Hayes, I've been at meetings where you have stated individuals from Waterbury would be allowed to speak first and then you have granted time to individuals from out of town. I know you will allow the teachers the same courtesy. I stand here tonight proud to represent the teachers of the City of Waterbury. And I ask you Commissioners to look out at the faces of these teachers that you proposed zero for the next three years. Thank you.

**Margaret Caiazzo, 80 Phyllis Avenue, had the following comments:** I'm a taxpayer, a teacher, and a resident of Waterbury my entire life. I was educated in the public schools and have served the youth of Waterbury for the past 28 years in both parochial and public schools. I would like to make a few comments concerning the contract. A teachers' day may be six hours on paper but a teacher puts in at least 10 hours per day. The day does not end when the students go home. Teaching part two begins. All those directives that are handed down to us such as SRBI's, CPR, COW, PLC, inclusion, DRA, CMT's, CAPT's, need to be implemented. Assessments, report cards, progress reports, attendance, parent communication and involvement, recording data, planning, lesson planning, just to name a few, need to get done. But don't forget those faculty meetings twice per month and scheduled grade level meetings during our prep time. Bulletin boards need to be done, centers need to be planned, and new students need to be tested. When school ends in June, teachers are already anticipating the opening in August looking for sales on books, supplies, bulletin board ideas, tag sales, cleaning supplies, preparing name tags, folders, and again, these are only a few. Some teachers are in school over the summer; others when the custodians give the okay. Getting the room ready so that the students placed in our care feel safe and ready to learn, takes up a good part of the month of August and a good part of our pocketbooks. How much do you take out of your pocket for related work activities? (applause) How many of you sitting on this Board have spent any considerable time in school other than during election time? Some of us teach in deplorable conditions but yet we arrive each day with smiles on our faces and do the best we can for what we have for pennies a day and not one iota of respect from you. Come in and spend a week with us especially in the winter time with either too much heat or no heat. And a rainy day when trash cans are used to catch water from a leaking ceiling. Take a tour of the lavatories where there's no toilet paper, no doors on the kid's stalls, no paper towels, cockroaches and mice droppings in every corner. Could you make AYP in these conditions? And to add salt to the wounds, the City has a newspaper in which the reporters have a personal

vendetta against teachers. If it wasn't for their teachers they wouldn't be where they are now. Where would some of you be now if it wasn't for the long hours and dedicated teachers who love their profession in spite of all the drawbacks? Many of these same reporters, how many of them did any kind of research of education budget trends over the past 10 years? Waterbury like big business is top heavy. Every year new positions are created and high salaries are given to those who, if it wasn't for those doing all their work, wouldn't have jobs. I have seen top level jobs done by one person over the years now done by at least three high salaried people. No wonder the City has no money.

FLAHERTY-MERRITT: Point of order, we do have over 30 speakers tonight, the time limit is three minutes.

CAIAZZO: And in conclusion, I hope this Board and the Board of Aldermen will do what is right for the children of Waterbury as we the teachers of Waterbury do every day.

**Michelle Tuttle, 137 Irvington Avenue, had the following comments:** Actually everything she said is what I want to say. I'm a life-long resident of Waterbury, 30 years teaching. I've been around a few schools; I'm now at Kennedy. Very upset, in 30 years a lot of things have changed, I love the kids, I love what I'm doing, but if I had to tell anyone, don't go into teaching anymore, I don't think, especially in Waterbury, teachers feel respected. If times are tough, and they are, and I think we all realize that, if you're going to cut raises or whatever it should go across the board. One union shouldn't have to sacrifice for another union. And the disparaging words that were said during contract negotiations just make teachers more upset and more degraded in a once honorable profession. And I feel insulted and I feel very sad. Thirty years and I love my kids and I love what I'm doing but it's just not the profession it used to be any more. Thank you.

**Deborah Howell, 53 Beth Lane, had the following comments:** I have been a product of the Waterbury K to 12 public schools and I'm a strong believer of Waterbury public education. I've been an educator for 37 years, 26 of them in Waterbury. For the past five teacher contracts I have served as the elementary representative on the negotiating team. I feel very compelled this year to speak my mind about the way we were treated. I was very disheartened by the lack of respect shown by the Board of Ed and their legal representatives. As an elementary teacher I was so surprised to hear that more time is needed of course to add to our elementary day but nobody was sure on the Board of Ed how long our elementary day was. I was very upset about that. Having been on negotiating teams before, I didn't expect both sides to agree, but the tone of the Board of Ed Attorney seemed to pit both sides against each other instead of finding some common ground. We were not treated as professionals with many years of college and teaching experience. Thank you for your time.

**Michael DeCarlo, 45 Sharon Road, had the following comments:** I'm a resident of Waterbury, I've lived in Waterbury all my life, I attended Chase School, Wallace Middle School, Crosby High School. I owe most of my formal education to the teachers of the Waterbury Public School System. Almost 30 years ago I decided to become a teacher and I have no regrets about that decision. . . . I've tried to foster in my students and the trust they have in turn placed in me is an exchange that's invaluable. I treasure it more than any granted through any other human institution. My day begins at 5:30, I'm in school by 7:00 a.m. and at least till three or later, and, if I'm lucky, I have a 10 minute break. Even my lunch time is preempted by matters I can't attend to the rest of the day.

Then I take about two hours of work home with me. I'd be happy to share my schedule with anyone; I invite anyone to spend a day or two at school with me. I think you'll find that teaching entails much more than is commonly understood. We have been relentless in our pursuit of reading, mathematics, writing, science, and education and we should be. And we will continue for our quest for excellence. If all things were equal we would have obtained it a long time ago. The world, however, is not that simple. I maintain that teachers deal with issues every day the CMT does not even begin to measure. Issues that form the foundation of success in the future. Issues of character, courage, imagination, discernment, and self fulfillment. One can have all the knowledge in the world and still be a fool. I suppose someone is going to provide a crafty refutation of all these points we're presenting to you this evening and I'm not even sure what motivates them; maybe it's an interest in shaping public opinion. I, long ago, learned that ignorance is my greatest adversary. The worst part of it is that this barrage of thoughtless criticism undermines our efforts. It is a hard task to build relationships with our students. We compete with television, computers, gaming systems, celebrities and for all our efforts we can look forward to an editorial that belittles and marginalizes everything we've tried to do. The American public school teacher confronts challenges unknown to most private schools; unknown to most schools in other parts of the world, certainly unknown to the general public. The atmosphere of disrespect and hostility often leaves teachers feeling isolated with no one but themselves to rely on for support. Now I won't deny that bad teachers exist. There are bad workers to be found in every setting from professional to the business world. There might even be one or two on the Board of Education somewhere. Nevertheless, it's my opinion that the average teacher works very hard. At any rate, you don't have to be so simplistic in your outlook, you can use the best of human motives, you can represent education enlightenment, you can have a voice of reason and a wilderness of ignorance. Thank you very much.

**Laurie Moffo, 117 Bucks Hill Road, had the following comments:** I have been teaching for the City of Waterbury since 1985. I attended Anderson School and graduated from Crosby High School. I have always lived in Waterbury and proud to be part of this wonderful community. I have taught in several schools including Driggs, Kingsbury, and Washington and was also in the Reading Department and worked with Amy DeLucia and Pat Moran. I was a trainer of trainers for teachers and presented numerous professional development workshops. At present, I am the ERF, which is Early Reading First, Coordinator for the Early Childhood Department. I am working with teachers devoted and dedicated to their profession. They have worked through their lunches, stayed several hours after school, often to 6:00 p.m., worked Saturdays and bring numerous materials home and work several hours of work on weekends. They are not only teachers but parents, caregivers, nurses, counselors, and etc. The love and compassion for their students and job is evident in every classroom. Our Early Reading First teachers were recently evaluated by the Federal Government and were rated top five percent of all ERF teachers in the Country. This is quite a fete. The City of Waterbury should be proud of them. Our Federal Government has praised our teachers, Waterbury, however, has chosen to insult and degrade these wonderful teachers instead of recognizing and praising their continual efforts. These teachers are among the top of the nation. It would be so appreciated if they were commended by the City. Not only am I speaking for the Pre-k teachers, but all City of Waterbury teachers. I have had the opportunity to work in several schools and have always found teachers to be dedicated professionals whose main concern are the students. There are so many obstacles to deal with and yet they continue to search new avenues and ideas to

motivate and help their students to learn and become responsible adults. How said is it that our school does not recognize, I'm sorry, how sad is it that our City does not recognize their love and dedication to their students. I would like to continue to be proud of my City but the City also needs to be proud of those who work so hard to make it great. Before I end my short statement, I would like to publically thank those educators who have inspired and encouraged me through my years of education and career. People like Kay Phelan, Don Gonillo, Dr. David Monti, Amy DeLucia, Roxanne Augelli, and even you, Dr. Sequeira. Again, I thank you for your time and allowing me the opportunity to praise the Waterbury teachers and to let the City know that they are so lucky to have them. And I would like all ERF staff to please stand so we can recognize you.

**Richard Arroyo, 354 Atwood Avenue, had the following comments:** I'm a life-long City resident. I'm here as both a concerned City resident and a disheartened City teacher. I'm a product of the Waterbury School System. I have overcome many hardships, many obstacles. In fact, I came from zero and I believe I'm worth more than zero now. If it were not for the educators before me that provided me with a shred of hope, a guided mentorship, a path to follow, I would not be the man I am today which is much more than zero. Those very same educators that provided me the leadership I needed when I was a young man, would be happy to hear and maybe even a bit shocked to know, that I followed in their footsteps to become an educator so I could guide the needy and unsure students that are sewn from the very same thread as I, who quite frankly, some believe are not worth much more than zero. Zero as defined by [dictionary.com](http://dictionary.com) is "not, or nothing; the lowest point or degree". I believe my fellow educators and I are worth more than not and nothing and achieve greater than the lowest degree. My fellow educators and I spend just as much time, maybe even more time with some of our students than their own family members do. How much is that worth? More than zero? I mentor students on a daily basis, provide an ear to cry to, even make sure a needy few have lunch, and maybe even a snack. That I believe is worth more than zero. Daily, daily I emphasize the need for advance education, respect, and honor. Yearly I field and answer questions students have about financial aid paperwork and college applications. Regularly I provide hope and belief that with hard work and a little luck, you too can reach your dreams. How much is that worth? I believe that is worth more than zero. On the City website, on the City's official website it states "empowering students for success". The people on the frontline of that empowerment, I believe, are worth more than zero. Now with all due respect to the members on the Board, I believe I could do your job, I could sit on committee; I could make rules and regulations necessary for the governing of the school district. However, with the exception of a few retired educators, you couldn't do our jobs. In closing, I realize contract negotiations are a business, I know times are tough, but we are worth more than zero.

**Mary Ellen Massimo, 232 Grassy Hill Road, had the following comments:** I have been a special educator for the City of Waterbury for 30 years; this is my 31<sup>st</sup> year. I want to state that I love my job because of the students I have had the privilege to teach and the faculty and staff members I work with now and have in the past. This is my third time involved in the negotiation process. I would like to thank Commissioner Flaherty-Merritt for coming to the negotiation meetings, fulfilling her obligation to the City and the employees she makes decisions for. What I don't understand is why there didn't appear to be a Board of Ed Committee for negotiations in place and present at all

the negotiation meetings I attended. As a taxpayer and an employee of the City, why were negotiations solely left up to representatives of Central Office with little or no input from the Commissioners of this Board? Did this Board of Ed committee for negotiations consider attendance in negotiations an extra non-paid duty and not a requirement? I felt it necessary to speak tonight in order to give some hope and validation to the teachers who have been left on step for too many years, but give their all to their students every day in Waterbury schools. I want the people that are listening to know that the teachers who have not left, who have stayed to press on with the many initiatives they willingly carry out, are not alone. That we, veteran teachers, will support them. Thank you.

**Leslie Dempsy, 163 Lakeview Avenue, had the following comments:** I'm a 22 year resident of the City of Waterbury, a taxpayer in the City of Waterbury. In the fall of 2002 I was hired as a teacher for kindergarten at Walsh School. My starting pay \$37,486. I'm currently in my eighth year of teaching with the City and because of the State Oversight Board, I'm frozen on step two and make 47,584 a year. Over that time my pay increased a little over \$1,000 a year. My deductions for insurance kept rising each year and as a result I'd only see a small increase from my bi-weekly paycheck. Currently I have a kindergarten class of 19 children. Seven of which are special ed. Not only do I have to differentiate education lessons for each of those students, I have to make sure their IEP hours are met. I only receive two hours of special ed support, one hour of speech a week and one hour a month of OT for one of the children. Three of the students are on prescribed medication so I need to make sure that one of them gets their meds before school, one before lunch, and one before gym. I also have a child with a peanut allergy, so I'm trained with an EpiPen so incase that child goes into anaphylactic shock, I could help them. When I arrive at school I have to write my daily objectives on the wall, set up my room, get out materials, sometimes I even need to clean my room because other groups come and use our school and they are allowed to roam the school and my room is a mess. There's only a handful of subs that are gonna come to my school or who will work there, so there are days when we have split classes which means I have up to five extra children in my room. In addition to the regular curriculum we have an extensive exit criteria because the CMT standards have been brought down to the kindergarten level. Math has 99 items, some of which are tested two ways and the students have to count individual to 100. Yes, some items can be tested in small groups but most need to be tested on a one-to-one basis because they are kindergarten children. Remember, I'm by myself with 19 children, so that means I need to keep 18 other children occupied while I am testing these other children on this extensive criteria. This is not easy and it's pretty stressful, but I get it done. Literacy has just as many items. We also have Dibels, writing prompts, and now we have weekly collaborative meetings which require the collection of more data so we can document growth. More testing, less instruction for many of these children. For many of these kindergarten children, it's their first school experience. We want to instill a joy of learning and excitement, but we test them and we work them and we take all the play out of kindergarten. We take away their socialization. This is a time for them to learn how to socialize, converse, and cooperate. No wonder there are so many behavior problems in the upper grades, they don't know how to get along with each other. I have so much more to say about trying to keep attendance records, inadequate computers or no computers in the classrooms. Mice and bugs in the school; low budget for classroom supplies. You can in to negotiations offering us zero, I realize times are tough, but you could have shown us some gratitude for what we do, for what we gave

up during the Oversight contract. Honestly I feel you put more energy and concern towards this Christmas holiday fiasco than you did towards our contract.

**Elizabeth Burgos, 15 Circuit Avenue, had the following comments:** I am the parent of two children in the Waterbury Public School System, a 23 year veteran teacher currently working in a middle school, and a taxpayer in this City. Most of us have dedicated ourselves towards improving student motivation and achievement, increasing their knowledge, helping to mold them into good citizens, and making a positive difference in their lives. Every year we're asked to do more while having less time to do it. During the little prep time we get, we must make phone calls when students are absent, fill out paperwork when it turns into truancy, schedule and hold parent conferences, fill out paperwork and attend PPT meetings, fill out paperwork sent by doctors, fill our paperwork sent from, and make referrals to human service agencies, create EIP files along with copying the work done by each student with an EIP, and our team started with 23 this year. Attend grade team meetings, attend content area data team meetings, attend PLC meetings, do hallway or lunch duty, search through various resources in order to do differentiated instruction, create lesson plans in CPR format, create working tests, modify each test, one for special education students and one for resource room students, make copies, correct student work and tests, analyze these tests and create tables and/or graphs with the data collected to come prepared for data team meetings and to direct instruction, input grades into Progress Book, create and send mid-term progress reports, input report card grades. And oh yea, prepare to teach. Our job has turned into mission impossible and yet you claim we have plenty of time to do all of these things during the school day? So much for the August pep talk at the Palace Theater when Dr. Sequeira and Mr. DuFour gave such an inspirational speech and said for every new thing you give a teacher to do, you should take away two. The introduction of teacher collaboration time was also a great idea if only we weren't given more meetings and tasks to do during this time. To add insult to injury, you gave us a contract that is destructive at so many levels. Data seems to be the new buzz word, but what data did you use that proves increasing the number of students in each classroom will promote academic achievement? You claim that we don't have a problem with hiring and retaining teachers in the City, but the data is contradicted by what I have personally witnessed at my school alone. In the past few years we have lost many teachers, Spanish speaking, and unfortunately, we are worth more than zero.

**Lisa Mason, 62 White Oak Drive, Prospect, had the following comments:** I teach at North End Middle School, I was a resident of Waterbury for 22 years, now I reside in Prospect. Just about eight years ago today I made the decision to leave a 27 year career as a sales rep for Reebok and McGregor Golf Companies to become a teacher. It is a decision I have never looked back on and asked did I do the right thing because the very first day I substituted, I knew it was the right fit. Since that time I have worked very hard and enjoyed every day, or at least a good part of every day. As a result of my very hard work, my students have enjoyed the very best social studies instruction I can provide. A large part of what we learn in my class is to become a good citizen and to learn to listen to each other, respecting each other's rights and opinions even if we do not always agree. Tonight I have come before you as a teacher, former member of the Waterbury Board of Aldermen, a member of the WTA, and a WTA rep to express my outrage and the outrage of many of my colleagues at being called a zero or being told we are worth zero. Money did not motivate me to make a career change. If you check some of the top reasons people change careers, stay motivated, and continue to work



hard in sometimes challenging economic times, money isn't always at the top, but being valued and respected is. Thank you very much.

**Damaris Cabrera, 40 West Clay Street, had the following comments:** Thank you for giving me the opportunity to speak today. I'm ten years old and I attend Driggs School. Today I'm speaking because I applied for WAMS and was placed as 153 on the waiting list. I'm giving each of you a copy of a letter and a petition that I'm giving to Ms. McGrath, the principal of WAMS. I feel that I could attend WAMS because I love the arts and I have very good grades and I also play the flute. My CMT grades, which are also being passed around, are very good. I feel WAMS shouldn't do a lottery so kids can get in. I think WAMS should hold auditions because WAMS is an art school and if you're in WAMS, you should love art. I really, really, really want to go to WAMS and I understand that speaking today will not get me up to the school. Right now I want to thank my teachers because they are the reason I am here today. The teachers have taught me all I know. I hope you consider what I spoke about today. Again, thank you.

**Charlotte Sullivan, 284 Stoddard Road, had the following comments:** I bought a house at 284 Stoddard Road because I believe in this City. Up until a few weeks ago I assumed that you knew that my colleagues and I go to above and beyond for our students. I thought that you knew that each I edited 100 college essays. I thought you knew that I spend hours and hours writing letters of recommendations to college admission officers and perspective employers. I thought you knew that I hold afterschool meetings with my club even though I am not compensated. I thought you knew that I am calm and efficient in the face of student on student violence, threats, deliberate disrespect, disobedience, vulgarity, and dishonesty. I thought you knew that I contribute to just about every fundraiser that occurs at Crosby High School. I thought you knew that out of my own pocket I purchase pens, pencils, paper towels, tissue, hand sanitizer, extra copy paper, extra lined paper, so that my classroom could run as smoothly as possible. I thought you knew that I buy materials so that my students could make holiday cards for Veterans at Walter Reed and Valentine cards for local convalescent homes. I thought you knew that I give up time with family and friends so that I could attend sporting and fundraising events, so that I can chaperone dances and proms, so that I could help facilitate graduation, so that I could make sashes and bouquets for homecoming, so that I could organize our alumni gathering. I thought you knew that every single teacher in this City devotes hours and hours of their own time supplanting lessons, correcting papers, and devising new strategies. I thought you knew that we are generous with our time because we care deeply for our students and we are determined to prepare them for college and beyond. Well, I hope that you now know that we are tired of being taken for granted.

**Aryn Kavanaugh, Crosby High School, had the following comments:** I could make this brief because my colleagues have spoken so eloquently the words that I feel myself. Basically we're worth more than zero, that's why we're here; I'm worth more than zero. I moved here from Cincinnati, Ohio eight years ago with the hopes of making a difference. As a new teacher in Waterbury I was excited and determined to inspire our young minds to motivate our students to reach for excellence and to encourage them to work hard and to be proud of who they are and to embrace themselves and the people around them by celebrating and respecting our cultures and beliefs. As a young teacher, those seem like reasonable goals for myself and for my students. However, I soon realize that it's difficult to inspire young minds when they do not wish to be inspired

and when resources as simple as textbooks and copy paper are limited. I quickly began to see how difficult it was to motivate our students when they are bombarded with rules and boundaries and tests when they have jobs and brothers and sisters to support. When they have parents who are often too busy surviving to be able to create a supportive environment that we, as teachers, try to provide. I was forced to understand that encouraging respect for self and others can be impossible when classes are crowded and being a disciplinarian overrides instruction. It did not take me long to see that being a Waterbury teacher was more challenging than I could ever imagined. I did not give up on this City though even after receiving only two step increases in the last eight years and I never expected this City to give up on me. I am worth more than zero and so are my colleagues. In spite of these daily challenges, I have not given up on my students. I believe that they are worth more zero. When will this City see that? When will this City start to believe in the hard work of its teachers? When will this City support our children in their education? When will this City believe that we are worth more than zero?

**Scott Schulte, 35 Avon Avenue, had the following comments:** I've been a teacher in Waterbury since 1999. My mom was a teacher for 32 years at Walsh and Chase. My wife is currently a teacher at Wilson Elementary; my daughter is a kindergartener at Rotella. So we are very vested in this City. We live in Bunker Hill. I love my job, I love it. But more and more it seems that more and more is expected and we're getting less and less from the City. First I worked at Wallace; I'm a feeder teacher so I'm a little different than a lot of the academic teachers. Now I work here at WAMS. I'm not a clock watcher, I don't look at the clock, I don't want to look at the clock. I want to be able to stay here to 5:30 with kids that want to be here, but it's becoming harder and harder to justify to other teachers that I want to do that because I'm not getting compensated. When the arbitrators came back with the award, I think most of us were probably a little disappointed, in the middle somewhere, but when we heard what the City offered us; I was shocked, I was ashamed, I couldn't believe that that is what we were offered. I'm a taxpayer in this City, I understand the economic times that we live in; I think we all understand that we're in a recession. The problem is we've been in a recession in this City since 2004 and we have given, we've given a lot. When it came time to come to the table this year, I really thought that we could meet in the middle somewhere. I started to think of everything that I do personally. I'm not talking about . . . I'm talking about just the things that I do afterschool for students. Currently I was asked by the sophomore class if I would be their advisor this year. They don't have an advisor, it's not a paid position, and I'm doing it, I want to do that, I want to be able to do that. Will I do something of that nature next year, I can't justify it anymore. I really would ask that the Board rethink how they value us. Thank you very much.

**Louise Mancini, 247 Eastern Avenue, had the following comments:** I have come tonight to speak as a resident, taxpayer, and an employee of the City of Waterbury. I was born and raised here and educated in the Waterbury School System. It is important to realize the influence the teachers have on our future citizens. My decision to become a special ed teacher was instilled as a student at Webster School helping out on what was then called the special six class. How many of us decided our careers on the encouragement and support of a teacher that we had. Teachers are, at times, the first line of defense in protecting our children from physical, verbal, and sexual abuse. Children report their problems, confide and trust their teachers and staff in school to listen and protect them. We are teaching children who are coming from dysfunctional

homes, maybe on psychotic medication experiencing emotion problems, learning problems, behavioral disorders, whose academic levels in one class may span four to five different grade levels. Teachers are required to instruct in ways that must meet the needs of all of those in their class. Teachers and staff are working on the wellbeing of the whole child, not on just a score on a test. It is difficult to begin concentrating on CMT scores when we are dealing with children who are in crisis and pain. They need patience and understanding. Teaching is not one dimensional. What other profession face as their personal success on a test that somebody else takes? Our curriculum is also . . . pertinent to the needs of our population. One curriculum does not fit all. We have students who can't balance a checkbook or know how interest rates work, yet they must take Algebra classes which many have no interest in or understanding for. When I attended school there were such choices as general math, business math, and college math courses. We need to prepare our students for life, not for a test. How do we maintain respect from our students, parents, and taxpayers when the public is told that we are worth zero? In my 33 years working in the Waterbury School System, I have great respect for my colleagues in spite of what the newspaper or anybody else says. Respectfully yours, Louise Mancini.

**Joseph Finn, 222 Bayberry Drive, Thomaston, had the following comments:**

Teaching is a second career for me. I'm in my twelfth year here in the Waterbury School District and currently I'm on step five. I came in, my first contract the Waterbury teachers gave back to the City of Waterbury who pledged to meet that step because there was a problem with money for textbooks. That obligation was not honored. Waterbury was in dire economic straits. The Oversight Board came in and I understood that everybody had to take a hit; the teachers seemed to take the largest hit. I said to myself surely in the next contract, things should be better, but it was not better with the Oversight Board. Arbitration was gone, we were handed what we were told we were going to get. I said surely in the last year when the City of Waterbury is in the black this cannot happen again, but it did happen again. I was encouraged by the fact that the administrators received a sizable raise; Waterbury was in better economic situation. I said surely they much realize the value of what we do. Zero/zero, zero/zero, zero/zero. I respectfully suggest that anybody that's in charge of deciding compensation for any organization, that you roll up your sleeves, that you step into the classroom on the frontlines and find out exactly what we do do. Substitute a few days in the elementary schools over the course of your term, substitute a few days in the middle school, and then go to a couple of high schools. When you get up, get up a little early because you're going to have to stop and buy some hand sanitizer and some tissue paper. Save a little time in the evening, don't plan dinner too early because you have papers to correct and grades to log into progress book and phone calls to make to parents. I'm 56 years old on step five, I don't think I'm gonna live long enough to make top step in Waterbury.

**Ralph Cantino, 52 Albion Street, had the following comments:** Taxpayer, resident, product of Bunker Hill Grammar School, Holy Cross. I am lucky to teach . . . it's a terrific physical plant and I thank everybody for that, but I am a union member and I stand with my brothers and sisters who are stepping over rats and dodging dripping ceilings. I too was so pumped up at the start of the school year; the convocation at the Palace was sensational. I know I wrote to Dr. Snead, I know I wrote to Dr. Sequeira. I felt we were all on the same page. Now I feel it's us and them. After hearing about the arbitration negotiations, the complete lack of regard for what we do, how we do it, and

what we sacrifice to do it, I'm very sad and I'm pretty disgusted. It seems the only people on this earth who know what a teacher does are the teachers and their families. If there is a sympathetic letter in the Waterbury Republican, it's from the father of a new teacher, or from the wife of a teacher, or a husband of a teacher. Everyone else they only know three months off, weekends off, snow days. Somebody already said that three months is a fallacy; I am in my building for two weeks after school and two weeks before school starts and I have my mother and my sister with me to get done all the work that needs to get done. I am sure that everyone is living in the 50's and 60's when they went to school. Let me tell you, the days of 31 well scrubbed respectable children sitting in perfectly straight rows from two parent homes, neither of them who have been ever been to jail, willing and ready to learn who will be with you for entire year, 180 days, those days are over. At Bunker Hill where I went to school in the 60's we had two behavior kids in the entire school. They got strapped regularly by Rosemary Foley, our Principal. And let me tell you, we have four to six behavior problems in every single classroom. I know the transiency rate is not a surprise to you, there are so many kids moving in and out of my room I could use a full time assistant just getting the folders, getting their portfolios organized, and moving them in and moving them out and testing them and retesting them and trying to figure out what the last teacher did and trying to help the next teacher. I have two kids in my class who are flunking; who are below proficiency level on their DRA and guess what, each one of them has been in four schools this year, one of them, three schools since November. One of them, three schools since November and he's on his way to Kingsbury. Now it's not enough that we teach the students and we differentiate, we have to teach the parents, tell them what kinds of questions to ask their kids, teach them how to read to their kids, give them books so that they can read to their kids. Give them yellow markers and index cards and flash cards. We are educating the entire City, not just 19 kids. And now that kindergarten is the new first grade, we have to make up for the hideous lack of social skills. The children are mean, they are petty, they are full of me first. Put a manipulative on the table . . . I spend a great deal of my day dealing with the repercussions and the tears and the sullen behavior that results from all the insults from the other kids. The bus is a complete zoo, the kids arrive at school already so angry and shut down their little brows are furrowed at ten after eight in the morning; they are shut down to learning. I have second graders who don't know what a zoo is. Many can't tie their shoe. They don't know how to blow their nose. They know when something is dripping and they can wipe it. They have accidents of the bathroom variety; both liquid and solid. In third grade, in second grade. Most of the parents are involved; you know what they're involved with the students who succeed. You look at my class list for the last five years of open houses and every parent who comes has an A or B student. Where are the parents of the D students and the flunking students? The ones who need intervention have no parental support. The paperwork is crippling, I've only been teaching for five years. What I've accomplished five years ago is completely different from what I could do now. I beg, I pray, for five minutes with an underperforming student, him and me at the back of the table and I'll make that kid read and I'll make him do his math and he'll learn. Can I find that five minutes? Not in this lifetime and not in this school district. I challenge each and every member of the Board here today and the staff from downtown, sign up and sub in the Waterbury School System, do it for the going fee or do it for free since Waterbury seems to need the money so desperately. Experience a day in our shoes and know that what you did that day and you will sleep for 20 hours when you are done. That's only about 40% of what we do.

**Sheila Lee Calhoun had the following comments:** I am a former teacher, I've never taught in the State of Connecticut full time and I am glad after listening to this that I don't. On behalf of the teachers of the City of Waterbury, I come from a family of teachers; my mother and father were teachers. My aunts, uncles, and cousins were teachers. Two of my brothers married teachers, I married a teacher and divorced him, and the reason for that is the lives of a teacher after school is really horrible. Their children, if they're old enough, correct test papers. Their children, if they're old enough, help them develop tests for the slow learning students as well. And the children give up their time with their parents, their ability to get to know their parents and become better people themselves because their parents are teachers and they have work to do from earlier in the day. Okay, having given up that much of my time to you teachers, with respect, I just have the one point that I harp on every time I get up here and that is that several months ago, one of your members whose name is Paul D'Angelo, violated the Bylaws of the Board of Education in four different places under the Code of Ethics. During that time, I don't know what if anything has been done to correct this behavior or to prevent it from reoccurring. What I do know is this, when someone does something wrong, regardless of who it is, it is still wrong. And when we don't take action against the person who has committed this wrong, then we send a message to our children that says, it's alright, you're not going to get in trouble, all you do is submit an alternate rule to the one that you broke and everything will be okay. That's not a positive message, that makes their job a whole lot harder. They just told you that they have behavior problems in the schools. Well you set the example, what example are you going to set tonight when you look at what has happened among yourselves, you people who have a stipend, who also have full time jobs and who make decisions, you said in your last meeting that you were gonna follow the Bylaws. Does it just apply to the teachers or does it apply to you as well? It would apply to you because you are the overseeing body. You are the ones who are supposed to set the standard and make the difference. Start making the difference now, give these people their worth, give them their praise for what they have been doing, and take care of business in your own body.

**Andrew Luchina, 925 Oronoke Road, had the following comments:** I am a taxpayer, I'm also a teacher of the City, and I'm not gonna stand up here for three minutes and tell you what I would do in a day because it would take a lot longer than that. But I would like to clear something up. It said in the paper that we're getting a raise, if I look at my pay schedule over the next three years I don't see a raise. I'm clearly not understanding things. When I look at my pay, it's going to stay the same. There's zero general wage increase over the next three years. Also, I want to bring something to attention, I don't think this Board or this City understands the teacher flight out of this City. I think this is in need of concern that's going to be a big problem in the next couple of years. What's going to happen is your speech pathologists and your special education teachers are going to leave this City for higher paying jobs. Then what will happen you guys will hire them back at a higher pay increase than anyone standing over here . . . what will that do; that will increase your budget. Also, I'd like to say this to the Board and the WTA, I urge the Board to give the WTA time, once a month, at these Board of Education meetings to speak concerns to you guys. I think it's very important. Instead of working against each other, let's work with each other. I don't think we need an arbitrator, and I don't even want to ask how much money that cost the City; I don't think we need an arbitrator to decide our contract, we can find some common ground. And if not for us, how about for the students and the children of the City. Thank you.

**Michele Pizzutto, 107 Forest Avenue, had the following comments:** I'm a taxpayer and I've taught for 32 years. Today teachers face serious perception problems. We are always being criticized by the press every day, the media, and the majority of the public. Although we are given resources by the Board of Ed, there are many variables that contribute to our daily jobs that are beyond our control – family life, support structures at home, lack of food, clothing, and medical attention. Yet we are to blame for the ills of society. But, we as teachers, are always seen as the enemy. Public perception claims we don't do our jobs, scores are poor, we work only 180 days, and most of all, we don't deserve a raise. The list can go on and on and I am here tonight to remind the Board of Ed and the public that our profession is the only profession that continually asks us for two concepts – one, we finance our classrooms and our students with our own money and we perform job related tasks beyond the school hours. Name one other profession that buys their own supplies. Two major concerns that we, as teachers, do and do and do every day of their career is never recognize for the generous contributions. As a teacher at the Waterbury Arts Magnet School, a Waterbury taxpayer, and a teacher for 32 years, I have witnessed almost every teacher buy tissues, art and school supplies, bulletin boards, food, and rewards for their students. Not to mention the teachers who purchase clothes and shoes for unfortunate kids and families. I, alone, spend two to three hundred dollars a year on just supplies. Just take a box of tissues, I alone in 32 years probably spent \$1,000 on just tissues. Not to mention everyone in this room who buys tissues every single day. The second thing I would like to mention is time. Time is an endless word for many teachers. Teachers at this school, the Waterbury Arts Magnet School, they come here one to two hours before, they stay two to three hours after, just anyone who's witnessed "The King and I" knows that we put 50 to 60 hours a week in extra time to put that show together. We, at the school, continue to stay after hours to make this school succeed. Whether they are music, art, dance, academic activities, chaperoning dances, field trips, working out to help donate for charities, we are here, look at this place, and look at what goes on at this magnet school. At any given event you will find 20 to 30 teachers. To come to the table in negotiation and offer a zero percent raise for all of us, young and old like myself, is a total slap in the face and a total disregard for the teachers of Waterbury. We do our job, we do it well, and to insult us is to insult what we do, insult our students and insult our profession. As a taxpayer of Waterbury, I am totally insulted by this message or gesture of wanting us to have zero. I, and all my fellow colleagues, give 100% of our time.

**Thomas Haines, 133 Beecher Avenue, had the following comments:** I am a midlife change to the field of education. My home is Pittsburgh, Pennsylvania and I've had the opportunity in teaching in the Pittsburgh Public Schools, Allegany Public Schools in Maryland, Bridgeport Public Schools, and now in Waterbury. When we decided to move to New England, we decided to buy our house here in Waterbury and the first position I got was at Bridgeport Public Schools for the first year. After that year and the long commute, I decided I should transfer to the Waterbury Public Schools. I was warned by my colleagues in Bridgeport that this would be a bad mistake. They told me that the demands on a Waterbury teacher are three times what we have in Bridgeport. I said that's not possible in my mind and I transferred. It is absolutely true. I have never worked this hard in this district as I have in the Pittsburgh Public Schools, the Bridgeport Public Schools, or in Maryland. I believe I am worth a lot more than zero. All the other districts thought so. My day, you heard how our day goes, I'm an elementary school teacher, our day is extremely hectic. When I decided I was going to do this, I wrote

down everything I do. One of the smallest things on my list here is teach the students. I listed everything I do. I think number 14 gets to the teaching. I spend my entire day at school doing everything that they said. I then rush off to my tutoring clients because, due to the salary, I am unable to pay the high property taxes and all of the other things here in Waterbury. After tutoring I run home, I have another hour, hour and a half of grading. Thank goodness for my wife who sits with my first grader and my third grader and does their hour of homework with them each night. My first grader is having difficulty; I said to my wife maybe we should get him a tutor. My wife says, isn't that something, a certified teacher in our home and we're talking about a tutor for our own child. I simply do not have time to do that. I've moved quite a bit – Pittsburgh, Maryland, and now to Connecticut, I decided to raise my family and finish my career over the next 20 years in Waterbury. When I went to that meeting and I found out that I'm worth zero, all three of the next years I had dread on my face. I could not believe how I had messed things up for my family. I cannot start saving for their college now. I don't know if I can make it in Waterbury. I devoted everything to this. One last thing I wanted to say, you know people listed everything that we do, one person said attendance. They flippedly went by attendance. Let me tell you about attendance. First and second day out, phone call home, form one must go home. Third day out, form one and two go home, phone call. Fourth day out, form one and four, if four absences are in one month we must have a meeting, if they're special ed we must have a PPT. Fifth day, form one, two, second notice for form two. Sixth through eight – phone call, form one. Ninth - form two goes home for its third time, phone call home. Tenth day out – must have a meeting, if it's special ed must have a PPT. If you mess up any of these steps the attendance counselor lets you know then you spend an entire planning period asking our secretary please print out the attendance report, checking it with your records and then making any corrections. And if the child is referred to Truancy Court, now that's a weekly report. So they listed everything out, when they say attendance, it's not like 30 years ago, here, here, okay, done, no. it is all this. It takes me 45 minutes to do attendance in the morning.

**Suzanne Wiezbicki, 45 Carousel Drive, Portland, had the following comments:**

I've been proud to teach the children of Waterbury for the past . . . years. I am currently a reading teacher and I love my job. I was very disheartened to hear that the Board thought that I was worth zero. I remember several years back when the last two half days were not put into our school calendar, it was always something we asked for and got, and that you're the Board that said no, the teachers were upset. Some of you may have been there, I'm not sure. The Board sent us a heartfelt letter saying they weren't given proper notice and saying we give you our children, I have two sons I would never hand them over to anyone I thought was worth zero. I am not replaceable. You can get another body to come in and do my job; what you will not get is someone who cares more about the students, your children, and their education than I do. You will not get another Sue Wiezbicki. This will not change because despite what has been said, I will not change who I am. What has changed is my perspective on how things really are, it greatly saddens me that I am thought so little of. I spend three hours every Sunday completing lesson plans. My days consist of running around seeing eight different groups across three grade levels. I work with remedial students all day and am constantly trying to diversify lessons within the groups. I drive back and forth from Portland to Waterbury and spend that time thinking about my individual students, their needs, and what I can do to help them. I consult with teachers before, after, and outside of school about my students. We can't do this during the school day because

we're busy doing our jobs. Most lunches are spent discussing students and how to help them. I am in constant contact with parents to keep them updated on their child's progress. This is also done on my own time. I spend each and every day giving my all to my students, your children, I am not replaceable. Thank you.

**Nicole Negrón had the following comments:** I've been teaching in Waterbury for 18 years. First of all, I'd like to say the attendance policy, he is 110% correct. We have truancy officers in the building and it seems that we do their jobs. I just want all of you to know I was on the negotiating team, I was the person for the middle school, representing the middle schools. It was my first time ever negotiating in the City of Waterbury although I've taught in Waterbury for 18 years. I didn't realize what the process was. And I thought that you'd all be interested to know that your attorney treated us horribly; the way he spoke to us, the way he degraded us, at one point he said to us I would like to know what you're smoking. If that's not appalling, I don't know what is. I would never, when I heard zero, zero, zero, I would have loved to ask that question. However, I have a lot more respect for all of you and I had for the people that were negotiating with us, which very few of you were there, so you were not there to hear everything he had to say to us. I just want all of you to know that it was a terrible experience, however I will do it again, and I will keep fighting for the teachers in the City of Waterbury because we deserve more than what we got.

**Vincent Dizenzo, 55 Fox Hill Road, Stratford, had the following comments:** I've taught here in Waterbury for 10 years. I do not live in Waterbury, but I believe my words are just as important as anybody else's. I was a career changer and left the business world and I took a pay cut to become a teacher, yet I am now considered greedy. I taught in Darien and Westport before I willingly came to Waterbury. In those districts education is instilled in the children. That is not always the case here. However, we do not let this deter us in the least. I came to Waterbury to make a difference. I'm a special education teacher and I can tell you the job here in Waterbury is harder. Here I have to create student schedules, I have to schedule PPT's, I have to do all of my own testing, I have to complete all of my own IEP paperwork. These are things I did not have to do in those other districts, but I do them every day with a smile. I spend thousands, thousands of dollars every year on my classroom and on my students. I spend more money every year while the special education money goes down every year for the classrooms. But again, I'm considered greedy. We keep getting more responsibilities every year. You have heard the list of all of my colleagues, I don't have to repeat it. It's unbelievable how we are asked to do more for less. With this contract Waterbury has tried to make me feel like less. I am far from less; we are all far from less. Thank you.

**Kathi Howell-Talmont, 55 Batterson Drive, New Britain, had the following comments:** I've spent the last 28 years in behavior disorder learning centers here in the City of Waterbury. My colleagues and I have spent thousands of dollars in order to create behavior settings that are conducive to learning to children who have severe emotional and learning disabilities. Without teachers willing to spend their own money, what happens in almost every classroom in the City would be greatly impacted. Over the last several years there seems to have been an insidious effort to drive a wedge between administrators and teachers. I remember times when there could be an honest disagreement often spoken with great animosity and yet not have your job feel threatened at the end of the day for insubordination. There's a serious them against us



mentality with many people standing around waiting for that gotcha moment. The district seems very willing to lose good, able teachers and retain mediocre administrators. Wage increases every year for administrators but not teachers bares out lack of value for teachers and causes further deterioration in relationships between administrators and teachers. Teachers used to spend entire careers in the City of Waterbury, some of them staying in the same building for that entire career. That experience is being lost at an alarming rate and there doesn't seem be any remorse on the part of the district. You say test scores are important and yet you belittle the people you expect to raise those scores. We all understand the economic times and teachers have always stepped up when called upon. However, intentionally targeting the teacher contract in a way that no other contracts were targeted, sends a clear message. You do not respect us or what we do. You do not place education and children first. If your goal was not to demean, devalue, and disrespect your teaching staff, then maybe you should have actively participated in the process instead of relying on your hired guns. Thank you.

**Kevin Egan, 651 Wilson Street, had the following comments:** I teach .3 miles away from my school, imagine that, a neighborhood teacher. I've been teaching for 12 years. I'm a member of the WTA Executive Board and Chairman of our WTA Political Action Committee. On a state level I'd like to just explain a little bit about what goes on in our day, our elementary day that happens to be six hours and 45 minutes. My colleagues before me have stated everything that we do and I can't really add anything to that; they've done that. But I would like to just give you an idea of what some teachers do after the day is through. After reading some of the comments on the blog and the Republican American I chuckle sometimes when I hear that same thing, six hour day, weekends off, summers off. Besides being on the WTA Executive Board and Chairman of our Political Action Committee on the state level, I represent 35,000 teachers in Connecticut as a member of the Board of Directors of the CT Education Association. Up there I am a member of the Legislative Committee, the Membership Training Committee, I'm the Senior Director of New Haven County, and I'm on the committee to study the future of education in our state, and a member of the CA Staff and Personnel Professional Development Committee. My day does not end at 2:35. On the professional development side, I travelled this summer to Canada to research the best ways and most innovative ways to incorporate technology in the skills of teaching and integrating technology into our daily classroom. I needed a letter of referral at the last minute, Chairman Theriault was more than obliged to give me that letter, and I thank him for that. After attending this conference, I travelled informally to schools such as Barnard, Brooklyn, Bucks Hill, Bunker Hill, Carrington, Chase, Driggs, Kingsbury, Regan, Rotella, Tinker, Wilson, WAMS, West Side Middle, North End Middle, Wilby High School, and Kennedy High School. Most done informally and just by the phone call of fellow teachers. Why did I do that? Because we all know that better teachers make for better children. Then why are we here tonight? Well the saying goes every man reaches his breaking point. I would like to ask just the teachers in the room to please stand up for a second, everyone. Look around you, I think we have reached our breaking point. During negotiations and after negotiations we heard that presenting zero, zero, zero, zero, zero, zero was a strategy. I know the strategy, I'm around the state, I'm currently aware of the economics of the situation, that's not why we're here. We're here because of the way we've been treated. We're here because your hired gun, Mr. Brian Clemow, treated us disrespectedly, unprofessionally, and, quite frankly, I was insulted during negotiations. To ask a professional body what you are smoking

was one of the most rudest comments that I have ever heard as teacher. Does Mr. Clemow know that smoking is a problem with our teenagers across the country? Does Mr. Clemow know that asking a teacher if they smoke is probably not the most professional thing to do? And then he had the nerve to tell us that we're fortunate. I will say anyone with the job in this economy is fortunate. But I have news for everyone, Waterbury is also fortunate to have us teaching for you. I know most of you on the Board. I've dealt with you, I've had discussions with you, and if at any time if any one of you called me up to ask me for anything, I've never said no. I've never said no to any principal, I've never said no to any teacher. I'm here, I'm staying here, and I'm not going anywhere. So I ask you, in three years from now, I'm going to remind you of this awesome strategy you had to present your zeros. I'm going to remind you again of the awesome strategy that you had that brought us here tonight. I hope in three years you will reconsider the strategy. Thank you and good night.

**Donny Bryk, 161 Algin Drive, Middlebury, had the following comments:** I've been a teacher in Waterbury for 31 years. Dr. Snead, President Hayes, members of the Board. I'm proud to be a product of the Waterbury School System back when Webster School was not elderly housing and a loyal Waterbury teacher for the past 31 years. You have heard from other teachers tonight about the extensive requirements of our jobs and the time it takes to perform these duties. I teach middle school behavior disorder students and have for the entire 31 years of my career. You have to love what you're doing to spend your entire career in that setting and I have loved it, but it's getting increasingly more difficult to continue that feeling especially after being on the negotiating team representing special services. I was appalled at the manner in which we were treated and distain that was evident by many comments made by the City's chief negotiator who commented in arbitration and on the record, that he could not see why teachers, who have had more years of service, should earn more than first year teachers since they do the same job and work the same hours. Using his logic, he should be making as much as a first year lawyer. So if you paid more than that you did not get a good deal. I invite any member of this Board to shadow me for a week and try to do what I do on a daily basis. Be prepared to feed them, console them, listen to excuses why they could not do their homework, create lesson plans that would hold their interest at least as much as the current video game out there, teach those lessons and complete the reams of paperwork we are required to complete at the same time as well as teach our special education students on varied levels, fill out the PPT paperwork, attend the meetings, test those students, track attendance, etc., etc. I respectfully suggest that you wear your running shoes. On an aside, Mr. Egan mentioned the blog in the Waterbury paper, I am Angelcrafter in there, and anyone is welcome to read my comments. Thank you and thank you Commissioner Merritt for being there the entire time.

**Mary Monroe, 112 Newton Terrace, had the following comments:** I am speaking to you tonight as a lifelong Waterbury resident, a parent of two children in the Waterbury Public School System, and a dedicated Waterbury teacher for almost 20 years. I have spent one third of my teaching career in a pay freeze. I gave money back as well other teachers in the room which made national headlines by the way for our selfless act. I have the unique perspective of being a member of a union surrounded by a family in the private sector. I've seen people lose jobs. I saw my father have to lay off workers for the first time in his company's history. If the City had come to the table with every union and said we just can't, times are tough, I would have had no problem with that and

would have been grateful for my job security. But that is not what happened. We have been, yet again, discounted as a union and as a profession. I do not teach to become rich, however, as a professional educator, I do possess a certain skill set that I have worked tirelessly to build over the past 22 years. I do feel that this should come with a certain amount of respect and compensation. I feel that this has been grossly overlooked by this Board. Today's learner is not easily motivated by crayons and textbooks, it requires far more creatively and resources to make lessons that incorporate multiple intelligences and differentiated developmental levels all with the goal of proficiency in mind. Our days begin far before the contractual time. We meet and organize our day that will inevitably not go as planned because of interruption or behavior issue. We maintain data, provide individual interventions for students in need, modify behavior, counsel, protect, motivate, care, teach, learn, research, re-teach, support, validate with data, evaluate with data, proceed with data. And all while we maintain order and on-task behavior within a classroom setting. We meet during our traditional prep times for common planning which is another opportunity to prove success for our students through teaching practices and data. We meet on other days as teams to create common formative assessments that will help us focus on areas of concern for our students. When our day officially starts, we hit the ground running with a non-stop performing frenzy of small group, whole class, one to one, enrichment and reading remediation settings to make students thrive and obtain concepts. When our day officially ends, we go home and begin correcting papers, inputting grades, calling parents, responding to e-mails, thinking about our students that are facing difficulties that we can't even imagine. My mind is always planning for the next step. I often don't finish working until midnight. I don't get paid extra for that. I am a professional; it is my job to not stop until the job is done. I feel that my role in the district is invaluable. I feel that my dedication is immeasurable. I feel my work is insurmountable. I feel that my students that I teach are unstoppable and I feel that your respect is undetectable.

**Elizabeth DaSilva, 150 Bateswood Road, had the following comments:** I have lived in Waterbury all my life, I went to East Farms Elementary School, Wallace Middle School, Crosby High School. My children are either attending Kennedy High School or are a recent graduate. I have trusted the City of Waterbury to provide a home, to educate my children, and to provide me with a job. I trusted that you would take care of us and do the right thing. Now my trust is broken. I was patient to the Oversight Board; I did not change my work ethic, if anything I worked harder because more and more things have been thrown at us. And I trust that eventually you would take care of us, that things would be okay, you'd make things right again. That didn't happen. I feel totally unappreciated, I feel that you don't respect us as professionals and I wanted to make this public statement. Thank you.

**Diana Dane, 37 Lakeview Drive, Watertown, had the following comments:** I am proud to say that I have been a Waterbury elementary school teacher for the past 12 years. I am here today to express to all of you why I feel we are worth more than zero and why teachers should be more respected. I believe all of us are where we are today because a special teacher once influenced our lives to believe in our special talents, once taught us, and once dared us to reach for our goals. The influence a teacher has can speak volumes. All municipal employees can play an important role in our community. We all know the great work of police officers, fire fighters, public works, etc., etc., all provide necessary function. But to continually slate the teachers fails to consider the future development and prosperity of this community. We are educating,

providing, and functioning as role models for future mayors, aldermen, and board of education members, and future leaders in Waterbury. Not only do many of my colleagues feel disappointed and dismissed by the Board's proposal for our new contract, we also feel that this will have a negative long-term implication on our community. As many highly skilled motivating and leading teachers will leave Waterbury. Education is more than just test scores; it is about molding, teaching, and guiding future residents as well as leaders in this community. We feel that this decision is short-slided in terms of its long ranging impacts, impact to the City of Waterbury. Thank you.

**Heather Greene, 227 Robbins St., had the following comments:** I wanted to bring up some concerns I wish I could have brought up at the last meeting but wasn't able to be there. The Christmas decorations in the schools. I'm a little frustrated, I don't know why that's a big issue only because I received a letter from the schools about the bullying and the cyberbullying and I think that's something that's a bigger issue that needs to be resolved. The Christmas decorations in my opinion, when I was in school, it was something we learned all about the different holidays and that's what it was and that's what it still should be. The cyberbullying, I have a suggestion on that, I don't think banning cell phones is the answer because my daughter, in third grade, was forced to get off the bus two miles away from home in a wooded area on Park Road and she was new to Waterbury and since then we have her going to school with a cell phone for emergency purposes only because of that situation. Cyberbullying, I think if you say no cell phones with cameras or video recording devices, I think that may help with the problem and it helps parents save money. The other thing is CMT's are coming up this March and last year my daughter was unable to attend a Rockcats game due to being absent with strep throat all the time. If a child is doing their best to be there and they have a doctor's note I don't understand why they're eliminated from being able to participate with the other children. She had no control over whether she had the strep throat or not. Did you want me to send her to school so she gets the other children sick as well? That's all, thank you.

**Lisa Lessard, 905 Pearl Lake Road, had the following comments:** I know I heard a lot of ughs when I came up here and the main reason is on the flip side, I don't think I ever heard one local school board commissioner ever call our teachers here in the City of Waterbury zero anything. So that is like a misconception of theirs. I did read the newspaper, the newspaper prints what the newspaper wants to print. You need to respect these people. I'm just trying to tell you people here hired these people here in the back that came up here and disrespected each and every one of you, including the Commissioners. It's not okay, I know this is not going to be a favorite speech and I'm not here to make friends. I'm here to let people know on the flipside, we have 19 failing schools, Connecticut elementary and middle schools not making adequate yearly progress for the year 2008 and 2009 as per No Child Left Behind, federal government. Those 19 schools are, and I'm pretty sure each and every one of those teachers are here tonight – B. M. Tinker School, all the way across the board, identified as in need of improvement – math, reading, math, reading, checkmarks everywhere. Barnard School, Brooklyn Elementary School, Bucks Hill School, Bunker Hill School. I don't care, respect.

HAYES: Please.

LESSARD: Driggs School, Gilmartin School, Chase School, Margaret M. Generali Elementary School, Wallace Middle School, North End Middle School, Regan School, Sprague School, Walsh School, Washington School, Waterbury Arts Magnet School, West Side Middle School, Woodrow Wilson School. You know what, I hate to tell ya, these people you put here on this local school board, you voted them into office, you helped get them here, now trust them to do the jobs they need to do to make sure it needs to get done. You don't come up here and disrespect them, you do not come up here and put our children down left and right. You respect people. To get respect, you need to give respect. And you, the teachers of Waterbury, do not give our children or the Board respect period.

HAYES: Please, please.

LESSARD: These are the people that basically you hired. I'm sorry, I'm speaking for myself, yes, but I'm also speaking as a homeowner, a taxpayer, and I pay \$6,000 worth of taxes, so what I have to say does count somewhere in this society. Thank you and God bless.

**Ana Bosman had the following comments:** I am a proud, smart, creative, dedication, and highly educated teacher at WAMS. During the robust economic years between 200 and 2008, Waterbury teachers' salaries have been frozen on step four times. A Waterbury teacher with a master's degree and having taught here for six years is on step two. A first year teacher with a master's degree beginning now is on step one with a salary difference of \$2,343. We all have bills to pay and prices of goods have not remained stagnant year after year. On any typical school day I comprise several roles. I am a producer, director, manager, nurse, etiquette instructor, homeland security operative, social worker, psychologist, parent, motivational speaker, and last but not least, a teacher. What is a teacher? A teacher is all of these things and much more. Why is it then that teachers as highly educated professionals have been continuously relegated to second class status and used as scapegoats for society's ills? I say it's because the majority of teachers are women. Women in the US continue to make 75 cents to every man's dollar. Other essential public service workers such as police officers and fire people earn relatively higher pay than teachers, yet they are not required to be as highly educated as teachers. Is it because the majority of police officers and fire people are men? Gender discrimination is at the route of teacher salary step freezes presently and during the past nine years. Not only in Waterbury, but throughout the nation. On a recent episode of "House", on Fox, the health insurance companies negotiator told the hospital's chief administrator, Dr. Cuddy, that what she wanted for the hospital was not about what they deserved, he said "the guy who cuts my lawn makes more money than my kid's teacher, it's not about what you deserve". Sadly, this is how teachers are portrayed. In our society money equates to respect. It is about what we teachers deserve. It is about what we teachers deserve and all of the work we do. We need to be respected and compensated for our professionalism and high level of education. Respect and compensation for teachers now.

**Jonathan Plaza, 106 Hickory Lane, Wolcott, had the following comments:** I attend the Waterbury Arts Magnet School. I am a senior in high school and I just wanted to voice my opinion on all of this as a student in the Waterbury School System. I've been here since Pre-k, Maloney Magnet, and now I attend Waterbury Arts Magnet, I have personally seen and been inspired by all of the hard work that my teachers have shown

me. They have shown me to be a leader, a strong and able bodied individual in today's society. I feel more than prepared for what's going to be thrown at me in the real world, in college. My teachers, all of them I can say with a happy smile, come to work every day with such a strong drive and dedication for everything that they do. Not one of my teachers has ever given up on anyone of their students. They push us extremely hard every day to our fullest limits because they know that we can achieve what they hold for us in their standards. All of our teachers, all of my teachers have inspired me. I want to go and pursue a career in education as well in foreign language. And even seeing all this and the struggle that all of my teachers have to go through today, it hurts me because they're almost like family to me. I see such dedication that they put in and I am not afraid to come into this either. I am more than prepared to come into this situation knowing that things are bad right now. But I want to be a teacher as well. I've been inspired by these people, they're more than capable individuals and I feel like they should be treated with respect as adults, as professionals, because they are professional each and every day. And I think that they should be taken into consideration. Thank you.

**John Donato had the following comments:** I currently teach at Crosby High School, I've been there for three years. I originally wasn't gonna speak but I feel like I've been very vocal at WTA meetings and at my school and I feel inspired, I've never heard so many teachers in the City speak at one time and it's really great to hear everybody say what they've been thinking for years. I hope this is the beginning of opening lines of communication and solving some different problems. One thing I think that a problem is that our strategies are kind of archaic, like one thing I read in the paper was that there's not a staffing problem in Waterbury so salaries don't need to be raised. But that's an old way of thinking, that kind of degrades the teachers. I'm not just a staffing problem and when you lower salaries like that you're encouraging good teachers to leave. And I've seen several special education and math teachers leave just Crosby High School in the past three years that I've been there and these are the more ambitious teachers, they're chasing the dollars, it doesn't make them bad people, we're not sacrificial lambs, these are people with families that could really use the extra \$15,000 a year. Another thing is I think, it wasn't brought up, but our day to day, big problems that I see are just curriculum and expectations for the students are just way out of whack and I don't think it's just in Waterbury, I think it's state and federal. But, for example, I teach mathematics, I'm teaching an Algebra II class where students need this to graduate and when I test them when they come in, some of them cannot add and subtract without a calculator. That is not an exaggeration; I have tests to back that up. And other students don't have command of the language. There's a lot of different reasons and I understand that Waterbury is economically diverse, it's a melting pot in a lot of different ways but there are these sever challenges and I get these kids thrown in my classroom and I have to teach them Algebra II, they have no interest and I can't tell them, hey I'm gonna relate it to the real world,  $x$  plus  $2x$  is  $3x$ 's. They don't care, two sheep and one sheep is three sheep, that doesn't do it for them. You know I can't say hey foil this, they joke with me all the time and they say Mr. Donato, why do we need to know this and I tell them, I'm like well because if you don't know this I'm gonna find you after school and I'm gonna assault you and they're like oh, your ridiculous you know. But there really is no real-world connection. The kids have no choice, they must take these courses, and it makes me sad because some of them, really at that point, are they college bound? I mean I know we want to say every student deserves to be a college bound student and I agree with that in certain ways, but these are seniors in high school that cannot add

and subtract and multiply and divide. They're not going to college for mathematics. So this needs to be rethought just what we're teaching the kids and all these things because I have them in class and I feel like I'm browbeating them because I'm telling them why didn't you do your homework, you're no good, you're this you're that, and it's going on in all grade levels. I hear stories about second graders showing up without jackets, you know like all these people are saying, I think the expectations are unrealistic. And another thing is, whenever there's a problem, there's always more, more from the teacher. I'll give you an example, all this data entry, at Crosby we have to input data and I asked, our department head spent \$800 and we run scan sheets and it's very sophisticated and it comes out on an Excel spreadsheet, it sorts all the data, all the student's entry points, everything that they put in and we're having teachers do this by hand and there's certain types of thinking I just don't understand and I think, the lines of communication are open I feel and I hope that it's a starting point for the Board to step up and take some of our ideas in the classroom as well as salary in the future.

**Ann Marie Lawrence had the following comments:** I came here to really to talk about the holiday celebration and thank you for your 10 minute appearance, impressive. But something's really been brought to my attention here that's making me sick. I have two boys that are in lower grades that were in the special ed program, they're here tonight, one of them, who is now mainstreamed in middle school thanks to the Walsh School staff, and I'd like to thank them because I know they're here. He's mainstreamed and taking a foreign language, not because I sat home with him every night, because these teachers here, these teachers that you don't want to give raises to, cause they get paid too little, are the ones who summon me for PPT's, gave him extra help, one-on-one, getting e-mails at ten o'clock at night to let me know how my child was doing, at ten o'clock at night. The last time that I looked the school day ended at 2:40. These are the same people you don't want to give raises to. Forget holiday celebration because to me that's not what's important right now. These teachers need raises. I have a son, hopefully going to St. Johns or Hofstra, because of these teachers. I have another daughter who wants to go to Yale because of these teachers. I have a child mainstreamed, out of special ed, because of these teachers, the same ones you can't find a raise for. The same ones you can't find a raise for, the same people you can't find a raise for. And I know my last child will be out of special ed because of these teachers, the same ones you can't find a raise for. What has Waterbury come to when our garbage men make more than our teachers who teach the future that's going to decide, someday they may be running the convalescent home you may be laying in. So you better hope that you find a raise to educate our kids. If I was one of these teachers, I'd be gone. I sat because I had to help my child for two weeks in school from 8:40 to 2:40 in a third grade class with kids that had all kinds of situations. When I went home I couldn't even cook no dinner. No, I had to go to bed, and I told my high school kids, going to school is no joke, not because of you but because of 30 other kids you got to share the classroom with and you have one teacher doing it. And I'm a parent and I deal with these kids all the time on a volunteer basis but to come in day after day after day and tell them they're worth zero. The only thing worth zero around here may be the very people that tell them they're not worth zero, they're worth more. And when I had to bring my own toilet paper to use the school bathroom, a shame, because I pay \$13,000 a year in house taxes – give them a raise.

**Upon a motion by Commissioner Sweeney and duly seconded by Commissioner White, it was voted unanimously to return to the regular order of business at 8:30 p.m.**

HAYES: Motion made and seconded. All in favor.

**SUPERINTENDENT'S REPORT:** Dr. Snead distributed the following report:

The CMT and CAPT began in our district today. All schools will run regular days throughout the duration of testing with the exception of our high schools including WAMS, State Street, Enlightenment, and Excel. The dismissal schedules for these schools are the same as prior years with the exception of the first day for Crosby, Kennedy, and Wilby, which has been adjusted to be ½ hour earlier.

Crosby, Kennedy, and Wilby

- Dismissal of students not testing at 11:30 March 2-5 and March 8-9
- Dismissal of students not testing at 11:00 March 1 and March 10

State Street, Enlightenment, and Excel

- Dismissal of all students at 12:00 on March 1-5 and March 8-10

WAMS

- Dismissal of all students at 12:20 on March 1-5 and March 8-10

The DIP Executive Committee is scheduled to meet Wednesday in order to continue reviewing the implementation of our District Improvement Plan.

Nancy Vaughan is speaking to the newest Parent Leadership Training Institute class this evening. She will be explaining how our school district operates and what parents can do to assist.

There are new photos of Gilmartin School on the web site and more will be posted as we receive them.

SUPERINTENDENT: I'd like to skip the written portion of the Superintendent' Report; you all have that in front of you and quickly go to a very brief presentation. I promised you I would show you some things about my African trip and the visit to the schools and I'm going to limit it tonight. I may ask to come back at a future meeting to show you some more of the pictures and what have you.

Dr. Snead proceeded to narrate a video of his trip.

HAYES: We'll move onto the Consent Calendar. Commissioner Theriault has asked me to remove items 8.2, 8.4, and 8.7. Does anyone else wish to remove the items from our Consent Calendar?

## **8. CONSENT CALENDAR**

**Upon a motion by Commissioner Sweeney and duly seconded by Commissioner D'Angelo, it was voted unanimously to approve the Consent Calendar, items 8.1, 8.3, 8.5, 8.6, 8.8, 8.9, 8.10, 8.11, and 8.12, as listed:**



- 8.1 With the approval of the Committee of the Whole, the Superintendent of Schools recommends approval of the 2010-2011 school year calendar, as attached.
- 8.3 With the approval of the Committee on Grants, the Superintendent of Schools recommends approval of the submittal of the 2009-2011 Title I D (Delinquent) Consolidated Application for Federal Grants for Stepping Stones.
- 8.5 With the approval of the Committee on Building, the Superintendent of Schools recommends approval of a contract with Pat Corsetti, Inc. for playground equipment for the New Elementary School #3 Project – Gilmartin School.
- 8.6 With the approval of the Committee on Building, the Superintendent of Schools recommends approval of the ED042 for the Wilby High School Science Room Renovations Project (State Project #151-0274 A).
- 8.8 Motion to approve permission be granted to the following for use of school facilities school organizations and/or City Departments.
- 8.9 Motion to approve permission be granted to the following for use of school facilities by outside organizations and/or waiver requests.
- 8.10 With the approval of the Committee on School Activities, the Superintendent of Schools recommends permission be granted to J. Hutchings, WAMS, and three chaperones to take 34 students to Quebec, Canada from May 28 through May 30, 2010.
- 8.11 With the approval of the Committee on School Activities, the Superintendent of Schools recommends permission be granted to P. Forcucci, CHS, and 10 chaperones to take 38 students to New York, NY on April 28, 2010 to attend a performance of "In The Heights".
- 8.12 With the approval of the Committee on School Activities, the Superintendent of Schools recommends permission be granted to R. Haxhi, WAMS, and 11 chaperones to take 125 students to Springfield, MA on May 28, 2010 to attend Music in the Parks.

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

**9 . ITEMS REMOVED FROM CONSENT**

- 8.2 Upon a motion by Commissioner O'Leary and duly seconded by Commissioner D'Angelo, it was voted, by roll call vote, to approve the 2010-11 Department of Education's revised budget request to the Mayor totaling \$159,925,000.**

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

THERIAULT: Once again, I rise to vote down this budget because I think it's very impractical; I think it represents nearly a four million dollar increase in our overall

budget. Certainly the City cannot afford this tremendous amount plus the money that we're looking at for Duggan which is nearly six and a half million dollars in a bottomless pit of money. As the teachers were speaking here tonight, you know I wondered if we weren't in debt all that money at Duggan if we could have given them a better deal if we had been more diligent looking at our budget with regard to Duggan. But anyway, that being said, looks to me like we're in debt about eight million dollars and climbing. And that's not counting the rest of the City and I've said this two years ago that we should be looking not at boning down the teachers' contract and so forth, but looking at jobs and programs that are no longer needed and cutting them and giving the taxpayers a break, not at the teachers' expense. We give the administrators a raise but we don't give the teachers a raise. We increased the cost of Duggan by six and a half million dollars, we take the Gilmartin program and we reduce that program from about 34, 35 million down to about 32 so we did it there. But I cannot support this budget; I thought it was impractical when it was presented. To have an inkling of paying the teachers here a mere \$800,000 for the first year of the contract is uncongenial. But that being said, we all saw the rift and the anger of those people tonight; justifiably so. So I will not be supporting any aspect of this budget until this Board sits down and starts honing unnecessary jobs, unnecessary programs, and starts honing the budget down so that we can come up with something more palatable. Thank you.

HAYES: Anyone else? Hearing none, all in favor.

THERIAULT: Roll call please.

**ROLL CALL VOTE:**

Yeas: Commissioners D'Angelo, Flaherty-Merritt, Harvey, Morales, O'Leary, Stango, Sweeney, White, and President Hayes - 9  
Nays: Commissioner Theriault - 1

HAYES: Motion passes nine in favor, one against.

**8.4 Upon a motion by Commissioner Harvey and duly seconded by Commissioner D'Angelo, it was voted unanimously to approve to participate in the U. S. Department of Justice "Second Chance Act Adult and Juvenile Offender Reentry Demonstration Projects" grant with DCF.**

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

THERIAULT: The reason I wanted to take this off the Consent Calendar President Hayes is that I wanted to speak to it. I heard several people in the audience tonight so eloquently speak of our absolutely phenomenal special education program and our regular program as well. If we know what an absolutely phenomenal special ed program with regard to our Enlightenment School which used to be called our Alternative School and our Excel Programs and our other programs for mentally challenged students. So I rise to support this wholeheartedly because I think we need to do more to reach out to students to keep them falling through the cracks, reaching out to students to give them an opportunity so that they can get back into high school and retrieve their credits and their losses. We need to do more and more things like this and look for more initiatives and more creative ways of reducing our dropout rate and improving our attendance rate. But I'm particularly concerned about students who fall

through the cracks that don't get a second chance in life and I'm really, really enamored to see these kinds of programs come forward, because I think they are an essential part of what we do on a daily basis. Thank you.

HAYES: Anyone else. Hearing none – all in favor, opposed, motion passed unanimously.

**8.7 Upon a motion by Commissioner Flaherty-Merritt and duly seconded by Commissioner Sweeney, it was voted unanimously to approve the Pre-k through 8 Curriculum for Gilmartin School.**

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

THERIAULT: Once again President Hayes, I removed this item from the Consent Calendar because I wanted to discuss it a little more and I really wanted the public to kind of be aware a little bit more of what we're trying to do here at our new schools. These are not magnet schools, these are brand new Pre-K to 8 schools with a brand new curriculum, a brand new vision, a brand new horizon, and when we see printed in the newspaper the fact that we want to put Chinese in the school, one would almost mock this Board of Education and say well, the kids can't read or speak English correctly and here we are putting Chinese in the classrooms. Really not so. Our kids can read, they can speak, we have many Hispanic speaking children, Spanish speaking children and other languages, Albanian, and so forth in the school system. This school system has chosen to build three brand new Pre-K to 8 schools with 550 students in each one. For the first time we are going to have schools for Waterbury kids, 100% for Waterbury kids not like our magnet schools where 30% of the kids are coming from the surrounding towns and the Hispanic kid that lives right next door to Maloney School is not picked in the lottery so even though he lives within a stone's throw of the school he can't go to that school because he wasn't picked. And I do want to take umbrage or I think I'm using the wrong word, I do want to support the young lady in her speech tonight because I said it many times before, that with regard to our magnet schools especially when we have a theater arts program, we should have the opportunity, hold on, I'm coming to a point, we should have the opportunity to have kids picked that have special talents and ability. I would be remiss if I didn't give the young lady credit. But getting back to my point here, my point is that with regard to Chinese and the curriculum and all the other things that Dr. Sequeira and Dr. Snead and Mrs. Cullinan and all the people have done with regard to this curriculum, I think it's an absolutely outstanding curriculum and an outstanding opportunity for our students, yes, to take advantage of Chinese at the elementary level, even the kindergarten level, even in the Pre-k and follow it up at the middle schools, follow it up at our high school, and culminate maybe in their junior or senior year with a trip to China. I think it's absolutely essential, it's one of the biggest economies in the world, it's one of the biggest opportunities that we have and, ultimately, maybe we could just get a part time teacher for now or do something with regard to programs, but I think, ultimately, we need to look for an exchange between teachers and get a Chinese teacher over here and get an American teacher over there. So the reason I pulled it off the Consent Calendar is because I want to speak to it and I want to support it and I want the public to know that this is not some pie in the sky; that this Board of Education is proposing Chinese and it's some ridiculous windmill that we're chasing – not so. This is something that we're being very proactive

for in looking to the future and giving our students an opportunity in the future. Thank you.

HAYES: Anyone else? Hearing none – all in favor, opposed, motion passes unanimously.

## **10. COMMITTEE ON BUILDING**

**10.1 Upon a motion by Commissioner White and duly seconded by Commissioner Harvey, it was voted unanimously to approve Amendment Number One (1) to the contract with Corporate Environmental Advisors (CEA) for Environmental Services for the New Elementary School #2 – Robinson/North Main Street Project.**

HAYES: Motion is made and seconded. Any discussion? Commissioner Theriault.

THERIAULT: Once again, having not been on the Building Committee but attended nearly every meeting of the Building Committee and toured the Duggan site twice, it seems . . . to me, seems, that the company that we paid \$60,000 to do a feasibility study for couldn't get into the building to figure out how many bricks wide it was, how deep the foundation was...

HAYES: Excuse me Commissioner Theriault, this is 10.1.

THERIAULT: Okay, I'm sorry, I stand corrected. Now I'll have to say it all over again.

HAYES: Anyone else want to address 10.1? Hearing none – all in favor, opposed, motion passes unanimously.

**10.2 Upon a motion by Commissioner White and duly seconded by Commissioner Sweeney, it was voted, by roll call vote, to approve Agreement Amendment to the Agreement with Fusco Corporation for construction manager services for the New Elementary School #1 Project – Duggan Site.**

HAYES: Motion is made and seconded. Under discussion.

THERIAULT: Ditto from everything I said before, saving some time. I fail to see why we couldn't get a cage and lower it down into that building to see the thickness of the foundation, to see the thickness of the walls, the thickness of the brick. I fail to see the rationale in taking out the entire ribcage of the building to put the building in such a precarious situation; it's almost ready to fall. I fail to see the hundreds of thousands of dollars that we needed to put in in terms of structural steel just to hold the building up knowing that if it weren't put in there, it would have blown down. It looks like it's ready to blow down right now. And then we take the soil from the back wall, two retaining walls, and it costs us over a million dollars, I think it was a million point five but I could be wrong. But anyways, all of these things and then I see the condition of the parapet, the infamous parapet with the clock that everyone wanted and the charter oak that six to 12 people wanted. I don't think anyone on this Board ever thought for a second we were going to take the entire beams out of the building and leave it standing as a shell,

as an eggshell. Now the parapet is going to have to be torn down approximately 30 feet, maybe more. And those bricks after they're torn down are going to have to be replaced with "custom made" bricks. And the foundation, the underpinning of the building is going to have to be removed at a section of four or five feet at a time all the way around the entire building to make the building structurally sound, after this Board spent \$60,000 to find out if it was. Now as I said so many times before, I am not going to adjudicate who is wrong. We have three contractors here that might share equally in the blame, might share none of the blame. But certainly this Board of Education is catching hell for the blame game, we're the ones that people are saying to us "what's the matter with you guys, didn't you see this coming, the building should have been torn down." So now we're into a situation of approximately six and a half million dollars and climbing, now we have this contractor coming back to us, a contractor coming back to us looking for one point five million dollars more. We could have grafted the tree and planted a new tree. We could have taken the plans for the old Maloney and we could have done a cookie cutter approach on three schools and saved millions and millions of dollars. But you see this school facilities plan is not about saving money, it's about spending money. So we are gonna spend millions and millions of dollars so as far as the contractor that wants one point five million dollars more, I say to them, go back, get your pencil, sharpen it up, look to the contract, and find a million and a half dollar cut cause I'm not giving them a million and a half dollars. Maybe you guys will, the nine other of you, but I'm not gonna give it to them. And I'm not saying it's their fault, necessarily. But you know whose fault I really think it is, I think it's ours, I think we should have gone over there a little bit more and we should have looked at the building a little bit more. Now we're into the situation where if we tear it down, and even if we got approval from the State and we probably won't, if we tear it down it's gonna cost us 10 million dollars plus. And even the public out there knows we have to go forward with this, begrudgingly. But you know I kind of wonder with all the money that we've spent in this bottomless pit, maybe we could have taken a million or two million dollars and put it into the teachers' contract instead of taking the money out of the general fund. With six and a half million dollars in debt and climbing, with this figure we might be up to eight million dollars, but let's just go with the six and a half million at this point. The States only going to give us a million and a half, the City is gonna give us a million and a half, that leaves us three and a half million dollars short. Even if we're able to tweak it down to five million, it still gives us two million dollars short. So, I'm not gonna support anything going forward giving anybody any more money. I think we should have done this program the way we did City Hall with no cost overruns and a contract that is bid in such a way that the contractors have to eat up the difference, but we didn't do it that way. So as we go forward, somebody is to blame, maybe it's us, maybe it's one, two or three of the contractors. Maybe it's none of them. But I say go sharpen the pencils, you saw what we did to the teachers tonight in their contract, we deboned them, we deboned them. And if you think 236 teachers left in three years wait till you see the next three years. So let's tell the contractor, I'm trying to be polite here, let's tell the contractor no.

HAYES: Any further discussion?

O'LEARY: I won't belabor the point; I think I spent enough time talking about this last Monday. However, I still believe that this compensation that's being asked for tonight is unwarranted; I believe it's a mistake. I'd like to see what this company would do if we said no. I'd like to see what they would do. But it seems as though my opinion is in the

minority, and I respect that. But the fact of the matter is is that I think it's more, now is the most appropriate time considering the events of this evening and considering the state of this project, it's time to say no, period, no. When's enough enough? Thank you.

SWEENEY: I, too, made comments last week that showed I was extremely upset with this. I don't know why given that the citizens of this City didn't have any control over what went on on that site, why it falls to the citizens of this City to pick it up and carry it forward. Why we can't get just a little bit of cooperation from those in charge on this site. We asked simply that they forgo this 1.5 million at least until the end of the contract until the construction was complete and we could sort some of these issues out and they said no. I see that as no cooperation. We're in the middle of this, we can't back out, we have no choice but to move forward and nobody on this supposed team, which is this team that includes the City, that includes this district and this Board, and that includes these contractors, the contractors aren't stepping up, they aren't partnering with us and we need for them to partner. And I know that we have to go to the State and I know that we have to ask the State for the additional funds and it looks better if we go to the State and say yes, we have the contractors on Board, as Commissioner O'Leary would say, we're all singing Kum By Ya, we're not, let's be honest, we're not. So I have severe reservations about approving this simply because I don't think there's been an attempt made for them to come towards us. I have severe reservations. Thank you.

MORALES: I don't know what is worse, to give them the money or not. When this, when we thought about building this school before for the students, now all of a sudden it's become a big issue that's gonna last for I don't know how long, so we can have a school in that district. And 5.5 million dollars, okay, how long is it going to take? Do we have a promise that they're gonna build a school, that's a promise that they made before to do it at the beginning. Now all of a sudden, we got to give up a lot of money to another promise.

HAYES: Anyone else. I guess we'll do a roll call on this one please.

**ROLL CALL VOTE:**

Yeas: Commissioners D'Angelo, Flaherty-Merritt, Harvey, Stango, White, and President Hayes - 6

Nays: Commissioners Morales, O'Leary, Sweeney, and Theriault - 4

HAYES: Motion passes 6, 4.

**11. COMMITTEE ON SCHOOL PERSONNEL**

**11.1 Upon a motion by Commissioner Harvey and duly seconded by Commissioner O'Leary, it was voted, by roll call vote, to approve the job specifications for and new position of Pre-k through 8 School Principal, as attached.**

HAYES: Motion made and seconded. Any discussion?

SWEENEY: Unfortunately, I'm just full of angst tonight and I have angst over this one too. I don't necessarily disagree with the job specifications as drawn up, I made some suggestions for changes, they were accepted and made, and I'm happy with that. I don't like the way, I don't like the fact that tied in with this is the fact that we are including a raise, we're including a new classification and therefore excluding the principal of the current K through 5 to move into the Pre-k through 8 and that will continue going forward with the new Pre-k through 8's that we do. And that concerns me greatly. I think we tell our Pre-K through 5 principals each and every day that we continue to allow them in those positions that they are doing a good job where they are. And we have job specifications that indicate that Pre-K through 5 principals are capable of handling that Pre-k through 8 position. And yet we are going to tell them that they now have to reapply for the job that they currently hold and that upsets me. I don't like that it came at us at the eleventh hour. We have known for the last several years that these schools were going to be Pre-k through 8, there was never any discussion, the Board and the Building Committee continually reiterated that the principal in the current Pre-K through 5 building would move with the rest of the staff with the Pre-k through 8, nobody ever said anything to the contrary. Suddenly, here we are six months before, it's an issue, and we need to fix it. And now we have a new position, a new category, and a new salary range. And the biggest upset of all is that we are not gonna recognize the years and the time that those Pre-K through 5 principals put in their schools simply because we choose to now make their schools Pre-k through 8. I think that's unfortunate, I realize it has to go forward and it needs to go forward, but I wasn't letting it go forward without saying my peace.

THERIAULT: I can understand historically some of the perspective on this especially when we actually changed from K to 8 schools down to K to 5 schools and we created the middle schools. Not in every case did those principals go from their K to 8 position to a middle school position. But in almost every case the principal that was at the school that was a K to 8 principal suddenly because the K to 5 principal without any creation of a new classification or anything else. So historically, there's a bit of twist here. Certainly I think the principal of Gilmartin should be given credit for every single moment that he spent at Pre-k to 8 and I don't think that it should be any less weighted with regard to having middle school experience, also. Are we gonna say someone that has middle school experience should be looked at more favorably than somebody who was a k to five? I don't think we should be doing that. I see in my heart of hearts a real good reason to let the current principal go and be grandfathered in. But that's not what SAW wants. SAW is kind of the fly in the ointment with regard to this because who knows, maybe they want one of their people to be in that position. And maybe somebody in that position has middle school experience or possibly secondary experience. I really don't see what any high school experience would do for a person with regard to this position. I could see some middle school experience but if you had K to 5 or you had middle school experience, as far as I'm concerned, it's one in the same. Experience is experience. In my own personal experience, I went from the elementary to the high school. I went from the Alternative School to the high school. I didn't find a great deal of difference with regard to maybe looking in terms of the curriculum and things, but not a big deal in terms of doing administrative work. So I do believe as a footnote to this, that not only should the principal be, and I've said this before, and I would be remiss if I didn't say it again, I not only feel that the principal should be a 12 month employee, but so should the supervising vice principal so that they could take

their 16 days and interact with each other and cover that school at all times. But that's not what the Board voted on this last session. So I'm a bit twixt and between on this because I happen to know the gentleman personally, he's extremely competent but on the other hand, what if we had somebody who was not extremely competent? And I also am extremely concerned about some night and shining armor showing up parachuting from the sky and suddenly he shows up in the middle of this testing process and he's from Oshkosh, Nebraska and he's got tons and tons of experience in this particular area and we hire him over the people in the City of Waterbury. And it could very well happen, you could get somebody apply. This is an open competitive exam, not a promotional exam, so we could go out, we could advertise this job, and we could get people from any place that would come in here and might have tons and tons of experience. So I do, I can appreciate where Commissioner Sweeney is coming from and I know historically the way things have been done in the past, but unfortunately I think the real fly in the ointment is not us, not the school, but the interpretation that SAW is taking with regard to this position. And I wish that they would look at it a little bit more logically and a little bit more clearly but maybe it's not them, maybe it's me that's not looking at it logically and clearly. Maybe I'm a little clouded because of the emotionality with regard to the position. So I guess everyone, let your conscience be your guide on this one. Thank you.

STANGO: Just very briefly, we've been over and through and above and beyond this and one of the things that we were told consistently was that the Pre-k through 8 is different than the K through 5. So one of the things that came out of the refined job spec was the preferred elementary and middle school administrative leadership experience. That's what seems to be important. I think it's very important that when this job is posted and the candidates apply, we should be really tuned in that these candidates do have, indeed, elementary and middle school administrative leadership experience, if that's the direction we're going and that's why we had to change all of this description.

HAYES: Anyone else. Roll call.

**ROLL CALL VOTE:**

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

Nays: Commissioners Theriault - 1

HAYES: Motion passes nine in favor, one against.

**12. COMMITTEE ON RULES & REGULATIONS**

**Item 12.1**

WHITE: Ladies and gentlemen, with the approval of the Committee on Rules & Regulations, the Superintendent of Schools recommends approval of the new policy entitled "Ceremonies and Observances", as attached. Respectfully submitted, **SO MOVED.**



FLAHERTY-MERRITT: Motion to postpone until the March 15 Board of Education meeting to be put on the Workshop for March 8.

STANGO: Second.

THERIAULT: Point of order. My point of order is that this was supposed to be done in February. That's what we had decided upon, that's what I remember. I mean we can still postpone it, I guess.

HAYES: It's not gonna get us into Easter is it?

FLAHERTY-MERRITT: The rationale behind postponing is, during the lapse of this past week, Commissioner White was actually able to find some language and some actual things that we can put in from CAGE that actually mark and show us what laws and Supreme Court decisions have related to this. So just for further review to not postpone again, the intent isn't to keep pushing this back, but it's just to be able to look at that with adequate time and discussion.

THERIAULT: Is this debatable? In other words can we speak to...

HAYES: All we're asking is to delay, postpone.

THERIAULT: I think I would be remiss by not saying this. This policy was brought up in such a way that we really haven't had the opportunity to really workshop this particular policy. We did look at the letter prior and we suggested that we add I think it was Santa Clauses, Christmas trees, and I think menorah are included as secular symbols. In terms of the parties we spoke about that and we said as long as they were reasonable, it would kind of be somewhat at the discretion of the principal. So those are the things that we're looking at and then we come with this policy which in many ways is a fine policy and includes secular symbols such as Santa Claus, Christmas trees, Rudolph the Red Nose Reindeer, and so forth. But the thing that really bothers me with regard to this policy is only in a country like American would we allow our citizens, it's germane to the conversation...

HAYES: Excuse me, I'm unclear, I thought we had a clarification, we're supposed to be thinking about postponing it.

THERIAULT: Well you said it was debatable so I wanted...

HAYES: About postponing not to the actual.

SWEENEY: The motion to postpone is debatable, not the policy.

THERIAULT: Okay, I'll save my thunder until the next time, okay? I'll speak to it the next time. Okay, getting back to my original problem with this, this wasn't workshopped and I'd like to have the opportunity to workshop it. Thank you.

WHITE: This was not workshopped and I was probably remiss in not putting in the Superintendent's letter. This was meant to, the Superintendent's letter was meant to be the policy, this was the clarification of the policy that had all of the federal and state

guidelines with it. It did have other things on it and you're correct, Commissioner Theriault, had it been workshopped we probably could have eliminated a couple of the things. It was not done for any reason other than clarification of the statements that were in the letter that we had originally.

THERIAULT: Point of order, with all due respect to Commissioner White, I look at the top of this and it has the Waterbury seal on it, the Board of Education Policy and Regulations, 6115 and then on the second sheet I see adopted by the Board of Education March 1, 2010, so that's well beyond a policy of reference. What we're saying was had this gone through tonight, and I certainly want this part eliminated the next time I see it, whether it's adopted, because it's not adopted yet and maybe it will be adopted, I have no problem with postponing it, but I don't think the letter is the policy; I think this is gonna become the policy unless someone can clarify that point with me.

HAYES: The motion on the floor is to postpone which will bring it to our next Workshop for further discussion and then for subsequent vote at the meeting following that. Any other discussion? Roll call vote.

**ROLL CALL VOTE:**

Yeas: Commissioners Flaherty-Merritt, Harvey, Morales, Stango, Sweeney, and White - 6

Nays: Commissioners D'Angelo, O'Leary, Theriault, and President Hayes - 4

HAYES: Motion passes and Christmas continues.

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

**Upon a motion by Commissioner D'Angelo and duly seconded by Commissioner Sweeney, it was voted unanimously to receive and place on file items 13.1 through 13.5, Superintendent's Notification to the Board, as listed:**

13.1 Athletic resignations effective immediately:

Hernandez, Ivan – Middle School Baseball Coach, NEMS.

13.2 Grant funded appointments effective immediately:

D'Angelo, Mary Ellen – Instructional Tutor, Driggs School, 10 months per year, maximum of 18 hours per week @ \$30.00 per hour, no benefits.

Goodworth, Irene – Instructional Tutor, Walsh School, 10 months per year, maximum of 18 hours per week @ \$30.00 per hour, no benefits.

Hatzikostas, Christina - Instructional Tutor, Walsh School, 10 months per year, maximum of 18 hours per week @ \$30.00 per hour, no benefits.

O'Toole, Kyle – Instructional Tutor, Walsh School, 10 months per year, maximum of 18 hours per week @ \$30.00 per hour, no benefits.

Swanson, Lisa - Instructional Tutor, Walsh School, 10 months per year, maximum of 18 hours per week @ \$30.00 per hour, no benefits.

Trombley, Ann L. - Instructional Tutor, Driggs School, 10 months per year, maximum of 18 hours per week @ \$30.00 per hour, no benefits.

13.3 Retirements:

Coburn, Pamela L. – Speech-Language Pathologist, Barnard School, eff. 06/30/10.  
Dabbo, Elaine – Title I Literacy, Hopeville School, effective 06/30/10.  
Fitzgerald, Carol – Kindergarten, Chase School, effective 06/30/10.  
Pronovost, Laurie – TESOL, Brooklyn School, effective 06/30/10.  
Zwick, Micaela – Supervisor of Fine Arts, WAMS, effective 06/30/10.

13.4 Adult Education appointments effective immediately:

Addona, Marylou Part time PM Principal 20 hrs p/wk @ \$36.00 p/hr

13.5 Adult Education Enrichment Program appointments, contingent upon enrollment, effective March 2, 2010:

Begnal, Breanna	Bartending	2 hours p/wk @ \$24.00 p/hr
Longo, Terry	Gift Baskets & Craft Making	2 hours p/wk @ \$24.00 p/hr
Mango, Anthony	Homemade Pasta & Sauces	2 hours p/wk @ \$29.00 p/hr
Paolino, Cindy	Yoga Cynsura	2 hours p/wk @ \$24.00 p/hr
Smith, Julie	Microsoft Office Suite	2 hours p/wk @ \$24.00 p/hr
Vaugh, Brian	Meditation	2 hours p/wk @ \$24.00 p/hr
Watkins, Anita	Intro to Sewing & Fashion	4 hours p/wk @ \$29.00 p/hr

HAYES: Motion made and seconded.

HARVEY: D'Angelo, is that a relative?

D'ANGELO: No relative, the paper called me and Ron Frost called me.

HARVEY: Maryellen is not a relative?

D'ANGELO: Maryellen is a relative to somebody Commissioner Harvey, I'm assuming, but not to this person.

HAYES: Motion has been made and seconded to receive and place on file. All in favor, opposed. Any unfinished business from preceding meeting?

THERIAULT: I'm not sure whether this is gonna be preceding meeting agenda or new; I'm referring to the memorandum we got from O & G regarding the property at 21 Griggs Street. So you tell me which way you want me to go, last meeting or new business.

HAYES: Did we have any action on that at the last meeting? I don't believe so, so we'll hold off on that until other unfinished business. Anyone else have any concerns about unfinished business from our preceding meeting only? Hearing none, we go under unfinished, new, and miscellaneous business.

THERIAULT: All of the Commissioners got the memorandum from O & G regarding the property at 21 Griggs Street and I had made a request after seeing the amount of money that was paid for a six family unit in the North End of \$400,000. Once again, I'm not saying that anyone did anything wrong, but what I'm saying is it seems, it seems this property was bought in June 25, 2007, I would suspect very close to the point that we picked that site for \$120,000 and this person, and I'm not saying they did anything wrong, but this person or this group chose to renovate this building. Why you would renovate a building in the middle of a demolition or possibility of demolition for a new

school, why, I don't know, maybe to escalate the price, maybe just so they could live in it a couple of years and live in it a little bit better conditions than it was in. But certainly when you buy a building for \$120,000 and you renovate it and you sell it for \$400,000 it seems like there's a huge profit there and I wonder if somebody went in and bought that property cheap, renovated it, sold it high. I'm still not thoroughly convinced that the contamination on site is being taken out of the cost of the purchase price of this building. I mean everything looks absolutely (tape ended) protest too much. There's an absolutely great amount of data here suggesting that this building, everything was perfectly done, and maybe it was, maybe I'm barking up the wrong tree. But when I see a piece of property selling to somebody for \$120,000 and then I see it turned around and two and a half years later for \$400,000, at the very least, every member of this Board, your eyebrow should go up in the air. I'm not saying anybody did anything wrong. I'm not saying everybody did everything right either. But what I'm saying is somebody found out about this property and moved in and my question is why do you go into a piece of property like this and renovate it for "x" amount of dollars and then up the price? I'm also concerned about the legislation with regard to contamination on site; it comes out of the purchase price. We were told in this letter that there is no contamination on site. Okay, maybe there's not, but how about below on the ground on that site and the contamination that has permeated into that site from other areas? So, I mean, it seems all well and good and it seems all like apple pie and ice cream but I don't like it, I don't like it, and no member of this Board should like it either because you should look at it peruse it and, you know, if this is the way you want to do business, fine, but I don't like it.

WHITE: What is your solution to this?

THERIAULT: I really think we should look at every property in that North End. Look at every property in the North End, see who bought them and look and see, I mean this is just one example of something that was done. I'm not saying there's anything illegal done here, but I think every property that we sold I think we should go back in the records for the last four or five years, maybe right after the point that we picked this spot to see if the current owner maintained ownership or somebody came in, bought the building and then did the same thing, renovate it. Personally I think we should have gone to our building inspectors and said don't issue a permit for renovation to the site because we're gonna tear it down. I mean modest things, but you know to buy a building, a six family unit for \$120,000, and I could understand you know a six family unit in another section of town, maybe not on a contaminated site, maybe there's no contamination on the site, but I can understand some of the other comparable pictures and locations here. I happen to feel, feel, that the North End in this particular section is a tremendously blighted area, I could be wrong on that, that's just my opinion. But it seems like we went from \$120,000 to \$400,000 in a real short period of time and somebody decided to do some renovations on a building that might possibly be torn down for a new school and might have made a lot of money, maybe they put \$280,000 into the building in terms of renovations. I don't know. So what do I want done? I'd like to take a closer look at all the properties and see who the owners were at the time that we picked the site and see whether or not they retained ownership of the site right up until sale or purchase by eminent domain. That should be doable enough and then we'd have a better picture at what seems and what is.

WHITE: I thought we had all that information given to us in the past.

HAYES: I think we did get that information. I don't know if we went as far back as to the previous owner.

GUIDONE: Not in exactly the format I think John just asked, yes, you were all provided with all the properties, who owns the properties at the time of purchase. As to who owned them two or three years earlier when the property . . . I don't think we did that analysis, but we could do that simple enough.

THERIAULT: That would be appreciated. Through the Chair, if you didn't mind.

D'ANGELO: If anything good came out of the teachers coming to speak to us tonight I think, at least speaking for myself, I think it was an eye opener in some respect, I learned a little bit more than I knew about what they do on a daily basis and I don't think the vast majority of them feel they're underpaid, I think it's obvious from what they said tonight they think they're underappreciated or undervalued for the amount of work they do. And I'm wondering, one of the gentlemen touched on the attendance, in particular, and I know that's been something that I hear quite frequently about the amount of time and effort teachers need to spend on reporting and recording absences for students that don't show up to school and it takes a lot of time away from students that do show up to school. And I know often I get the question, why do we have attendance counselors and at least this Board member is not very clear on how to answer that question, because I don't have enough understanding to make a proper delineation between what's the responsibility of the teachers, what's the responsibility of the attendance counselors, and should one be doing more of the other one's work. So I'm wondering if I could ask that this Board, maybe at the next workshop, get Anne Marie Cullinan or someone to explain to us, unless the other Board members are more clear than I am, then I'll have a one on one meeting, but in that regard.

MORALES: I was very concerned about the time they spend doing so many reports. It seems like they don't have time for teaching and you heard them talking about it. And doing so many reports, it becomes like a data entry job, they should be there teaching. I was very concerned about that because I heard in a lot of places with jobs and that's my concern.

STANGO: I'd also like to comment on some of the comments that were made tonight. First of all, I want to compliment the teachers on the organization that they put forward to bring all those people out. It was well planned, the decorum was great, everyone did a great job. It reminds me back of the days back in the 70's when this Board went through the same thing with a different bunch of people who voiced concern over contract and lack of it. I would encourage the teachers to come forward almost at every, if not every, regular board meeting. I would love to sit here and hear two or three teachers at a time come up here and tell me about an issue they are concerned with. They had absolutely no problem tonight coming forward and voicing their concerns. I want to hear more of it. When we go to the schools and visit the schools, often times they're in the midst of classroom work; they don't have time to come to the door and talk to me. We go there, we're greeted, we're introduced, it's very pleasant, it's very nice, they're all doing an excellent job but I don't have the time and they don't have the time to put forward their concerns at that time. What is there venue? What is their vehicle to do that? It has to be at that podium. I've told the President of the WTA that in the past.

I've asked her to come forward with concerns, I will be glad, I'm sure this Board will be glad to hear them. So I encourage that to go on. I also want to say that everything that they said today about their day, I believe. I believe it's true, I believe they work very hard, I believe they work from dawn to dusk and then beyond; I know that to be true. I was particularly concerned with conditions that I heard in the reports today. There is no excuse of stepping over rats if that's true, cockroaches in the corner, rodent droppings in the corner. If that is true, I want to know about it, I want a report. I don't want to hear about it after the fact, if it's true. And if they come forward and tell me that's true, I have to believe it.

When we were told this Board shows a lack of respect for the teachers, I don't buy that. Speaking from myself as a member of this Board, I respect teachers to the utmost. My children went to the public schools, I trusted the public schools, and I know that our staff is the best that you can find anywhere. I know about their hours as being so early and so late and once that day starts there's no break in the day. I used to tell my own children "don't try to call me at school" when I was working, "because I have a 20 minute break and in that 20 minute break I have to decide if I'm gonna have a couple of crackers or if I was going to use the lavatory because I could not do both". So it was a decision I had to make. The day starts, the day ends, the day goes further, and you don't have a minute to think about anything else other than what's going on in that room – I know it and I want everyone else to know that. Almost every speaker that came up bemoaned the fact that this Board thinks they are a zero. I, for my own self, speaking for myself, do not think they are a zero - I think they're 100 and above.

Teachers should not have to purchase anything in their classroom. I don't want to hear a teacher come forward and say they have to buy paper towels, they have to buy tissues. Once in a while a teacher will buy a pen, pencils for the classroom, a special thing that they need and they're very willing to do so. But the basics that they need to go on, they better have day-to-day. And I thought, and always believed, that this Board was on top of that situation and I do believe it is. There may be some pockets where we need to be brought in on, we need to, it needs to be drawn to our attention.

You cannot put a price on what teachers do, if you had to pay them for what they did per hour, per minute, per day, we would not be able to afford it. You're talking much, much too much money. I realize what they do. When they talk about high transfer rates, this Board has talked about that in the past, we know that to be true, it's a fact of life, we wish it didn't happen, we wish that we can maintain a firm staff, a consistent staff, because with a consistent staff that's how the students will progress to the best of their ability.

The Attendance Policy was talked about by many people. I think the Attendance Policy should be looked at with who is required to do what because I know how much time it takes to enforce that and to do all the paperwork and bookwork about it. Teachers never stop teaching from the day starts. They may have their lunch break, they're still working. They may have their free period and they're still working. Teachers are a particular, I don't want to say they're an odd lot, but I will, because I was a teacher and I was an odd lot. When a teacher goes into a lunch room, there are four or five teachers with them, you know what they're doing, they're talking about kids, they're talking about this kid, that kid, that kid's home life, that kid's homework, that kid didn't come to school, that kid's performance, because that's what they do, they're teachers. In my family, I

have the privilege of knowing some lawyers. When lawyers go onto a lunch, you know what they talk about? Not law, they talk about sports, they talk about UConn, they talk about the UConn girls, they talk about American Idol. What makes them different than teachers? I don't know, teachers are bugged, they got it in their mind, they can't unload it, they talk about it all the time. So I understand that. As far as the comments that allegedly our attorney made about what are you smoking, if that was the case and if it was made in a derogatory term and not a lighthearted term, then that complaint should have been filed immediately. This Board should have been aware of it immediately. We should not hear of it after the fact. If it's true, it's unconstruable, that should not have happened. This Board perhaps, if we had a venue, should have been more, if we had a venue we should have had more input into it. I waited for that vehicle to come, I waited for that time to put my two cents in and it seemed like it was never the right time, something was always going on, you were not privileged to say something, you heard it went on in negotiations because negotiations were in executive session so if you repeated it, you were in trouble for that. It was a very difficult, difficult situation. Contract negotiations are very, very difficult; it's all about trying to achieve a balance. It's all about a fair days' work for a fair days' pay. We have our Central Office Staff who works hard to ensure we are getting a fair days work out of our people and we have a staff of teachers who are more than willing to give a fair days' work and then beyond. I feel that in perhaps of all the light which has just transpired in the last five years with the Oversight Board and so on, the teachers may have not received a fair days' wage in the end of this contract. We're getting a fair days pay, I don't know if the balance has been met. They will never be able to reclaim what they have lost. A teacher's retirement after 30, 35 years is based on their cumulative best three years of their working. They're going to have to go a long way to catch up. They're going to be retired with their neighbor who maybe works in Litchfield and graduated the same year, worked the same amount of time, retired from the same system and then when they compare their retirement check to them and to Litchfield, they're going to find out they're way off base. They're way off base because they lost this freeze. This freeze has hurt them immensely. What's hurt them more than a freeze in salary is the freeze in steps. When you have a freeze in steps, it takes so much longer to get at maximum when you can obtain your due increment and just normal salary. It's not the teachers' fault that they're the biggest payroll in the City. They can't help that, the City has to employ teachers to teach our children and if they're the biggest one then that's too bad, they have to be compensated for what they do. Teachers were right when they said this Board should have been more hands on, perhaps it should have been, perhaps it could have been, but it is what it is and hopefully going forward we'll never be able to make it up, but hopefully going forward, we're gonna be able to kind of equalize things as we go along, that's all, President Hayes, thank you

WHITE: I won't even attempt to add anything to what Commissioner Stango said. He did an excellent job, I think, of saying the words that everybody here felt. But one thing that I would like to know because that term zero/zero, zero/zero, zero/zero, came through so many times, I would like to know did we actually offer zero or were there things offered and they were not accepted?

FLAHERTY-MERRITT: Our bottom line to arbitration was zero/zero, zero/zero, zero/zero.

O'LEARY: Yes, but there were offers made.

FLAHERTY-MERRITT: Yes, there were offers made back and forth but again it comes down to what the bottom line is. It wasn't that we doled out the zero as the end all, be all. That was decided by the set of arbitrators, the final decision.

WHITE: I find that very difficult to believe that there were no other offers made.

O'LEARY: There were other offers.

FLAHERTY-MERRITT: Yes, there were other offers but not to arbitration.

WHITE: Is that the last best offer?

O'LEARY: No. The last best offer was rejected by the negotiation team from the WTA and then it went to arbitration with the zero/zero's because negotiators with the City felt they had no other option. It was a negotiation tactic, period. There were offers and offers and offers and offers and offers; they couldn't agree.

WHITE: That's my point, there were offers.

O'LEARY: Yes.

WHITE: I just didn't think that we would offer nothing.

HAYES: I can simply read the excerpt from the arbitration award and it states that the Board has been placed in a conundrum due to the Associations' insistence that the general wage increase and step movement in each year of the contract be viewed as a separate issue. In other words, the Board's true position in this matter is not that the teachers should receive no increases for the three years of this contract, rather the Board's position is driven by the need to avoid an unintended salary award in any year of the contract. It just came down to the point where we couldn't run the risk of being in a position to have something awarded that we simply couldn't afford.

HARVEY: I just feel we could have been a little bit more proactive. We received a briefing last week and I don't know if we could have saved any of this that happened tonight. but I think we could have been a little bit more proactive coming out explaining our side. I don't know if that would have been any better, but I just felt that we should have acted a little bit quicker. But nonetheless everything happened tonight and I think it was good that they vented and that they know that they're not worth zero but the climate is. Because we didn't say anything, we weren't proactive about it and they feel that we feel that they're worth zero and they are not. So and I'm also, Commissioner Stango, you summed it up very well, but I also had a concern, as well, regarding the supplies and things of that nature, Paul, I thought that there's some kind of fund that every school has that they could go to if they need supplies. I don't understand why the teachers are pulling out money out of their pockets for things for the schools.

GUIDONE: Correct. I've answered this question probably once a year for the last six or seven years I've been here. I don't know a teacher who doesn't do that, that's what good teachers do. If there's a shortage of supplies in any building, you're right they are allocated, any principal knows to call, and we allocate whatever's needed. That doesn't



mean that a teacher has not communicated that up through a principal but, I've got children that are teachers, I know teachers, good teachers just do that, you couldn't tell them not to, that's just what makes them good teachers. There should not be lack of supplies in buildings, if there are, we respond as soon as we become aware of it.

HARVEY: Lastly, I just think that we should, I don't get a chance to get around to the schools, the schools I go to, however, look clean, but perhaps maybe we could put a word out there that there was a complaint received, they weren't specific about what school was dirty.

GUIDONE: I'll see if I could track that down.

HARVEY: I think we should just do a quick, making sure the schools are clean. Just to shift gears a little bit folks, last Thursday, we held a Black History Jeopardy contest. President Hayes and Dr. Snead and this, I felt so proud of our students, they studied and they did this after school time and they had their advisors that assisted them and I really didn't like the picture that appeared in the paper regards to this contest and I was very impressed how they carried themselves, it was very well attended by the public down at the Silas Bronson Library. So, I would like to bring the winners down here to our meeting, I would like to give them certificates, and I just would like them to know that we as the Board of Education are also proud of them, as well. So, I would like to bring them down here if possible at our next meeting, I think it's March 15.

HAYES: Yes.

THERIAULT: I would like to respond also to the teachers and I, personally, would like to apologize for my being remiss in terms of my attendance at some of the meetings. I'm not making any excuses, but it was during the campaign and, obviously, it was a very busy time for me and my family and I apologize for not attending more of the meetings. I did stay for almost all of the arbitration and did witness most of the arbitration and I hope the remark that was made was made kind of tongue and cheek, not as a cliché more than an insult, but in any event, I think the remark was inappropriate. But with regard to the last best offer, regardless of whatever other offers were made, the last best offer is the one that goes into arbitration, that is considered technically the last best offer. For whatever reason our attorney decided it would be zero/zero, I'm certainly not going to bash the attorney while I'm on the negotiation team and so forth. I went through this years ago as a teacher in 1976 and 1978, Commissioner Stango you were around during that time, and they were very, very difficult times and many of the teachers were actually sequestered in the courthouse and everything else. It was a terrible, terrible time for us and our families and thinking about the possibility of going to jail and so forth. I'm just going back in time to give you a little bit of a flavor for the experiences that Commissioner Stango and I went through years ago. And I feel for these teachers as they come up to us and after going through five years of the Oversight Board and being frozen in time with regard to pay and so forth, I really feel, as I said last week and I said this and I'll say it again, we won the battle and we lost the war. We had 236 teachers leave in the past three years, I think that figure will be well over 300, I hope it's not, but I do agree with many of the speakers that I think many of our special people with regard to Math, Speech, Special Ed and so forth will go elsewhere. Commissioner Stango said that you know these teachers will be behind the eight ball when they retire. I just figured it out very quickly and if they

work 35 years and they're making \$15,000 less when they retire, then they'll miss out on \$10,500 a year. That is a really significant amount of money. But getting back to some of the things now that I apologize for my not complete attendance, I think we need to be more diligent in terms of people that we put on the committees, including myself, I need to be more diligent in terms of attendance and we need to make a real concerted effort to be at negotiations. Previous to this, I attended every single negotiation meeting. This time I just got caught in a conundrum. But let's get back to the educational supply account. We have an educational supply account that we literally give back thousands and thousands and thousands of dollars each year back into the General Fund because we don't use the money. And it seems incongruous to me that teachers are continually buying stuff for their classrooms and to imply that's what good teachers do and if you don't do it you're not a good teacher, maybe that wasn't the implication, but that's what I picked up from. Our teachers do it because they love the kids and they do it because they want to make their classrooms work and if they can't get the paper and the copy paper and all the other supplies that they need it's just as easy to go out and buy it for them as it is to beg for. Every single one of our schools should have the full complement of supplies that they need and we should not give one single penny back to the General Fund from the supply account. Years ago I did a study, I want to say it was about 15 years ago and I looked at the educational supply account for 12 years, and do you know that in the 12 year period, the City of Waterbury, the Board of Education, actually they said they gave back five and a half million dollars, I calculated it all up, back to the General Fund. When I asked where the money was I was told well we don't have any record of it. You don't have any record, what do you mean you don't have any record of it? Well, that just gives you a little historical fact about the way the money is put into the fund years ago, I'm not saying that's done now, but my point is not one penny should go back into the General Fund from the educational supply account.

Now let's talk about the condition of the buildings which is really, really my bailey wick. She called you Commissioner O'Neil before, I thought you were gonna be Governor O'Neil, you may be Governor O'Leary soon, who knows. Maybe we'll all be working for you. Building Reports – there are 29 schools, recently I asked for the Building Reports. How many do you think I got, this was like two weeks after they were due. How many do you think I got out of 29 schools – 14. Fifteen were missing; not good. Our principals need to get those building reports in on time, they need to identify things that have been constantly neglected and not taken care of and we need to support our teachers 100% and they should go right to their building principal with any complaints that they have through the Principal's Advisory Council and document their facts and bring them to us. I think we should get copies of those Principal Advisory Reports and be able to review them. So, through the Chair, I'm gonna request we get copies of the minutes of the Principal's Advisory Council so that we can preview them. Not necessarily to micromanage the system, but just to see what's going on so we can have a pulse of what's going on and the principals can use that as a medium which we have suggested so many times before that they go through the Principal's Advisory Council.

Now let's talk about the last thing, not the last, certainly not the last, but the cost of living versus the steps. The steps were always included in the education profession as a way of rewarding the teachers so as they got to their top step which was I think around 11 or 12, when it first started years ago. And the reason that various boards of educations did that is because we can't afford to give a teacher top wage for, we can't afford to give

them \$50,000, if that was the top, so what we're gonna do is we're gonna give them their top wage in 12 years. So as they gain their experience, we're gonna give them so much and then after the 12 years, they'll arrive at maximum pay. And then if they get additional credits they're gonna get paid for their additional credits and so forth. That seemed to be a good way to do business and it worked for years and years and years till the Oversight Board got here and said hey, that step wage, that's not part of your profession, that's not part of an entitlement to the teachers, that's part of something that we want to tap into, we want to gander that. So the Oversight Board did that and they went into the step wages and the step wages were no longer sanctimonious, now they were part and parcel over the overall package. In fact, added into the overall package of the teachers. So when the teachers used to get one or two or three percent, they knew they were getting a cost of living raise and then they were going to get their step wage as well. But now in some cases they're getting neither. I'm not gonna tear our negotiator apart, call him a top gun the way the other people have and if I were sitting on that side of the table, I certainly would call him a top gun, I'd call him paladin. But you know have gun will travel. I'm certainly not condoning what happened here, I would rather have had more input and had somewhat of a last best offer that was more fair and equitable and the arbitrators could choose one or the other. Not in any given year but in the total package, I think the teachers would be better off in that. But there were a lot of nuances that went on with regard to negotiation and I don't know all of them that took place. But I think, by and large, our teachers have come out on the short end of the stick, we gave our administrators, and they're quite right, we gave our administrators a decent cost of living wage and we gave them all of their steps. And then when it came to people in the pits, people in the trenches, the people that are really doing the heavy lifting, we threw them under the bus. So, as I said before, I for one, as Commissioner Stango, know how hard the teachers work, I apologize for thinking that we're calling them a zero because I think so much of them, having been one of them, knowing how hard they work, I apologize for what happened and all I can do is say, in the future, we need to be more diligent, I need to be more diligent blaming myself. I should have really had more input but I did the best I could, maybe I could have done better, but I certainly apologize to all of them for all of the suffering and blight they're going through. And my last comment with regard to teachers, 180 days, 190 days, six hour days, I think they work night and day 24 hours a days, they eat, sleep, and drink education and what more can I say, we'll try to do better. Thank you.

FLAHERTY-MERRITT: Not to belabor the topic of the teachers' contract, but I think some stuff does need to be said and I think we have had a great exodus of teachers in the past, eight years as a whole, part of it was you know six years ago which has brought us to, unfortunately, the position that we decided at arbitration with the bottom line of those zeros. It wasn't that we wanted to give zeros, but just the cost of step movement was over three percent which is higher than the State average of any agreements across the board. So that alone, when we were looking at step movements for the teachers because we've lost so many teachers and we have so many at the young side of that scale because, again, the Oversight Board partially did not move them, if we were just to give step movement over the course of these three years we are talking about 10% raises to these teachers which is unheard of right now in this economic climate. So we were at a very unfortunate position that even if we wanted to do that it seemed like a very unattainable goal because of the financial circumstances that we're in. So, knowing this, we need to keep that in mind when we do negotiate again that until we get these teachers moving and where they should be, we are going

to be at a disproportioned amount for all these step increases compared to other school districts. The majority of teachers in most school districts are at that top step that you lose the attrition over time; you have 60% of your teachers at that top step or more. We're talking about 24% of our teachers at that top step currently and it's going to take a long time to get the people there. To help us retain those teachers, we also need to really think about what they're saying, it's not the zero pay, I know it hurts and they're affected by it, but it's the idea they feel, by their moral that we are treating them as if they are zeros. So, we need to try to help combat that and have them realize that we do care and maybe we can't give them money, but we can give them time and I know there were a lot of issues brought forth tonight by many different teachers and that one of those was to allow the teachers to present. So, maybe at every other workshop, we give them an item on the agenda to come forward to us and just talk about some issues that are concerning them, give them a voice since we can't give them money, give them, at least, some of our time. And it's up to this Board to make the decision, but we need to try to remedy this, we need to try to fix some of this phisure that we created here because otherwise we're really going to be combating ourselves, we're gonna make our employees feel like they are unvalued and we're gonna continue to lose teachers, we are going to be a training ground for new teachers and they're gonna up and go to surrounding districts for 15, sometimes 20, sometimes \$30,000 more by the end of this contract. And that's a big difference and we really need to do what we can.

O'LEARY: I'll try to stay as brief as I can. First of all I did appreciate, I appreciate you four guys still hanging around, and I want you to know we're an hour behind last meeting's schedule, so we'll try to get you out of here in a few minutes. We all listened very diligently to your remarks and every teacher that spoke tonight. And you know one of the things that bothered me the most was the mention and, quite frankly, it was the first thing that I said when I read the arbitration award to someone from Central Office is that this is gonna be a huge problem because of the disparity between the SAW contract and the WTA contract and I felt it right away. It bothered me because, by and large, the SAW people are at the higher end of the pay scale and obviously 76% of the WTA is not at the top step according to Coleen's figures. That really bothered me and the City's response to that is is that when they settled the SAW contract we were in better economic times. Well that is, certainly I guess factual, but, it doesn't hold a lot of water for me because it creates a problem. "It feels like it's us against them", quote unquote, was a remark from a teacher named Ralph Cantito and very strongly echoed by the 200 or so people that were here. And I've got a problem with that, we're trying to do the right thing here even though some folks may not agree, but we are trying to do the right thing here and if our administrators and our teachers are in that kind of quandary, our teachers especially, feeling that it's us against them, the administrators, man I got a big problem with that, how are we gonna get our initiatives through if they feel that way, that's a problem we better deal with and recognize as a Board. My suggestion would be, in the future, since it's highly unlikely that the SAW administrators will agree to reduce their award to the level that the teachers accepted, although I think it should be something we should ask, since it's highly unlikely, I do believe that in the future the SAW contract and WTA contract should be negotiated at the same time. Absolutely, no question about it, this is wrong. A nine percent raise over three years plus steps, are you kidding me right now, it's wrong. It's wrong. I'm not blaming anybody, pretty tactful thinking on the SAW negotiation team, I'm sure, it just doesn't make it right.

The second thing I'd like to address and I mean this sincerely and I've only been on this Board for seven months, but there's not a member on this Board, there really isn't, that believes that the teachers are worth zero. I mean I've got to be honest with you. Seven months here, we disagree most of the time, we really do, and it bothers the heck out of me, but I can tell you, there's not a member of this Board that I've ever felt that kind of animus towards the teachers and I think that the Board sat here tonight, listened very politely, but quite frankly, a few times my Irish was getting a little up because there's no one on this Board that thinks anything less than the teachers are our greatest asset, and it's true. The negotiation process, I'll touch on that just for a second. I negotiated a lot of contracts at the Police Department, I had a little knowledge of this contract. Like Commissioner Theriault, unfortunately I got to tell you something, I'm running from six in the morning to midnight, I just feel badly about that, but, unfortunately, I thought I was kind of staying in the loop with folks on the contract, clearly, there's strategic negotiating tactics on both sides, very difficult as Commissioner Stango pointed out, very difficult to negotiate a labor contract in these economic times. Everybody knows the teachers took a terrible, terrible whack during the Oversight Board's years here but the WTA took one tactic and the City took another tactic, they went back and forth and back and forth and back and forth and back and forth and the negotiation team for the WTA there was a second to last best offer, there really was, there really was, I'll call it the second to last best offer cause the last best offer correctly was zero's but there was plenty of opportunities, plenty of opportunities for the two sides to get together. As a matter of fact, on more than one occasion, the City had thought they struck a deal with the WTA and it didn't happen. On more than one occasion, the WTA thought they could have struck a deal with the City, and that didn't happen. So it did go back and forth and it really, really did. And at the end of the day like all labor groups, you have to make a decision, do you risk it and go to arbitration or do we take the second to the last best offer? It's a tough time to go to arbitration, really tough time. They went to arbitration out in the Town of Wolcott where I am now, the teacher administrators, they did well, they did really well. WTA went to arbitration, they did lousy. The police department right now is in a quandary, they don't know whether to go to arbitration or not. It's terrible times. But that's the way it goes, once you go into arbitration as Commissioner Theriault pointed out, it's one or the other; it's a difficult time. It's brutally difficult for everybody involved. It's a tough decision, that was a decision the WTA took, I'm not questioning it, that's certainly, their negotiation team has that right. I was a little taken back about the remarks about Attorney Clemow, I'll be honest with you, the two negotiation sessions I attended, the last one being at the Kennedy Media Center, I didn't like it one bit and I did comment on it to somebody in Central Office. I thought the animus between the City negotiator and the WTA guy, I thought it was disgusting, I thought it was unprofessional, I really did. I didn't hear the smoking whatever thing comment but it was just the physical persona with the way they interacted with each other, it disgusted me, it really did. When we negotiated our contracts over there across the street in the Police Department, there was never that issue, same law firm, different lawyer; never did we feel that way. We always shook hands at the end even though we couldn't agree on most issues. I was shocked at it, so shocked that I did make comments of it.

And lastly, I just wanted to say I'm always gonna believe this no matter what, this seven months on the Board of Education has been some of the most enlightening months of my life, I truly love, as we all do, kids, teaching, schools, interaction, everything we do. A lot of the programs I do outside of the Board of Education, I couldn't do without

teachers and, quite frankly, it's no secret that this City enjoys one of the most successful PAL programs in the Country, if not the most, and it's not due to the Police Department, it's due to the cooperation between the Police Department and the teaching department or the School Department. And we could never ever do the things we do without you guys. So I feel lousy about it too, I really do, but at the end of the day, I hope we all learn something from it and I would just end it by saying this, the one thing I noticed since the inception of my sitting here, is the lack of communication between the WTA and this Board of Education, it's astounding to me, it really is. I mean last week at the Workshop we were talking about changing schedules for your calendar year next year and there was nobody from the WTA there. I'm not blaming them, it was 11:30 at night, but the fact is I was driving home that night and I said to myself, you know, we really didn't talk to anybody from the WTA. We talked about Dr. Snead's initiative to look at the Race to the Top and if you remember my comments were why aren't they including the WTA and why aren't we including the SAW people on this. I mean they came out against it, initially, but we all agreed that we would talk; we would talk about getting together and trying to work together and open up the lines of communication. And quite frankly some of the things we heard here tonight about the simple things, the condition of the buildings, the issues that Commissioner Stango talked about with supplies and things like that. Listen, I got a family full of school teachers and I know they spend a lot of money every August on school supplies and I know they can try to get it but forget it, it's not worth the hassle, they just go to that teacher store and they buy whatever they got to buy. And I'm okay with that, I really am, even though it costs me a fortune, but the fact of the matter is, it is what it is, and teachers know that and we all know that teachers go into their classrooms in August and they get them ready, we know that. So, I don't want you to think we don't know, we do know. But it's a very difficult situation, but the one suggestion I'll leave you with here tonight, the four of you guys who are still here, is get a hold of your WTA folks if you're not union reps yourself, but you can come here at any time and get on this agenda and speak your mind about whatever it is you need to talk about. There's not one member of this Board that's every shutdown anybody from the WTA. I just think the WTA may not feel as welcome to speak here as they should and that's an issue that we will handle as a Board. So I would just ask you to go back and tell your teachers before you completely throw in the towel, let's try another shot at it and let's try to talk and negotiate and communicate and go from there. The contract's the contract but it doesn't mean that we don't respect you. As a matter of fact we have the utmost; I can tell you for a fact, that we have the utmost respect for our teachers in this City. Thank you.

HAYES: Anyone else? Just briefly for myself, I've been on this Board for over 10 years and the PTA before that. If I was against a teacher, I wouldn't be here. I've always been supportive of teachers; this whole Board has been supportive of the teachers. It's a tough time for us all right now. We certainly are aware of the fact that we're losing a lot of good teachers, but we're also aware of the fact that there's a lot of good teachers that are staying with us. We appreciate that. Hopefully you can stick with us for as long as we can try to fix it, but to try to fix it, but to try to fix everything that was done by the Oversight Board in a three year time, is not gonna happen. And then if you compound it by the fact that we're at a time and place in our history right now, it's a tough time, I was accused of not going to those meetings as well, quite honestly, I did go to the initial one, I was kept in the loop. One meeting I did go to, I told them all and I thought they accepted it, well I'm taking a hit for it now, but the girls at Kennedy High School are going for a title in their history and they asked me personally to be there. I thought I had

enough people there. If you look at it, if we have three members of our Board, I don't think 30% of the teachers are showing up at those meetings either. Commissioner Flaherty-Merritt, we've always had somebody there from the Board, so they can get back to us on it. So if it means more time there it means more time, but it wasn't exactly the best of time to be there because you couldn't be there to be a cheerleader because we knew we were going to be in this trying time. So please understand, no one on this Board has ever said to me that they didn't think highly of all our teachers and, if nothing else, we want to make sure that that message, that's what really got through to me time and time again when people repeated the fact that we thought they were worth zeros, it's absolutely not the case, there's no one here that ever expressed that. If something happens as a result of negotiations at a time when we're not in a position to really, I don't hear anybody here saying that we can go ahead and give you a 3% increase either because the money's just not there. The difference from one group to the other, again, we've heard from our legal council that, in fact, the difference between our teachers and administrators in other districts isn't as big as it is in other districts. We lost a lot of administrators in the past for a lot of money going to other cities as well. So it is tough to try to put that all together, we try to do the best we can for the people that are in the box at the time and sometimes . . . again, anytime you have any, I've been saying this every since I've been on the Board, I've said it before I got on there, any teacher that wants to come up and let us know what's going on, please let us know that. There are certain things that fall into negotiations that are strictly by the union but just, I mean it's disheartening to know that they come up after they're unhappy with the contract to talk to about all this stuff, come any time, any time at all. If there's things we can do that are not financial, I'm sure I know we'd all be willing to do everything we can to try to address your concerns on that. That's just my piece.

**THERIAULT:** Adding to your suggestion there, President Hayes, maybe it might be a good idea for a group of teachers or possibly SAW, but especially the teachers, come and participate in our Workshop meetings where they have an opportunity to speak longer than three minutes and they can work through various problems that they have. Not to micromanage, but really to give them an outlet in terms of expressing their concerns with regard to what we're doing right and not doing right.

**HAYES:** If there's a particular issue, all that has to be asked is that we put it on there. It's difficult to have it like a sounding Board for one union when we have a lot of them, so we can't necessarily put it on there but whatever the issue is, if it's something that you think should be on our agenda and we want a teacher's perspective on it, that's a different thing than just coming in and negotiating for particular positions, but if there is something on our agenda at any time, we'd love to have a teacher's perspective on it, we get an opportunity to get some of it because Commissioner Flaherty-Merritt is from a different district but her family is in this district. Commissioner Stango has had some experience so we do get some of that because we've been fortunate enough to have some of our former teachers and administrators here on the Board, so we get some of that. We have some parents that are on here. We have some just private citizens that have been on here or former students so any perspective that we can get from a teacher. Especially again, I love it when they come and say I'm a teacher, I was born here, I'm a Crosby graduate, whatever, throw that all in there because we all come in from a different background, we all bring our perspective to all these issues. So any issue that you're willing to step forward on, you're more than welcome, all you need to

do is contact us and say you'd like to offer an opinion on it or if there's a particular issue you want to put on the agenda, you're more than willing to do that.

FLAHERTY-MERRITT: Commissioner Hayes, I'm gonna respectfully disagree. I think that we really do need to invite them to come and speak, they are our largest unit by above and beyond, we're talking over 1,500 employees in this one unit, the ones who deal with our students every day . . . I think that until we start inviting them and making them feel that, yes, that what they have to say is welcome, start doing it for a little bit and then tell them you know we've had you on the agenda, now we need you to come on your own and kind of wean them off of that, but we need to show them that we are here and we do care because you know, point said, right now they feel like we think they're zeroes and we all know that that's not true; but we need to show them that that's not true and I think that's a good way. I know you might disagree, but if you disagree can we put it on a workshop agenda to add to our agenda items so that we can, at least, vote on it to see how the Board as a whole feels?

HAYES: Sure we can but, with all due respect, to say that that hasn't happened, is just not the truth. See what's happened is I've had that offer put in front of me and I offered it back and I had the President, Ms. Vignali, come up and accuse me of something I didn't say, misrepresented what I said in a private conversation with her. We invited her to the Board to discuss a particular issue and she chose that time to take personal attacks at the Superintendent and not speak to the issue when I invited her there. So, that's two shots and both times she didn't follow-up on her end of the agreement. That doesn't mean I don't want to hear from everybody else. I'm telling you, that's what happened. So, I'm more than willing to have them come in. But again, if we're there to speak to an issue like everybody else, except Commissioner Theriault sometimes go on a little bit. I mean if there's a particular item, any issue on here, they're more than welcome to come in and offer, this Agenda is out there for everybody to see and you're welcome to come in. If they want to be part of the discussion, they're more than welcome to do that.

THERIAULT: In baseball three strikes and you're out.

D'ANGELO: So her idea will be on the agenda next week?

HAYES: Well again, we'll have to have a discussion on, the thing is to, simply, we need to understand what we're gonna invite them for. What do we invite them for?

D'ANGELO: Here's the issue, real quick. I've been talking about it for awhile, Neil's been talking about it since he came on, we need to find a way, I know I sound like a broken record, we need to find a way to open up the lines of communication. Tonight we learned a whole host of things. The attendance thing, I use that as an example, it's broken, it's not working. We have our people come here and tell us it's working. It's not working; our teachers just came to us tonight and told us what a cluster mess it is. So it's a great chance for us to take the first issue, dig in, find out what's wrong, and fix it. And that will go a long way to helping moral.

HAYES: That's an issue; that's an issue that could be put on the agenda. That's what I'm saying, put an issue on.



D'ANGELO: I know people around the room right now are rolling their eyes. Our teachers on the front lines are telling us it's not working. So the people that put it in place could roll their eyes and say it's working. You know what, it's not working, it's taking time away from the kids, period, our teachers just told us that. So let's start with that, let's fix it.

HAYES: That's an issue as opposed to just a sounding board.

A member of the audience spoke.

O'LEARY: I think the attendance policy is working Paul cause . . .

D'ANGELO: I don't mean the policy itself.

O'LEARY: I think everybody hates the data side of it, but unfortunately, it's like important right now because we're trying to put together these programs like Judge Brunnock's Program with Assistant Superintendent Cullinan to face the truancy issues so, unfortunately, you've got to give a little pain to get some gain here but the one thing I'm very interested in and a point you brought up is maybe we could pass off that work to, at least a lot of that work or some of that work, to the Attendance Counselors because I know, for a fact, that when I was over there at the Police Department, some of the Attendance Counselors did a ton of referrals and some did zero, which I thought was very interesting how you could be at such a large school and have not one referral. So I think it's something worth looking at.

HAYES: That would be the issue. How are we doing this, could we do it better, lesson the burden on the teachers.

THERIAULT: I think one of the problems here is it is perception; you know we don't have the same perception as the teachers because they're right in the trenches with the kids. And I hear the passion, and I hear the energy, and I hear the dedication of helping these kids and God knows there are plenty of them that need help. But when I see legislation that's passed and it says that the teacher is the one that has to do these forms and the teacher gets another job and as this gentleman at the podium so eloquently stated, it's form one, then it's form one, two, then it's form one, three, then it's form four, then it's form one, five. I mean if you got 28 kids in the class how in God's name do you keep track of who's one, five and who's one, four, and who's one, six, and who gets a referral to the courts and who doesn't and how many phone calls, have I called that parent? I mean geese it just seems insane. We hired a whole bunch of people with regard when we started this Blue Ribbon Commission years ago and we identified the excused, unexcused, and tardies and the tremendous number of absences, we went out and hired social workers. We went out and hired guidance counselors. We went out and hired attendance counselors. It really bothers me to hear that we're paying for people, and I don't know if this is true, but it's what I heard tonight, we're paying for people that aren't doing their job and they're making the teachers do their job. Well, if that's the case, we need to correct that. And I've heard so many times here every job that you give us you know you give us another job, another job, another job. A good, dear friend of mine, Billy Monaghan, he used to be the Principal at Sprague, he'd always come back to me and say "you know John, when we became principals we had 40 jobs to do. Now five years later, we have 120." It sounds like déjà

vu here with the teachers. You know, how much more can we give them to break the camel's back? You know that word déjà vu don't you President Hayes?

O'LEARY: Last thing, I'd just like to say Billy Monaghan is a great guy, but he's not a very good fisherman. Anyways, this Friday at 4:00 at PAL there is a press conference and a capital campaign kick-off for the acquisition of the 2.2 acres of property located directly behind the PAL School. I think you probably saw it in the paper, it's quite a piece of property with a lot of challenges, but we're going to purchase it and we're gonna make it a park with a baseball field, basketball courts, tennis courts, picnic area. You're all welcome to come. We're gonna have refreshments and a host of, hopefully, short-winded speakers and we've already gone, even though we haven't announced the capital campaign which is \$300,000, we're about one-third of the way there already, so we're hoping to get everybody and close on the property by April 15.

THERIAULT: You're not going to let anybody do any renovations on it are you?

O'LEARY: Only if you say it's alright.

### ***ADJOURNMENT***

**Upon a motion by Commissioner D'Angelo, and duly seconded by Commissioner Sweeney, it was voted unanimously to adjourn at 10:44 p.m. into Executive Session for discussion concerning the appointment, employment, performance, evaluation, health, or dismissal of a public officer or employee.** Present were President Hayes, Commissioners D'Angelo, Flaherty-Merritt, Harvey, Morales, O'Leary, Stango, Sweeney, Theriault, and White. Also present were Dr. Snead, Dr. Sequeira, Mrs. Cullinan, Mr. Guidone, Mr. Frost, and Attorney Mosley. The Executive Session ended at 11:00 p.m. with no votes taken.

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