

Committee Meeting Agenda/Minutes

Committee: BOE School Personnel Committee			
Location: Superintendent's Office/Room 158 Chase Building 236 Grand Street	Date of Meeting: Tuesday July 8, 2025	Start Time: 5:15 p.m.	Finish Time: 5:50 p.m.

Team Norms:
1. All meetings will start on time 2. All team members will agree to stay on specific agenda topics 3. A specific agenda will be set for all meeting

Commissioners Present:	Staff Present:
<i>President Hernandez, Commissioners Brown, Lopez, O'Brien, and Orso</i>	<i>Juan Mendoza, Darren Schwartz, Geen Thazhampallath</i>

AGENDA			MOTION
		Time Allotted	Motion by/seconded by Vote tally
1.	Job specification for the proposed new grant funded position of Director of Climate and Student Supports.		<i>Motion to accept new specifications by R. Orso and seconded by J. Hernandez - unanimous</i>
2.	Adjournment		<i>Motion to adjourn at 5:50 pm by R. Orso and seconded by E. Brown - unanimous</i>

Additional notes/minutes: *Meeting called to order at 5:18 p.m. The specifications were reviewed. Many questions were asked and answered sufficiently.*

Minutes prepared by: *Commissioner Rocco Orso*



To: Waterbury Board of Education Personnel Sub-Committee Meeting
Re: Executive Summary for New Proposed District Director of Climate and Student Supports
Date: July 7, 2025; 5:15 PM

The Office of the Interim Superintendent kindly requests passage of the proposed Job Description for a new position titled **Director of Climate and Student Supports**. This is a non-union exempt position which will follow SAW benefits.

This new position will report to the Superintendent of Schools or his/her designee. The position will provide the following service to the district:

- Leading district-wide initiatives to promote positive school climate and student success;
- Oversees programs which address climate, alternative and innovative student placements and discipline while fostering restorative practices;
- Serves as the primary liaison between district, schools, state agencies and community partners and programs to promote access to supportive services for all students particularly those at risk of academic or social difficulties; and
- Ensures varied compliance with state and federal guidelines.

The position candidates will require a Master's Degree or higher in the mental health field with a minimum of 10 years of successful experience within a public school district and at least 5 years of director level experience. Specialized skills and experience in project management, multicultural and urban settings, and leading multi-stakeholder teams and projects are also requested.

Among the selected individual's mission critical tasks, he/she will lead the district's School Climate Team overseeing development, implementation and monitoring of district climate goals. The selected individual will also develop programs for at-risk students and coordinate alternative placements and hearings while also providing leadership in the areas of restorative practices, trauma-informed care and behavioral health crisis management.

For these reasons we kindly request passage.

Waterbury Public Schools

JOB CLASSIFICATION DESCRIPTION

JOB CLASSIFICATION TITLE: Director of Climate and Student Supports

DEPARTMENT: Academic Department

BARGAINING UNIT CLASSIFICATION: Non-Union/Follows SAW

REPORTS TO: Superintendent/Designee

SALARY: \$140,000 - \$170,000

FLSA DESIGNATION: Exempt

PART I - SUMMARY OF CLASSIFICATION

This role is accountable for leading district-wide initiatives that promote positive school climate and student success. The Director oversees programs addressing climate, alternative and innovative student placements, and discipline while fostering restorative practices. This position leads the District School Climate Team in achieving district goals. The role serves as the primary liaison with community partners, state agencies, and district stakeholders to promote access to supportive services for all students, particularly those at risk of academic or social difficulties. This position ensures compliance with state and federal guidelines.

PART II - MINIMUM KNOWLEDGE, SKILLS, AND ABILITIES

A. EDUCATION AND EXPERIENCE:

- Master's Degree or Higher Required in a mental health field
- Minimum of ten (10) years of successful professional experience within a public school district.
- At least five (5) years of Director or Senior Management experience.
- Experience in project management and community engagement.
- Experience in urban and multicultural educational settings.
- Connecticut Administration Supervision Licensure (092) preferred

B. CREDENTIALS:

- A valid Connecticut Motor Vehicle Class D Operator's License may be required.

C. KNOWLEDGE, SKILLS, AND ABILITIES:

- Extensive knowledge of Positive Behavioral Interventions and Supports (PBIS), Response to Intervention (RtI), and restorative justice models.
- Demonstrated expertise in school climate improvement and inclusion.
- Proven ability to lead multi-stakeholder teams and collaborate effectively with community organizations and agencies.
- Strong understanding of alternative education models, disciplinary due process, and re-entry protocols.
- Skilled in data analysis to monitor chronic absenteeism, discipline trends, and program effectiveness.
- Proficient in professional development design and delivery for diverse adult learners.
- Exceptional verbal and written communication skills.
- Crisis management and de-escalation experience.
- Ability to foster a professional learning community committed to student success.
- Competence in managing complex issues with flexibility and ethical integrity.
- Commitment to working with individuals from diverse cultural, socioeconomic, and linguistic backgrounds.

PART III - POSITION SUPERVISES

Supervises assigned certified and non-certified staff, including attendance counselors, behavior technicians, and Family Community Engagement personnel.

PART IV - ESSENTIAL FUNCTIONS

- Lead the District School Climate Team, overseeing the development, implementation, and monitoring of district climate goals.
- Develop, coordinate, and evaluate alternative and innovative programs serving students at risk of academic or behavioral challenges.
- Facilitate and finalize district alternative placement hearings and transitions.
- Serves as the district representative for regular education expulsion hearings.
- Establish and monitor disciplinary practices and ensure alignment with district policies and initiatives.
- Collaborates with the Family and Community Engagement Manager to ensure the District Chronic Absenteeism Team designs and executes strategies to reduce absenteeism district-wide.
- Lead training initiatives in restorative practices, accessibility, trauma-informed care, and behavioral health crisis management.
- Serve as a district liaison to the Connecticut State Department of Education, local law enforcement, and community partners.
- Analyze and report on discipline, attendance, and climate data to guide decision-making and continuous improvement.
- Ensure compliance with federal, state, and local laws regarding student discipline, attendance, and accessibility initiatives.
- Communicate policies, protocols, and progress to families, school staff, and community stakeholders.
- Provide annual notifications on bullying prevention, mandated reporting, and sexual abuse prevention training.
- Ensures accurate discipline data in school databases.
- Support re-entry protocols and interventions for students returning from suspensions or juvenile justice settings.
- Supervises the Family and Community Engagement Manager.
- Leads district initiatives for school and student teams that support accessibility and inclusion.
- Perform additional duties as assigned by the Superintendent or designee.

PART V - WORKING CONDITIONS, PHYSICAL AND MENTAL REQUIREMENTS

Employees appointed to positions in this class must have adequate physical strength, stamina, physical agility and visual and auditory acuity and must maintain such physical fitness as to be able to perform the duties of the class. A physical examination may be required.

Frequency: Place an "X" in each box that is appropriate to your job.

NEVER (N)	OCCASIONALLY (O)				FREQUENTLY (F)	CONSTANTLY (C)			
0 % of Shift	1-33% of Shift				34-66% of Shift	67-100% of Shift			
Working Conditions	N	O	F	C	Working Conditions	N	O	F	C
Physical Demands					Depth Perception		X		
Standing		X			Color Distinction		X		
Walking		X			Peripheral Vision		X		
Sitting			X		Driving		X		
Lifting		X			Physical Strength:				
Carrying		X			Little Physical Effort (-10 lbs.)		X		
Pushing		X			Light Work (-20 lbs.)		X		

Pulling		X			Medium Work (20-50 lbs.)		X		
Climbing		X			Heavy Work (50-100 lbs.)	X			
Balancing		X			Very Heavy Work (100+ lbs.)	X			
Stooping		X			Environmental Conditions				
Kneeling		X			Cold (50 degrees F or less)	X			
Crouching		X			Heat (90 degrees F or more)	X			
Crawling		X			Temperature Changes		X		
Reaching		X			Wetness	X			
Handling		X			Humidity	X			
Grasping		X			Extreme Noise or Vibration	X			
Twisting		X			Exposure to Chemicals	X			
Feeling			X		Exposure to Gases and Fumes	X			
Talking			X		Exposure to Unpleasant Odors	X			
Hearing				X	Exposure to bodily fluids	X			
Repetitive Motion			X		Exposure to dampness	X			
Hand/Eye/Foot Coordination			X		Confinement to Small or Restricting Area	X			
Visual Acuity/Near			X		Mechanical Hazards	X			
Visual Acuity/Far			X		Physical danger or abuse		X		

The above statements are intended to describe the general nature and level of work being performed by the employee assigned to this position. They are not to be construed as an exhaustive list of all job responsibilities and duties performed by personnel so classified.

Waterbury Public Schools is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the District will provide reasonable accommodations to qualified individuals with disabilities and encourage both prospective and current employees to discuss potential accommodations with the District when necessary.

Prepared on:

June 25, 2025

July 8, 2025

[illegible]