

WATERBURY BOARD OF EDUCATION

MINUTES ~ REGULAR MEETING

Monday, August 31, 2009 at 6:30 p.m.

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

PRESENT: President Hayes (left at 7:03 p.m.), Commissioners D'Angelo, Flaherty-Merritt, Harvey, Laccone, O'Leary, Stango, Sweeney, Theriault, and White.

ALSO PRESENT: Superintendent Snead, Assistant Superintendents Cullinan and Sequeira, Chief Operating Officer Paul Guidone, 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 6:30 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: Here.

CLERK: Commissioner Flaherty-Merritt.

FLAHERTY-MERRITT: Present.

CLERK: Commissioner Harvey.

HARVEY: Here

CLERK: Commissioner Laccone.

LACCONE: 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 July 27, 2009 from the Freedom of Information Commission regarding a complaint.
2. Communication dated July 29, 2009 from Michael LeBlanc, Director of Finance, regarding Capital Funds and Special Revenue Funds Status Report for the quarter ending June 30, 2009.
3. Communication dated August 1, 2009 from Robert Brown and John Kunkel regarding the naming of Kennedy High School's swimming pool.
4. Copy of communication dated August 10, 2009 from Civil Service certifying Robert Moreno for the position of Maintainer I.
5. Copy of communication dated August 10, 2009 from Civil Service certifying Maria Zillo for the position of Elementary School Supervising Vice Principal.
6. Communication dated August 11, 2009 from U.S. Equal Employment Opportunity Commission regarding charge of discrimination.
7. Copies of communications dated August 17, 2009 from Civil Service certifying Cathy Mendyka, Tracy Coit, Susan Rivera, Patricia Laggis, Natalie Powell-James, Dana Bartholomew, and Jennifer Fenske for the position of Paraprofessional.
8. Copy of communication dated August 20, 2009 from New England Association of Schools and Colleges, Inc. regarding Wilby High School's evaluation.
9. Submittal of the 2008-09 Waterbury Public School Annual Report.
10. Communication dated August 24, 2009 from Johnathan Kellogg of the Republican American regarding improper closed-door meeting.

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

APPROVAL OF MINUTES:

Upon a motion by Commissioner O'Leary and duly seconded by Commissioner White, it was voted unanimously to approve the minutes of June 22, 2009 Committee Meeting, June 29, 2009 Regular Meeting, and July 29, 2009 Rescheduled Committee Meeting.

HAYES: Motion made and seconded. Any comments, adjustments? Hearing none - all in favor, opposed. Now we're gonna have a presentation from the PAL Group.

Commissioner O'Leary, I appreciate if you could introduce them and let us know what's coming.

O'LEARY: Come on up to the podium. This is Aileen Keays and she will be the presenter.

PAL EVALUATION REPORT:

Aileen Keays, M.S., Co-Project Manager and Research Assistant
Andrew Clark, Co-Project Manager
Dr. Shamir Ratansi, Co-Principal Investigator

KEAYS: Hello everybody, I'd like to thank everybody for inviting us back to present our findings. My name is Aileen Keays; I am a Research and Policy Specialist at the Institute for Municipal & Regional Policy at Central Connecticut State University. I'm here with Andrew Clark who is the Director of the Institute and Dr. Shamir Ratansi who is a Professor of Criminology and Criminal Justice at CCSU and he was our Co-principal Investigator for our study. Our other Co-principal Investigator Dr. Ben Tyson was unable to join us this evening, he's teaching a course. We will try and cover his section as best as we can; any detailed questions we may need to bring back to him and refer back to you. But certainly we will respond to you and bring those responses to you as soon as we can.

I'd like to start by thanking the people of Waterbury and the PAL participants in general. We did, they assisted us greatly with completing our evaluation, particularly the Qualitative part which I will talk about, but they partook in interviews with us and answered survey questions during their basketball games and during an Easter event, so that was very gracious of them and we could not have done it without them. So I'd just like to thank the people of Waterbury. We are passing out a copy of a PowerPoint presentation that was put together which are basically just the notes that I'll be referring to. I don't want to read every word in detail because I know you probably don't want to be here forever and you will have it as a handout so you can refer to your notes.

The history of the project – the Connecticut Commission on Racial and Ethnic Disparity in the Criminal Justice System was a Commission created by statute to look at the issue of racial disparity in Connecticut and propose changes that can help fix a disparity problem. When Judge Lubbie Harper was made Chair of the Commission, his focus was preventing youth from entering the criminal justice system. They, their steering committee had met with the police chiefs in the primary cities to determine what youth diversion programs they had initiated and how the Commission could assist. We, at the Institute, were then hired by the Commission and they then tasked us with going out and meeting with the police chiefs to determine how we could help the police chiefs in the area with their diversion program. So, that's just to remind you of the history of how this started.

When we met with Chief O'Leary, he really wanted to have an unbiased evaluation of PAL so he can see, and the department could see, where their strengths were and where their weaknesses were so that they could make their, make improvements to their program in the right places, put their resources in the right area, and improve the program as best as it can be. So, that was the history of this project. When we began

our research, objectives were to conduct a brief literature review on the history of PAL programs throughout the Country just to give readers some background understanding and context for the program. We conducted Focus Groups, interviews, and surveys with key stakeholders to address satisfaction with the PAL program and the facilitating factors and barriers, the perceived benefits, perceived problems, and ideas for improvement. We also conducted a comparative analysis of police and school data to access the possible impacts of the PAL program on youth in the City. And our other goal was to form conclusions based on our research findings.

The methods, as I mentioned, in order to assess satisfaction with the program, we conducted Focus Groups. One Focus Group was with the PAL police officers, another was with the teachers who participate in PAL. We conducted one-on-one interviews with caregivers of PAL participants, also with PAL participants themselves. And part four we also conducted surveys with youth and with their caretakers. And finally, part six was the analysis of the police and school records.

The procedures, just quickly, referring back to part one where the Focus Groups, which took about 90 minutes again with 10 PAL offices, 12 school teachers. Parts two and three – we did interview 10 students and 10 parent caretakers and the survey was conducted with 110 youth between grades two and twelve and 121 parent/guardians of PAL youth. And then part six gets into more detail, I won't read the whole thing, but the analysis of Waterbury juvenile arrest records and Waterbury school data for the years 2007 to 2008, we were comparing students enrolled in PAL with students who were not enrolled in PAL in various variables which are listed here.

So now onto the outcomes. The outcomes of the Qualitative Assessment which were the one-to-one interviews, the Focus Groups, and the surveys that were distributed. The PAL program seems to help keep youth busy with structured activities and therefore they have less idle time to get into trouble was a belief of the people who completed the surveys and the interviews. "The PAL program provides youth with a sense of belonging to their peers and the community". "The PAL program provides a context in which youth are held accountable for the consequences of their actions. The program basically instills a sense of responsibility." That was one thing in the interviews I know the youth talked about in the terms of the coaches and everything taught them a sense of there's a consequence for your action which it was nice to see the youth really loved to have, they actually welcomed that. "The PAL program allows youth to see police officers in a new light – not as adversaries but as positive role models". That was also another wonderful thing to see in the interviews. "The PAL program improves academic performance." The caretakers and the youth both reported their perception of doing much better in school which was great because you could see in the interview that it gave them a better sense of confidence. "PAL youth must maintain good grades to participate in PAL sports" which is something that they talked about was a strong motivator for them to do better. They really wanted to participate in programs they knew that they had to do better in school and that was the means by which to be able to participate. "A significant number of PAL youth have improved their grades since joining PAL; they go to school more often since joining PAL; and they've improved their homework performance since joining PAL." And "most PAL youth intend to go to college". Now continuing the Outcomes of Qualitative Assessment – "the PAL Program improves personal life in these factors: a significant number of PAL youth have better communication skills since joining PAL, have more self-discipline, have better inter-

personal relationships”. One thing that they commented on loving was meeting other students from other schools that live in the same city. That was something that was very important to them and they really enjoyed. They “had better physical health, better teamwork and sportsmanship skills, they spend more time exercising and less time watching television and playing computer games since joining PAL”. And the final slide on the Outcomes of Qualitative Assessments – “the PAL program decreases youth delinquency in instances of trouble with other youth which reportedly dropped, instances of trouble at home reportedly dropped, instances of trouble in school, and instances of trouble with police reportedly dropped.”

Selected Qualitative Findings regarding Academic Data – the full report which was emailed to you at the end of last week, as you saw was a 91 page document, so I certainly wasn’t going to summarize the whole thing for you, but since this is the Board of Education, I wanted to pull out some data that was pertinent to academic performance. So, this slide number 12 is relating to that. “Academic performance – 58.3% of respondents reported getting mostly B’s or better before PAL and 67.4% report achieving this after PAL which is an increase of 9.1%. School attendance – 70% of respondents reported never missing school before PAL and 80.9% achieving this after PAL – an increase of 10.9%. Number of hours completing homework – respondents report doing about equal hours of homework before and after PAL membership.” There was no recorded change in that from the self report surveys and interviews. “Future academic goals – over two thirds of youth that responded to the survey plan to earn at least a four year college degree.”

Now for the Quantative Findings which was the comparison of police and school records. “Demographics of the PAL participants – 66.8% are male, 42.4% are Hispanic or Latino, the average student participated in one or two activities. Criminal Justice System – PAL is targeting the right youth. Of the youth arrested in 2007, a higher percentage were enrolled in PAL. Additionally, a majority of PAL students with an arrest in 2007 did not have an arrest in 2008.” So that would imply an improvement. To slide 15 – “Selected Quantitative Findings continued – school, middle school characteristics, GPA tends to be higher for the non-PAL group starting at grade 6 and is slightly higher at every grade level thereafter.” This, again, is demonstrating the PAL program is targeting the youth they intend to target. “The number of excused/unexcused absences and the number of excused/unexcused tardies are greater for the PAL group especially in high school. And the GPA grades are consistently lower for PAL youth than non-PAL youth.” Again, their goal is to target those that may benefit the most from this sort of program and this is demonstrated from our quantitative analysis.

“General Weaknesses of the Program – nearly all respondents believe that the PAL program is under-resourced; there are approximately 2,800 youth in PAL with just five officers dedicated to their supervision. The most critical limiting factor is thought to be volunteer assistance. Several of the respondents suggest that the PAL program needs improved communication with parents.” The parents really seem to want to be more involved and wanted to have a better streamline of communication between themselves and the officers and maybe a more organized system of who you would try and speak with first, if that should not work who you would then speak with; they wanted something more structured. “Several respondents suggest that refereeing was not always good and that coaches should be better trained. Respondents believe that it would be beneficial to conduct PAL programs at additional schools in the city, especially those far

away from the PAL Learning Center.” Some were saying it was difficult to finding some of the schools sometimes if they were not used to going to that building. “Weaknesses of the Program continued – in terms of additional PAL activities, the following ideas garnered support from the respondents: a greater variety of educational and vocational programs for youth not interested in sports; more activities for 15 to 18 year olds.” A lot of the caretakers demonstrated a great concern for this in their interviews; they were concerned that their child was so involved in PAL and loved PAL and they were concerned that once they turned 15 and 16, there may not be enough of a pull or enough programs that would be attractive to them to keep them involved. They’re really worried of kind of losing them to the streets kind of if PAL was not there. “More Special Olympics activities were a recommendation; more basketball for younger youth; more sports for girls such as volleyball, tennis, art programs, and cooking classes; more activities during the summer and on weekends; and a swimming program.”

And now for “Strengths of the Program – findings from the Institutional records suggest that PAL is targeting the right youth, youth with slightly higher than normal arrest rates. A major strength of the program is the commitment to its success from all of those that support it including, obviously, the Chief of Police, PAL supervisors and coordinators, volunteers, and local program sponsors.” It was amazing to see the dedication from the parents as well, they would do anything for PAL, it was really, it was almost everybody’s baby program, which was very nice to see. “Respondents agree that the PAL program creates positive changes in the community and that these changes are sustainable and create an atmosphere less conducive to juvenile crime. In the eyes of many in the community, PAL stands for positive choice.” And the last slide, again a continuation of Strengths of the Program – “nearly all respondents believe that PAL activities are offered at the right place, right time, for the right duration, and that the instructors, volunteers, facilities, and materials are good.” What was great to see is that a lot of the youth that we interviewed really appreciated the volunteers and they would talk about them, they’re taking time out of their day to help me, to spend time with me, to spend time with my friends, they really recognized the care of the volunteers and the time that they were taking, it seemed to demonstrate a self-importance for them which was nice. And finally “sports programs – especially baseball, softball, and basketball, are the most popular programs, but a full array of other types of programs and events that appeal to everyone are also offered. For example, they have arts, academics, skill-building programs for youth, and community celebrations for families.” And the slide at the bottom just says for people in the community “for a full copy of the report”, we will have it posted but it’s not there yet, on our Institute’s website at www.ccsu.edu/IMRP, for Institute for Municipal and Regional Policy. That’s it for our brief general overview. Is there any questions that we may be able to answer?

SWEENEY: In terms of gathering the data from the arrest records, the juvenile arrest records, did you approach parents of PAL participants and seek their permission to access arrest records?

RATANSI: I think we went over this issue prior to us accessing the data and we spent quite a bit of time explaining that we were using it as an aggregate, so no single student’s information was ever going to be released and has not been released.

SWEENEY: I’m afraid that’s not the question, the question was did you request permission from parents of the PAL participants, or for that matter, the participants from

our schools for their parent's permission to access their arrest records if that was necessary?

RATANSI: No.

SWEENEY: This was my concern when I voted no to do this survey because I do not believe there was enough information given to the parents and guardians and students and PAL participants who would be a part of this survey. And I find it extremely disturbing, as a parent, that I would not be asked before my child's juvenile record would be accessed for anything. That's just my comment.

O'LEARY: Through the President, if I may, while I respect certainly your question and your opinion, I think it's important to note several things. One, no direct data was obtained on any child that would be released in any way, shape, or form. This was data that was researched for the purposes of the study. Secondly, we do this, we, I'm wearing my other hat now, as Police Chief, we do this research all the time, every day, for all different study groups, for the government, for non-profits, for all different law enforcement agencies, to try to learn how to track behavior, youth behavior, youth prevention programs, youth initiative programs, because if we can't access this data, we don't know how to focus on who needs the help the most. Now I understand your concern, I think it would be extremely valid if at any point any of this data would be pinpointed to an individual. That's not the case. All of this stuff is anonymous. Each of these children were given a code and the fact of the matter is, everyone in the Focus Groups, the parents, were very familiar with what we were doing and how we were going about doing it. But you need to understand, you know all over the country people do research in groups; Waterbury is very often selected to provide data and material because we're an urban environment and we have a huge diverse demographics in population here. So we're a good city to study. And we can't, if we were to say "no, we're just not doing this", because of those concerns, we'd never learn anything. So sometimes you just have to dig in and get the material that you need to try to make a difference and to develop programs that are going to be beneficial to these children. And that's what these folks did and I commend them for it, there was a tremendous amount of time and effort put into this and I understand your "no" vote, quite frankly I don't understand it, but it's your opinion and I respect that, but sometimes you just got to get this information so that you can develop programs that are gonna make a difference.

SWEENEY: With all due respect to your opinion as well, as a parent and as a member of this Board who was entrusted with the school data records for students in this school, and apparently now, with their criminal records if any exist, I have to say I would think, at the very least, the courtesy of asking a parent if they want their child to participate and allow them to release that type of information regardless of the fact that it would be well guided, is still a courtesy that we owe to parents when we continually ask them to participate in their child's life at school. We owe that to them. But I respect your opinion.

HAYES: If I can make my comments regarding this, I think, I appreciate the fact that you did this information, I think the key component is, the whole goal was and again Chief O'Leary and PAL, was to see what they could do to get better. I mean on the face of it, everybody thinks oh, it's great, you got the kids together, you got police officers,

some of those positive things, but they also open themselves up to scrutiny because they wanted to get better. So there were some negative things in that report, but again, it can help us grow, from my perspective, as someone who supports the kids in the city entirely but also within our school system, any outside group that can help us, especially one, again, with the goal of creating this relationship with our peace officers, instead of police officers, that the kids look to them as role models, not as adversaries, to me was one of the most key components of this whole project going forward. It's something that we noticed just by having the school resource officers in school. Years ago people thought no, it was going to be adversarial, it turned out to be a great relationship and I don't know how you keep the peace any better and build our future any better with our kids than to have them understand that and appreciate that and to know that there are other people who care for them. I know that that was one of the comments that was made that the kids actually, that's one of the things I think they're all here for is to let the kids know there are people outside of their own family, even though in some cases in their family, they don't have the support they need but there are others out there that are willing to help them. And it doesn't have to be just a dark future, there is always a light at the end of the tunnel, there are people there to help guide them and especially with police officers or firemen or teachers, teachers do that every day, I think that's the most important part of this whole process is that we're expanding, we have Waterbury Youth Service, we have so many groups here in the City that help and PAL now has just expanded. Obviously, any group that's gonna get started off and go up to 2,800 in a year there are going to be some issues that are going to have to be addressed. But, again to me, this is such a positive report because it's not only positive, it also points out where we can improve. And again, the PAL group, the Police Department, now Acting Chief Gugliotti, they're looking forward to this information so they can get it better, so they can, I know another thing too, which is most important from a parent's point of view, we got some issues about those other statistics on how we gather them, the fact that we're just asking the parents is something we've always tried to do in the school system, we always talk about parent involvement, but it seems like PAL actually reached out and got that job done and that's probably the most important information you have because you're gonna know a lot more about that kid that you're servicing by getting to know their parents as well so I appreciate what you've done for us and if anybody else has any questions, I'm just wondering where we go forward with this.

O'LEARY: I think that the most, one of the most beneficial aspects of this research and study was that we now have a baseline, we have a starting place and one of the things that I think is most gratifying for being involved with PAL and I know the officers would all agree and the researchers as well, is it's clear that we are targeting the right youth. When I first heard that all our kids were in trouble I was like, jeez, but then you remember that's why we're here, we're going after the kids, targeting the most at-risk kids, using the referrals from the teachers who deal with these children every day who understand these issues probably better than any of us, and those are the people that we're taking into PAL. So we've got the right youth, we've got a great baseline, we have 3,000 kids now. And what we did was we expended an awful lot of money and we bought a software package called Kids-track. And every single one of those 3,000 youth are in our Kids-track software program and what this tracks is all the important issues like truancy, arrest records, grades to some degree as far as whether or not they're moving up a grade or being held back, whether they're obviously still with us or whether they're transient, in and out. It gives us a baseline to show how long these children will be in PAL, that's where it's really gonna matter, the hard data, the real hard

data, so if we get a child who joins PAL at age five, six, or seven, you know five years out and seven years out are gonna tell the success of the program. This research and this project has given us the baseline that we can start today and continue to use our software and track these young people in all those areas. So, I'm really happy about that and happy that Waterbury was chosen for this research project because we really have a place to start. I think really what's gonna be telling is where we are again, three, five, seven, ten years, and where these kids are. Did they go up to, did they complete high school? That's gonna be huge. What percentage of PAL kids completed high school? What percentage of PAL kids went to junior college or two-year college or four-year college and further? Those things are gonna be the telling issues. And so this is why I'm so happy to have this data in 2009 but I'm really, really looking forward to 2012 and 14 and 16 and down the road and see where we all are then and I just really do want to publically thank these people for their time and their effort.

Certainly I remember one of the concerns of the Board early on was the time factor, the time that it would take to gather all this information. And they sent enormous amount of staff down to do all this research and didn't tax our school system at all, at least that's what I've been told. And I know that was a big concern of the Board.

As far as the issues concerning confidentiality, I know we met every one of those and that was more important to these people, who do this professionally, this is what they do. They were charged by the judge who is in charge of the Racial Disparity Committee in the State of Connecticut, they were charged to come in, find an urban city, find a program that's working, and tell us why it's working and tell us its strengths and weaknesses so that, hopefully, other urban environments will adopt some of these programs and utilize them. One of the things also that we learned is that it looks like Police Chief Magazine may publish the PAL Study in their monthly magazine which is distributed throughout the country and also internationally. So the chances of folks learning from our success are great and I can tell you, you know, Hartford, New Haven, and Bridgeport have already been in and out of Waterbury on several occasions trying to duplicate some of these programs so already we've had great success. With their report findings it gives unbiased, credible findings – it's not just us saying what a great job we're doing, now we have the Central Connecticut University folks saying it so. It's a win win all the way around and, lastly, it will certainly help us when we're applying for grants through the State of Connecticut and Department of Justice, it gives these people who are wearing the money credible data on what's happening here so that we can keep these programs going and sustain these programs. And all of those things are equal in weight, but the last point I think is critical for the sustainment of the program.

HAYES: I do have to leave, I want to thank you for your efforts as Chief and one of the things that we talk about getting those dollars, it's something that we strive to do here on this Board too, don't just ask for those dollars, ask them and show them what you can do with them because once you've displayed that, in fact, those dollars are put to good use as we see the dollars are at PAL, there are others that will be willing to support you. And again the other point is that, I know you had shared that with me in the past about how the other cities had come in, the benefits of this could just go so far beyond what the benefits are here locally and that's why I was happy to be a part of this and, hopefully, whatever we can do in the future, come back to us, I fully support that. I do apologize, I have to leave, and Vice President White is going to take over.

(President Hayes left at 7:03 p.m. and Vice President White assumed the Chair)

STANGO: Just for the record, I was against this before I was for it; I changed my mind when I heard of more opportunities that would come forward for PAL if we were allowed to do this survey. I was against it because I just don't like surveys, I think it puts an unneeded pressure on the kids, but I changed my mind as I saw more benefits would come out of it for PAL if we allowed to do it. So I'm glad in the end that we did, I said at the time that we don't need a survey to know that PAL is doing a great job, just ask any kid, just ask any teacher, just ask any policeman. And in the end that's what we were told, that's what the survey has and your report has shown. But I just have two questions on your procedures before I let you go. On page nine of your report, in three different situations you talk about participants were provided with a consent agreement and then at the time of the interview and at the time of the survey. Do you have a record of any who refused to sign or how many didn't want to go along with this, if any at all?

KEAYS: I would say we distributed the surveys primarily at the Easter event, and at basketball games and at baseball games. I would not know how many refused, I would approach them at the games and say I work at CCSU and explain what we were doing, would you mind filling this out, and there would be a consent form attached. So those who just said "no thank you", I would just keep moving on, so I don't have, I wouldn't have any record of that.

STANGO: Now your consent form, did that have to be signed by the parent or just the student?

KEAYS: The parent. And one slight challenge but, of course, it was a very important one and we respected that, so we could not interview a child, if a child at the basketball game wanted to complete the survey we would have to say okay, where's your guardian and if the guardian was not at a game then they could not fill out the survey. The guardian had to be there and had to approve it for the child.

STANGO: So you passed out the consent form with the survey and they had to return it to you?

KEAYS: Yes. Well it depended. For the interviews they had to return it to us, for the surveys it was attached to the front page and if they were to read it and they consented, then they complete the survey and that was considered consent. It stated it was voluntary, they didn't have to do it, and we certainly reiterated that when we were speaking to them. The Focus Groups, that was voluntary, we would tell them in the beginning you do not have to be here and them staying and participating in the Focus Group was their consenting. The Focus Groups, again, were the police officers that were involved in PAL and the teachers who are involved in PAL.

STANGO: Ultimately who paid for this project?

CLARK: Essentially, we're contracted as a consultant with the Racial and Ethnic Disparity Commission and there is a budget for that. I would argue that this has gone above and beyond with our other activities that we do. We were looking through our

notes today and looking back at when we started this and I believe we met with the Chief in May of 2008, and we were before the Board here I believe it was September and October. So we put a considerable amount of time of which came out of our own resources at the University above and beyond what we have been paid.

STANGO: So it came out of the resources of Central after you've exhausted the resources from the other organization.

CLARK: Not from Central, no, actually we're a grant and contract funded, so we have a budget that we get based on the evaluations that we do, but we receive some legislative funding and we have some discretion about that legislative funding and what we're able to study and we had determined with some of that legislative funding that this would be a State interest to look and see, as the Chief mentioned, in a large municipality a type of program that may have promise for other programs in the State and, potentially, nationally.

STANGO: Thank you. Thank you for your work.

THERIAULT: I am glad to see that Commissioner O'Leary is also long-winded. That's very heartening to me because he's caught the same disease that I have because he's so close to me here.

O'LEARY: I knew that was coming.

THERIAULT: You've got to stop copycatting me. I, too, want to compliment you, Commissioner O'Leary, as former Police Chief and this group for the fine work that you do. I'm not gonna take you too far down the war story road but I was principal of the alternative school so I can really relate to your mission and your goal and it certainly dovetails very, very well with our goal in terms of Board of Education Commissioners and the school system in general in Waterbury. You should be commended for your work; you went above and beyond the call. I know, you either help them now or jail them later and the cost of incarceration is just so phenomenal that the work that you do and the help that you give these kids through PAL is just an outstanding effort on the part of the City. So thank you.

CLARK: There's one thing I did actually want to add and that's the stuff that wasn't funded, Aileen and some of our other interviewers that went down there, there were often times they were down there on a Saturday or a Sunday trudging through the mud and after work and what not, that wasn't essentially paid for but they were dedicated to the project as well

WHITE: I have a question please, are there 2,800 to 3,000 students who are served, but if I'm reading this correctly, the survey was conducted only of 110 youth. Does that give you a good sampling of who is being served?

DR. RATANSI: I think of this as a preliminary kind of take on the PAL program. We would love to continue this and increase that sample size, but we were content statistically with that sample size when we looked at it and we talked with our other colleagues and everything else, we felt it was an adequate sample for us to proceed right now with our findings. We would like to increase that sample size and hopefully

with the participation of PAL we would like to continue inquiring more into this. But currently with 110, we were happy with it but we're also very cautious in how we're presenting the findings. We're just saying that this is what our current findings are showing right now. Statistically we would like to get a larger sample but, given the time frame, we did not get a larger sample.

WHITE: Thank you. If we have questions after reading this thoroughly, because I don't think everybody read it thoroughly, just samplings of pages, is there someone we can contact if we have a question?

KEYS: I certainly can distribute my business card to everybody and filter questions for who would be best to answer. If it's regarding the Qualitative Assessment, I can forward it to that professor. If it's Quantitative, I can certainly forward it to Dr. Ratansi, and if it's more general, I can answer it.

CLARK: I would just like to also add one of our, part of our mission at the Institute for Municipal Regional Policy, is to get students active in evaluation and policy because 80% of Central students end up returning to Connecticut and stay in Connecticut upon graduation. And there were a number of students that participated in this and really I think there was an intense value to them as well. So I know they appreciated the ability to participate.

WHITE: I do think it served the purpose for which it was intended and I do think you got people involved and that's a good thing. Thank you for the presentation.

SUPERINTENDENT: I just want to add my thanks to everybody that's involved in the PAL program.

PUBLIC ADDRESSES THE BOARD:

Upon a motion by Commissioner Flaherty-Merritt and duly seconded by Commissioner D'Angelo, it was voted unanimously to suspend the regular order of business to allow the public to address the Board at 7:13 p.m.

WHITE: All in favor. Before we begin we have three speakers, 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 response this evening to any questions or concerns raised; they will be referred to the administration for review and response.

Donna Vignali, 26 Lakeside Boulevard East, had the following comments: What a great start to the new school year. The new teacher orientation was a great success and many new teachers have shared with me how it has helped them to understand our goals, policies, and procedures. I think anyone who was at the Palace Theater on Wednesday to hear Dr. Sugai and Dr. Dufour speak on Positive Behavior Support and Professional Learning Communities, knows how excited and appreciative the teachers were to participate in professional development which was so relevant to our district and could be brought back to be implemented in their teaching starting day one.

Our CMT and CAPT scores are up. It needs to be noted that this is because of the effort put forth by everyone working in this district, but I would like to publicly thank all the teachers for their hard work and dedication. They are the ones who made it happen. I am proud to say that I represent them.

I am looking forward to this being a school year where we, the WTA and this Board of Education, work together to be proactive on issues which face our teachers and our students. I am also looking forward to further opening the lines of communication with the Board and Central Office.

I do have one concern at this time; I would like to thank Dr. Snead for suspending the policy on fan use during the months of August and September. As you know, the majority of our elementary schools are not air conditioned, our buildings that are air conditioned have been known to be without because of problems, and we have classrooms that were previously used as closets, therefore there are no windows and little or no air circulating. This has caused serious concern for many teachers. I recall at a Board of Education meeting when this policy was discussed, it was stated that a fan could be used if it had been issued by the Education Department. Could you please send to the teachers what the procedure is to obtain an Education Department issued fan. Also, has this Board purchased fans since this policy has been implemented, since I can't help to think that the requests will increase as the school year progresses? Thank you and I look forward to working with you.

Lisa Lessard, 905 Pearl Lake Road, had the following comments: I was actually here on another concern but something concerned me when PAL was talking. I believe in PAL, I'm excited about PAL, but the one thing I did notice was when it came to the juvenile justice, being parent as well as an advocate for all children within the City and State, it, I'm just appalled when I heard that basically they did what they needed to do to get the job done. Now believe it or not there's a federal law called FERPA – Family Educational Rights Privacy Act which is like HIPAA when you go to the doctors. I don't know anybody that personally is in PAL but I'm pretty sure if those parents knew that they do not get permission from them they would be right to FERPA because basically yes, I agree, you did get the job done, but you got it done by breaking the federal law and that is just not okay.

The other reason why I was here tonight is being a parent, being an advocate, and believe it or not this is not an independent thing, this is not a democrat thing, and this is not a republican thing, this is me a parent advocating. I am here in reference to a recent Republican Newspaper article which was quite enlightening and quite disturbing by every means there was. This article was about Commissioner John Theriault and he stated when he wins the majorityship, first thing he's gonna do, is do a forensic audit on the school Board. Now I know this basically is very heartening to everybody here as well as us parents, it has us very concerned. Now what does this Commissioner know that he puts this in an article in a newspaper, where is he going with this? What is this that the present Commissioner knows that would entice him to make such a bold statement of a forensic audit will be made of the School Board? . . . for us taxpayers are if 56% of the budget for the school system being spent as should then why are the taxpayers are the last ones to find out if it is not? Now basically I know my three minutes is almost up so basically I'm gonna wrap it up real quick. Our children most precious, our children are the most important, why are we waiting until an electoral vote

of a mayorship to go forth? If there is a problem with the financials of any sorts, and I say this not a democratic, a republican, or an independent thing – this is me, a parent thing, being an advocate for all children wondering what is it that everybody seems to know that they're not willing to put out there before the elections? Our children are more important than an electoral vote, it should come out now for the importance of all children. If there's a problem with any financials within the school system go forth and make sure it is done now. Let's not wait for it, let's get it done and let's get it done now for the better interest of all our children, our most vulnerable, a vote is great, a vote is awesome but our children deserve better and they deserve ethics, equality, and justice and if something is wrong within, something needs to be fixed now. Thank you.

Andy Michaud, 54 Euclid Avenue, had the following comments: After listening to the PAL study and following PAL for the last few years since its inception, I felt it was incumbent upon myself to say a few words. The first thing I do want to say is I've been filming now, these meetings of the School Board and seeing the school system now for a year and I just have to say I am overwhelmed at how good this system is here in the City of Waterbury. Memorial Day, I think I said once before, I had my brother-in-law over, I talked to him about ACES, the SOAR Program, they said they're looking into that in Bristol. I talked to him about how Judge Brunnock deals with the truancy; they said yea, they heard about something like that. Well in the City of Waterbury we do it. So I think a lot of times that we discuss the negativity, but the system here in the City of Waterbury is a very, very good system compared to all the urban areas in the State of Connecticut. Concerning PAL, I have to be honest with you, I was pretty much overwhelmed at what the study brought out and I understand what Commissioner Stango is saying is we know it's doing good, we really don't have to have somebody else telling us it's doing good, but being married for 27 years and sometimes my wife will get herself dolled up to go out and she'll look in the mirror and she knows that she looks good but she really doesn't know it until I tell her, honey, you look great tonight. She needs to hear it from somebody else. So I think it's important and just to hear the stories from these people tonight concerning PAL. As I said, I've been following PAL since its inception. I went to all the parties, the Christmas Party, the Thanksgiving Party, the Easter Party, the basketball games, the different happenings at the school. I went to the PAL National Conference in Albany when Chief O'Leary was named person of the year for PAL. I believe there was about 400 people at the conference that attended the banquet and about 100 of them were from Waterbury. And honestly, the national people were overwhelmed with how good PAL is doing. So, when I heard this study and its completion and all its findings, as I said I was overwhelmed, I have to be honest, it's a little unfortunate that the first words from one of the Commissioners about this study was negative. I mean there's just so much good here. I mean accountability, consequences, these kids hear consequences, it's not they kick a teacher, they go to the office, the principal brings them back, has lunch with them and gives them a lollipop, there's consequences here and that's what these kids are learning through PAL and through sports. And I know John Theriault brought it up one time before, that he thought that maybe we should have a member of PAL be on the School Board. I really believe that PAL needs to be interwoven with the school system here in the City of Waterbury because of all the positive that it does for these kids and their parents. Thank you.

Athena Wagner, 1558 Highland Avenue, had the following comments: Just briefly, I'd like to say I think PAL is doing a good job, sometimes we get caught up in

technicalities and lose focus of the real purpose of what's going on and I think the purpose of PAL is to improve the quality of these children in preparing them for what lies ahead in real life. As far as parents' consent, so forth and so on, I understand that concern, I'm a parent myself even though my kids are grown, they did come up through the public school system in Waterbury. When your child is failing in school, getting into trouble with the law, the last thing you're worried about is some type of legal technicality stating whether this was okay to do or not, if the main purpose of the program shows a significant improvement of that child's behavior, academic, so forth and so on. So that's all I want to say about PAL.

The other thing I wanted to address is congratulations to your decision on the new principal of Driggs School. I think it's wonderful; we need more minority administrators in our school system. I've said it all along. It's not a race card, it's a fact, we have 80 to 90 percent, I don't know the percentage, I'm throwing it out there, of minority students in the school system and 12% minority administration, where's the balance there? It's not a race card. And if you want to go so low as to accuse somebody of throwing out a race card, check the nepotism card, because that's always been a problem. Nobody, the checkers aren't checking the checkers because they're related, they know so and so, they're friends with so and so, they owe so and so or they're in so and so's pocket. So let's keep that real and keep that junk out of it. If you're not on this Board to see and insure that each and every student gets a quality education that they deserve; if you're not on this Board and you don't have faith in the students that you're representing; if you're on this Board and you don't believe that these children can succeed, then I question your credibility as a Board member. Maybe you should be someplace else. Thank you very much.

WHITE: Thank you Mrs. Wagner. Are there any other people who wish to speak?
Hearing none.

O'LEARY: As a point of personal privilege, may I make a comment? I think that the perception of the speaker that anything illegal happened here is completely wrong. These people who did this study are doctors and professors, are contracted by the State of Connecticut, they run the Institute for Municipal and Regional Policy. They are professionals, they know the federal laws, they know the state laws. To suggest that any laws were broken are absolutely unfounded and incorrect. Now I don't know where that came from, they did what they had to do to get the job done always understanding that federal and state law is always followed. So to suggest otherwise, is just absolutely incorrect. Thank you.

WHITE: Thank you for your comment Commissioner O'Leary.

Upon a motion by Flaherty-Merritt and duly seconded by Commissioner Sweeney, it was voted unanimously to return to the regular order of business at 7:26 p.m.

WHITE: All in favor.

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

It appears that we are off to a great start this year.

Last week's school opening went very smoothly. There were no major issues. Even the expected first day bussing problems were relatively minor. Adjustments and improvements have been made as we continue through the first week of school. Mike Puffer did a nice article on the opening, which included some time spent with our new Driggs School Principal, Mark Levy.

Our Intake Center has been very busy enrolling new students and families. There has been significant pressure in allocating kindergarten seats and staff is reviewing Kennedy High School enrollment issues. In addition, staff is reporting a predicted increase in registrants from parochial and private schools.

I visited several schools last Thursday and Friday representing all levels, elementary, middle, and high. During each one of these visits, teachers and administrators expressed the feeling that things were going very well this year. They were pleased with the openings as well as the level of preparation and readiness of the school buildings. I did not receive even a single negative comment.

As stated last week, a large number of summer projects have been completed, including the new parking lot at Walsh School and repairs to the walkway and roadway at the entrance to Wallace caused by the washout earlier this summer. A full report will be made at next Tuesday's Workshop.

Teachers and administrators also took the time to comment positively on our Convocation, which was held on Wednesday of last week at the Palace Theater. The Convocation featured two national speakers, Dr. George Sugai and Dr. Richard DuFour. Dr. Sugai spoke about positive behavior supports and Dr. DuFour spoke about professional learning communities. Staff said the day's events provided them with excitement about the coming school year. They started the school off with great motivation to succeed.

We recently concluded our three day comprehensive "New Teacher Orientation" program. The program was a combined effort with SAW, WTA, and Central Office under the direction of Ron Frost. The program was well received by the 50 plus attendees, which started and ended on time each day.

Last week on Friday, a small group of staff met to discuss plans for dealing with the H1N1 virus this year, in particular, how we will alert parents and staff if there are any issues. We plan to send home a letter to parents this week alerting them as to what the symptoms are and when they should keep students home from school. The newspaper also did an article about this which appeared in the Sunday newspaper.

The State Department of Education has announced it will be releasing its list of Schools Making Adequate Yearly Progress (or AYP) to school districts tomorrow, with an embargo on publishing that information until 12:01 am Wednesday, September 2.

I will be visiting additional schools this coming week, as well as meeting with the Connecticut Association of Urban School Superintendents (CAUS) on Friday in Hartford.

Next Monday is Labor Day. Schools and offices will be closed.

I normally don't make comments, I've only done it a couple of times since I've been here after the public makes a statement but I have to say this, that I'm very, very proud of how we go about our budget process and how we go about being very visible and transparent and all that we do with our finances. For me it's very personal, very, very personal. As a Superintendent of Schools, that's one of the things that I pay particular attention to and I'm extremely proud of how we go about letting you, the Board of Ed Commissioners, and the public know, about what we do in the area of finances. And we are, our budget is balanced, we return each year a surplus to our City and our taxpayers and I think the staff is doing an excellent job in that area. Thank you. And I apologize if I offended anyone.

PRESIDENT'S COMMENTS: As you know the President isn't here, but I will speak in his stead just for a minute. The convocation was wonderful, those of you who were there will agree. The only things I wrote down were "energizing, motivating, enlightening, expressive". The speakers that were there thoroughly engaged the audience, and they even brought humor into the situation which we had forgotten how to do because of this intensity that covers all the testing. It was a great, great day and the visible fact was when people were leaving they were all abuzz and hopefully they took that energy back to their schools with them and I think they did because it was a great opening day. You said it very well in your two sentences there. I'm just repeating it. Now we'll go onto the Consent Calendar. Are there any items to be removed?

(Vice President White proceeded to read the list of Consent Calendar items)

10. CONSENT CALENDAR

Upon a motion by Commissioner D'Angelo and duly seconded by Commissioner Stango, it was voted unanimously to approve the Consent Calendar, items 10.1 through 10.9, as listed:

- 10.1 With the approval of the Committee of the Whole, the Superintendent of Schools recommends approval for the following schools to participate in the Smile Builders Expansion Pilot Program: State Street School, Enlightenment School, Wallace Middle School, and the Excel Program.
- 10.2 With the approval of the Committee of the Whole, the Superintendent of Schools recommends approval of the July 1, 2009 through June 30, 2012 School Crossing Guard Agreement.
- 10.3 With the approval of the Committee on Grants, the Superintendent of Schools recommends approval of the ARRA (American Recovery and Reinvestment Act) Management Plan and job descriptions.
- 10.4 With the approval of the Committee on Grants, the Superintendent of Schools recommends approval the 2009-2010 State Consolidated Grant application.
- 10.5 With the approval of the Committee on Grants, the Superintendent of Schools recommends approval of the submittal of the 2009-10 CT State Department of

Education and CT State Department of Social Services "Quality Enhancement Grant" for the School Readiness Program.

- 10.6 With the approval of the Committee on School Personnel, the Superintendent of Schools recommends approval of two (2) additional positions of Instructional Tutor for Rotella Magnet School.
- 10.7 With the approval of the Committee on Food Service, the Superintendent of Schools recommends approval to participate in the National School Lunch Program and School Breakfast Program for the 2009/10 school year.
- 10.8 Motion to approve permission be granted to the following for use of school facilities school organizations and/or City Departments.
- 10.9 Motion to approve that permission be granted to the following for use of school facilities by outside organizations/waiver requests.

WHITE: Are there any items to be removed?

FLAHERTY-MERRITT: I just want to make a note that under the ARRA Management Plan that they did change the name.

WHITE: So noted. All in favor.

12. COMMITTEE ON SCHOOL PERSONNEL

- 12.1 Upon a motion by Commissioner Harvey and duly seconded by Commissioner D'Angelo, with Commissioner Sweeney voting "no", it was voted to approve of the revised job description for the position of High School Building Principal.**

WHITE: Discussion?

SWEENEY: I asked that this be left, in fact all three of them, be left off the Consent Calendar because my concern and the concern that I understand that changing these job descriptions is supposed to address is the fact that we do not have a whole lot of current staff, in-house staff, applying for these positions. And at the Workshop Ron Frost said that this would open up, by going from three years to five years, we would open it up to I think it was 18 more candidates, 16 more candidates, something in that area, and I requested at that time to hear exactly how many staff we have here in Waterbury who were eligible for the last two principal positions under the five years and didn't apply. And I did finally get that number and it's 43. So we're gonna take 43 people and add 16 more and we're gonna have sixty some odd who are not going to apply for these jobs. I don't think the problem is in the job specs; I think the problem is deeper than that and I think we need to find out what that cause is. We have great staff and they obviously have worked hard to get the credentials to be this level and yet for some reason don't apply. And that's the question that needs to be answered and I don't think this does it. So, I throw that out there because I'm still on the fences to whether I want to agree to change these specs, yet again, because it's not addressing the issue. And I think we need to address the issue and I think we need to keep the focus on

addressing the issue. And if we change the jobs specs again, then we simply become comfortable with we're done with what we need to do, we don't have to look at it anymore. I think we do have to look at it. Thank you.

STANGO: Just my comment would be that we have changed this job description a couple of times in the last year or two and it may not be perfect yet, I agree with Commissioner Sweeney, this may not be the answer simply by changing it but I think that we should try it, we should keep our minds open and we should also not be closed minded to ever changing them again if that's what it takes. We should fine-tune it until we get these documents to do what we need them to do in this district which is to find the best possible candidate to fill these positions and, hopefully, we will get our internal candidates first. So, I would be in favor of changing it for now but always keeping our minds open to the future. Thank you.

O'LEARY: The only point I'd like to make in regards to Commissioner Sweeney's statements is to go back to the Regan School principalship. There were six folks who applied for the position internally; unfortunately, five of the six didn't have the five years. All of them would had been eligible if we reduced it from five to three, I don't know if you were familiar with that but I did a little bit of research on that myself. So, as far as Driggs, I think quite frankly, and I'm saddened by this, but I just think that because it's a challenge school that a lot of folks just weren't up for the challenge. But that's an issue I think we should look at very closely. So, I support the changes, as well, and Commissioner Stango's points are very well taken, we should always keep an open mind and change them as need be, period.

FLAHERTY-MERRITT: I, too, agree with Commissioner Sweeney's concerns that we have changed these job specs, this will be the third time in a year, but I, too, agree with Commissioner Stango and Commissioner O'Leary that maybe we do need to just continually improve these to see what we can get from our staff to see what internal candidates we do have for these positions. But I will also like to ask that under Unfinished Business tonight that we ask the Chair to have the Personnel Committee actually investigate what Commissioner Sweeney is looking at of why are our internal candidates are not applying. We can't do it under this motion so, again, under Unfinished Business I'll be more than likely to support that. Thank you.

WHITE: Any other comments? Those are all points well taken and I will bring that, I'm sure it will be brought up under Unfinished Business. So we'll now vote on the motion. All in favor, opposed, one opposed.

12.2 Upon a motion by Commissioner Harvey and duly seconded by Commissioner Stango, with Commissioner Sweeney voting "no", it was voted to approve the revised job description for the position of Middle School Building Principal.

WHITE: Discussion? All in favor, opposed.

12.3 Upon a motion by Commissioner Harvey and duly seconded by Commissioner Stango, with Commissioner Sweeney voting "no", it was voted to approve the revised job description for the position of Elementary School Principal.

WHITE: Discussion? All in favor, opposed. The vote was one no, it passes.

13. COMMITTEE ON GRANTS

13.1 Upon a motion by Commissioner Harvey and duly seconded by Commissioner Sweeney, it was voted unanimously to approve to participate in the U.S. Department of Health and Human Services “Youth Empowerment Program Grant” with the Waterbury Prevention Policy Board and Naugatuck Valley Community College.

WHITE: Discussion? All in favor, opposed.

14. SUPERINTENDENT’S NOTIFICATION TO THE BOARD

Upon a motion by Commissioner D’Angelo and duly seconded by Commissioner O’Leary, it was voted unanimously to receive and place on file items 14.1 through 14.6, as listed:

14.1 Appointments:

Zillo, Maria – SVP, Walsh School, effective 08/10/09.

14.2 Grant funded appointments effective immediately:

Fogle, Shirley Ann – Secretary II, Education Grants Department, 35 hours per week, 12 months per year, union position with salary and benefits governed by the SEIU Agreement.

Girouard, Kelly – Speech-Language Pathology Assistant, 35 hours per week at \$28.00 per hour funded by the IDEA Grant, non-union position with benefits governed by the SEIU Agreement.

14.3 Resignations/Terminations:

Berry, Polly – CHS Special Education, effective 08/13/09.

Bodyk, Dale – CHS Science, effective 08/21/09.

Brayton, Cayla – Tinker Grade 4, effective 07/19/09.

Calo, Stacey – Tinker/Brooklyn Reading Facilitator, effective 08/18/09.

Fragoso, Danielle – State Street Special Education, effective 07/27/09.

Giampetruzzi, Anthony – WAMS Science, effective 08/17/09.

Maddock, Charlene – NEMS Science, effective 07/22/09**.

Miceli, Linda – KHS Health, effective 08/13/09.

Miller, Kristin – WAMS Social Worker – effective 07/31/09.

Ortiz, Rosa – Chase Bilingual grade 2, effective 08/28/09.

Pagani, Manuel – Hopeville/Carrington Special Education, effective 08/19/09.

Rollo, Kelly – CHS Special Education, effective 08/18/09.

Sullivan, Melissa – Gilmartin Kindergarten, effective 08/06/09.

Taylor, Melander – KHS Special Education, effective 07/24/09.

Torres, Jose – WMS Language Arts, effective 08/20/09.

Velezis, Elpiniki – Regan/Walsh Art, effective 08/25/09.

Wilson, James – NEMS Tech Ed, effective 07/27/09**.

Wilson-Hintz, Judith – Driggs Reading, effective 08/14/09.

Wolfe, Cynthia – NEMS Science, effective 08/21/09.

14.4 New teacher hires:

	NAME	SCHOOL	ASSIGNMENT	STEP		EFFECTIVE
1**	Maddock, Chalene	NEMS	Science Gr. 7	MA+15	1	8/24/2009
2	Trainer, Timothy	WHS	Biology Gr.	MA	1	8/24/2009
3	Jones, Heather	Bucks Hill Pre-K	Special Ed	MA	1	8/24/2009
4	Schain, Lisa M.	WHS	Special Ed	BA	1	8/24/2009
5	Pysh, Erika	WMS	PE	MA	1	8/24/2009
6	Desisto, Marjorie	Wilson	Special Ed-	BA	1	8/24/2009
7	Solimine, Marie	Bucks Hill	Gr. 1	BA	1	8/24/2009
8	Lanouette, Jay	Washington	Gr. 1	MA	1	8/24/2009
9	Munro, Cara	Hopeville	Gr. 5	MA	2	8/24/2009
10	Munro, Nathan	Wilson	Gr. 5	MA	2	8/24/2009
11	Dean, Kelly	Brooklyn	Kindergarten	MA+15	1	8/24/2009
12	Silva, Nancy	Chase	Gr. 5	MA	1	8/24/2009
13	Desiderio, Jennifer	CHS	Math	BA	2	8/24/2009
14	Gilbert, Melissa	WHS	Special Ed-Co Taught	6 th	5	8/24/2009
15	Piccochi, Christina	Generali	Gr. 5	MA	1	8/24/2009
16	Calabrese, Alfred Jr.	Enlight/State St	PE/Health	BA	4	8/24/2009
17	Colello, Jennifer	District-wide	Speech Path.	MA	1	8/24/2009
18	Groski, Megen	WSMS	Math Gr. 6	MA+15	5	8/24/2009
19	Stroud, Lori	WHS	PE/Health	BA	4	8/24/2009
20	Veronesi, Carol	NEMS	BDLC	MA	5	8/24/2009
21	Casillas, Elvira	WAMS	Spanish	MA	7	8/24/2009
22	Pooler, Dawn	WSMS	Special Ed Gr. 7	6 th	5	8/24/2009
23	Haggard, Sybil	WHS	Math	BA	1	8/24/2009
24**	Wilson, James	NEMS	Tech Ed	MA	6	8/24/2009
25	Winkelmann, Cynthia	WSMS	Social Studies	MA	1	8/24/2009
26	Dorso, Thomas Jr.	Brooklyn	Gr. 2	MA	1	8/24/2009
27	Brady, Joseph	WAMS	Math	BA	2	8/24/2009
28	Eckert, Christopher	WHS	Biology	MA	1	8/24/2009
29	Mclaren, Ashley	Bucks Hill Pre-K	Regular Ed Co-Taught	BA	1	8/24/2009
30	Dunn, Brittany J.	Chase	Gr. 5	MA	1	8/24/2009
31	Brown, Samuel	CHS	Math	6 th	6	8/24/2009
32	Buell, Maureen	NEMS	Math	BA	8	8/24/2009
33	Belval, Lisa	District-wide	School Psychologist	6 th	1	8/24/2009
34	Banach, Jaclyn E.	WAMS	Guidance	MA	1	8/24/2009
35	Hyde, Sandee	KHS	Special Ed	6 th	7	8/24/2009
36	Guardarrama, Kaylyn	WSMS	Spanish	BA	3	8/24/2009
37	Rinaldi, Gina	WSMS	Art Education	BA	1	8/24/2009
38	Casey, Richard	Walsh	Gr. 4	MA	1	8/24/2009
39	Stasaitis, Heather	Walsh	Gr. 2	BA+15	1	8/24/2009
40	Evans-Foster, Shernett	Gilmartin	Kindergarten	MA	1	8/24/2009
41	Rastelli, Jane	Enlightenment	Consumer Science	MA	7	8/24/2009
42	Gizzi, Angela	WSMS	Literacy	6 th +15	4	8/24/2009
43	Ogilvy, Lynn		Elem Guidance	MA	1	8/24/2009
44	Brunetti, Dana	Chase	Gr. 1	MA	1	8/24/2009
45	Hammond, Kristen	Rotella	La/Drama	MA	4	8/24/2009
**	rejected after signing contract					

14.5 Transfer corrections:

McCasland, Maureen – rescinding her transfer request from Barnard grade 1 to Barnard grade 4 (grade 1 classroom remained open).

14.6 Leave of Absence:

Soja, Ursula – Chase Title I Reading, requesting an unpaid child rearing leave for the 2009-10 school year.

WHITE: All in favor. Under New Business.

D'ANGELO: First of all, I want to support Dr. Snead's comments and you know when we talked about the finances, one of the public speakers talked about finance and I don't, I didn't take Commissioner Theriault's comments, and I could be wrong, I stand to be corrected, I didn't take them to mean that he thought something funny was going on with the money. He, I think like me, feels that government, whether it's boards of educations, state or federal, tend to spend a lot more than is required to get the job done. I'm starting to think that's just the nature of the beast when it comes to public finances. So that's number one. I think Dr. Snead and Paul Guidone and Paul and others deserve a lot of credit for the work that they do.

Secondly, Commissioner O'Leary made some comments to us about his observations the first couple of months on the School Board, and I thought they were excellent comments, and I'd like to take them one step further and suggest that this Board gets back to meeting a couple times a year to do strategic planning in executive session and talk about Board moral and Board policies and procedures and meeting practices. We had one and we talked about having two or three a year and that never took off. So, I'd just like to throw that out.

And lastly, since we've taken the liberty to comment on some public comments, I just want to make a brief comment about the public speaker that spoke about minority hiring and 12% minorities being in administrative positions. I wholeheartedly agree with the public speaker that that is unacceptable, just as I think the percentage of minority teachers that we have in this City is unacceptable. I guess where I differ with some, respectfully differ with some, I think the easy thing to do is sit back and simply hire every minority candidate that comes to us. I don't think that's any more correct than hiring every non-minority candidate that comes to us. I think the harder thing to do is to, not to put Neal on the spot, but to do things like PAL is doing and do things like some of our Board members do and that's go into the schools and talk to these students about the importance, not only minority students but all students, but about the importance of getting a good education and going onto a secondary school and coming back to Waterbury and being a teacher or an administrator, or going into the schools and the communities and find out why more minorities aren't going forward to become teachers and administrators. That's the hard work, that's the hard part, but that's the part that's going to get more results, I think. So I didn't intend to be critical of anyone, I just think instead of asking why not, maybe we should be asking what we can do as a Board to facilitate and make things happen. Thank you.

WHITE: Is there anything else under New Business?

THERIAULT: I, too, would like to exercise a point of personal privilege especially when your name is mentioned at the podium and we don't encourage people to make slanderous remarks at the podium and to even imply that I were to know something and not tell it to the general public, is a complete exaggeration of the truth. I believe in open government. I've been one of the hardest working members on this Board. I think government should be like New Jersey, the sunshine law, where everything takes place in the open. I won't give the rationale for my reasons for a forensic audit. I certainly was never implying that this Board did anything wrong, but more in terms of the accountability of various budget and line items. For someone to get to the podium and infringe my reputation, I think is an awful thing. I think that's an awful thing. To even imply and I am completely disgusted by the remark. Thank you.

WHITE: Are there any other comments? Commissioner Theriault, on behalf of our public speakers I will apologize to you.

THERIAULT: Thank you Commissioner.

WHITE: Anything under Old Business?

FLAHERTY-MERRITT: Through the Chair, I would ask that the Personnel Committee or the individuals in the Personnel Department who are responsible, that we charter an investigation, or an inquiry if you would, to find out why we have internal candidates who are not applying for administrative positions. Do I need to make it into a formal motion?

WHITE: So noted and we will work out the...

THERIAULT: I think Commissioner Stango should write the questionnaire.

SWEENEY: I would be remiss if I didn't note that Anne Marie Cullinan had put forth a suggestion for a Focus Group, I would guess you would call it, I forget the terminology you used, but to encourage staff to look at moving up the ladder, gaining their 092. And I did thank her for that and offer any assistance that I can be in that. I thought that was a brilliant idea, absolutely brilliant.

FLAHERTY-MERRITT: I, too, just wanted to thank Anne Marie Cullinan for proposing that because it is an excellent idea and I think it is the path, and like always she has taken charge, you know, to really help solve this problem with . . .

WHITE: I do think we'll figure out a way to get all the people involved that can do something about this and it will be productive. Anything else under Old Business? Anything else to be brought before the Board?

HARVEY: I just wanted also to congratulate Anne Marie Cullinan for her recommendation but I would also like to see, I know in the recommendation it was 092's that were pointed out and in light of the fact that what one of the speakers brought forth with the minority teachers and the 12% of minority teachers, I would like to see a mentoring of those who may want to go for their, a higher, their 092, so that we can reach down and bring those teachers up to encourage them. So, I would just like to add to that and I think I sent an e-mail in regards to that.

WHITE: I would just like you to know, Commissioner Harvey, that this has been a problem for many, many years before you even came to the Board. And we had brought this up before; in fact Attorney Mosley was one of the people who was most for minority hiring. We did have a teacher's, a Future Teacher's of America Club, but it's gone by the board and I also had suggested somewhat lightheartedly, but meaningfully, that there'd be another part to the Grandville Academy that showed the importance of teaching, even if it was just, Attorney Mosley, are you listening, even if it was just a class that you gave when doing occupations that shows the importance of teaching. And I'll hold him to it.

HARVEY: May I add, I was reminded by a few mentors, in fact they are retired teachers, that I brought this same topic up when I was a student at Crosby High School. I'm not gonna mention what year I graduated from high school but it was a long time ago and we're still debating this issue. So I think it's time that we move forward and try to look for other ways to improve upon that.

WHITE: I do think this is an issue that has always been there, now it's become ethnic, well it was always ethnic, but it was then, going back to when I was a child, then it was specific nationalities, now . . . other ethnic groups.

THERIAULT: I would be happy to volunteer my services and my 32 years in the profession to help anyone that wants to know how to get into administration and teaching. Wherever I have to go, whatever I have to do, you let me know, time and place, I'll be there, help them all.

HARVEY: You've got it. I may take you up on that.

FLAHERTY-MERRITT: Dr. Snead, this is just a question for you, in terms of training and the programs for 092, I recall maybe about two years ago we approved for Southern to have classes at West Side Middle School so that Waterbury teachers actually could, didn't even need to travel down to New Haven to take the courses, is that program still going on?

SUPERINTENDENT: I'll have to find out if we have a cohort this semester but it did come to fruition...

CULLINAN: starts in January . . . want to pursue their 092.

FLAHERTY-MERRITT: And do we advertise that?

SUPERINTENDENT: Yes.

ADJOURNMENT

Upon a motion by Commissioner D'Angelo and duly seconded by Commissioner O'Leary, it was voted unanimously to adjourn at 7:58 p.m.

ATTEST: _____
Carrie A. Swain, Clerk
Board of Education