

WATERBURY BOARD OF EDUCATION

MINUTES ~ RESCHEDULED REGULAR MEETING

Monday, October 25, 2010 at 6:00 p.m.

Wilson School, 235 Birch Street, Waterbury, Connecticut

PRESENT: Vice President White, Commissioners D'Angelo, Flaherty-Merritt, Harvey, Morales, Stango, Sweeney, and Theriault.

ABSENT: President Hayes and Commissioner O'Leary.

ALSO PRESENT: Superintendent Snead, Assistant Superintendent 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

Vice President White called the meeting to order at 6:19 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 (absent). Commissioner Stango.

STANGO: Here.

CLERK: Commissioner Sweeney.

SWEENEY: Here.

CLERK: Commissioner Theriault.

THERIAULT: Here.

CLERK: Commissioner White.

WHITE: Here.

CLERK: President Hayes (absent).

COMMUNICATIONS:

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

1. Communication dated September 28, 2010 from Ellen Madden regarding a presentation on Internet Safety.
2. Communication dated September 29, 2010 from Louise Hoban regarding a presentation on Internet Safety.
3. Copy of communications dated October 1, 2010 from Civil Service certifying Sandra Skrapits for the position of School Secretary, Pamela Gilbert for the position of Administrative Support Specialist I, and Josephine Rinaldi for the position of Administrative Support Specialist I.
4. Copy of editorial entitled "Statue must tackle achievement gap" from the October 3, 2010 Republican American submitted by Commissioner Theriault.
5. Copy of FOI request dated October 6, 2010 to Mayor Jarjura from Monroe Webster, President, Waterbury NAACP.
6. Copy of communication dated October 6, 2010 from Civil Service certifying Barbara Hinckley for the position of Library Page.
7. Copy of communication dated October 7, 2010 from Civil Service certifying Elvis Silva for the position of Maintainer I.
8. Communication dated October 7, 2010 from K. Elaine Rice regarding presentation on online predators and scams.
9. Petition received October 12, 2010 from Barnard School parents seeking to keep the school open.
10. Copy of communication dated October 12, 2010 from Civil Service certifying Philip Petta for the position of Maintainer I.
11. Communication dated October 14, 2010 from Mary Kelly informing the Board of her intentions to submit an application for a State Charter School and questions regarding the same.
12. Copy of newspaper article entitled "No prison term for Davino, Mayor helps former city official get special probation program" from the October 14, 2010 Republican American submitted by Commissioner Theriault.
13. Copy of communication dated October 18, 2010 from Civil Service certifying Timothy Aker for the position of HVAC Technician.
14. Copy of communication dated October 19, 2010 from Civil Service certifying Anairis Lajar for the position of Paraprofessional.

WHITE: All in favor.

PUBLIC ADDRESSES THE BOARD:

Upon a motion by Commissioner D'Angelo and duly seconded by Commissioner Flaherty-Merritt, it was voted unanimously to suspend the regular order of business to allow the public to address the Board at 6:23 p.m.

WHITE: 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.

Mary Kelly, 31 Sands Street, had the following comments: I am here to meet you in person after the letter I sent to the Board. I represent a group of educators who are going to apply for a Waterbury charter school on Friday. I am also here to ask for the Board's support. I am a retired Waterbury teacher of 34 years with early elementary experience with the last seven years being a literacy facilitator for the Connecticut Reads Grant and the Reading First Grant. My co-founders are current City of Waterbury teachers and wish to remain anonymous at this time. They are early elementary teachers, well trained, caring individuals who really want to make a difference like all teachers do. I think all teachers dream about having their own school. My co-founders and I found ourselves doing that often as our friendship took a turn. We started meeting over a year ago on a regular basis to discuss the possibility of forming a charter school. In our first formal meeting, we began by brainstorming the problems in public education today and our vision – how could a school address those issues and make things better? And we came up with what we are about to propose to the State on October 29. As the Board has discussed time and time again, Waterbury's scores are not reflecting the hard work that the teachers and students are putting into their education. We have wonderful teachers, wonderful programs, before and after school classes, summer school, and yet our scores remain stagnant for the most part. I believe that it is all grass roots efforts that are going to bring about change. We have exciting ideas based on scientific based research and the wonderful training that the City of Waterbury, our State grants have provided us with. We have all the parts; we just want a chance to put it together a little bit differently. We are beginning with a small staff that is on the same page. We have studied and learned together and are a great collaborative team. We have a plan to hand-pick and home-grow our own teachers. All staff will receive the same training and they'll be one in philosophy, terminology, teaching strategies and methods, self-motivation and competence. Everyone that works in our school will be accountable beginning with the students and including the families. We have great ideas on how to involve families in all aspects of our day. I realize I'm speaking in very broad terms, but we feel the application will answer all of your questions without us going public at this time. We thank the Board of Education for your commitment to the children of Waterbury and we look forward to working together if we are awarded this charter. I thank you.

Maggie Bergin, 71 Tower Road, had the following comments: I am currently a senior at Kennedy High School and a four year member of the SOAR Program. When I

was in eighth grade, my Mom told me I was going to Kennedy whether or not I wanted to. Coming from Catholic school I was unsure of what to expect but after four years there I can't imagine myself having a better time and more educated time anywhere else. Having three siblings already go through the SOAR Program I was assured that the program was excellent. In the past three years I have had a relatively routine schedule. I wake up, go to school, go to swim practice, come home, do homework, and go to sleep. I do not have much time for anything else during the school week. I receive an average of four hours of homework a night and I work extremely hard for my grades. I am in the top 10 of my class. Lowering the QPR for SOAR would end up hurting students like me. If SOAR students were to receive the same amount of credit as an honor student it would be an injustice. For example, a SOAR student may spend four hours a night studying and receive a "B" while an honor student only a half an hour and receives an "A" because the classes are so much easier. That honor's class will have better rankings than the SOAR class because the classes are easier and their grades are better. When that same SOAR student applies to college, the school will assume the student is not working to the best of his/her ability, which is not true. SOAR is one of the best things that has ever happened to Kennedy High School. It has enabled students to strive for better. It has attracted students from all walks of life. The challenging course work prepares us for college. Getting rid of SOAR credit is the same as getting rid of SOAR. Students will cease applying because getting rid of SOAR would end up hurting us. As a senior it would not affect me. I am standing in front of you today on behalf of the future of SOAR asking you to keep our program intact. Thank you.

Brianne Bergin, 71 Tower Road, had the following comments: I hope to attend the SOAR Program next year. I have watched all five of my siblings go through this program. These past couple of years my sister, Maggie, is always in her room studying and working very hard to make sure she gets the credit that she deserves. When she puts her applications in for colleges and her teachers write that her classes are considered a higher level, the colleges will be impressed. This summer I went on college trips with Maggie and I know how much they look at your high school classes. They question, is it a hard class or is it easy? I see my sister . . . who before SOAR never really had to spend time on her homework or studying. Now because of all the work her teachers give her she spends hours on it. She is challenged and works twice as hard because of what is expected of her. If you change the grading system that would mean the SOAR students work much harder and not getting the credit they deserve. Students that apply to SOAR want to go because they want to be acknowledged for the bright minded students that they are. They apply for the challenge and their reward is the extra credit the classes take. I hope that if I am lucky enough to be a member of the SOAR class of 2015, I will be able to say I got the SOAR credit. Thank you.

Stacy Butkus, 48 Brookdale Lane, had the following comments: I have two daughters I have chosen to educate in the Waterbury Public School System. My youngest daughter is in sixth grade at Gilmartin Elementary School. I have two issues with Gilmartin that need to be addressed and I would like some answers. Please know that I have spoken to individual Board members for help and have not been given any feedback. I've also had several conversations with the administrators at Gilmartin. I did not want to make this a public issue, but all other recourses have been exhausted. The two issues are academic and school climate. First with academics, the curriculum at

Gilmartin, teachers have expressed concern to me they're having difficulty meeting Ally's academic level. She was previously in the FOCUS Program and was accepted into the Advanced Academy at Wallace Middle School. I chose to send her to Gilmartin because the idea of a pre-k to eight school was exciting and seemed to be a safer choice. I feel that she will make little progress academically this year. I asked if the reading and math specialist would be available to work with Ally's teachers or with Ally on some differentiated instruction methods to keep Ally moving forward. I was told that the specialists were elementary certified and only work up to the fourth grade once every other week. This is unacceptable to me; her needs are not being met. In order to keep her busy, she was sent to train teachers on the Smart Boards at Gilmartin. Also every day she spends about an hour helping the Librarian with the library and computer classes. I don't mind that she's being challenged in this way but it should not be a substitute for classroom instruction. This is the only time she's feeling challenged and successful during the school day. She's thoroughly enjoying this time helping in the library and with the computer classes.

The behavior of students in her classroom are unacceptable – kids are dancing, singing, and running around the room during instruction. Ally has difficulty concentrating because of the constant behavioral distractions. I will speak to this when I discuss my second issue of school climate. I visited both art rooms during open house. Why are sixth graders using an art room designed primarily for primary grades when there's a more appropriately sized room designed for older students? The sixth graders are not getting the unified arts instruction that other sixth graders in the City receive. What provisions are in place to offer students equal opportunities? No one has been able to answer this question. Being a former unified arts teacher, I can speak at length at the value of these courses. I am saddened Ally does not have opportunity to experience these courses. Last, Progress Book, I am not able to check on her progress online as I can with my other daughter because that resource is not available. I don't understand why a brand new school doesn't have that technology. I will not read through the second part but I will say it's presented many issues and I've given everyone a copy of my concerns and Ally's academic record. I ask each of you, could you in good conscious allow her to continue in this environment where she has no hope of making academic progress? Thank you.

Katherine Keane, Woodtick Road, had the following comments: I am an eighth grader at the Waterbury Arts Magnet School. I have played the violin since third grade and had Ms. Maxson for three years now. Since joining the middle school orchestra in sixth grade, I have learned to play every piece of music that landed in my music binder. In fifth grade I knew how to play six notes on my violin; at the end of sixth grade I know how to play every note on all four strings. As I am in eighth grade, I will be a freshman in high school next year. I have been looking forward to being in high school since sixth grade and for really only one reason; I would finally be able to join Rock Orchestra. When I got to school on October 15, I learned that what would have been my favorite thing to do in high school, Rock Orchestra, was cancelled. The feeling of devastation that I had on that day is still with me knowing that Rock Orchestra is still gone as I have been informed by fellow students who have spoken with Mrs. McGrath; the Rock Orchestra was taken away by you, the Board of Education. So I have some questions for you. As a student who was looking forward to being in a wonderful program called Rock Orchestra, those questions are why was it taken away? What were the reasons that led you to your decision? And my last question to you, the Board of Education

members and Dr. Snead, is that now that you have heard what I have to say, when will the Rock Orchestra be reinstated?

Toni Rinaldi, 9 Christine Road, had the following comments: I have two children attending the Waterbury Arts Magnet School and I am here to express how grieved I am at the recent cancellation of the Rock Orchestra class at WAMS. I'd like to begin by presenting some facts. On Thursday, October 7, the Principal at WAMS called all the students enrolled in the Rock Orchestra class out of their classes and advised them that the Rock Orchestra class is being cancelled because all of the enrolled students did not meet the prerequisites for the class. This was six weeks into a ten week marking period. That evening at open house six parents, including myself, requested a meeting with the Principal to discuss this cancellation. When asked why the class was cancelled, the Principal responded that quote "this was out of my control, this came from downtown and the Board of Ed and I have to follow their orders". She said that the decision was based on the fact that none of the students met the required prerequisites. So prerequisites identified by her were two years of traditional orchestra at the high school level, one year of music theory at the high school level, and private lessons on your particular instrument. She did say, however, that the Board of Ed recognized that requiring private lessons in a public school program was not fair so that was changed to a recommendation. On October 13th I spoke with the district supervisor of performing arts, when I asked him why the class was cancelled, he said it was done at the school level, that the course minimums were not met. He also said that the students did not meet the prerequisites. He went on to say that this type of music is very high end level music because it involved improvisation, an advanced skill. I pointed out to him that the WAMS Rock Orchestra has been performing at this high end level for several years and successfully so. His reply to that was quote, "all the high end level kids have left now and the group that is left has a lot of beginners and that's not what this is". For anyone who went to the concert last Wednesday, I'm sure that you would agree with me that that was anything but a group of beginners. And, in fact, the majority of last year's Rock Orchestra did not graduate. The October 19 Republican American ran a very critical story about declining test scores on the CAPT tests and that the high school principals vow for reforms. Studies have shown that the study of music has a positive effect on academic performance, so why would you take away a program that improves performance? If my daughter likes to draw, she could take an art class at WAMS. If she played the clarinet, she can take band. But because she's a violinist, a string player, there is now nothing for her to take at WAMS. I provided you several handouts to support this presentation but maybe, most importantly, I'm submitting a copy of a document that lists the prerequisites of this Rock Orchestra program. Those prerequisites that I mentioned earlier are listed as recommendations, not requirements. Based on that, I am respectfully requesting that the Board of Ed intervene and reinstate Rock Orchestra for this next marking period which begins next week. Please, let WAMS rock.

WHITE: I can understand you showing your enthusiasm to the speakers that are your friends, but please keep your cheering to a minimum because we have quite a few people here, you can do it all at the end if you want, you can do it for a bit, but try not to hold up the next person. Thank you very much.

Jesse Rinaldi, 9 Christine Road, had the following comments: I am a sophomore at the Waterbury Arts Magnet School. I have been there since sixth grade and I have

been in the Rock Orchestra since sixth grade. I have been playing the violin since I was two years old. I've had classical training for over 10 years and I have been very fortunate to play at several well-known concert halls including Carnegie Hall in New York. I had my first opportunity to play regularly in an orchestra when I came to WAMS. When Ms. Maxson first encouraged me to try the electric violin, I was hesitant because I didn't think I had the personality to break out of classical mode and transition to rock. However, I soon realized that it wasn't a choice of one style over another because even though it was rock orchestra and I sometimes play with an electric violin, it was about exploring all kinds of music and being open to playing all kinds of music too. Besides classical music, I can now play rock, country, contemporary, and holiday music. I have become much more confident as a violinist and as a person because of my experience with the music and especially through my experiences with the Rock Orchestra. I have had the chance to solo and play duets with many other talented musicians who have become my friends because of Rock Orchestra. I am considering a future as a musician and I am thinking about Julliard or Berkeley as possible choices for college to pursue my music. I feel that my experiences in Rock Orchestra will help to set me apart from the other more traditional or typical musicians. So I ask you please to bring back Rock Orchestra and let WAMS rock. Thank you.

Brian Jaffer, 94 Glenstone Road, had the following comments: I am a junior at Waterbury Arts Magnet School, I've been here since my freshman year and I was also a member of the Waterbury Arts Rock Orchestra class. Today I am going to be reading a letter sent to us from Daria Musk who is a touring musician who stopped by last year to perform with us on the Hope for Haiti Benefit Concert. My name is Daria Musk, I'm a musician, singer, song writer, recording artist, performer, and entrepreneur and I had the pleasure of performing for, and with, the students of the WAMS Rock Orchestra last May. It has come to my attention that this program, along with other performing arts classes, have been cut. I'd like to share a few thoughts in the hopes that they may be shared at the meeting. When I first stepped foot in the performance hall home of the WAMS Rock Orchestra last May, I was struck with a single thought, and after I blinked the beautiful bright lights from my eyes, and heard the tap of my own feet on the perfect stage, and fielded hugs from every glowing student, I heard the thought ringing in my ears again, these kids are so lucky. It only took a few moments more after hearing the blazing brilliance of the guitar solos by Spencer James Ouellette and Josh Castro, the wise beyond their years performance and seeing the dedication and focus in their eyes and the kindness in their wide smiles for my thought to be revived. These kids are so lucky and they so dearly deserve it. We are all aware of the scientifically proven fact that music education fosters deep intelligence, teaches diligence and practice, builds self-esteem, and makes life-long connections. From the synopsis of . . . to the friendships to the connections with ourselves that simply makes everything matter. And here at WAMS was this beautiful science in action. It's proven every cord and spark of inspiration and the joyful and generous way they played and shared the stage with each other. Growing up, I wasn't quite as academically lucky as these wonderful kids I had the honor of spending time with. I grew up in run-of-the-mill public schools in different Connecticut towns where creativity only had a few regimented avenues I could pursue. Any talent or passion for the arts hit a brick wall. Even through the few choral classes I had each week breathed life into me, opened my eyes to world performance, taught me the language of music and discipline of practice, and helped me find my own voice. I went on to become the very first Connecticut Association of School's Bruce . . . memorial winner, the highest award given in . . . I was accepted early admission into the

prestigious Berkeley College of Music and I am now living my personal and professional dreams that were built on the knowledge, support, and experience I have gained from music education. My other friends from grade school choir have gone on to do amazing things in business, education, government, and many other fields. You see you don't have to become a professional musician to discover that music leaves an . . . mark on us all. The confidence, dedication, and self-expression . . . especially by rock music, teach us skills applicable by creating success in any profession and the power to reveal the self-worth and joy that transforms young adults into happy and successful people.

Spencer Ouellette, 124 Old Waterbury Road, had the following comments: I'm reading this letter from Mark Wood, former strings conductor and cofounder of the Trans-Siberian Orchestra and Emmy Award Winning composer. Hello everyone, this is Mark Wood and I'm here to voice my very strong opposition to the cutting of Holly Maxson's unique and innovative Rock Orchestra Program. As a Julliard trained classical musician working with great musical leaders like Leonard Bernstein and . . . and being one of the founding members of the Trans-Siberian Orchestra, and as a Board member of the American String Teacher's Association, I am surprised at the lack of vision of the WAMS administration. We cannot live in the 17th Century anymore. Innovative string programs like the WAMS Rock Orchestra are becoming more common throughout the world. As leaders in education, shouldn't we be the example in the arts, to be forward thinkers and help and encourage all the teachers to think outside the box? Quite frankly, I'm surprised that we are even having a debate on this. We live in a very hi-tech world and by incorporating technology and electric instruments and American styles to a string curriculum, is very important because it energizes the new type of student. Without innovative thought and orchestral teaching, we will lose an opportunity to grow and excite students to join and participate in string programs. Isn't it our job as educators to be part of the evolution of art, not freezing it or worse putting it in a museum? Why should playing in the orchestra be regulated differently from other subjects? We are all responsible for inspiring young talent where there is a traditional background training but also engaging new talent that does not easily fit into the traditional definition of a string player. If the standard curriculum is antiquated, then why not change it and adapt to the 21st Century way of thinking? We need to move forward, not backwards. Thank you for this opportunity to share my thoughts.

Don Ouellette, 124 Old Waterbury Road, Terryville, had the following comments: I just want to say that my son Spencer, who goes to WAMS, he approached me a couple of weeks ago, let me know that Rock Orchestra was going to be cancelled and it left me dumbfounded because it's an awesome program. I asked the question . . . logic to it, why, and I was informed it had something to do with prerequisites, I don't know if it's a new policy or something that has been there for a while but I said, okay, so what can we do so that the Board of Ed believes this is the right thing to do, that we can do things in parallel. I really believe that this program is important. I've seen the kids play, they're very talented. I play to go see kids watch and they take good experiences from this. I think it would be a travesty to take this away at this time. You need to find a way to do things in parallel, find out why, why does this happen, understand the root cause, find countermeasures so you can do what you think is best, but don't let the kids fail on this because it's important. And it's not fair to the seniors, this is their last chance, you're taking it away from them. If I could use an analogy, you have a baseball team, varsity team, you go to the kids and say guess what, you didn't play JV you can't play anymore but there's no JV. So I think it's wrong, I really think you need to reconsider

what's happened so these kids can continue doing, you've got some really good speakers here, got some good ideas, please listen. Thank you.

Debi Schatzle-Baker, 306 Peach Orchard Road, had the following comments: First off, this is not what I came to speak about, but I am very impressed with the students at WAMS and I think they've done an amazing job presenting their case in a calm and forthright manner and I congratulate them and I think they've done an amazing job. So I would like to, for the record, say that and put that out there.

I came here to talk tonight a little bit about the idea of the use of the stimulus funds in a way that was not planned by our CFO. I think I know that we would love to be able to pay everyone in a wonderful manner without a problem. One of the things that concerns me is the fact that everything about WTA that we've watched for years and years has a logo on it that says "together we teach . . ." in order to come together and in order to teach, all we need all of the members of the WTA. If the money from the stimulus package was used to give "bonuses" then we would not be able to continue to employ our new teachers in the lower seniority in the upcoming years. The states not going to get any better fiscally overnight, the federal government is not going to come down with more money, and it just doesn't seem fair. Very often, I have a lot of friends that are teachers, you spend 12 years on this Board of Ed, you have a lot of friends that are teachers and they've come to me and they've said but the Board of Education, the City offered us nothing, the City offered us zero/zero/zero, what were we gonna do? And since I'm no longer on the Board, but was able to read the arbitrator's award, I figured I would be the one to put out there to say that the City offered, this Board of Education offered all of the teachers significant raises, both in arbitration, throughout the three years, and in mediation. Both in pre-arbitration and in mediation, and both times they were turned down by the Executive Committee. And to come back now and ask for a second bite at the apple and blame it on this Board when this Board was more than generous I think is unfair and I think it's unfair to the young teachers out there and I think it's unfair to our students and that's it. Thank you.

Jennifer Cummings, 32 Devonshire Road, had the following comments: I am from Wolcott and I have two sons that attend the Waterbury Arts Magnet School. One is in ninth grade, the other is in seventh grade, both have been there since sixth grade. My children choose to attend WAMS because of their love for the performing arts. They both enjoy acting and singing. I am here today because I am very concerned with the cancellation of many of the performing arts classes at WAMS and want to know what the motivation is for these cancellations. My son was accepted into the Rock Orchestra this year as a vocalist and was ecstatic to get the chance to be a singer for Rock Orchestra. He put it on his course list last year and this year he was told that he could not take this course because he did not meet the prerequisites. These prerequisites, in my opinion, were designed to cancel this class as no student could meet them unless they are a junior or senior and even many of them do not qualify. It is also the only class if you play a string instrument that you can take if you are in ninth grade or above. My son was told he could be a member but he would have to do it on his own time after school. Instead for his arts programs, he was given two arts foundation classes, which are like academic classes, until I called the school and demanded he be allowed to take Chorus if he could not take Rock Orchestra. From my understanding, other performing arts classes besides Rock Orchestra have been cancelled as well as the Rock Orchestra such as Acting I, Acting II, Stage management I, Digital music I, and

Foundations of Music, which also happens to be the prerequisite for Rock Orchestra. The concerns I have are these, why do these students have to take an arts foundation class when they have taken three years of exploratory arts classes since they started at WAMS? Were these foundation courses, this curriculum, approved by the Board of Education? In high school, this should be the time they're taking the arts courses of their choice. WAMS has one of the longest school days in the State, this is for the arts programming, my child should be getting his arts programming during the school day not as an after-school program. This is why my child has chosen to go to WAMS over his sending school. And why have only performing arts classes been cancelled? From my understanding Acting was cancelled although many kids wanted the course and many more said that if they had known it was available they would have taken it. Why were these kids not aware of this course being available? Many of these kids were filtered into visual arts classes even though many were interested in performing arts classes. I just have to wonder what the motivation for these cancellations are. I ask the Board to look at these questions and concerns regarding these cancellations and help us. If the program is not put back into place or if more performing arts' classes are taken away, I may have to consider sending my children back to their sending school in the coming year. Thank you.

Donna Anton, 48 Albion Street, had the following comments: I would like to discuss your decision to lower the QPR value of Kennedy High School's SOAR classes to equal the QPR value of the Honor's classes. Why would you change the value of the program that has led so many top students to pick Kennedy High School over the private and catholic schools in Waterbury? And how could you expect students to carry a SOAR course load with all the extra work that entails and not receive more QPR points for that? I had three children graduate from Kennedy High School SOAR – one ranked second, one ranked third, and one ranked fifth. Is it really fair for a student in Honor's classes to be able to receive a higher class rank than a student in SOAR based on a less demanding course workload? SOAR students choose to take on more rigorous and demanding course loads; their QPR points and their class rank should reflect that. I would like to share my daughter's reaction to this with you, she was the one who ranked third in her class, she can't be here, herself, because she's in her second year at grad school in South Carolina. But this is what she has to say, her reaction was, and I quote, "what's the point unless you're decreasing the rigors of SOAR or increasing the rigors of Honor's classes then there is no justification for changing the quality of the QPR value since the QPR value reflects the quality of the course work completed". The SOAR Program is one of the best aspects of Waterbury's public school system. To change the QPR value of the classes in this program does an injustice to every student, past and present, who has worked so hard to meet and surpass the standards it sets. Thank you.

Michael Anton, 48 Albion Street, had the following comments: I was in the SOAR Program for four years and I graduated salutatorian from my Kennedy class in 2006. As a former SOAR student, I can attest the SOAR Program presents a highly demanding academic environment. SOAR students are forced to work harder and for longer hours than other Kennedy students, even those in the Honor's Program. To weigh SOAR classes the same as Honor's classes, is to say that all of the extra work and effort that SOAR students put into their classes means nothing. Why would you want to punish those students who are willing to take on more demanding classes? These are the students that the Waterbury Public School System should be proudest of attracting and

their academic performance should be praised, not diminished. But by weighing SOAR classes the same as Honor's classes, the Board of Education discourages students from challenging themselves with a higher caliber workload. The devaluation of SOAR classes will drive students away from the SOAR Program and discourage the very students that it was intended to draw into the public school system. How many incoming high school students would want to put themselves into an academic program that demands higher class workload and several more hours of homework every night if they don't get anything out of it? By devaluing SOAR classes you are telling today's students that efforts to challenge themselves and work harder mean nothing. Taking away the incentive for incoming students to take on a more challenging academic class load will sign a death warrant for the SOAR Program as fewer students will see the point of putting themselves through harder classes if they get no benefit from it. The SOAR Program has been an outstanding success for the Waterbury Public School System drawing in many of Waterbury's brightest high school students. Devaluing the program and making all the extra work that its students put in count for nothing will drive away the very students that we should be most proud of having in our school system. Thank you.

Linn Asplund, 167 Madison Street, had the following comments: Good evening Board members, long time no see. I didn't come here for the Arts Magnet School, but isn't that somewhat sort of State run and I don't know if you can cancel those out. I have a situation at Wallace Middle School, favorite school, there's a science teacher, he likes to joke around, you know the saying I can joke but you can't. Well there was this girl who decided to make up a petition and have all the kids sign it because they would like this teacher to act more maturely. Of course I could go to the school tomorrow and see what goes on there. So because she did this she got in trouble. I think that's the first amendment right to petition a grievance. So because of this, her district is West Side, now she has been at Wallace, this will be her third year, because I guess she had a situation at West Side Middle School and her parents wanted her at Wallace. Not to say the schools are, so I'd like this to be taken care of because I could go to the school tomorrow too because it involves my granddaughter too, she didn't sign it because she thought she'd be in trouble, but I'll take care of that tomorrow if you don't.

And as far as Gilmartin School is concerned, I have to agree with that woman that was up here before. My grandson cannot concentrate because the kids are wild in the classroom. And my daughter, the mother, walked into the classroom when there was a substitute and the kids were off the wall and she goes to them, she say's what's going on here, and the substitute looks at her like who are you – control the kids. Now I like the SMART Boards, I haven't seen them in action yet, but I do know that you can go on the internet with them. And my grandson said that the teacher is always on the computer. I know it's for education, but whatever. And I know that Gilmartin has internet service and we all do know what Facebook is. I think office personnel shouldn't be spending their time on Facebook because if they have more time for Facebook that means they don't need a job, that could be . . . at home because I'm on Facebook, too, and I know a few of you people are on Facebook. But, I'll say one thing, my Father always said, the internet, the computer was the devil machine, but I like it. So if you could take care of the situation at Wallace, if my granddaughter feels threatened there, I will be there, and you know I will. Thank you.

Colleen Shatuas (for Wendy Griffin), 8 Helen Road, Terryville, had the following comments: I'm reading this for Wendy Griffin. I was under the impression that WAMS was an arts magnet school. I must be wrong. When the Rock Orchestra class was cancelled I was saddened and dismayed. In this day of education troubles, why take away a class that has more than enough students interested in what it has to offer? There are children fighting to get in it in their schedule. I believe the teacher should have a say in what a child should know before taking the course. The only prerequisite for this course should be Foundations of Music and/or teacher recommendation. Other classes are not held to their prerequisites. This class gives students a reason to go to school, do well in their classes so they can be in the sold-out Rock Orchestra shows. By taking this class away the students are left with nowhere to further their talents, talents that may be what they want to do with the rest of their lives. The Rock Orchestra class is what sets them apart from someone who is not in an art's school, can show a college what they can do. I was under the assumption that WAMS would foster a student's talent and help it grow. Cancelling the class does not do that. Some of the students have been shuffled into classes that are half over. Come January are the teachers going to be told not to put the first semester of the class on the finals? If not, all these children are going to be missing a bulk of time and information which could lead to failure of the class. For what I ask myself, Rock Orchestra should be held for this year. If there is a question of what should be a prerequisite then start a panel that includes parents, the teachers, and members of the Board so it can be worked out. Why should these children suffer when they have had the class before with no problems? Isn't this supposed to be about the students and what is best for them? I wish the school would stick to its own mission, a student's innate creativity and talents are nurtured in a secure educational setting. How is it being nurtured when the class is cancelled and there is nothing else musical to take to further their talents? WAMS's students are expected to participate in performing arts yet their class is being cancelled so how are they to display their skillful and creative expression? Again, I ask that the Rock Orchestra be reinstated as a class for this school year and hope it can continue for many more. Thank you.

Erin Losty, 9 Irvington Avenue, had the following comments: I currently have two children in the SOAR Program at Kennedy High School – one is a senior and one is a sophomore, and my oldest daughter graduated from the SOAR Program last year. Because of my children's involvement in the Program, I have become very familiar with the rigorous workload that is required for the SOAR classes. Teachers have higher expectations of SOAR students and this is reflected in the SOAR curriculum. These students must be dedicated, willing to sacrifice many things in order to meet the demands of their classes. There have been many, many occasions when my daughters have not been able to attend social functions, whether it be a school game, family gatherings, going out to eat with friends, because they have work to complete for SOAR classes. Long weekends and summer vacations are also not exempt from the efforts and dedication of these SOAR students. These same SOAR students could take the easy way out and opt to participate in the Honor's Program and achieve higher numerical grades, thus guaranteeing their class rank, but they have courageously and admirably elected to take the more challenging pact of quality that public education that strives to teach. The effort and dedication of these students needs to be recognized. Taking away the QPR of SOAR classes absolutely devalues the SOAR Program, its purpose, and the efforts of its students. This change allows Honor's students to receive a higher class rank than SOAR students even though the level of the work is nowhere

near as difficult or demanding. Please, please reconsider your decision; reward these kids for what they do, they are our future. Thank you.

Gianna Resso, 107 Kaynor Drive, had the following comments: I am currently a sophomore in the SOAR Program at Kennedy High School. Our parents and teachers have always encouraged us to challenge ourselves and to work hard. When joining the SOAR Program two years ago, that's what we did. With all the time and effort that SOAR students put into the program, we feel their work should be recognized. That's what the QPR used to do. By taking the QPR away from the SOAR classes it will discourage students from applying for the program and fulfilling their potential. Please recognize and reward students' efforts rather than devalue them. Thank you.

Griselle Meyers, 119 Geddes Terrace, had the following comments: I am the parent of two seniors at Kennedy High School; one is an Honor's student, the other is a SOAR student. I'd like to read something for you. SOAR is best described as a school within a school; it is a tough, demanding program designed to push the students at a faster pace than a regular high school honor's program. This is what is posted on the website. The rigorous line of courses prepare the students for the level of amount of work expected of them in college. The program was established by a faculty committee searching to improve the ordinary high school curriculum. The program is the first of its kind in Waterbury, it should stay in Waterbury, it should not, what is happening should not be happening. My son came home, his name is Dennis . . . he comes home, he's very upset, he says "Mom, they're taking the SOAR Program away". At that time, and he still has no idea of what the intricate details are, as a parent I have no idea what's happening, he says to me "what's the point, I mine as well quit now, I've been kicking my butt for almost four years to end up with nothing, it isn't fair". I asked Dennis to list a few items here of why he thought, what was the difference between the SOAR students, he put "SOAR students are more committed to their work and are willing to accept a challenge, not forced to, but they accept it. Closer bonds are formed with friends with less exposure to outside students, and that's because it is a school within a school. SOAR creates a better learning environment with lack of problem students and stricter rules. Better preparation for college is achieved through the SOAR Program. And SOAR gives you a great opportunity to get a taste of the challenge of college and also improve your chances of going to a great university if you complete the program." I would like some information, what happened during the meeting, are there minutes? We, as parents, have not received anything. My children can attend an honor's program in any city. We are a hardworking middle class family that is considering having to leave this City because the only place that my children were able to soar in Waterbury was at Kennedy High School. Thank you.

Molly Hernandez, 114 Laval Street, had the following comments: I currently have two students in the SOAR Program at Kennedy – a junior and a senior. And I have a sixth grader in the accelerated program at West Side who is in the process of preparing for SOAR. My son wrote a letter for me to read because he's at work right now and couldn't be here. It says "Dear Board of Education, I am appalled that you would even consider basically lowering the value of the SOAR program. There has been arguments from school administration that SOAR is little more than honor's classes but, quite frankly, they are sadly mistaken. I am now currently in SOAR classes and three AP classes and there is a significant difference in the workload. For one, the amount of reading required in the summer. Every summer we read four books minimum and there

are always extra texts that we must read, as well, for AP. Also, the pace and difficulty of the work is much different than an honor's class. In my experience in honor's classes we were taught at a pace of a section a week; that is not even a full chapter. In my SOAR classes we . . . at a rate of two to four sections a week. This quicker pace also makes it more difficult and, therefore, tougher than any honor's course. To prove my point I suggest you give a SOAR midterm to an honor's student; I guarantee you that there will be a significant amount of material on that test that they don't even know exists yet. I am not putting down honor students but instead showing the difference between the pace and the difficulty SOAR students' experience. We are required to score at least a four on all sections of the CAPT or else we have to take it again the following year. This does not apply to other students. This means that on top of our standard, rigorous curriculum, we must also prepare harder than anyone else for the CAPT test. Maybe other schools don't value their accelerated program as much as Kennedy values SOAR, and that is sad, but please don't tell us that SOAR is the same as honor's classes because you are heavily misinformed. You cannot even compare our program to those of other schools. SOAR isn't just a meaningless acronym; we are a school within a school, we are a family, we are preparing for college starting the summer of freshman year, not senior year. We are the youth leaders of tomorrow; we are the students of academic renown, that is not a title we have ever taken lightly. SOAR gives students a higher goal in life; do not take that away from us."

Andre Somerville, 36 Oakleaf Drive, had the following comments: My name is Andre Somerville, a student of Kennedy High School, and a sophomore in the SOAR Program. I have heard that the Board has discontinued the SOAR Program for future students at Kennedy High School. Some say this program increases the prestige, some say this will increase the prestige of the school in general. For whatever, this would take an excellent opportunity from future students. The SOAR Program prepares students for college more than any other program that I have heard of in my school. It encourages intelligence among students and motivates others to raise their standard of learning. Clearly this decision to discontinue this program should be revoked. SOAR students are encouraged to do community service to enrich the community and to show colleges that we are well-rounded. They are diligent workers, not only do they do three to four hours of homework nightly, but we are required to keep up with extra-curricular activities, specifically two clubs per marking period. They deserve, forgive me, we deserve, to be rewarded for this hard work. Please reconsider your decision. Thank you.

Dr. Phyllis Connors, 172 Country Club Road, had the following comments: The pied piper asked me to come here tonight. I just want to give clarity to this problem with the SOAR Program and the weights. I was the Department Head at Kennedy High School 1994 to 1997. There are at least two Board members whose memory goes back that far. I have been an employee of the Waterbury Public Schools since, for 36 years, so I want to dwell just briefly upon my own background only in terms of this position I'm taking on the document that was put forward to the Board of Education . . . and passed in June this past year. I began the advanced placement program for the City of Waterbury in 1988 with English Literature and then followed by Introduction of English Language and it was a cross program that was done as a partnership, English Language with US History. I left in 1989 to become a Fulbright Lecturer at St. Albans' College in England and taught . . . level there with exams for preparation for college which might be considered the equivalent of advanced placement, but it's not. I only

dwell upon that because I have a global opinion to bring to tonight's question of the SOAR Program. Also, I was the National Endowment for Humanities Scholar and did my Ph.D. at the University of London English Literature so I'm very familiar with curriculum and English, served on the English Curriculum Committee for 15 years, and supervised the major overall of the English Curriculum in 2001. This question of weight has come up before, and it's a delicate question. I want to point out two things very quickly, that advanced placement is a college curriculum and that UConn is a college curriculum. The SOAR Program is a high school curriculum. I sat on the SOAR Program's committee for its introduction in the Spring of 1996 and sat before at least two Board members here for the acceptance of that program. That program was intended as an enrichment program and for the production of vertical ladders that led to AP from grade nine, grade ten, with the possible preparation and introduction of higher advanced placement programs in grade 11 and grade 12. It was never intended to have the weights of a college curriculum. I believe that my colleagues this past Spring, in a vote of 17 to 2, under the leadership of Dr. Paul Sequeira, rightfully have overhauled the weights for the SOAR program to be commensurate with NEASC regulations and also commensurate with the Smaller Learning Communities' ideology. I think this was a fair and equitable judgment on my colleagues. I would hope that the Board would not rethink its judgment as it was brought to you with full development and research before it came to your Board in June. I want to thank you very much for your time in listening to the clarity of this issue.

Katherine Abreau, 48 Lyric Avenue, had the following comments: I am a freshman in Crosby High School. I did not come today regarding the issue of the Kennedy SOAR Program, I came to tell you about another issue regarding school and the issue is that every day we constantly see boys and girls kissing in the hallway and even girls and girls kissing in the hallway. To me like I come to school to get an education, I'm in the ACE program and I find this so disgusting that especially the teachers, they allow this in the school, we walk in the hallways and we just see it like, it's not supposed to be in the school because every kid comes to get an education and I would like you guys to do something about it because it's really disgusting to everybody. You're not supposed to be seeing girls and girls kissing in the hallways in your face. You come here to get an education and here you are looking at this every day.

Francisco Abreau, 48 Lyric Avenue, had the following comments: This meeting, Board of Education meeting, concerning about education . . . any place in USA, ninety something percent . . . about education in this Country. That is one reason that I bring my family to this Country, for that reason. My daughter now is saying Crosby High School, her first year, before she going to Crosby High School . . . concerned to send the girls to Crosby High School and . . . boy was four years in Crosby High School and I never have any problem with Crosby High School. So then I went for my daughter and went for another parent concern, I went to Crosby High School to doing my homework . . . so I was bring my daughter inside to that school for about one week or two weeks and everybody was concerning too . . . because most of the parents they leave their child, or the boys or the girls, in front of the school and they hurry going to work, they think everything is fine inside that school. So I find it out when . . . homework for my daughter, . . . about the girl too. So I find it out about 7:17, two boys kissing in the stair, one boy and one girl . . . and I say oh my goodness, what's going on over here and a lot of girls I saw . . . I say what's going on inside here . . . to having boyfriends inside that school and then we find it out . . . with the principal . . . and my concern is that a lot of

parents, they bring their boys and girls in front of the school, they don't know these things, I know, they don't know the girls having boyfriends inside the school and then the school . . . let the girl to having a boyfriend inside the school. I know a lot of parents they send their boys and girls to get education inside the school no this type of things that I find out then the principal he know also regarding to this issue. And teacher . . . kissing and they don't report those girls, those boys, they don't get any reports to the principal, they don't get any reports to the parents, the parents they don't know what's going on, . . . have to go inside the school and they find it out by themselves what's going on inside that school. I also invite you . . . that's not my job, that's your job . . . education in Waterbury, you have to...

THERIAULT: Point of order.

ABREAU: by yourself what's going on inside that especially high school . . . no get

THERIAULT: Excuse me, point of order. We get it Mr. Abreau and we'll investigate. We want to give you your proper time. All these other people, we kept them to three minutes and we need to do that for you, too. Thank you.

Kenny Copes, 54 Stonehollow Road, had the following comments: This is my first time speaking at one of these so I'm really nervous. Before I start speaking, it's really stupid that Kennedy's SOAR getting kicked out. I support Kennedy because my beloved sister, I love her to death, she's a senior there, I love to see her happy, I hate to see her unhappy to see that Kennedy SOAR is done. But I am speaking for the WAMS Rock Orchestra. I am a junior at WAMS high school and this year, actually this summer, all I dreamt about everyday was just thinking that I will be every second period being able to play with brilliant musicians such as my good friend Spencer James Ouellette, Josh . . . , and DJ, I get to play with them and the experience of being a performance musician. And not even until the first marking period was ended, it just crashed like, me getting the impact of finding out that the Rock Orchestra was cancelled was heartbreaking as finding out my friend Chloe Ottman who was murdered, it was like that same impact. And this year I thought it was going to be one of the best years of my educational life because, well that doesn't make sense, it will be the best year of my life because last year being a sophomore having to watch my Mom have to go through brain and breast cancer was painful, my grades like went down, it was a very stressful year, I didn't have the Rock Orchestra class, so I really thought that like last year was gonna be bad but this year was gonna be great because it was gonna be a brand new year, brand new courses, and being able to drum for the Rock Orchestra. And losing my Mom was losing my last parent because my Dad, Ken Copes, actually a friend of Andy Michaud and John Mobilio, he like passed away in '06. So my Mom passing way, me going to a new neighborhood, 54 Stonehollow Road with my Aunt, Arlene Junko, who is taking care of me as guardian, just knowing that I was going to play in this class was really boosting up my happiness and stuff like that cause everyday from sophomore year wake up with pure depression knowing that I wasn't gonna be able to have the performance experience like I was gonna be this year. But my Dad always said to me if you're ever in a fight Kenny, if someone hits you hard, you hit them back twice as hard. And finding out that the Board of Education hit us, I'm hitting them back twice as hard. Let WAMS rock.

Upon a motion by Commissioner D'Angelo and duly seconded by Commissioner Harvey, it was voted unanimously to return to the regular order of business at 7:37 p.m.

WHITE: All in favor.

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

The Bridge To Success Partnership held a Youth Summit last Wednesday at the Palace Theater. At the end of the evening, Mayor Jarjura and I were presented with the large orange stick pin that was used to mark the location of Waterbury, Connecticut on a giant map of the United States outside the U. S. Capitol in Washington, DC during the announcement of the nation's 100 Best Communities for Young People by the America's Promise Alliance. The Bridge to Success Partnership also presented the results of the Youth Survey conducted by the Waterbury Prevention Policy Board last Spring. Several Waterbury students had participated in a retreat the week before and were present on stage and in the audience to talk about what the results mean to the youth of Waterbury.

The Waterbury Board of Education was also honored during this event as a Youth Champion. Commissioners Mary White, Ann Sweeney and Neil O'Leary accepted the plaque from several students. Louise Allen Brown received a separate award for the work she did in writing the nomination for Waterbury's 100 Best designation.

A number of schools held family events recently. As an example, Sprague School held a Harvest Festival last Friday evening. The school gym was crowded with students and families having fun together. Activities included pumpkin painting, games, face painting, math activities, a performance by second and third graders, and karaoke.

Walsh School was one of six schools mentioned in an article on family involvement best practices in the October 2010 issue of the National School Public Relations Association's Principal Communicator. A copy of the publication is attached. The mention of Walsh School is on page 4. Nancy Vaughan suggested Walsh School to the author.

We have just advertised an invitation to bid for our regular and special education bus services for the next five year period beginning with the 2011 school year. Bids are due in late November and responses will be reviewed with the Transportation Committee prior to a recommendation to the full Board for contract approval.

Today we received notification that the State Education Department will be recommending our 4.3 million dollar budget increase for land acquisition and additional site work for the Waterbury Career Academy project. The priority list will be considered by the General Assembly in the 2011 Legislative session. This is obviously a positive first step in securing our requested funding.

D'ANGELO: May I make a comment? I just want to piggyback a little...

WHITE: Go right ahead.

D'ANGELO: I just wanted to say I think we'd be a little bit remiss . . . this has been a difficult week for some of us, for all of us on the Board, and I just want to mention the

passing of President Hayes' daughter Breanna who passed away last week and a very nice girl, very smart girl, had her whole life ahead of her and was taken way too soon. I'd like to mention that. I know our hearts and thoughts and prayers go out to Pat's family. And also Mayor Jarjura's father passed away the other day and I just think it would be a good idea for this Board to just recognize that, that our hearts and prayers are with the Mayor's family as well.

WHITE: Thank you.

SUPERINTENDENT: Just to let you know, Mrs. Anne Marie Cullinan is doing well. The rumors of a certain illness are not true and she should be back sometime soon.

WHITE: Thank you.

Vice President White proceeded to read the Consent Calendar items.

8. CONSENT CALENDAR

Upon a motion by Commissioner D'Angelo and duly seconded by Commissioner Harvey, it was voted unanimously to approve the Consent Calendar, Items 8.1 through 8.9, as listed:

- 8.1 With the approval of the Committee on Grants, the Superintendent of Schools recommends approval of the 2010-2012 Federal Consolidated Grant Application.
- 8.2 With the approval of the Committee on Health & Safety, the Superintendent of Schools recommends approval of the revised Tuberculosis Control Screening (#8011) as submitted by the Department of Health.
- 8.3 With the approval of the Committee on School Activities, the Superintendent of Schools recommends permission be granted to SFC Rowland, CHS, and seven chaperones to take 80 students to Washingtonville, NY on November 13, 2010 to attend a Drill & Ceremony Evaluation.
- 8.4 With the approval of the Committee on School Activities, the Superintendent of Schools recommends approve the use of school facilities by school organizations and/or City departments, as listed.
- 8.5 With the approval of the Committee on School Activities, the Superintendent of Schools recommends approval of the use of school facilities by outside organizations and/or waiver requests, as listed.
- 8.6 With the approval of the Committee on School Activities, the Superintendent of Schools recommends permission be granted to T. Boatright, KHS, and two chaperones to take 15 students to Washington, DC from November 11 through 14, 2010 to attend the "Ultimate DECA Power Trip".
- 8.7 With the approval of the Committee on School Activities, the Superintendent of Schools recommends permission be granted to K. Ondrush, N. Smith, and L. Bauer, WAMS, to take 20 students to Italy from April 15 through April 23, 2011 to tour various historical sites (see itinerary).

- 8.8 With the approval of the Committee on School Activities, the Superintendent of Schools recommends permission be granted to R. Haxhi, WHS, and four chaperones to take 50 students to Boston, Lexington, and Concord, MA from November 3 through 4, 2010 to visit various historical sites (see itinerary).
- 8.9 With the approval of the Committee on School Activities, the Superintendent of Schools recommends permission be granted to R. Martinez/J. Banach, WAMS, and three chaperones to take 50 students to New York, NY on November 2, 2010 to visit the NY conservatory for Dramatic Arts/College Fair.

WHITE: All in favor, opposed.

10. COMMITTEE OF THE WHOLE

Item 10.1

FLAHERTY-MERRITT: Ladies and gentlemen, with the approval of the Committee of the Whole, the Superintendent of Schools recommends the amended motion which was tabled by the Board of Education on October 4, 2010 approving a 1.5% bonus for teachers for school year 2010/2011, excluding top-step employees that are getting a raise in the first year of the contract, be approved, **SO MOVED.**

STANGO: **Second.**

WHITE: Moved and seconded. Is there any discussion? Commissioner Sweeney.

SWEENEY: **I'd like to make a motion to postpone** the current amendment until November 15. We have just recently been informed that the authority to open the contract for the WTA rests with this Board. However, it is the opinion of our advisors, this Board's advisors, that that this particular motion requires an opening of that contract. We need to give the WTA time to answer to that stand.

HARVEY: **Second.**

WHITE: A motion has been made and seconded.

THERIAULT: Is there discussion?

SWEENEY: Yes.

THERIAULT: Okay, then I'd like to discuss it. I see absolutely no reason to postpone. Why postpone the inevitable? If I were these teachers I wouldn't want to open my contract for a bonus; I'll just speak for myself if I were a teacher. For the teachers to open their contract and open up every other item for this bonus might be a ridiculous thing to do from their perspective because it would open up a lot of other things that would be all over the place. I think, it doesn't matter to me whether you postpone it, it doesn't matter to me whether the Board has the option to open the contract, the teachers have the option to open the contract, or the Mayor has the option to open the contract, being a former teacher and administrator one would think I would be the first one and to rally for these bonuses, especially the way I had ranted and raved over the lack of raises for the teachers over the past seven years or so. And many of the arguments are quite germane with regard to losing very, very talented and tremendously gifted teachers to

the surrounding towns in other communities that we have so patiently watered, groomed, and made to foster and grow and shine. And these teachers are plucked away from us at will. And the surrounding superintendents have said Waterbury has done a tremendous job in training a tremendous group of talented and gifted teachers. That being said, I feel that our CEO recommendation, our CFO recommendation of using the money to supplement the budget would be better used to help maintain the current staff that we have and help maintain the current situation that we have. I mean if the teachers really feel that this is the way to go and they want to get a \$2,500 bonus this year and a \$2,500 bonus next year and then lay off 300 teachers, or more, and cut tremendous amount of programs, or more, if all that they think that there job is worth . . . 300 people that have the potential to be laid off is \$5,000, I think it's a very short-sided decision. So I can't vote on this, I'm putting my two cents in on it; one would expect that because I have two children that are teachers I would want to vote for it. But if I had my way I might vote the other way. But I think the ramifications of this have to be looked at long-term. And even though I would like to vote on this delay action, I'm not gonna vote on the delay action either as I have been consistent across the board. But I want each Board member to really think about this long and hard as you go forward whether you delay it, whether you kill it now, I think you're just, to me, postponing the inevitable. Thank you.

WHITE: Thank you Commissioner. Commissioner Stango.

STANGO: Thank you Madam President. I'd be in favor of postponing it until November 15. When we first started this there were some questions that came up. The first question was can the money be used for this? And then we had an answer, yes it can. Another question was does the contract have to be open? And I don't have a clear answer on that yet. It seem . . . yes it does, some people say no it doesn't. So I'd like to have time for more, a more clear answer and then the third question is who opens the contract, if indeed it has to be opened, and we have the answer now that it's us. So two of the questions have been answered, I'd still like to have more time to research that first question and I don't really think waiting to November 15 is gonna harm us one way or another; it gives the WTA time to reassess their situation, they may decide to tell us they'd rather have it pulled anyway. So I think we've come this far, waiting until November 15 would be fine with me. Thank you.

WHITE: Are there any other comments?

THERIAULT: Roll call vote please.

ROLL CALL VOTE ON MOTION TO POSTPONE ITEM 10.1:

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

Abstentions: Commissioners D'Angelo and Theriault - 2

11. COMMITTEE ON GRIEVANCES

Item #11.1

FLAHERTY-MERRITT: Ladies and gentlemen, the committee on Grievances recommends WTA Grievance 10-11-02 be pulled, it was resolved at the Superintendent's Level.

11.2 Upon a motion by Commissioner Flaherty-Merritt and duly seconded by Commissioner D'Angelo, it was voted unanimously that WTA Grievance 10-11-06 be denied.

WHITE: All in favor, opposed.

11.3 Upon a motion by Commissioner Flaherty-Merritt and duly seconded by Commissioner D'Angelo, it was voted unanimously that WTA Grievance 10-11-10 be denied.

WHITE: All in favor, opposed.

12. COMMITTEE ON SCHOOL PERSONNEL

Item #12.1

HARVEY: Ladies and gentlemen, with the approval of the Committee on School Personnel, the Superintendent of Schools recommends approval of the elimination of two (2) Secretary II positions for the Supervisor of Grant's Office to be replaced by one (1) Accountant II position, **SO MOVED.**

SWEENEY: **Second.**

WHITE: Under discussion, Commissioner D'Angelo.

D'ANGELO: I have a lot of questions I'd like answered, so I'll let the discussion go but I'd like to see if we want to entertain a motion to either send this back to the Workshop or refer it to the Finance Committee. But I may be the only one that has questions.

WHITE: Are there any other questions?

THERIAULT: I have received several phone calls regarding this situation. I, too, have questions regarding this position.

HARVEY: Madam President, I know I'm the one making the recommendation, but perhaps we should refer this, I would suggest, to the Personnel Committee, to postpone.

D'ANGELO: **I make a motion that we table this and refer it back to the Personnel Committee.**

THERIAULT: **I'll second that.**

D'ANGELO: Refer – not table.

WHITE: All in favor, opposed.

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 13.6, Superintendent's Notification to the Board, as listed:

- 13.1 Athletic resignations effective immediately:
Parker, Rodney – Assistant Girls Basketball Coach, WHS.
- 13.2 Grant funded appointments effective immediately:
Hoffler, Essie (replacing Maryann Dzinski), Instructional Tutor, Driggs School, 10 months per year, 18 hours per week @ \$30.00 per hour, no benefits.
- 13.3 Maloney Magnet School's After-school Academic Program appointments, salary according to individual's contract, Tuesdays and Thursdays from 3:05 p.m. until 5:00 p.m., October 19, 2010 through February 15, 2011:

TEACHER	DAYS
Domenica Zurlo	Tuesdays and Thursdays
Jennifer Hibbs	Tuesdays and Thursdays
Siobhan Kalnins	Tuesdays and Thursdays
Jaqueline Murphy	Thursdays
Susan Maloney	Tuesdays
Dana Cancro	Tuesdays and Thursdays
Stacey Gittings	Tuesdays and Thursdays
Robert Lopez	Tuesdays and Thursdays
Barbara Moulthrop	Tuesdays and Thursdays
Jane Synott	Tuesdays and Thursdays
Joanne Riback	substitute
Margaret Palomba	substitute

ADMINISTRATOR	DAYS
Donna Cullen	Thursdays
Diane Bakewell	Tuesdays

- 13.4 2010/11 Middle School Credit Retrieval program appointments, salary according to individual's contract, effective immediately:

Wallace

Lead Teacher: Dana Jannetty

Reading Teachers: Sharyn Ogrodnik – 8th, Debra DeVito – 7th, Audra Perillo – 6th

Math Teachers (General Math only for this session):

Diana Perosino – 8th, Lisa Camilleri – 7th, Margaruite Pesce – 6th

- 13.5 TPTA Appointments effective October 5, 2010 to December 2, 2010, salary according to individual's contract:

Generali

Administrator: Kathy Stamp

- 13.6 Teacher new hires:

NAME	SCHOOL	POSITION	STEP		EFFECTIVE
Retano, Michael	WSMS	Tech Ed	BA	2	9/20/10
Rund, Thomas	Enlightenment	English/LA	MA+15	1	9/17/10
Stango, Melissa	Wallace	Literacy 6 – 8	MA	1	9/27/10

Dojnia, Melissa	Tinker	Grade 5	MA	1	10/4/10
Casini, Lauren	Rotella	Grade 4	MA	3	10/4/10
Pronovost, Melissa	Brooklyn	Reading	MA	2	10/13/10

WHITE: All in favor. Unfinished business of the preceding meeting only. Other unfinished, new.

HARVEY: Madam President, I'm not sure if it's new or old. I'm gonna bring it up now only because this should have been received as correspondence. What I'm going to do is read the letter, we all received a copy of it I believe, with the exception of Dr. Snead, and so that it is made public. I will read it and then I will submit it as it should have been to the Clerk, our secretary, our Clerk, Carrie. This letter is from the WTA, it's dated October 19, 2010; it is addressed to Kennedy High School, Mr. Michael Yamin, Principal, 422 Highland Avenue, Waterbury, Connecticut, 06708. "Dear Mike, while sitting at the Board of Education Meeting on October 12, 2010 it was interesting to hear that there was a call for Kennedy High School to implement Project Opening Doors (POD). While the discussion was on CAPT scores, I was pleased that you passed along the message from your staff that there was no desire to POD at your school. Please know that I am available to discuss any issue concerning teachers' salary and working conditions and how it relates to our contract. If there is any further discussion on POD, Project Opening Doors, please contact me as I am concerned about this direct dealing with teachers that we have seen with their administrators in the district. Sincerely, Donna Vignali, WTA President, cc: Board of Education Commissioners, Kennedy High School Building Representative." Now, the normal procedure should be that the letters, if we're cc'd as Commissioners it's sent to our Clerk at the Board of Education located at 236 Grand Street. We each, I believe, received this individually mailed to our home address. So I think it's important that the public be aware that we did receive this correspondence so, Carrie, I'm going to turn this over to you. But I'm just gonna say this, that I was okay with what Mr. Yamin had to say, it is no secret that I fully support project Opening Doors. When I received this letter, however, it did rekindle some emotions. So what I'm gonna say is that I look forward to the day that we can offer Project Opening Doors to all the high schools because it benefits our students. And the reason why we're in this business is for the students. So, Carrie, I'm gonna turn this over to you. Please circulate this as you normally do, in our packets, so that everyone has a copy and that the letter is public. Thank you.

WHITE: Anything else under 14 or 15? If not, I'll entertain a motion to adjourn.

ADJOURNMENT

Upon a motion by Commissioner Harvey and duly seconded by Commissioner D'Angelo, it was voted unanimously to adjourn at 8:07 p.m.

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