

**MINUTES
WATERTOWN BOARD OF EDUCATION
REGULAR MEETING**

Meeting Date: February 13, 2012
Meeting Time: 7:30 PM
Meeting Place: Watertown High School, Lecture Hall

Members Present: Mr. Richard Mazzamaro, Chairman
Mr. Thomas Lambert, Vice Chairman
Mr. Eric Berthel, Secretary
Mr. Richard Beland
Ms. Susan McCabe
Mr. Guy Buzzannco
Atty. Sean Butterly
Mr. David Guerrero
Mr. Raymond Nardella

Others Present: Dr. Gail Gilmore, Superintendent of Schools
Ms. Karen Clancy, Business Manager
Dr. James Collin, Assistant Superintendent of Schools
Ms. Sage Davino, Student Council Representative
Other interested guests

A. Convene Regular Meeting - 7:30 PM

Mr. Mazzamaro, Board Chair, convened the meeting at 7:30 p.m.

B. Salute to the Flag

Richard Mazzamaro - I would like a Motion to add to the Agenda Action Item K4 which will be a discussion and action to approve the Watertown High School Field Trip to France, Switzerland and Germany which will be in April of 2013.

Motion Presented by: Guy Buzzannco
Motion Seconded by: David Guerrero

Text of Motion: To add K4 to the Agenda which will be a discussion and action to approve the Watertown School Field Trip to France, Switzerland and Germany in April 2013 with tentative trip dates of April 9 through April 18, 2013.

Discussion: None
Opposed: None
Abstained: None
Vote: Motion passed unanimously.

C. Watertown Public Schools' Mission Statement - Read By Atty. Sean Butterly

The mission of the Watertown School District, with determination to be a world-class educational leader and a centerpiece of a dynamic and growing community, is to meet the diverse needs of each student – academic, artistic, athletic, emotional, ethical, social, and technological – to develop members of our community who:

- embrace life-long learning;
- are caring and responsible citizens;
- have a sense of social justice.

D. Report from Student Council Representative – Sage Davino

- On Monday, February 6, 2012, the school had A DREAM assembly that was Super Bowl themed. Students from grade 9 to 12 that followed the DREAM grid were nominated by teachers as DREAM students of the month and participated in activities in front of the school to win a gift card. The school tries to have at least one assembly a month.
- On Friday, February 10th the freshmen class raised awareness about child soldiers in other countries by hosting a Red Hand Day. All students were able to sign a red hand showing they are aware, eat cookies made by some of the freshmen, and get red hands painted. Many students participated, enjoyed the activities, and are now more aware of the issue at hand.
- Over the weekend, the high school's cheerleaders went to a national cheering competition in Orlando, Florida and participated in front of hundreds of high schools from around the country. They should be home tomorrow.
- The Interact Club is holding their annual Battle of the Beards during the month of February. Teams of students and teachers with at least one "beard grower" are raising money for Special Olympics. At the end of the month, students vote on the beards to add to the fundraiser.

E. Public Participation-None

F. Committee Reports:

1. Student Programs and Services – Richard Beland

Thank you, Mr. Mazzamaro. Yes, we actually met just before this meeting today and we met to discuss a proposal for the Watertown High School Wall of Honor, and what this is going to entail is that the adult community leaders and anyone else will be able to nominate somebody that has high achievements that has graduated from the Town of Watertown at the high school and have acknowledged high marks in their own fields. They will nominate them and a committee selects a few members of it and basically put up a wall out in front of the auditorium and has their names on a plaque.

2. Curriculum and Instruction Committee – Eric Berthel

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Mr. Chairman, there is a meeting set for this Wednesday, February 16, 2012 at 6:00 p.m. at John Trumbull, Special Ed Conference Room. Dr. Collin put together what seems like a short agenda with a couple of important items on there so I am going to report at the next meeting. That will be our first meeting since the change in leadership.

3. Policy and Labor Committee – Guy Buzzannco-No Report this evening Mr. Chairman.
4. Budget, Finance and Operations Committee – Guy Buzzannco

Yes, Indeed, Mr. Chairman, the Budget and Finance Committee have met twice since the last time the full Board got together. We met on January 30 and February 6, and by the way, both the agenda and minutes for those meetings are on our district's website, so please take a chance to visit our website for more details.

Over the course of those two meetings, the committee reviewed the history and the impact of the full Board of Education Budget and various alternate funds sources particularly with Emergency Federal Standards money such as the American Reinvestment and Recovery Act and State Fiscal Stabilization Funding and Education Jobs Bill. In fact, an outline of those funding sources was recruited in the full budget package going forward. We also discussed funding sources that come to us primarily for Special Education needs for various grants. That information will be included as well in the full budget information going forward.

Finally, we spent a great deal of time looking into the volatile line on our budget, our medical benefits expenses. If you didn't know that the Board of Ed is self-insured, and that can be, I think, not very self-explanatory because when you think of insurance, you think of paying a premium or a policy. In fact, both the Town and Board of Ed both pay for premium and policy. We pay for the actual expenses for claims incurred by employees and their associates' beneficiaries. So, the Board of Education for example pays the entire costs of medical claims throughout the year. So as you can imagine, it is a moving target and the Town retains an agent to help us budget for the year what our likely medical costs will be and reduce the administering of costs and fees associated with the major medical plan we get through Blue Cross Blue Shield. Our agent bases those projections for budget and expenses using a rolling twelve month calendar of claim experience. In December our agent took a look at the previous twelve months and advised that we look at an expense increase for medical benefits in 2012-2013. So the initial recommended increase was \$560,250, but when the agent looked at the latest twelve month rolling claim experience, the recommendation was to reduce that increase to \$210,715. So that reduced amount of additional funding for that line will result in a recommendation to the full Board when we consider the budget two weeks from tonight of restoring two full time positions that were previously identified for reduction to meet our budget charges for the year. Those positions will be in health education and budget education. So we look forward to restoring those in the budget for 2012-2013. That concludes my report Mr. Chairman.

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5. Facilities/PBC/Operations Committee – Thomas Lambert

Yes, Mr. Chairman, just a reminder on February 27, we will be having our facilities meeting. During that meeting, we will be discussing the ongoing maintenance of our schools and also the purchase, placement and resolution of surveillance cameras at Polk School.

6. Governance and Community Engagement Committee – Eric Berthel

Mr. Chairman, we have a tentative meeting set for Tuesday, February 21. I will be meeting with Dr. Gilmore tomorrow to discuss the agenda for that meeting and to, hopefully, come up with a date or confirmation for February 21.

G. Communications – Secretary-None

H. Minutes

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| Agenda Item No. | H1. |
| Subject: | Minutes |
| Motion Presented by: | Eric Berthel |
| Motion Seconded by: | Thomas Lambert |
| Text of Motion: | To approve the minutes of the Special Board of Education Meeting, January 19, 2012 |
| Discussion | None |
| Opposed: | None |
| Abstained: | None |
| Vote: | Motion approved unanimously. |

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| Agenda Item No. | H2. |
| Subject: | Minutes |
| Motion Presented by: | Eric Berthel |
| Motion Seconded by: | Thomas Lambert |
| Text of Motion: | To approve the minutes of the Regular Board of Education Meeting, January 23, 2012 |
| Discussion | None |
| Opposed: | None |
| Abstained: | 1 |
| Vote: | 8-0-1 – Motion passes. |

I. Superintendent's Recommendations and Report-Dr. Gilmore

Thank you, Mr. Mazzamaro and Good Evening Board of Education Members and our community. I am pleased to announce that I have been Superintendent of Schools for fifty days and my entry plan of community outreach has been very successful. I wanted to thank the many stakeholders in our Town for their support for the education for our students. I am continually impressed with our PTOs and Saturday Open House forums with the Town Manager, Board of Education Members and Town Council Members as

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well as the support of Administrators, Teachers and our great students.

I will be meeting with the Senior Center and the Commission on Aging this month to partnership with them and their needs as well as the Chamber of Commerce. I want to thank the Board of Education Members for their continued support and focus on the needs of our students.

Tonight, I am pleased to say that we have three presentations for your review. The first presentation will be conducted by Interim Principal Andrews and Principal Rommel on guided reading best practice and Dr. Collin and Mrs. Clancy will project a proposed 2012-2013 budget PowerPoint on Business and Operations, Special Services and Curriculum and Instruction. But before we begin these presentations, I would like the Board of Education Members to consider tonight the first reading for Student Health Assessments and Immunization Policy. There were very minor revisions made to the original policy, and the second the 2012-2013 School Calendar for your review. This calendar was also reviewed by our WEA and Administrators.

1. Appointments – (Information Only)

- a.) Ms. Brenda Bartlett to the position of Secretary in the Vice Principal's Office at Watertown High School, Secretary I – Grade II, effective Monday, January 30, 2012.
- b.) Mr. Spencer Bronson to the position of Assistant Ice Hockey Coach at Watertown High School for the 2011-2012 school year at a contractual stipend of \$2,913.00 payable at the end of the season.
- c.) Mr. John Hoey to the position of Indoor Varsity Track Coach at Watertown High School for the 2011-2012 school year at a contractual stipend of \$3,052.00 payable at the end of the season.
- d.) Mr. Jason Hurdle to the position of Boys' Varsity Assistant Basketball Coach at Watertown High School for the 2011-2012 school year at a contractual stipend of \$2,632.00 payable at the end of the season.
- e.) Mr. Edward Lopes to the position of Girls' Varsity Basketball Coach at Watertown High School for the 2011-2012 school year at a contractual stipend of \$4,439.00 payable at the end of the season.
- f.) Mr. Michael Magas, III to the position of Boys' Swimming Coach at Watertown High School for the 2011-2012 school year at a contractual stipend of \$3,607.00 payable at the end of the season.
- g.) Mr. George Palomba to the position of Girls' Freshman Basketball Coach at Watertown High School for the 2011-2012 school year at a contractual stipend of \$2,773.00 payable at the end of the season.
- h.) Mr. Edward Sakl, III to the position of Boys' Varsity Basketball Coach at Watertown High School for the 2011-2012 school year at a contractual stipend of \$4,439.00 payable at the end of the season.
- i.) Mr. Garry Smith to the position of Assistant Boys' Swim Coach at

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Watertown High School for the 2011-2012 school year at a contractual stipend of \$2,773.00 payable at the end of the season.

- j.) Mr. Brian Stanley to the position of Girls' Assistant Varsity Basketball Coach at Watertown High School for the 2011-2012 school year at a contractual stipend of \$2,913.00 payable at the end of the season.
- k.) Ms. Kimberly Tessier to the position of Assistant Indoor Varsity Track Coach at Watertown High School for the 2011-2012 school year at a contractual stipend of \$1,799.00 payable at the end of the season.
- l.) Mr. Luigi Velardi to the position of Freshman Boys' Basketball Coach at Watertown High School for the 2011-2012 school year at a contractual stipend of \$2,632.00 payable at the end of the season.
- m.) Mr. Victor Vicenzi, III to the position of Ice Hockey Varsity Coach at Watertown High School for the 2011-2012 school year at a contractual stipend of \$4,439.00 payable at the end of the season.
- n.) Mr. William Wills to the position of Munson House Custodian effective February 3, 2012, three evenings a week, 5:00 p.m. to 9:00 p.m. at the hourly rate of \$12.00.

2. Resignations – (Information Only)

- a.) Mr. Anthony Macelis from the position of custodian for the Munson House effective February 3, 2012 for personal reasons.
- b.) Ms. Marie Romano from the position of Food Service worker at Swift Middle School effective January 18, 2012 for personal reasons.

3. Student Health Assessments and Immunizations Policy – First Reading

At its meeting on January 23, 2012, the Policy and Labor Committee reviewed changes to the Student Health Assessments and Immunizations Policy and recommends the policy to the full Board for the first reading tonight. (Attachment A)

4. Proposed 2012-2013 School Year Calendar – First Reading

The proposed 2012-2013 school year calendar is presented tonight for the first reading. (Attachment B)

5. Presentations Highlighting Best Instructional Practice

Dr. Collin, Assistant Superintendent of Schools, will introduce the first in a series of presentations to the Board highlighting best instructional practice. Ms. Lisa Rommel, Principal of Judson School, and Mrs. Jean Andrews, Interim Principal of Polk School, will present on the implementation of Guided Reading.

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Lisa Rommel-Good Evening and I was just going to start talking, but we switched to this guided reading classes to really differentiate our instruction and approach and I was listening to the diverse student piece of our motto or our pledge that we do and I thought this is exactly why we have gone into guided reading. The standard book I hand out to all students just doesn't really meet the needs of the diverse learner anymore. You really need to take the learner's interests and abilities to heart in order to really teach them reading. So we have adopted a program created by Fontas and Panell, and we test all the students first thing at the beginning of the school year and find out where their reading levels are and Jean is actually going to talk a little bit about the testing and then we take the students and every day we are using mini lessons so they get kind of a particular reading strategy. In the past, the students would all then work out of the same book, and if you were an extraordinary reader, and you spent your time actually trying to take apart the reading and the book and figure out the words and the fluency instead of the strategy that you needed to be a successful reader. Now, when we pull them into their guided reading books, we have sets of six books per level and the students come and you can actually give them a book that they can read on their level and teach them the strategy that they need, whether it be prediction, comparing or contrasting, they can do it now because they can read the text, be able to get into the characters of the story, understand the plot line and sequence because they are not trying to figure out the reading portion of how the story develops for them. So it is a very exciting program. This is our second year. Last year we were learning all of the new, trying on the new coat and really getting away from the old ways of teaching reading, and this year it is just flying along. The students are really loving this new approach and I have to thank John Trumbull because it started there a couple of years ago. So now when the third graders come in, they have all of the little catch phrases. They know what is expected of them. When there is a group up, they know the things that they are supposed to be doing, either pair sharing or working independently. So, it is really exciting, it's nice, it's diverse, the students' needs are being met and it is really a wonderful way to teach reading. So, I am only allowed two minutes, so Jean is now going to talk to you a little bit of about DRA2.

Jean Andrews-Thank you, Lisa. Good evening everyone, Chairman Mazzamaro, Dr. Gilmore, Dr. Collin and Board Members.

It's been an exciting time for me in coming into a district that has so many oppressive initiatives. One of the initiatives is the developmental reading assessment. So, you may have heard it referred to as the DRA2 and that's what the children know it as, DRA2.

Anyway, Joedda Beaver about, I would say, in the 1990s, came to Connecticut with this new type of assessment and she was really excited about it for us because it demonstrated authenticity. It really replicates exactly what the students are doing on an everyday basis through guided reading like Lisa said. They actually take an assessment in books. Some of the books are fiction, some of the books are non-fiction and what is so terrific about this is it is so diagnostic. It's like going to the doctor and having blood work done. You are actually able to see what areas of

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reading are the children's strengths and weakness and what the current level of functioning is and that is so important for teachers today because they need a beginning point of where to start teaching in valued reading.

There are many concurrence of the test. One of the concurrent is really, I think, a very positive component called the reading engagement. It's actually a survey, a preference test for students. They get to tell the teacher what books they are reading, why they are reading and what authors they like, what different kinds of reading they are doing, fiction, non-fiction, etc., and they are able to tell the teachers how they choose books. Do they choose books that are at their independent level? Do they choose books that are too easy for them? Do they try harder books? So it is really a wonderful survey and it takes about 6 to 10 minutes for the students to do that survey. Then the teacher actually sits down with the student, she opens up the text, and there is a little star at the beginning of reading and she asks the student to read up to a certain point and then she does a miscue analysis. Are the students able to read everything correctly and accurately, do they substitute when they read, do they delete when they read, do they add additional information when they read? The teacher codes that and then she also looks at their fluency level and determines how many words per minute they are reading and if they read with expression, interpretation, juncture and pitch and are they able to read punctuation. So she looks at all of those areas and she does a scoring on a continuum.

Then the next portion is all about comprehension. Children have to make oral prediction and then they have a little written portion. It takes them about 30 minutes to do it. They summarize what they read, and there are some literal questions based upon the theme of the story, and there are also some questions about the author. Reflection questions asking them why this book was so important and why it was read, and other cognitive questions asking them what strategies you used when you read this story. Then the teacher is able to use this rule book and decides if the student is in the advanced area of reading, independent area, instructional area or the intervention. Once the teacher has compiled all of this, Joedda Beaver created kind of a focus instruction form, and the teachers choose two of three areas of concern that they want to work on with the children. This also helps them to devise groups, guided reading groups that Lisa was speaking about, and it also helps them to create strategy focus groups for those students that don't have the ability to predict all of those comprehensive rules that our students are engaged in. It's an exciting time for our students to get to really think about what they did in the fall, and then they take it in the winter and spring. Third graders are very excited about that. Fourth and fifth graders take it twice a year unless they are not level and then they take it again in the winter just to make sure we are heading in the right direction and that all children receive bench mark standards. So, I thank you. If anyone is interested in seeing what the books look like, I have them here. I also brought the guide if you also want to know how to teach them and if you want to look at some of the assessment pieces. Thank you.

Dr. Gilmore-Thank you Ms. Rommel and Ms. Andrews, we really appreciate you starting off our principal presentations. They are the very

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first principals that said I'll go first and we are very proud of that, and we will continue with instructional practices during each Board of Ed Meeting.

Guy Buzzannco-Thank you both. That was outstanding and very informative. As a parent, we get messages constantly to make sure we spend time reading with our children every day. One thing that I was wondering about, maybe I overthink it a bit, is whether as a parent, we should be helping our kids to choose books that are read outside of class that align with the same level that you take such efforts to find on a day to day instruction. I am wondering if that is appropriate or is it time for the child to take control a little bit, and say no dad, I do want to read, "Go Spot Go".

Is there information that you think would benefit parents in terms of guiding their children say when they go to the public library or just in the shopping mall?

Lisa Rommel-The teachers that I have been in contact with say most of the student's books they are reading at home are on the independent level and they are very comfortable with them. They're not struggling; they are not really doing any instruction because the books they are reading at school are at an instructional level. Any teacher you call will tell you that the librarians will recommend and know where this type of book is, or refer you by the author. They really need to read a book on an independent level just for the frustration level. You want them to be happy and successful in reading at home for those 20 to 25 minutes.

Guy Buzzannco-You would recommend a recreational aspect of reading for the child?

Jean Andrews-You have that bi-finger rule where if there are 500 or more errors, then it is too difficult.

Thomas Lambert-I would like to know also along the same lines, different end so to speak. Are there any handouts that can go home with the parents for the parents of the children so while they are reading at home, can they read for us what you guys are teaching with a simple schedule that says, do you know about the author or what the story is about or what is the main character or these kinds of things that you are talking about? A simple kind of schedule that you can send home so that parents can maybe reinforce what you are teaching on their own at home while they are reading. Would that be something that you might think about or something that maybe already has been done?

Jean Andrews-We give the students a kind of bookmark, a think mark and the think mark gives you things to think about while you are reading. It really gives you things to discuss, like oh, what do you think the character is going to do next or if the character does that, how is that going to change the story so you really are developing their understanding of what's happening. So, we do have those and also I know that a lot of the teachers send home a Friday program saying this is what we discussed this week and this is what's coming up. A lot of them actually will send home

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little notes to the parents saying we are going to stress this or try that. I do a quarterly newsletter and even put any hints when you are reading at home, why don't you discuss this, I put little things in my paragraphs too. We always want them to enjoy being at home and reading and having those rich discussions.

Thomas Lambert-I do know a lot of parents that want to get more involved with their kids learning and help them at the same time.

6. Presentation of FY 2012-2013 Budget Categories: Transportation, Operations, and Teaching and Learning

Dr. Collin and Mrs. Clancy will review for the Board of Education utility and transportation costs and costs associated with special education and leading our continuous improvement agenda.

Karen Clancy-Thank you Dr. Gilmore and good evening everyone, Dr. Collin and I tonight will provide you with the remaining pieces of the budget, Business and Operations which I will review with you and then turn it over to Dr. Collin for Special Services and Curriculum and Instructions.

The six categories you see on the screen fall under Business and Operations and then we have Special Services, Utilities, Maintenance Services, Transportation and other services, Supplies, Maintenance and Equipment. The pie chart that you see shows the six categories pulled and highlighted. In total those six categories equal \$6,447,091. That makes up 17.2% of the overall budget. So if you recall in Dr. Gilmore's Personnel and Benefits Presentation, that's equivalent to about 80% of the budget. So this is just about the remaining pieces. The only piece added to it is what Dr. Collin will review with you.

The first category is for Professional Services. It makes up 2.2% of the overall budget request and is equivalent to \$825,469. It is actually a decrease over the current year budget of \$46,911. Areas that fall under Professional Services are Psychological Testing and Evaluation, Occupational and Physical Therapy, Special Education Consulting and Contracting, Legal Counsel is also under this category and we get services from our lawyers, different law firms for personnel matters, labor negotiations, due process hearings, expulsion hearings, contract reviews, a whole host of things. Another piece of Professional Services is in service training when we provide professional development for our staff.

The next category is Facilities, which makes up 3.6% of the overall budget. It is equivalent for \$1,364,504. Again, it is a decrease over the current year of just under \$10,000.00. It includes water and sewer services, electricity, natural gas, heating oil, telephone. As you recall, we have an electricity agreement with a consortium that we actually extended for two additional years. It doesn't expire until December of 2014. The two year extension is actually at a lower rate than we're paying right now. So, that was beneficial to lock in. Our natural gas supply, we also have an agreement that you all should remember, we just did that in December. It's a one year agreement through Titan Energy. We did it in conjunction

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with the Town and when that comes up at the end of December, we will rebid it again with the Town. We also have heating oil under this category. We really try to minimize the use of oil in the district. Natural Gas is cleaner to burn, it's less expensive and heating oil we have in two buildings that are just heating oil and we do have the maintenance garage. So those are small, so we really try to minimize the use of oil, and the other utility is telephones. So, we have our AT&T service throughout all the buildings, our phone circuits and our Sprint telephone agreement.

Richard Mazzamaro – The savings here on the heating oil, with the new boilers, you are saying you try to stay away from oil, but I remember at one point we were using an inordinate amounts of oil because of the old boilers, especially here at the high school. Do you see even more savings, if we have the new technology, so when we do use oil and you say you are using natural gas, so there should be substantial savings?

Karen Clancy – Yes, there should be substantial savings.

Richard Mazzamaro-There is a decrease here. Is a lot of this just a rate decrease?

Karen Clancy-You know overall that whole category decreased by about \$10,000.00. Electricity itself actually increased. It's between the natural gas and the oil.

Guy Buzzannco-Wasn't there an increase in the amount of square footage supplying electricity?

Karen Clancy-Yes, electricity actually, you know, over the past few years with the renovations, it has been really hard to get a handle on usage. We have now determined pretty much last year was a full year and we are now at 5 million kilowatts as opposed to 3.8 million a couple of years ago. So, although we have more energy efficient systems in place, we have more technology and we have more square footage, so it does require more electricity.

The next category is Maintenance Services. It represents 1.9% of our overall budget request. It is equivalent to \$694,538, and there is an increase in this category of about \$35,000. As you can see on the pie, it is pretty much for routine repairs and maintenance of our buildings. It includes service contracts for things such as HVAC, sprinklers, fire and alarm systems, all kinds of contract services for buildings. It also includes technology infrastructure, support for our student management system, our servers and other software that we need in place for technology. Another piece is the lease rental. That falls under this category as well. We have leases in the district for postage meters. We have a district applied copier lease that is up for renewal in September of 2013. So, we will take a hard look at this to make sure that all the buildings have their needs met because we have found a couple of schools at least that the life of the copiers are not maxed out yet and we are maxing them out. So, we hope to get to 2013 before we need to replace them. It is something we will have to look at to either extending a lease or rebidding it. We also had the last two years, a computer lease in place. A computer replacement

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program throughout the district and we have actually eliminated that program in the next year's budget for cost savings measures. Finally, the last piece of the Maintenance Services are maintenance projects which that is our Capital Improvement Plan. So, as you all know annually, we meet and review our Capital Improvement Plan for the coming year. We highlight several priorities and for this year 2012-2013, we had five projects, we had six, but if you recall the Polk cameras will be covered by the project, so we pulled that off so we have five projects. The continued sidewalk replacement at John Trumbull, BPT Flooring at John Trumbull, the High School gym floor maintenance, hand dryer district wide insulation, and an enhancement of security cameras at Swift. So in total, with level funding from our current year, we hope to address all five of those in our next year's budget.

Transportation & Other Services-It represents 7.5% of our budget request. It's equivalent to \$2,790,143. It is an increase of about \$107,000. As you know, we have a contract with First Student for our regular transportation. It was a four year extended agreement with a 3% annual increase. So, this contract is also up June of 2013. So again, we will begin negotiations within the next year to either, renegotiate the contract, extend it or rebid it. This category also includes transportation for athletics and field trips as well as Special Ed, in district and out of district. It also includes diesel fuel that is not included as part of our contract with First Student so we purchase diesel fuel separately through the consortium, and we are looking to lock in rates for next year, we haven't done that yet, and then the final piece of transportation is our insurances. Other than, health insurance and workers' compensation, it is the building insurance, the flood insurance, liability, property and automobile.

The next category is Supplies and Materials. It makes up 2% of our budget. It is equivalent to \$733,519., and it's an actual decrease of \$81,023. As you can see, it covers instructional supplies, textbooks, leveled readers, audio-visual, even maintenance and custodial supplies and unfortunately, this is the category that always gets cut because it's one of those non-fixed costs and it just tends to be reduced every year. What we did is we level funded or reduced funding in all areas of this category.

David Guerrero-This category concerns me a little bit because through talking to teachers and seeing what they are going through in terms of buying supplies for their own classrooms, you know, to decrease this, I really hope that within the next month or so we can find savings in other accounts to direct it towards supplies to actually have an increase in this account rather than a decrease. What have you heard from principals? How will this affect them? I mean, I know that they are not getting enough supplies right now and this is not going to help at all.

Karen Clancy-You are right Mr. Guerrero, this has been ongoing. This unfortunately, is the way it has been for so long, and as I said, it is not a fixed cost so it's an area that does tend to get cut. You know, and that is something that the Board would have to take into consideration. Any changes to the budget would have to be discussed and approved to move the money somewhere else.

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David Guerrero-Gail has the word been going out to the principals, that if the teachers need supplies, that they should feel free to come to your office and ask for them and ask for that amount. I know that was a point of contention where maybe teachers weren't really asking for what they really needed in the classrooms and the money was there.

Gail Gilmore-Yes, we meet with the Administrative Council twice a month and they know that through Dr. Collin's office and my office to absolutely let us know what is needed and we certainly are available and Mrs. Clancy is absolutely correct, we do need to look at the big picture. It is my understanding that this area because it is not a fixed cost is an area that has been in jeopardy. So we are listening and we certainly will proceed by continuing to listen to the principals to meet their needs.

Karen Clancy-The last category is equipment which is 0.1% of our budget request and is equivalent to \$38,918. And again, it is a decrease of about \$5000.00 over the current year, and this category consists of instructional and maintenance and grounds equipment and you can see the list of Special Education, Assistive Technology and general equipment, technology equipment. We are looking to purchase a new server for the high school next year, audio-visual equipment and then the maintenance and grounds equipment meaning you know small lawn mowers, or auto scrubbers or anything we need to replace. And the last piece of the equipment category is the district vehicles. We have six vehicles in the Maintenance Department and the oldest is a 2003 dump truck and 2008 is the newest. This again, is one of those programs that we have had in place, a vehicle replacement program that we actually eliminated from next year's budget to save money.

That covers the categories under Business & Operations, and in closing, I would just like to say that budget decisions and reductions have been made not easily as you have heard over and over again, but just know that we have worked with the principals and we have really tried to limit the impact on students.

So I'd be happy to answer any questions or turn it over to Dr. Collin.

Susan McCabe-I have a quick question. I know it really hasn't come to the surface in terms of the textbooks that we had started to replace. How is that all coming? I know that there were some textbooks that were quite outdated and I know that there was some progress made, but I was just curious where to we stand there.

Dr. Collin-We will be addressing that.

Susan McCabe-Okay.

Dr. Collin-Good Evening Board Members, Dr. Gilmore. I would like to begin by taking a look at this in a sort of a two pronged approach. One is the Special Services Department. The other is the area of Curriculum and Instruction.

Of course, ultimately, it is about student achievement and these two

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departments work well together and we think, you know by design, when this position was created and the Assistant Superintendent had responsibility for both Special Services and Curriculum, that was done by design and we have made a lot of progress in sort of blending those services, but for the purposes of this budget presentation, they will be reviewed separately for you.

So these are the goals in the Special Services Department. The first one is, of course focused on student achievement, making sure that our students can succeed as measured by the CMT and CAPT as well as a variety of other assessments that are curriculum based or DRA2 which you have heard about and the DRP. It is always about helping all kids achieve their maximum potential.

The specific goal with the department centers around the least restricted environment and making sure students with special needs are in the least restricted environment, literally. So, when we can provide supports, those supports should be provided in the classroom to the extent possible as measured in the student's IEP. The other term you see appear is time with non-disabled peers. Making sure that kids with special needs are not excluded simply because they have special needs. Make sure they're in the least restrictive environment. That's a data point that we gather and are monitored by the State Federal Compliance Fund.

Our next goal is to reduce the incidents of suspension for all students, but particularly and measured specifically by the State and Federal Government suspension rates for students who are identified as having a special need. That rate currently hovers around that 4% threshold and we have been working hard to chip away at that number. The state target there is 1%.

Our ability in early intervention services-The students who are identified, but simply begin to struggle for whatever reason, behaviorally, academically. We want to make sure we can intervene within a scientific researched based intervention type process. We will hear a little bit about how that is spread across the entire spectrum of student learning, but intervening early in a focused way that really impacts that student's ability to engage in his class instructions is what that is all about.

To improve our ability in helping staff manage behavior problems. I think we've made some strides here. The principals have worked really hard to implement a comprehensive school climate agenda in their buildings with positive behavioral supports in place. We've heard about token economy systems and recognitions for student's positive behavior. That's what's at the heart of that. In addition, our school psychologists work hard to create functional behavioral assessments. What is the function of this misbehavior for that student? Why am I exhibiting that? What is the payoff for me as a student? We need to understand that so we can develop a behavior plan that can address that. So that is a huge piece for us and as I said very good progress is being made there.

Overall, you have heard me talk about performance indicators and measures. There are twenty performance indicators that the Department

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of Special Services is assessed on annually. Our data collection goes from IP Direct to Cybec which is our State Data Collection Monitoring System and those guidelines and benchmarks are very stringent and very data oriented to make sure we are implementing the best practice for students.

So, Individuals with Disabilities Act is what drives public access to free and appropriate public education for all students regardless of disability. So that Federal law and the State Regulations that document and describe that Federal law really drive our work on a day to day basis and the State Special Education Section 10-76 is the State's interpretation of that Federal law.

So the composition of our Special Education Student Body is listed here. In each of these exceptionality categories, in each of these areas really, would be interesting further discussion on each and every one of them, but you can see approximately 10.7% of our students are identified as having a disability and their age range runs from 3 to 21 years of age. Our population fluctuates it's usually around the 10 or 11% and it is alignment with the State and District Reference Group which is actually the same at 11.6%. The exceptionality categories are listed. Specific learning disability, other health impairments that impact learning, attention deficit hyperactivity disorder is a common category under other health impaired, speech and language impairment, autism, and you can see the Watertown rates as compared to the State rates.

Sean Butterly-Mr. Chairman, just quickly, is 15% of other, what kinds of disabilities are those?

Dr. Collin-There is a large percentage of that number in developmental delay for students ages 3-6. So you have a young child you are dealing with there are some delays. You can't really quantify exactly what exceptionality that category is, so that is a catch all for that early population so that's a large percentage of that. Also, in that percentage are students with multiple handicaps. Students might have visual handicaps.

Special Education Staff there is funding for Speech Ed Teachers at 29.5 FTE, Speech Language Pathologists 6.4, Psychologists 6.8, Physical and Occupational Therapy. That's a contracted service that we look at annually, but those are the funding levels for that FTE support.

I have heard questions annually and I would like to address one of them now around the role of the school psychologists. It is really important, sort of that pivotal nature of that role. As I talked earlier about the behavior side, a school psychologist has to be able to be an objective expert practitioner who can work with a child to understand that child's strengths and weaknesses as it relates to behavior. To do observation analysis, to gather data, and to help the team make a plan for intervention. It is a very specific skill set and without that skill set, that child would really be at a loss for the appropriate intervention. In addition, our psychologists are in charge of the overall assessment of special education students from intelligence screenings to behavior assessments and organizing all of that and interpreting all of that data so that the team can understand it and plan appropriately for instruction. Some folks believe or

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have it in their mind that school psychologists only do counseling, and if that is the case, shouldn't parents be able to help with that? Shouldn't that be done on the outside? While they do do counseling, individual and group counseling, those other factors I talked about earlier are really at the heart of their work.

David Guerrero-Dr. Collin – Are those numbers the total numbers for the entire District or are those numbers just grants?

Dr. Collin-Those are total numbers. You will see a breakdown of FTE by IDEA Grants.

So some of the most expensive areas of special education I have listed here. When we attempt to provide that service for students, those services just aren't appropriate, more needs to be done. Students are sent to outside placements, other schools that are more specialized. We take a very hard look at all of our outside placement students. We work well with those agencies and schools. We plan for the re-integration of those students. Every PPT, Planning and Placement Team meeting, we are always continuing to talk about least restrictive environment. And that's a number that has held steady and is on State just below the State target of the anticipated number of students you have in outside placements.

Transportation Services to those settings are also expensive and then that Professional and Pupil Service line under consultations and evaluations. Those services come into play for certified behavior analyst when cases get very challenging and also for psychiatry servicing, neuro physc services, those sorts of things.

So under other funding sources that come into play in varying degrees, Medicaid Reimbursement. Students who are eligible for Medicaid and receive services with us from the Speech Language Pathologist, Occupational Therapist, Physical Therapist, School Psychologist in terms of evaluation or counseling and other medical related services, we can submit for reimbursement for those services. I will say that the task of submitting to Medicaid is growing intense. It takes a considerable amount of my time and the time of the practitioners to not only code those services, but report out on the cost of those services, but it does garner about \$15,000.00 annually, so we pursue it.

The Individuals with Disabilities Act is the Federal Entitlement Grant that I will talk to you a little bit more about in a minute. The Excess Cost grant is a calculation from the State Department of Education that reimburses the District for classes that exceed the per pupil average in varying degrees depending on whether the Board places the student or an outside agency such as DCF or the Courts places the students. Those reimbursements are projected to add 70% but they are down from 77% in 09-10 and 90% when things were better in 08-09. So that has been a substantial burden placed on local agencies, Boards of Education that the State previously helped with. And then there is an ongoing standard grant for students with visual impairments and that is sort of an as need basis. When you document the need, the provide the service free of charge. So it's kind of an easy grant to manage at \$5000.00. The excess costs grant we anticipate

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\$981,827.00 being reimbursed for us and we do budget a net of those costs being returned to us by the State.

So within the IDEA grant, the allocation is listed there at \$345,330. That's a two year grant and we take that total and divide it annually, and the reason for the two year grant is the Federal Fiscal Year and the State Fiscal Year are different. So they really want you to spend that money up front, a good portion of it in the first year. So these are the FTEs that are associated with that grant, which means they are paid directly from that grant, 4.1 Special Education Teachers. A portion of that is allocated to the parochial schools in Town. We are required to do that based on students in those schools with service plans IED. To fund a partial component of school psychologists, transition coordinator, a total of 7.1 to the paraprofessionals and 0.7 of one of our Special Education Supervisors.

There is also a component of IDEA 619 that is dedicated to preschool programing, and you can see we fund a portion of the Special Education Teacher and Speech Pathologist for our pre-school grant.

That is the Special Services Department. Does anyone have questions?

David Guerrera-Has there been any discussion with Governor Malloy's new plan and how it will impact Special Education and actually sharing from the State? What have you heard?

Dr. Collin-In terms of Governor Malloy's speech or emphasis in terms of reforms agenda, I haven't heard a lot on the topic of Special Education. So, I don't think he has any specifics for Special Education. There was a component of the legislature the last year that enacted a survey that was pretty demanding on their part. It was eleven pages long, and it talked about all the differences between State law and Federal law because the State has sort of ramped up the level of service. In my opinion, appropriately so, to make sure Special Needs students are absolutely programed for. So, that data is all back in the State at this point. I know they are doing a careful analysis of that. Whether it turns into any changes in legislation, that remains to be seen.

So I am moving onto the Curriculum and Instruction & Assessment This is a story that existing Board Members will recognize, and I think that's a good thing. I think it indicates a focus and ongoing commitment to the improvement work that is under way in the District. So our curriculum priorities continuation of English Language Arts and Mathematics Curriculum writing and implementation supported by content area consultants. So for us, we are writing curriculum, but we are trying to do that with support of content area experts, folks who have 25 and 30 and 35 years of management and implementation of English Language Arts or Mathematics and those folks are working not only to write the documents with the Committee of teachers, but then to help those teachers roll it out to their peers and then to support those teachers in a classroom setting in an instructional coaching sort of model. While that is hard work and comprehensive, I don't want to mislead the Board that it is sort of complete or all we need. You have to remember, with all we are funding, about \$55,000.00 is professional improvement, and we are using

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some Title II and Title I money to do that as well. We provide basically one person. We do it with three different people, but we basically provide a week's worth of coverage every week. One person is here three days, another person one day, another person a fifth day and that is relatively piece meal for a District this size. It would be much better if it was ongoing curriculum support that was available day to day in each school. So those are spread across our five schools as well. It is working well because our principals and teachers are really invested in this change process now and they do so much to extend it and run with it beyond the work of a consultant. I just want the Board to know that that commitment is in place in the 2012-2013 budget. That allows us \$55,880.00. And again, we will continue with the focus in Language Arts and Mathematics, Curriculum Development and Implementation 6-8 and ongoing Curriculum writing and implementation and a piece that we have not, and I take full responsibility for, is Science and Social Studies and implementation, but we hope to start this spring.

And then on the left, Common Core State Standard Alignment in all content areas. As I have said to the Board before, this particular piece is tri dimensional. It really increases the level of rigor for students. Critical analysis, math application so that math is no longer a processing practice of covering calculators but is a process of teaching mathematics so it can be applied and understood conceptually and that change to those new areas of focus will require significant work not only in the documentation of it, but in the implementation of it. That is one of the biggest things that the Department of Education can do for us ultimately.

I don't list it here but that change from the common core will drive assessment change from the Connecticut Master Test, CAPT and the Academic Performance Test and it will move it toward something that is called the Smarter Balance Assessment Consortium. A Consortium of 38 States to include this new assessment to be implemented in the 2014-2015 year. So when you think about that, it's under development right now and many, many questions remain as to what that will look at. It is difficult to explain. It's a difficult process to answer on because it is still under construction. But know that the plan currently is that the CMT and CAPT will come to an end in the 2013-2014 School Year and the Smarter Balance Assessment Consortium will come out. You can talk to me about that in future meetings.

Richard Mazzamaro-Under the revisions for Social Studies and Science, is it strictly the budgeting shortfall or staffing with that?

Dr. Collin-It's a combination to be honest. We managed the professional improvement lines very very carefully, but to add another consultant at in this period that's not feasible. So it becomes my time and the time of the principals to sit down and work with people directly on that, and while the principals have made some steps especially at Swift with the free style of curriculum added that went on last year, Science and Social Studies was completely involved in that, but it raises other questions around what happens in 9th grade, what happens it 5th grade.

Richard Mazzamaro-Is there a focus on what grade levels would you focus

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on first?

Dr. Collin-I think we are going to start in the 6th-8 area. I think that is where we are going to start. As difficult as that may be, but we have some things, and we'll throw it out there. and then what we are hoping to do, we'll get some good people to help us with this. We will get some Department Chairs from the high school down and perhaps our two Assistant Principals at the high school are Science people. So again, you are pulling people from full time jobs to help you with this work and that's challenging. That didn't come out very well did it.

This is a slide that should be very familiar, however, streamlined to really highlight the focus of this budget presentation. So I pulled away many of the Board goals that are also listed on the Theory of Action and you can see our core approaches of SRBI, Scientific Researched Based Intervention and Professional Learning Communities. Those two things are essential to our ongoing improvement agenda. So under SRBI Quality Tier 1, that is all of our curriculum work to date. We are trying to make that Tier 1 pass process, whether it's guided reading or the Senior Elective Revision that happened here at the high school. If that's engaging for kids, or if they have the material they need to engage and to improve that Tier 1 implementation so that 80% of kids are being successful in that process. Should that not be the case, the students need more support, that's where Tier 2 and Tier 3 come in play, and again that's about increasing the frequency or duration of those intervention services. Very easy to say, more difficult to implement. That's why you hear work around the District that doesn't cost us anything except the hard work of principals to schedule intervention blocks, which is accelerations stations at Trumbull. Intervention blocks happening at Polk and Judson also. Not quite as comprehensive as that one and also seminar block at the Middle School. The structure in place now is the process of orienting teachers as to what that structure can look like is under way, and then Guided Study and flex and the high school level. The reason those things are happening is because we try to intervene and design times to do that under SRBI. It is very connected our overall Theory of Actions.

Professional Learning Communities-Teachers as part of their normal schedule meet in grade level groups, some called GLC at the high school, some called Grade Level, some called Content Area Meetings and that's where teachers can come together and talk about the work. What do we want students to know; how are we measuring it; and how can we support each other?

In terms of leveled material and our attempts to get students up to date leveled material that is engaging and meets their needs. This is the process over three years in the allocations in the area of Literature that we've made. So you can see that we've made a very big commitment in the 10-11 School Budget and took care of some of those needs that for example you know test books for a particular course at the high school or mock test books at the Middle School. Once those things are in place, then they are in place. These allocations here are more for the leveled material that provides classroom libraries and school book rooms so that students can have a variety of texts. It is really important that students can

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be engaged in reading that they enjoy and that is diverse and interesting and that's what this is designed to do. So you can see the commitment remains there.

Now one of the areas that I think Ms. McCabe was talking about earlier was textbooks that are outdated. One of things that we brought to your attention was Science and Social Studies especially in grades 3 through 5. Those textbooks while they may still be on the shelf here and there, we couldn't afford a comprehensive set for the level that varied appropriate Science and Social Studies material at that age so what we did was allocate. I not sure if I remember the figure of about \$80,000.00 for Science and Social Studies materials that were leveled at those grade levels. Aligned with the curriculum and leveled materials and those materials that are in place do not necessarily replace the textbook but they can be integrated into the Science and Social Studies curriculum. It is more challenging to do that and principals are working with teachers to devise plans and ways to do that. That is also in alignment with some of the shift in the common four where non-fiction and reading for information is emphasized over literature so we have a good base to help the staff.

David Guerrero-Dr. Collin, how do the iPads referred to are, these being integrated with materials that produce a cost, is that being used in the school?

Dr. Collin-It is being used, Yes. There is an iPad cart here and we are working hard on that implementation in terms of wireless access and orienting teachers on how it can be integrated, and our Administration working with the library media specialist. So we're making some in-roads on how that can be used. We have also purchased a few iPads for Special Needs purposes for students who teachers would struggle mightily to create picture schedules that could help a student not only manage their day but also manage that class assignment that's coming up and what the sequence of the time might look like in that class, all hard copied, all cut and pasted. Well, a few of those Ipads are being used for that particular purpose and that's incredible results are going on to that. Every iPad we purchase creates the need for another cart set. We are seeing some really good results using the iPad and we will be coming to Policy Committee shortly actually with a couple of ideas around using technology to help students access the information they need over the ordering of print material. We are trying to make some progress with it.

So before I go on to this particular slide of our future needs, I did want to comment for a second on Instructional Supplies. It is an area we are all very concerned about. When we talked with the Board earlier, we wanted the Board to know that we were committed to getting teachers the supplies we need and we wanted to create that advocacy still. Teachers can advocate the principals, principals can advocate to us. And then we went back and we talked to our principals about that need to advocate to find out what people needed. I must say frankly that the need is dramatic and more than our current budget can sustain. The Board Members who have been through this for several years know what we have reduced over time. We could not sustain each and every request of each and every teacher.

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The money simply isn't there. So what we do is a very careful analysis of what's essential. What do we absolutely have to have and principals do that hard work every day. Teachers, you know, to their credit, and also to our sort of disappointment, do above and beyond to make sure their classroom is rich and well stocked and vibrant and I would have to give our teachers the absolute best support we can and we try, but when we look at that reduction in Instructional Supplies know that we do that only to save FTEs and only to mitigate classroom increases in class size. While the budget has that substantial cut in Instructional Supplies, it also has a substantial cut in personnel. So it is a very difficult and challenging situation. I appreciate your interest in it and those tough decisions are fast approaching.

Sean Butterly-It's not an accident for one of the largest teacher's supply stores and education supplies is located in our boundaries, because our staff and our parents are going out there and helping these kids and it is a commendable thing because when we are short in the budget because of our numerous referendums over the years. These are things that these teachers love to make sure the kids have it anyway and I am glad that we are trying to do what we can because these are all rough choices. So I just think that is something that I would point out. That's a big beautiful store isn't it and I've shopped in there and I know my wife has always shopped in there and it's something that people do here as a regular course and I am proud of our staff.

Dr. Collin-In terms of the wish list, I wouldn't even call it that. I think it's just points to be really be mindful of as we move forward. This budget increases class size at the middle level, Grade 6 and 7, those class sizes will increase and the entire Middle School will have class sizes over 26, some 27 and some 28, I'm higher than that with scheduling challenges that create balance issues. That's not a good thing.

All day Kindergarten is a piece you will hear about and you have probably heard about it in the newspaper and media across the country with the demands of the common course day standards, the need to have more access to kindergarten students is pressing.

In Curriculum and Instruction we continue to focus on SRBI. The difficulty again in implementing intervention blocks that scheduling block but also the work required on each and every teacher as they work hard to give kids the target interventions they need. That work really should be supported in a specialist short of way. While we haven't entertained too much discussion on this topic is because we know we can't add the FTEs, interventionists in Language Arts and Mathematics are really important to have to support teachers and students. Another model out there is a School Based Curriculum Specialist so that principal wouldn't be the sole person to do that work so there is a future need for that and we hope to continue to talk about and address that.

Guy Buzzannco-On the All Day Kindergarten, I just would ask that you clarify, there is currently a full day opt offering at John Trumbull for kindergarten. My understanding on that is that the tuition is coming from the parents and that the educational content is equivalent to what the

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children receive in the half day session. Secondly, I wanted to ask does the look differently in that future need.

Dr. Collin-Yes, I think it is referred to ½ day daycare. So yes, that is, what you described is what's been described over the years and the model for all daycare that we talk about is instruction so in kindergarten it would be a full six hour instructional day. We want to begin a process of dialogue with the community around that. When it is done successfully, it is thoroughly planned out. Parents are informed and engaged. Needs assessment surveys are done. There is also a process that goes on to teach the community about how we would initiate those little five year olds into the full day program and options parents would have around that so it wouldn't be sort of a sink or swim approach to it and it would be gradual and supported and thought through with a lot of parent feedback on that and look at other model programs that are successful and are met along those guidelines.

David Guerrero-How do we push down the curriculum requirements and the actual time? How does it push down to the principals and then to the teachers, and then rewarding the teachers who are showing increases and helping with that goal and reach out to the teachers who need a little help or some guidance to get to those goals. How is that thing pushed down and how do we reward those who are doing well and reach out to those who need some help?

Dr. Collin-That's the practice that we call Job Imbedded Professional Development so that when the principal is working with their faculty, talking about best practice or even talking about curriculum roll out, here's what the units will look like, here are the expectations in the classroom. When those things get communicated to folks, we also support people, support each other so as we describe best practice, we talk about exactly what that might look like and we support teachers in trying that process and what happens, naturally, in any organization some folks it just clicks with and just take a lead in math or some folks take a lead in language or find a way to do an intervention based on a data point from the DRA and when that success becomes evident. The principal's job is to spread that success becomes evident. It is the principal's job to spread that success to have that teacher get rewarded for their great work by presenting to the faculty at the next meeting or going to that content meeting and explaining the challenge and how that was handled. So it really is about partnering, deprivatizing practice so if someone is struggling with results, we talk about that and the way that accepts the challenge and not simply hides the data. If it says hey that's what the data is telling us, let's intervene. Let's find out whose data can support your challenge and the principal's work hard to kind of make those connections on a daily basis.

David Guerrero-In the long run, does that actually go into the evaluations of teachers?

Dr. Collin-There is a lot of talk about teacher appraisal performance right now and we have a long way to go in our ability to really sort of implement what you are hearing described at the State level where we can take student data and incorporate it into an evaluation tool. Our evaluation

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tool is really traditional, it is very observation based and it limits our ability to talk to teachers about action research projects and I think it's important and even what I'm reading about the State Guidelines, which remain to be written and a lot can change, but when we talk about performance appraisal, we want to talk about process as much as results. So what are the tools the teacher has, has the District equipped that teacher with solid curriculum, with appropriate assessment tools, with opportunities to intervene with kids. It's got to be a partnership as the District is held responsible and teachers are held responsible for certain things and I hope that the new model will help us to have that conversation.

Dr. Gilmore-Are there any other questions? Thank you Dr. Collin and Mrs. Clancy for your presentation this evening, and that concludes the Superintendent's Report.

I would like to present Mary Jane Miller to come to the podium to talk about the trip.

**Presentation by
Mary Jane Miller:**

Thank you for fitting me in this evening. Good Evening and I am glad to meet with you again. I am not going to take up too much of your time because I see that time is passing by very quickly. I would like to present to you the trip I am proposing for next year. It is an eleven day trip run through ACIS again, and it will be the 9th trip that I am taking the Watertown High School students. I am taking 34 kids to Italy in a couple of months so it is going very well. This trip is going to France, Switzerland, Lichtenstein and Germany. I have given you a copy of the Itinerary. I think most of you have it, if not I can get some more to go around. When I select these tours, I select them always with a goal. These trips are an incredible learning experience and how they learn and what they get out of these trips, I cannot put into words very easily. I try every year to give the children something to think about and what has happened over there and have a good balance of things for them to do. Every year I want to encourage the children to have an appreciation of the world beyond the Town, state and country and I think when we go that is exactly what happens and the whole world opens up to them.

J. Report from the Chairman –None

Richard Mazzamaro-Tonight, I do not have a report, but I do want to thank Mrs. Clancy and Dr. Collin for their presentations tonight on the final pieces of the budget. I know you've done a lot of work and answered a lot of our Board Members questions and provided a lot of information and I really do appreciate that. I want to thank Ms. Rommel and Mrs. Andrews for their presentations. Thank you very much.

K. Action Items – Adoption of Items to be Approved by Consent

Agenda Item Number: K1.
Subject: Consideration of the Approval of the Watertown School Lunch Program Under Section 10-215f of the CT General

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Motion Presented by: Statutes
Guy Buzzannco
Motion Seconded by: Eric Berthel

Text of Motion: The Watertown Public Schools District and pursuant to section 10-215f of the Connecticut General Statutes, hereby certifies that all food items offered for sale to students in the school(s) under our jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education will meet said standards during the period of July 1, 2012, through June 30, 2013. These food items include food offered for sale to students at all times in all schools and from all sources including, but not limited to, school stores, vending machines, school cafeterias and any fundraising activities on school premises.

Pursuant to section 10-215f of the Connecticut General Statutes, the Watertown Public School District acknowledges that the Board of Education or governing authority will exclude from certification food items that do not meet the Connecticut Nutrition Standards, provided that (1) such food is sold in connection with an event occurring after the end of the regular school day or on the weekend, (2) such sale is at the location of the event, and (3) such food is not sold from a vending machine or school store.

Discussion: It is recommended that the Board approve of the Watertown School Lunch Program pursuant to section 10-215f of the Connecticut General Statutes during the period of July 1, 2012, through June 30, 2013.

Opposed: None
Abstained: None
Vote: Motion passed unanimously.

Agenda Item Number: K2.
Subject: Consideration of the Approval of Childbearing Leave of Absence

Motion Presented by: Thomas Lambert
Motion Seconded by: Raymond Nardella
Text of Motion: Ms. Shira Cohen, School Psychologist at John Trumbull Primary School, requests a childbearing leave of absence under the Family Medical Leave Act, commencing April 6, 2012 for approximately six weeks, with use of accumulated sick time and a medical doctor's note to return.

Discussion: It is recommended that the Board approve of a childbearing leave of absence under the Family Medical Leave Act, for Ms. Shira Cohen, School Psychologist at John Trumbull Primary School, commencing April 6, 2012 for approximately six weeks, with use of accumulated sick time

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and a medical doctor's note to return.

Opposed: None
Abstained: None
Vote: Motion passed unanimously.

Agenda Item Number: **K3.**
Subject: **Consideration of the Approval of Family Medical Leave of Absence**
Motion Presented by: Thomas Lambert
Motion Seconded by: Raymond Nardella
Text of Motion: Ms. Cynthia Murphy, Special Education Teacher at Swift Middle School, requests a Family Medical Leave of Absence, commencing February 20, 2012, for approximately three to four weeks, with use of accumulated sick time and a doctor's note to return.

Discussion: It is recommended that the Board approve of a Family Medical Leave of Absence commencing February 20, 2012 for Ms. Cynthia Murphy, Special Education Teacher at Swift Middle School, commencing February 20, 2012, for approximately three to four weeks, with use of accumulated sick time and a doctor's note to return.

Opposed: None
Abstained: None
Vote: Motion passed unanimously.

Agenda Item Number: **K4.**
Subject: **Consideration and Approval of the Watertown High School Field Trip to France, Switzerland and Germany**

Motion Presented by: Eric Berthel
Motion Seconded by: David Guerrero

Text of Motion: To approve the Watertown High School Field Trip to France, Switzerland and Germany in April 2013 with tentative trip dates of April 9 through April 18, 2013.

Discussion: David Guerrero-I think this is great. I had the opportunity during college to study abroad and I wish I could have done it in high school. The one thing I always regret is that I didn't pay attention in history class during high school. I really had an appreciation for it when I actually traveled. This is a great experience.
Thomas Lambert- I highly recommend to everybody to vote for this motion because my daughter's experience in high school is that she will never forget her trip. It is something

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that you just don't forget. I thank you and your staff and everyone involved in it.
Eric Berthel-Mr. Chairman, I would like to add to Mr. Lambert's comments. Almost 30 years to the day to this trip, if we approve it, I was on a similar trip as a high school student and it was an experience I will never forget and it changed my life.
Richard Mazzamaro-That being said, I have heard that as well that the children are changed when they come back. It is recommended that that the Board approve of the Watertown High School Field Trip to France, Switzerland and Germany in April 2013 with tentative trip dates of April 9 through April 18, 2013.

Opposed: None
Abstained: None
Vote: Motion passed unanimously.

L. Future Agenda Items and Board Members' Comments

Atty. Sean Butterly-Very briefly Mr. Chairman, I was pleased to hear Dr. Collin mention that the recent Performance Evaluation Advisory Council linkage of teacher evaluation of student performance will be in a goal school process in Watertown. It has created a beehive and a buzz saw in my school after this report has come out. In my own world in the classroom, I taught a kid recently who was classic for Yale and he did very very in my class and he actually had me write a letter for Yale and he got accepted and it was 95% of it was him, but I was pleased to be a part of it, but I have also had kids who have been in juvenile detention center and I know a lot of kids like that. Their cousins and brothers that have been shot in the streets of New Haven. I've helped, I feel and my peers, have a warm trusting relationship with those kids and they stay in school and that dropout prevention is critical to me. Can I guarantee that they are going to pass a standardized test? And I'd say no, but maybe they feel a little bit about the world and they hang in there until they are eighteen years old. One of my favorite kids who was in that setting ended up being in an aircraft carrier for the US Navy. He came back in his uniform and spoke to my kids. So when you ask, how'd you do in CAPT, how'd you do in CAPT, those kind of issues are important and, obviously, we want all our kids to achieve. We're idealists in the classroom, but we have to look at the balancing act. Do we now try to make sure that kid doesn't enter my door? How do I get the classic Department of Ed's kid? Those are the issues people are talking about. We need to be very careful how we proceed here. Thank you Dr. Collin. At our District here in Watertown, I like to go slow, so teachers don't have to battle about who's getting that kid, am I getting this kid. Those are dangerous kinds of words to tread on and in probably 20 years I'm glad to say I never had to go there and I never want to start. Thank you Dr. Collin. I like to go slow.

M. Public Participation -None

Agenda Item No. O.
Subject: Adjournment

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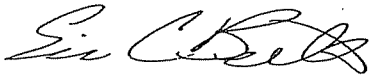
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Motion Presented by: Richard Beland
Motion Seconded by: Eric Berthel

Text of Motion: To adjourn the regular meeting at 9:04 p.m.
Discussion: None
Opposed: None
Abstained: None
Vote: Motion passed unanimously.

The meeting adjourned at 9:04 p.m.

Respectfully submitted by:



Eric Berthel
Board Secretary

Deborah Jacobs
Minutes Secretary