

**WATERTOWN BOARD OF EDUCATION
REGULAR MEETING
MINUTES**

Meeting Date: August 27, 2012
Meeting Time: 7:30 PM
Meeting Place: Watertown High School, Lecture Hall

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

Absent: Ms. Susan McCabe

Others Present: Dr. Gail Gilmore
Mr. Gary Miller

Other interested guests

A. Convene Regular Meeting - 7:35 PM

I would like to convene this regular meeting of the Board of Education Monday, August 27, 2012 at 7:35 PM. Before we start my name is Tom Lambert and I am the Vice Chairman of the Watertown Board of Education and I will be the acting Chairman tonight in light of Rich Mazzamaro's resignation from the Board of Education effective immediately. During agenda Item F our board secretary will read a correspondence received from Mr. Mazzamaro regarding his resignation from the Board.

B. Salute to the Flag

Mr. Thomas Lambert, Vice Chair, led the Salute to the Flag.

C. Watertown Public Schools' Mission Statement-Eric Berthel

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.

Tom Lambert- Thank you very much Mr. Berthel and now we move on to item D Public Participation. Is there anyone from the public that wishes to speak?

D. Public Participation

My name is Robert Grady and I live at 108 Jason Avenue and I am a retired Watertown teacher having served Watertown's Board of Education (Dr. Gail Gilmore- could you please speak right into the microphone Mr. Grady). As an elementary and high school teacher for more than thirty years I was also the President of the Watertown Education Association for many years and was proud of the reputation and position of teaching in Watertown. However, I am beginning to have concerns about the printed goals of the board and superintendent in the infancy of the contract between the board and the WEA. I noticed that in the last couple of days that this particular contract but these are I believe irrelevant. This is a quote from the Mission Statement "The Watertown Board of Education is committed to providing challenging and engaging learning opportunities to all students and to establish a performance target of 90% of all students at our above goal in language arts, athletics and science by 2012 as measured by the Connecticut Mastery Cap." In the board minutes of June 11, 2012 the superintendent in response to a prior query about hiring individuals is quoted to say "we would be looking at the most qualified candidates and their certificates and that is the process that we look at." However it is truly about the certification that we always look at every certification that the teacher does hold and not separating any individuals. I am merely questioning the sincerity of the board and the Mission Statement and the Superintendents words quoted above. Since all our education effects with the theory that parents involvement and teacher excellence are key components in achieving those goals. Recently, another former long term teacher wrote a letter to the Town Times questioning the certification of a recently hired athletic director and the tremendous jump in salary for that position. This after she was dropped from the position that she had held for twenty one years. I have a question for the President of the Watertown Education Association and the board. Is this position in the contract and what are the parameters? As I understand it the whole administration at the High School is completely new to Watertown. Are there no prime candidates eligible for those positions who are currently in the system? And where and how were all these positions posted? I refer the board to Articles 23 and 24 of the present contract. I believe that we have had at least four new superintendents in the past ten years and most of the administrative positions appointed have been from outside the system. Most of them have left the system. Is there a trend building here? Whatever happened to loyalty and nurturing? Finally I propose a question to the board. You have two candidates for a position and a candidate who has a passion for her students success in her own teaching subject area, has a Bachelor's, BEST teaching certificate, five years teaching experience in the public school system. Or candidate B who also has a passion for her students success in her own teaching subject area, has a Bachelors, a Masters, a sixth year, who has a professional love of teaching, that's the highest that you can get, a BEST certification, a professional license and experience in another community that enhances the professional experience of education, she has five years teaching experience in Watertown, as well as her substitute teaching and tutoring, she has obtained tenure in the Connecticut Public School system, plus demonstrating teaching competency and satisfactory work performance. She has five years teaching experience at the University level, possess approximately twenty years teaching experience across her life span, overall, in a variety of education settings including federal, state, international and private. Serving populations of at risk youths, sessions with difficult, psychological and cognitive challenges and senior citizens. She has served on an international committee for curriculum review by invitation of that countries Board of Education and has been awarded a teaching excellence award from a top international University. She possess awards in her professional subject both national and international and outside of ream of education and is current with professional trends and relation to careers in that subject area. She has previously served as coordinator of her department, mentoring faculty in classrooms, management, student assessment and lesson planning. She has also contributed to our local Watertown community by providing opportunities to our youth, and providing, free to the public, quality cultural and educational events. She also promotes the local community business. She lives and pays taxes in Watertown. My question to the board, in light of your Mission Statement, and the Superintendents (inaudible). Which candidate would you chose for the education of Watertown children? We already know the answer to that, don't we? It's in tonight's agenda, thank you.

Mr. Lambert-Thank you is there anyone else from the public that wishes to speak? Hearing non we will move on.

E. Committee Reports

**Students Programs and Services-Richard Beland-No Report
Curriculum and Instruction Committee-Eric Berthel-No Report
Policy and Labor Committee-Guy Buzzannco-No Report this evening Mr. Chairman
Budget and Finance Committee-Guy Buzzannco-No Report
Facilities/PBC/Operations Committee-Thomas Lambert-No Report
Governance and Community Engagement Committee-Eric Berthel-No Report**

F. Communications – Secretary

Mr. Berthel-Mr. Chairman as you mentioned earlier the Board of Education and Munson House did receive correspondence from our former Chairman Mr. Richard Mazzamaro and I would like to read this into the records and minutes for this evening.

A letter dated August 24, 2012 addressed to the:
Watertown Board of Education
10 DeForest Street
Watertown, CT 06795

Board Members and Superintendent Gilmore:
Regretfully I am writing to inform you of my intention to step down as Chairman of the Watertown Board of Education effective immediately. At the same time I am also resigning my seat on the Watertown Board of Education effective immediately. It has been a pleasure serving our community for the past seven years and working with a wonderful board. However, family and a professional commitments have forced me to make this decision.
Sincerely,

Richard M Mazzamaro

Mr. Lambert-Thank you very much Mr. Berthel.

Mr. Berthel-Your welcome.

Agenda Item No.	H.
Subject:	Minutes
Motion Passed by:	Mr. Lambert-Mr. Berthel
Motion Seconded by:	Mr. Buzzannco
Text of Motion:	To approve the minutes of the Special Board of Education Meeting held on August 6, 2012.
Discussion:	None
Opposed:	None
Abstained:	3 (inaudible)

Vote: **Approved by a quorum of those in attendance.**

Motion Passed by: **Mr. Berthel**
Motion Seconded by: **Mr. Butterly**
Vote: **Passed**

H. Superintendent's Recommendations and Report

Superintendent Gilmore: Thank you Mr. Lambert and good evening Board of Education members and of course to our community this evening. I would like to begin by thanking Mr. Mazzamaro as our Board of Education chair. He has committed and dedicated seven years toward students in our community and will be missed by many. I actually had the opportunity each and every week to meet with Mr. Mazzamaro for approximately one hour and a half and I can tell you he was always centered on the needs of our students and what would be in their best interest. So on behalf of the Board of Education and myself we certainly want to wish him the very best.

I also this evening would like to welcome Carolyn Stopper as our new Board of Education clerk and we do look forward to working with you Carolyn and welcome this evening.

I am pleased to introduce to the Board of Education Jennifer Dewitt, Executive Director of the Central Naugatuck Valley Regional Action Council. Jennifer this evening will provide an overview of the Developmental Assets Framework that was administered to our Grades 7-12 students last October 2011. The framework provides information about attitudes and behaviors of our young people and how adults in our schools and throughout our community can support our children. So without further delay Jennifer Dewitt please, thank you.

Jennifer Dewitt-Before I begin my presentation I would just like to draw your attention to the material that you have inside of your packets ladies and gentlemen. If you open your packets you will see on the left side of your packet you will have a copy of the Power Point presentation that I will be sharing with you this evening. Behind that you will have a purple and white booklet called the Asset Approach and that is your crash course in the asset framework. My business card is enclosed. On the right side you have a copy of the executive summary of your youth data and you have two other pieces of information, you have a blue booklet about how the Asset Framework works in your classroom and your schools. You have a brochure about the Regional Action Council and you have an accordion poster about all the different ways that anyone regardless of whether or not your a parent an educator or other community sector individual can impact and help improve the lives of your people. So this is for your keeping and for your additional reading after this evenings presentation. So without further adieu I am going to try my best to present to you in about twenty minutes what should be two plus hours of information and I am going to try to share with you in twenty slides a hundred and four page report, so I am going to try accomplish quite a feat.

My name is Jennifer Dewitt and I am the Executive Director of the Central Naugatuck Valley Regional Action Council. We are one of thirteen Regional Action Councils across the state who together work under the Department of Mental Health and Addiction Services to support substance abuse prevention efforts locally and to do data collection and needs assessment which helps the state level decision makers prioritize their prevention efforts. The Search Institute which is the organization that created the survey that your students participated in was founded in 1958 and they debuted the Asset Framework which you will learn more about shortly in 1985. They have been collecting data on youth attitudes and behaviors and decision making since 1990. They have been conducting surveys for over twenty years and they have surveyed over three million youths across the U.S. and other countries. The Regional Action Councils have been funded over the course of five years through a grant called the Partnership for Success Grant of the PFS grant to do local level data collection on underage drinking and other substance abuse following a federal grant called the Strategic Prevention Framework and our goal with this funding is to gather and

disseminate local level community survey data where it hasn't been gathered and disseminated before.

So Watertown was one of our wonderful collaborators and I am pleased to say that to date, in my service area we cover prevention and data collection for twelve accounts and eleven of our twelve accounts have used this particular instrument, the Attitude and Behavior Survey, which was done with your students last Fall. In my experience personally I have been involved in the data collection with eleven out of twelve of my communities either the collection and or the roll out of that data. There will be a youth retreat conducted with your students in the beginning of October where they will look at this data and they will help share and present that data back to the community with their plan of reference on it. We have conducted four youth retreats so far and yours will be the fifth and we have a sixth that week after. So we are on a roll with our data and your roll out event is scheduled for October and it will be the third week of October and there will be a lot more information coming out to you as we get into the school year. So to give you a quick overview of your survey today 164 question instrument that is conducted in about one class period, upperclassmen generally take about twenty minutes to complete the survey and underclassmen tend to take a little bit longer sometimes up to the full class period. It measures forty assets which I said that we were going to talk a little bit more about. Twenty four risk behaviors and those risk behaviors in your executive summary are indicated on page 1-11. It gives you ten high risk behavior patterns such as having driven or ridden in a car with a drinking drive three or more times in the past twelve months as an example of a pattern of high risk activity, it gives you eight thriving indicators which are also indicated in your executive summary on page 1-10 and it also gathered a measure of data called the four core measures which is data required for the drug free community support grant which is a grant that many folks who have this kind of local level of information become eligible for and it is federal funding to address substance abuse prevention, it's up to a hundred and twenty five thousand dollars a year for up to ten years and so this is a great reason to have good base line substance abuse data and this one of our personal interest in the data is to gather that information for communities. For anyone who is not aware the four core measures are information about alcohol, tobacco and marijuana. They indicate measures for the age of first time use, past thirty day use, perfection of harm of that substance and perfection of parental disapproval and that information is included in your data set. They have, the Federal Government has just updated their four core measures and they have added prescription drugs to that data set so prescription drugs not prescribed to you and they have also added perception of disapproval by peers to that data set and so if you do chose to conduct a survey again and you want additional information on your substance activity on young people in Watertown that has changed and been updated and a good measure to get. So the implications for the survey data can be felt and acted on up to ten years after a point of data collection. Your data surveyed 1,293 youths in grades 7-12, it was all youth except for those whose parents or guardians opted out of the data survey. It was conducted in October of 2011 at the middle school and here at the high school and 42 surveys, or 3 percent of your total samples were eliminated. Surveys are eliminated for a variety of reasons some of them being if more than forty items on the instrument were not complete or if there were growth inconsistencies from section to section on data that was delivered and so there are a number of measures that certainly can be used to kick surveys out for invalid response and 3 percent of your sample was eliminated. When you look at your data, when you look at your full report, which will look like this but we won't go through that tonight, what you'll look for you should kind of make an question mark about it is areas where there five percentage points or more of difference from age to age or grade to grade or from gender to gender. So if in your full survey which your superintendent has, your district has to share with you there is a lot of information. If you look at a huge jump or a huge dip in a behavior or an activity let's say between eighth grade and ninth grade. Is it developmental? Is there something else going on, in the environment of school, is there a difference in the independence in the home, there are a lot of different things that we might ask about those percentage differences but those are the ones we kind of want to look at and pay attention to. We also want to look at patterns of findings and you want to pay attention to overall messages. In the overall message we want to use

what is called universal measures, what that means is that we don't want to just look at our at risk kids or our high risk kids, we want to look at all kids and we want to consider the health and the wellness of all our young people in the community and in our schools and our homes so we want to, my stepfather was a dairy farmer, so we want to use what I like to say is a crop duster effect, we want to spread a little bit on everyone instead of using a laser beam and pointing at only those most at risk young people because it is the kids who fly below the radar that sometimes be most at risk for getting into trouble or getting involved in some really harmful activity that we missed because they are not standing out like a big red sore thumb, so we want to crop dust. So here is what the 40 Development Asset Framework is in a nutshell, its protective factors, assets are protective factors and protective factors are assets. They are things that keep our kids safe and help them to avoid risk taking activities and help them bounce back when they do engage in risk taking activities. So if you think of assets as things in our bank that we want to put away for retirement the assets for kids are about having enough of these things, these relationships, these skills, these tools rolled away in their bank account so that when they need to make a withdrawal they don't become overdrawn. Okay and so that is a real easy way to understand what the asset is. The assets are divided into two categories, there are external and internal assets and there are twenty in each, which makes it easily divided. The external assets are positive developmental experiences that families, schools, neighborhoods, community organizations, youth service bureaus anyone and everyone that touches the life of a young person can deliver and can impact them on and change for them and improve. If they are positive developmental experiences those are the external assets. Your internal assets are your commitment, your positive commitment, skills and values that young people learn that become their inner guidance system or their moral compass so to speak as they go along and they mature and they learn to delay gratification and to weigh pros and cons and decision making of that wonderful prefrontal cortex of their brain begins to fully develop so those internal assets are just that there those internal mechanisms, which they do have an impact on but that are different from the external assets. So we are looking at two shifts, when we are looking at and thinking about assets, here is where this really works for me in the area of substance abuse prevention. We should change the way that we look at think about young people and they ask us to change the way we think from seeing young people as having problems that we adults and we decision makers need to fix. Just seeing young people as having strength that we adults need to tap into and to utilize and to help them grow. So move and shift from problems to strength, that is the first shift that we want to make. The second shift that we want to make is understand that there is no program. I do this training a lot, I do a lot of different kinds of asset training, I'll spend a whole day with faculty in a school district doing professional development at the end of the day they'll say "so where is the program, so we need the program now right where is the curriculum?" My answer is there is not a curriculum you have the curriculum because it is about your classroom, it is about your environment, it is about the way that you interact with young people and so we want to move away from programs you don't have to take your wallet out ever to build assets, it doesn't cost anything it's about building relationships and it's about what we call intentionality of building relationships with young people, okay so being intentional making sure that we say hello and smile to every person not just the person that we saw yesterday but the person that we didn't see yesterday that was crossing our path for the first time that we don't know him or her yet, that is the person that you look at, smile at and say welcome to school today. So move away from programs and shift towards relationship building, in a nutshell that is what the Assets Framework is all about, it's about building relationships.

There are two different kinds of power that we use with this framework, one is called the Power of One and there is research by a researcher that says you know that kid, that kid that grows up in a really, really not a snowballs chance of hell kind of environment that one that is going to fall through the cracks, the one that you

know that has parents who are substance abusers, ethnic minority, lives in an impoverished neighborhood, has a learning disability, boy this kid has so many things going on I don't know how he or she is going to make it and that one kid makes it and we say "wow" that kid is really resilient, that kids amazing, that kid made it through all those obstacles, that kid has four assets, he made it. When you talk to that kid as an adult you found out that that kid had one relationship, one adult who he connected to briefly and who made a difference in his or her life and that is what the Power of One is about, it is about the one relationship, its everybody's responsibility to build assets but one person can make a difference and help that young person to be just that much more resilient so that again when they do any risk taking activity they bounce back and they don't overdraw their assets account. The Power of Many if that other piece that I just said, it is everybody's job. Our job collectively as adults and human beings is to ensure that every young person grows up healthy and its all over in your Mission Statement right in your agenda there not that academically healthy but socially healthy, morally healthy, healthy in all different ways, but it is everybody's responsibility. The former president and recently passed away the visionary of the research institute had a saying "that if you breathe your on the team" and that means that everyone responsibility to be an asset holder. So there are many principles of asset building and I won't go into detail about these but the last one I will repeat because it says that repetition is important so I'll quote a good friend and colleague of mine former Waterbury YMCA Executive Director, Andrew Roberts, he used to always say in his asset building presentation "need to tell what your going to tell them, tell them, and then tell them what you just told them, see if you haven't figured it out I care about you, I am really glad that you are here today, wow you did so well trying to work your way through that situation, I know you really tried." Finding the way to always repeat the message that we really care about you and that you matter, no matter what.

So moving on to Watertown's data, your average number of assets that young people in Watertown in grades 7-12 have 19.5 out of 40. So what that means is that we have work to do. And every community has work to do because every community falls short of those 40 things that young people need to optimize their healthy successful adult list. So you'll see that in 7th grade they have slightly more assets than they do in 12th grade and that number is actually consistent both in snapshots and studies of the survey and what we find is that those 7th graders tend to be more engaged at home, mom and dad are more involved in their business there making sure they get on and off the bus okay. The get a lot more warm fuzzies with their friends and there are some different supports and after school programs, just really great things going on for those 7th and 8th graders and then when they get to high school, well they get a little more independent and they get a little more mature, and they get a little more jaded because they see the world the way it really is. And so assets due tend to drop as kids get older but what's important to understand whether we are looking at 7th graders or 12th graders neither one of them have enough, everyone of them should have 40 and that is in my opinion. So its important to see but also to understand that again we want to think about the Power of Many and we went to crop dust and we want to impact every young person, not just our 12th graders, not just our 9th graders you want everyone to build off of this. So this is more clear I think probably in your report that you have in front of you, you can't see it up there but what you have in front of you is just a snapshot of what your external assets category looks like and you may start to have questions as you look at just the labels of the asset areas, you might say to yourself what the first group of assets, the support assets, well how come 73% of youths in Watertown report having high levels of family support and only 32% of youths in the same category report having positive family communication, how can that be. Well that is why you have that little Asset Approach booklet, the purple booklet in your folder there, because that defines these assets for you and if you look at the definition that is where you really find out exactly what family support means and exactly what positive family communication means and what you'll see there is that most of our kids know that there moms and dads and

that their families love them, they love them they love them unconditionally but what we also know about the communication is that they are not willing to go to mom and dad with all their stuff and that definition says that I know I have positive communication with my family and I am willing to go to them with things that are really bothering me and you'll find that a lot of kids aren't. So what that might say to us as adults is if there are not willing to go to their family with that stuff do they have someone else to go to, do they have those other safe adults and that's again why we need to look at this as all adults have an opportunity to impact the lives of all young people because it is not just the parents responsibility, it is not just the schools responsibility it's everyone's responsibility, it could be the neighbor, the uncle, the police officer, it could be the coach it could be the special teacher, we don't know but we want them to have that relationship that Power of One in their lives.

Moving on to your internal assets category again you have four different areas here and there are twenty assets in all and these are where you find some of those areas that specifically impact education such as they first five which is Commitment to Learning, Achievement Motivation, School Engagement, Homework, Bonding to School and Reading for Pleasure which unfortunately is real low for a lot of different communities. But these things matter and we need to build resiliency in young people. So important areas to look at here and you will see a lot of your social competency areas, your cultural competence, how do our kids do in our school and our communities with diversity. We will see their resistant skills and that is a really important one because we are talking about resisting the urge to underage drink, resisting the urge to have your sexual debut, resisting the urge to engage in acts of violence, these are our skills and abilities to delay, delay, delay which the younger they are the harder it is but we want to see them master these things as they get older. So this is why its important that I wanted to take a moment to explain it to you before we go any further. As you can see in the box on the right the first square, or the yellow bar, indicates individuals from your total survey sample of who reported of having between 0-10 assets, so your total survey sample was 1,251 students so of those 1,251 students the ones that reported having only 0-10 assets engaged in on average 8.5 risk taking behaviors and for any of you that were not paying attention to that slide there are 24 of them. So on average kids with 0-10 assets engage in 8.5 risk taking behaviors. On the other end kids with between 31-40 assets there bearly engaging in one risk taking activity, so that is important to pay attention to and I will give you the breakdown, I did the math before I got here on my calculator so I divided up your samples by those areas and if your interested in knowing then you can do the math yourselves to. You have roughly 184 students that reported having 0-10 assets, you had roughly 526 students who report having between 11-20 assets, 410 students who reported having between 21-30 assets and 134 students who reported having between 31-40 assets and you need to understand that there are again 164 survey questions that together measuring and combine and weigh and get compiled to into these 40 assets, it's not "do you feel like you family support, yes or no" or yes I do all the time, I do sometimes, I don't really what are you talking about, its not those kinds of questions its multiple questions that go into the scoring and development of each of these asset areas. Any questions so far? Okay. So for Problem Alcohol Use and Problem Alcohol Use is they have used alcohol and or they have become intoxicated after using alcohol so it wasn't just a sip or mom and dad's beer or wine, or champagne at New Year's it was yes I used alcohol and or have become intoxicated as a result so here's a little more data, and you have to be careful on how you look at it. So this is not saying that 35% of all students in Watertown that were surveyed have Problem Alcohol Use, it's saying that 35% of those kids, the kids with 0-10 assets have potentially Problem Alcohol Use so if you look at it, you have a 184 kids roughly that have between 0-10 assets so that means that of your whole sample about 54 students, okay and so that is important, people seem to get confused by this particular set of data and I want to make sure that were clear on it. So if we go to our red bar which is our kids with 21-30 assets, 28 of those kids 7%, or 28 of the students reported having between

21-30 assets, 28 kids potentially have Problem Alcohol Use. So there is a trend here, the trend is called the Power of Assets to Protect, as you can see the more assets kids have the more they are protected from these risk taking activities and behaviors. Your table that you have right here about violence is about hitting, hurting someone else, fighting, carrying weapons to school or using a weapon to defend yourself or threatening physical harm to another person. And so your kids with between 0-10 assets 56% of those kids reported using an act of violence where as your kid with between 31-40 assets only 4% of those students report using an act of violence. The trend continues for Illicit Drug Use which is our completely illegal substances, so not alcohol not tobacco substances that never have illegal use for anyone so those are our heroin, our infetamines, or things that are illegal no matter what. Sexual activity again this is sexual debut, early sexual debut or currently sexually active and again young people surveyed between grades 7-12 were reported to having 0-10 assets 36% of those kids have had sex or are currently sexual active where as the students who are between 31-40 assets, 1% of that student population was currently engaged in sexual activity.

So we are going to take it on the up note here, we are going to talk about our thriving indicators. There are 8 of them and just as our assets protect from risk taking behaviors you can see now that our bar graph takes an upswing and the more assets kids have the more thriving indicators we can point out to them. So our kids with between 0-10 assets, 2.8 thriving indicators there are 8 thriving indicators remember, and our kids with lets see the red one 21-30 assets are engaging in 5.2 or more than half of the thriving indicators.

Leadership, this is defined as having been a leader of a group or organization in the past twelve months, 84% of your kids with the highest number of assets report being a leader in some capacity. Maintaining good health 91% of your kids were between 31-40 assets pay attention to healthy nutrition and exercise. 77% of your young people with between 31-40 assets say that they value diversity which means that they place high importance on getting to know people of other racial and ethnic groups and, this one should be important to you, 63% of young people between 31-40 assets in Watertown report getting mostly A's on their report card. Wouldn't it be nice if all of are youths got mostly A's on their report cards. So here is what your challenge looks like and here is where I got my percentages that became my numbers for your breakdown of your asset categories, your number of assets per student. The challenge is to really grow that tiny little purple piece of the pie, only 11% of young people surveyed in Watertown are reporting that highest level of asset areas, the 31-40 developmental assets. So we want to grow that, you want to shrink your yellow area, you want to shrink your percentage of kids who report having between 0-10 assets and you want to grow, grow, grow the others. So crop dusting needs to continue to occur and how that is going to occur is over periods of next step. The first next step that is going to happen in is that they said, there's going to be a youth retreat and what that is is that communities who use this survey and who follow the Asset Framework develop this plan and you use this plan in a number of school districts where we asked for a representative sample of students from all grades who were surveyed or who are currently in those grades survey. So kids between grades 7-12 or if you have kids who were in 12th grade last year and have graduated and are still here in the community and would like to come to the table on this we welcome them as well. We ask for our school administrators and our guidance counselors and teachers to kind of identify and pull those kids aside and say "hey would you be interested in, I know this sounds really boring, but looking at you data" and they go "wow what would I get out of that" well here is what they get out of it, they get community service hours, for one, number two they get an opportunity to tell us what they think about the data which is really important and most kids want to give us their opinions. So we try to get equal numbers of males and females and equal numbers of students between grades 7th, 8th, 9th, 10th, 11th, 12th, they spend a full day, in although it is a planned six and a half school day the feedback that I frequently get from youths is that they want it to be longer, they want it to be an 8 hour day on

a Saturday. Which I would never suggest but they suggested that to me. We can do that. What I do is give them a crash course in the assets, we go through the definitions, they learn exactly what the assets are and how they apply to them, so they really, really do understand what assets are before we ask them to look at their data. When we ask them to look at their data we give them the executive summary just like you have and we ask them to decide what is great about this data because we might say look at all this family support this is really wonderful and they might say "um I think this whole area is really important" family support is great I know I am always going to get it I know my mom and dad love me but this is really cool, maybe it is something going on after school that you weren't thinking about. And then we will ask them to identify what is really concerning for them and I ask them to look at each of the assets and to tell me what is absolutely unacceptable for them and they do and they prioritize, 30 kids actually prioritize and they vote and they spend a lot of time during the day voting and tallying and deciding what are the top three things that they want to see change here because something needs to change and we might say wow there is a lot of violence going on and they might say "um that's not it, its this thing right here" its self-esteem, our kids don't feel good about themselves, they don't feel good enough to say no, they don't feel good enough to walk away, that needs to change, so there going to have a different perspective than us old people and so we really want to value that and they want to build on their strengths, they want to tap into them, if were sitting here at the table making decisions about what matters to young people we need to include them in the conversation always and that is first and foremost to the search institute. So we have them prioritize their data, they chose one of their unacceptable areas, one of their problem areas and we ask them to develop a preliminary plan of action and what that is is we look at in and say okay so what needs to change, who is responsible for it, how are they going to change it and when is it going to happen and they develop that and they spend the rest of their afternoon starting to think about that preliminary plan and that gets shared at the rollout, we don't talk about a lot at the rollout we include it in the packet that everyone at the rollout gets because we what we want to happen at the rollout, at the community wide event where we look at this information, we look at this data and we look at those kids up on stage is we want people to get excited about it and we want people to feel passionate about it and we want people to support kids the way I think every kid needs to be supported. So what we do is we ask of those 30 kids for 8 of them to volunteer to be involved with our international presenter, Tim Duffy, who is going to do your community rollout for you in October and we ask for someone with an international perspective so that there not partial or impartial to the community so they can give us knowledge and information that we might not be aware of in our little micro (inaudible) of Watertown compared to other communities, other urban areas, other rural areas, etc. and so this is a really nice perspective to the data and the information and he does a wonderful job of supporting the young people. So we ask 8 of them to come up to share about their asset category, remember there are 8 of them, to share about what they see happening, good and bad, and what we can improve and to support questions from the audience so we hope to give an entire two hours to Tim and the kids and so they will be your kids from your community where parents and school folks and business leaders can say well you know you talked about this can we know a little bit more about that and I think this is an issue, what do you think about that and those kids will really have an opportunity to shine and to share their perspectives and they need to be regular kids they can't all be the top notch and they can't all be the fly below the radar kids, they need to be a broad spectrum of young people in Watertown so that is what we try to do is to make sure that we have a diverse group. I run the retreat, I run the retreat with members of the local prevention council and I look for other schools folks to support me in that and I prepare them and get them ready in our roll as adults is to support the kids not to help them make any interpretations about the data but so that they can clarify if they are not sure what a definition means to look at the time and to make sure we are staying on track and moving through our agenda and that's it. It is really all about the kids and if you do have an opportunity when they have their retreat to come in and sit there and just listen, sometimes they like that

I. Report from the Chairman

Mr. Lambert-Tonight I will give this report as Acting Chairman. (Inaudible) Rich Mazzamaro grew up in Oakville and went to Watertown schools and then went on to graduate from the University of Hartford in 1989 with a Bachelor's of Science Degree in Business Administration. He resides in Watertown with his wife Debbie and three children. Rich is employed by the Gilbert and Jones Companies as Account Manager for Connecticut, New York and New Jersey. Rich served on the Board of Education as Chairman, Vice Chairman and was Chairman of the Facilities Sub Committee. He also was a key member of the Budget and Policies athletic sub committees while serving as attending board member for Public Buildings Committee. While serving as Chairman of the Facilities Sub Committee he spearheaded the rebuilding of Swift Middle School, Polk and Judson Elementary Schools and Watertown High School. Rich worked tirelessly with the administration to promote and build artificial turf fields at Swift Middle School and Watertown High School. He had spent countless hours while attending PTO's meetings while answering many residents questions and concerns about board issues especially during our budget process. For many years Rich has been trying to juggle time constraints with job traveling, family commitments and board duties and I am sure he has had to come to make this decision regretfully. He was a mentor to me, all the board members and especially the newer members of this board that needed his advice and counsel.

Rich Mazzamaro's most important asset was that he was a concerned parent, with three children in our school system and had personal stake in the education of the students in our district. He has shown by his past accomplishments on this board that he has made his mark on our educational system in Watertown.

His legacy will be that he left our system in a better place with renovated facilities and improved curriculum but more importantly he helped create a culture and climate that nurtures and capitalizes on talents and skills of our educational community that have made a positive impact on the lives of every student in this district. I think we all thank Rich Mazzamaro for his service.

J. Action Items – Adoption of Items to be Approved by the Cosent

Agenda Item Number: J.1.
Subject: Consideration of Approval of the 2012-2014 Board of Education District Goals

Motion Presented by: Guy Buzzannco
Motion Seconded by: Sean Butterly
Text of Motion: **GOAL#1: Student Achievement**

- The Watertown Board of Education is committed to systemically improving student performance and accelerating achievement for all students.

GOAL#2: School Climate and Culture

- The Watertown Board of Education fosters a positive and safe school climate and culture by supporting the social, emotional, and developmental experience for each student.

GOAL#3: Community Engagement

- The Watertown Board of Education is committed to actively engaging a greater number of parents and community in the educational process of the district.

GOAL#4: Technology to Enhance Instruction

- The Watertown Board of Education is committed to integrating 21st century technology to enhance instruction, information systems, and resource management.

GOAL#5: Facility and Financial Resources

- The Watertown Board of Education acts as stewards to fund facility and financial resources necessary to support the districts Mission and priorities established.

Discussion: Mr. Buzzancco: I just wanted to amend the motion by highlighting and articulating the goals themselves. The other bullet items, I believe are objective between an annual basis but support a three year goal.

Opposed: None

Abstained: None

Vote: Motion passes unanimously.

Agenda Item Number: J.2.
Subject: Consideration of the Approval of Additional Watertown High School construction project work with Existing O&G Allowance

Motion Presented by: Guy Buzzancco
Motion Seconded by: Eric Berthel
Text of Motion: It is recommended that the Board approve this work in order to enhance the functioning of Watertown High School as an emergency shelter. This work has been requested by the town and approved by the PBC.

Discussion: Any questions or discussion Mr. Gary Miller will be kind enough to answer. Mr. Buzzancco-Gary could you please give an overview. Mr. Miller-Several weeks ago when this discussion came up (inaudible) that the Public Buildings Committee had approved at one of their meetings as a study of the aftermath of last Fall's storms and the ability of the generators and the power of the number of circuits needed for a shelter operation and it was deemed to be in the best interest of this town and the whole district to do some additional work to extend the operations of the generators throughout the facility that would be used as a shelter. It was determined that that work would be reimbursable under the existing school project by the Department of

Education and the Building Committee approved the work to be done and O&G as the general contractor for the project stated that they have the sufficient resources within their current funding to extend the work of the electrical contractor to do this work. In our discussion we felt it would really be appropriate to bring this issue to the Board of Education. Even though at this stage the Board of Education really doesn't have any authority over the Building Committee to make these decisions but in that when the education specifications laid out the initial project with the Board of Education this work was not part of that document and would be appropriate for the Board of Education to endorse the decision of the Building Committee to get this work completed and that is really was are original motivation to bring this information to the board so that we could get it endorsed but this decision the Building Committee made to support does not really have any oversight of the expenses at this point so the number that Mr. Buzzanico mentioned was an estimate and it is exactly down from the number that I provided to you in the pipeline and I believe actually the number may have increased slightly from that time but that is the approximate number and we won't know the complete cost until the work is completed in the next week or two. And we will know whether the original cost may have increased or decreased. (Inaudible) make a motion to do that or consensus or to endorse the action.

Mr. Lambert-Thank you very much Mr. Miller, anymore discussion.

Mr. Butterly: Just on question Gary had mentioned that this work would be taking place over the next few weeks, school starts next week, tell me if you anticipate disruption of the electrical systems, how will we manage to maintain a safe environment.

Mr. Miller-This work actually began a couple of weeks ago and were getting towards completion of when school starts they have been doing on first shift once school starts they will move to second shift, so the work will be done at night with minimally, get all the work done without any disruption and things be set to right in order to be able to have school during the day, we looking at about a couple of weeks to get it complete. It doesn't have any effect on current operations, this is all work to extend the generator to supply electrical power to the buildings that will be used for shelter operations.

Mr. Butterly-Mr. Chairman the motion that is on the floor I would like to say that during one of those storms last fall, our home was spent with several days of power outages, I never stayed at the high school for a shelter, at one point we used the shower facilities and I saw a lot of people, a lot of elderly and people really needy using the high school and it was really comforting to know that we were set up like that so, it was great then so to enhance, here we are the national storm is facing the Louisiana region and here we are voting on our support of this whole concept, I think that it is a very good thing you know, we are education buildings but they are for all of our town, we want them to walk the track, the John Mills track, we want people to know that during a storm we are here for them and these buildings can be a wonderful asset and I think to enhance the newly renovated Watertown High, just watching it last fall and being a part of it is very comforting, so I plan to endorse that motion.

Opposed: None
Abstained: None

Vote: Motion passes unanimously.

Agenda Item Number: J.3.
Subject: Consideration of the Approval of Acceptance of Gifts

Motion Presented by: Guy Buzzancco

Motion Seconded by: Eric Berthel

Text of Motion: IBM Corporation has approved an IBM Community Grant and a check for \$1,500 was received for our school by Ms. Susan Hourihan.

It is recommended that the Board accept these generous gifts and a letter of Thanks to be sent to the donors.

Discussion: None

Opposed: None

Abstained: None

Vote: Motion passes unanimously.

K. Future Agenda Items and Board Members' Comments

Mr. Berthel-Mr. Chairman, Dr. Gilmore I have a question this pertaining to the, I guess the process for the appointment of Mrs. Peck to the interim role and welcome to our community. We have had an opportunity to review your qualifications and we look forward to working with you on an interim basis in this new and important role for our school system. I would just like some clarification as to how Mrs. Peck actually go to you as a candidate for this and second I would like to know if there was any opportunity, based on some discussion earlier this evening and some discussion that is heard outside of these meetings for any internal candidates within our system to be considered even at the interim level for this role. I was wondering if maybe you could speak to us about that if you don't mind.

Dr. Gilmore-I would be happy to Mr. Berthel. First of all as you know this is an interim position and I have been reviewing resumes a from many superintendent's truly that I have been contacting that have known some stellar candidates for this position and there was also an internal candidate that did come to see me and we did have a discussion in regards to that, I am always looking for, and I think there was some very qualified and top notch candidates even as the management under an interim and you, and it's very important that the board know that we will certainly go through the process of whose applied internally where everyone has that opportunity to apply, and then we will also post externally as well. So absolutely the process does have integrity, it does have intense truly integrity behind it and that is the process that we are using.

Mr. Berthel-Thank you.

Dr. Gilmore-Thank you.

Mr. Lambert-Anyone else?

Mr. Buzzancco-Yes Mr. Chairman, Dr. Gilmore first relative to the (inaudible) director I think it might be helpful for this committee and school board to get a sense of thought behind the change and the structure position in the roles and responsibility whether its structured as part time or full time and how you see the (inaudible) the athletic community (inaudible) as a whole benefiting from this new approach.

Dr. Gilmore-Well as you know Mr. Buzzancco I did have a exit interview with Dane Street and he was an outstanding athletic director as well as an outstanding teacher an coach for our district, he chose to take another position outside of our district so during this time with him I asked him for his recommendations going forward and to believes that Watertown has such an excellent opportunity to grow the program so the commitment to look an A.D. with only that focus is truly what we want to do for the betterment of other

half paraprofessional positions on top of that. So things always change and there is always this sort of in and out process with any budget and because your budget was set at the end of February at lot has happened since then. Sowhat I set out to do was sort of to create an in and out spread sheet for Dr. Gilmore to look at what was in the

budget, what was the plan and where did we end up and because when Dr. Collin left Dr. Gilmore chose to look at a different way of approaching the Central Office but we had to look at that and was there the money within the existing budget structure to do that, pay for an interim, so we have been looking at, I tracked that at least once a week I provide a document to Dr. Gilmore so where are we, it's been improving I'm happy to say that, it wasn't very pretty when I started out but we've had a couple people retire recently that we can replace at lower salaries so overall we are looking very good and once things really settle out where we have permanent Director of Cirriculum, permanent Director of Special Services and a final person is the Supervisor of Special Ed and Business Manager and we will know where we are. But I think right now things are looking pretty good and I think I am happy to say that probably by October when everything settles down you should be in very good shape (inaudible).
Nothing is ever set (inaudible) for that matter but we are tracking it.

Mr. Buzzannco-Thank you. In addition to the increased expenditure for the Spanish part time position which I need to (inaudible) really the actual reduction head count, which would allow this cushion this additional money (inaudible) position has a higher rate than in February we also, the district is also covering medical. Because your self insured the only real benefit which you actually have to cover (inaudible) which is being self insured for health insurance, its not like a fully insured town where you have (inaudible) they get health benefits whether they need them or not so you have to budget for that. I think what I am trying to ask is the district (inaudible).

Mr. Miller-Because your budget with health benefits was set in February we won't make an adjustment for that until next years budget . It will probably be about a \$1,000 on average for an employee that takes benefits, that is the average contract cost across the town.

Mr. Buzzannco-Thank you very much.

Mr. Lambert-We will now go onto item L, is there anyone from the public that wishes to speak?

N. Public Participation – Mr. Grady, yes I have a couple of questions. Mr. Lambert-Mr. Grady go right ahead.

This is Robert Grady still, 108 Jason Avenue and I have a couple of questions here. As a former Watertown Education Association president and many of the concepts in here and a lot of the articles were written when I was president and one of the things I noticed that changed but having looked over the contract here, you have just hired an Athletic Director full time, is he or she part of the bargaining unit? Not part of the bargaining unit? Well you have your (inaudible). The Athletic Director will be paid in 2012, this is the latest contract I have that is why I am having problems here. The Athletic Director will be paid in 2011-2012 between \$5,182 and \$5,744, where does that \$50,000 come.

Mr. Lambert-I hate to interrupt you Mr. Grady but normally our board practice is to not answer questions, but we will answer your questions in writing.

Mr. Grady-Okay another thing to on page 17 of the contract here, which you probably don't have so I will have to read it to you, Article 24, positions as used in this section means any position which pays a salary differential and or involves additional or higher level of responsibility. Number 2: a list of all open positions in school shall be made available to all teachers. Open positions are those which are newly created or vacated through resignation, retirement, termination, promotion or death. All vacancies will be posted at least five school days prior to the closing for applications. During the Christmas, February and April recess and the months of July and August this would be two days. The president of the association would be sent copies of

