

# *Board of Education*

## RESCHEDULED REGULAR MEETING

Tuesday, April 26, 2022 – 6:30 p.m.  
Waterbury Arts Magnet School – Atrium  
16 South Elm Street, Waterbury, CT

*This meeting will be broadcasted live on the City of Waterbury's Government Access Channel (Comcast 96, Frontier 6096) and streamed live on YouTube at <https://youtu.be/S8HIMxyCnpM>*

## A G E N D A

### **1. Silent Prayer**

### **2. Pledge of Allegiance to the Flag**

### **3. Roll Call**

### **4. Communications**

- a) Copy of communication dated November 23, 2021 from Civil Service certifying Michael Campos for the position of Maintainer I.
- b) Email communication dated November 30, 2021 from Tim Moynahan regarding A Terrible Role Model.
- c) Copy of communications dated March 7, 2022 from Civil Service certifying Tracie Ciccarella, Jeffrey Ganavage, and John Santopietro for the position of Maintainer II.
- d) Copy of communications dated March 8, 2022 from Civil Service certifying Laureen Monge for the position of Administrative Associate I, Kelsee Warzecha for the position of Administrative Associate II, and Paula Caldarone for the position of Teaching Vice Principal (WMS).
- e) Copy of communication dated March 10, 2022 from Civil Service certifying Lori Accetura for the position of Cook.
- f) Copy of communication dated March 14, 2022 from Civil Service certifying Dayonne Sears-Powell for the position of School Secretary.
- g) Email communication dated March 15, 2022 from Tim Moynahan regarding Wisconsin Teachers.
- h) Email communication dated March 18, 2022 from CABA regarding Policy Highlights.
- i) Email communication dated April 1, 2022 from CABA regarding Policy Highlights.
- j) Copy of communication dated March 17, 2022 from Civil Service certifying Mustapha Addoum for the position of Painter II.
- k) Copy of communication dated March 17, 2022 from Civil Service transferring Timothy Brown to the position of Carpenter.
- l) Copy of communication dated March 18, 2022 from Civil Service offering Tamara Hernandez the position of Food Service Worker.
- m) Copy of communications dated March 25, 2022 from Civil Service certifying Neldys Rangel, Antoinette Badillo, and Barbara Solano for the position of Paraprofessional.
- n) Copy of communication dated March 28, 2022 from Civil Service offering Maria Rivera the position of Food Service Worker.
- o) Copy of communication dated March 30, 2022 from Civil Service transferring Chun Dwyer to the position of Payroll Clerk.
- p) Copy of communication dated March 31, 2022 from Civil Service certifying Chastity Hernandez to the position of Administrative Associate I.
- q) Copy of communication dated April 5, 2022 from Civil Service offering Eugenie Tortice-Davis the position of Food Service Worker.
- r) Copy of communications dated April 6, 2022 from Civil Service certifying Danjela Caka and Debora Gizzie for the position of Paraprofessional.

- s) Copy of communications dated April 6, 2022 from Civil Service offering Nigerie Minchenko and Iris Perez the position of Food Service Worker.
- t) Copy of communication dated April 8, 2022 from Civil Service offering Barbara Fullenwiley the position of Food Service Worker.
- u) Email communication dated April 8, 2022 from Tim Moynahan regarding Heritage Foundation School Board Training.
- v) Email communication dated April 9, 2022 from Franchelee Rivera regarding opting out of sex ed health.
- w) Email communication dated April 15, 2022 from CABE regarding Policy Highlights.

**5. *Approval of Minutes:*** November 4, 2021 Workshop, November 18, 2021 Regular Meeting, December 1, 2021 Sheriff Call, December 2, 2021 Workshop, December 16, 2021 Regular Meeting, January 13, 2022 Postponed Workshop, January 20, 2022 Regular Meeting, February 3, 2022 Workshop, February 17, 2022 Regular Meeting, March 3, 2022 Workshop, March 3, 2022 Special Meeting, March 12, 2022 Special Meeting, and March 17, 2022 Regular Meeting.

**6. *Public Addresses the Board*** - All speakers are encouraged to submit prepared written statements to the Commissioners. Comments shall be limited to a maximum of five minutes. There will be no responses this evening to any questions or concerns raised; they will be referred to the Administration for review and response.

**7. *Superintendent's Announcements***

**8. *President's Comments***

**9. *Student Representatives' Comments***

**10. *Consent Calendar***

- 10.1 *Committee of the Whole:* Request approval of a Memorandum of Understanding with Modern Classrooms Project (MCP) for free training on self-paced mastery based instructional model.
- 10.2 *Committee on Finance:* Request approval of a Professional Services Agreement with Stanley Convergent Security Solutions, Inc. for monitoring and servicing of school security systems.
- 10.3 *Committee on Finance:* Request approval of Amendment One to the Professional Services Agreement with EBS Healthcare, Inc. d/b/a Education Based Services for speech and language therapy services.
- 10.4 *Committee on Finance:* Request acceptance of ARP ESSER Funds.
- 10.5 *Committee on Finance:* Request approval of transfers in the 2021/22 Fiscal Year Budget.
- 10.6 *Committee on Finance:* Request approval to apply for the Tynker for Kids Spanish Language Coding Grant.

- 10.7 *Committee on Curriculum:* Request approval of the revised Early College High School Course CTC101: College Success Seminar (1<sup>st</sup> year).
- 10.8 *Committee on Curriculum:* Request approval of the revised Early College High School Course CIS110: Digital Skills for College and Career (1<sup>st</sup> year).
- 10.9 *Committee on Curriculum:* Request approval of the revised Early College High School Course ENG110: College Writing (1<sup>st</sup> year).
- 10.10 *Committee on Curriculum:* Request approval of the revised Early College High School Course ENG130: Literature and Composition (2<sup>nd</sup> year).
- 10.11 *Committee on Curriculum:* Request approval of the revised Early College High School Course COM107: Introduction to Communication.
- 10.12 *Committee on Curriculum:* Request approval of the revised Early College High School Course LAW101: Introduction to Law (2<sup>nd</sup> year).
- 10.13 *Committee on Curriculum:* Request approval of the new Early College High School Course MAT105: Quantitative Methods (3<sup>rd</sup> year).
- 10.14 *Committee on Curriculum:* Request approval of the new Early College High School Course MAT120: College Algebra (3<sup>rd</sup> year).
- 10.15 *Committee on Curriculum:* Request approval of the new Early College High School Course ACC111: Financial Accounting (3<sup>rd</sup> year).
- 10.16 *Committee on Curriculum:* Request approval of the new Early College High School Course PSY101: Fundamentals of Psychology (3<sup>rd</sup> year).
- 10.17 *Committee on Policy & Legislation:* Request approval of the revised Attendance Requirements for Course Credit or Promotion Policy - #5113.
- 10.18 *Committee on Policy & Legislation:* Request approval of the revised Electronic Participation Policy - #9005.
- 10.19 *Committee on School Personnel:* Request approval of the job specifications for the new position of Facilities Operation Manager.
- 10.20 *Committee on School Personnel:* Request approval of the job specifications for the new position of Data Analyst.
- 10.21 *Committee on Building & School Facilities:* Use of school facilities by school organizations and/or City departments.
- 10.22 *Committee on Building & School Facilities:* Use of school facilities by outside organizations and/or waiver requests.

## **11. Items removed from Consent Calendar**

## **12. Committee on Finance – Commissioner Orso**

- 12.1 Request approval of the School Readiness and Child Day Care Grant for grant years 2022-2024.
- 12.2 Request approval to apply for the 2022-2024 School Readiness Grant – Local Application.

**Executive Session** for discussion concerning the appointment, employment, performance, evaluation, health, or dismissal of a public officer or employee.

## **13. Committee on School Personnel – Vice President Hernandez**

- 13.1 Supervisor of Talent and Professional Development appointment.

## **14. Superintendent's Notification to the Board**

### **14.1 Athletic appointments:**

Abate, Jason – KHS Golf Coach, effective 04/11/22.  
Harris, Marquis – WHS Assistant Outdoor Track Coach, effective 03/29/22.  
Meringer, Cynthia – WMS Softball Coach, effective 04/13/22.  
Morrison, Terrance – KHS Assistant Boys Basketball Coach, effective 12/01/22.  
Morrison, Terrance – KHS Head Boys Tennis Coach, effective 04/04/22.  
O'Leary, Ronan – NEMS Flag Football Coach, effective 05/01/22.  
Piselli, Damon – WCA Head Baseball Coach, effective 03/29/22.  
Shurtleff, Christian – CHS Assistant Indoor Track Coach, effective 11/28/22.  
Shurtleff, Christian – CHS Girls Tennis Coach, effective 03/21/22.

### **14.2 Miscellaneous appointments:**

Cybart-Persenaire, Alena – Extended Academic Support (EAS) Middle School Summer Program Site Administrator/WSMS.  
Dombrowski, Jason – EAS Elementary School Summer Program Site Sub-Admin/Maloney.  
Ferrare, Patricia – Extended School Year (ESY) Summer Program Administrator.  
Fidanza, Carla – EAS Elementary School Summer Program Site Administrator/Duggan.  
Finley, Alison – ESY Summer Program Coordinator.  
Gittings, Stacey – EAS Elementary School Summer Program Site Administrator/Maloney  
Gomez, Bridgett – EAS Elementary School Summer Program Site Administrator/Carrington.  
Irrera, Ray – EAS High School Summer Program Coordinator.  
LaBonte, Stephanie – EAS Middle School Summer Program Site Administrator/WMS.  
Lavoie, Sharyn – WMS's Commissioners Network After School (STAR) Program.  
Mancini, Dana – EAS Middle School Summer Program Site Administrator/NEMS.  
McGuire, Elona – EAS Elementary School Summer Program Site Administrator/Reed.  
Rosa, Jennifer – EAS Middle School Summer Program Coordinator.



Sanzone, Ashley – ESY Summer Program Administrator.

Sazo, Gustavo – WMS's Commissioners Network After School (STAR) Program.

Vargas, Melissa – EAS Elementary School Summer Program Site Administrator/Gilmartin.

Wallace, Dana – EAS Site Administrator/Rotella.

#### 14.3 Extended Academic Support (ESA)/Summer School appointments:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Barbieri, Katie	Teacher	MMS
Buonocore, Taylor	Teacher	MMS
Cancro, Dana	Sub. Teacher	MMS
Card, Katherine	Teacher	MMS
Colangelo, Esther	Teacher	MMS
Dunn, Andrew	Teacher	MMS
Gilmore, Hayley	Teacher	MMS
Grabowski, Leah	Teacher	MMS
Hibbs, Jenn	Teacher	MMS
Parker, Marlene	Teacher	MMS
Caruso, Anthony	English	High School
DeVeau, Heather	English	High School
Donahue, Kelly	English	High School
Drewry, Emily	English	High School
Salcito, Arianne	History	High School
Sarlo, Christopher	History	High School
Muslli, Zamira	Math	High School
Purnawasi, Muniram	Math	High School
Scialla, Marlena	Math	High School
Sullivan, Carly	Math	High School
Xhaferi, Manjola	Math	High School
Paradis, Sara	Phys Ed	High School
Soucey, David	Phys Ed	High School
Clark, Meredith	Science	High School
Ortiz, Alyson	Science	High School
van Wyk, Cornelis	Science	High School
Kearns, Maura	Spanish	High School

#### 14.4 Grant funded appointments:

<u>Name</u>	<u>Position/Location</u>	<u>FT/PT</u>	<u>Rate</u>	<u>Union</u>	<u>Funding Source</u>	<u>Effective</u>
Kalen Marshall	Behavior Counselor/WHS	FT	\$25.00/hr	Follows UPSEU 69	SIG 5 Wilby 21-23	01/20/22
Pamela Worthy	Tutor/Children's Community	PT	\$25.00/hr	NonNOE	Title I Part A 20-22	02/03/22
Janett Paguay	Parent Liaison/WMS	FT	\$15.88/hr	UPSEU69	Title I Part A 21-23	02/03/22
Brandon Scott	Network Spec./Bucks Hill	FT	\$19.00/hr	UPSEU69	Title II Part A District 21-23	02/03/22
Evelyn Ortiz	Parent Liaison/Driggs	FT	\$15.88/hr	UPSEU69	Title I Part A 21-23	02/3/22

Kimberly Pabey-Rivera	Tutor/ International	PT	\$25.00/hr	NONBOE	Title II Part A District 20-22	02/3/22
Brian Hackett	Maintenance/ Adult Education	PT	\$15.54/hr	NONBOE	Adult Education Provider 21-22	02/17/22
Alexsandra Gouveia-Ribeiro	Lang. Assessor/ Bilingual Dept	FT	\$17.00/hr	UPSEU69	Title III 20-22	03/03/22
Antonio Coles	Audio, Lighting & Video Tech/RMS	FT	\$21.00/hr	NONBOE	Operating Grant 21-22	03/10/22
Luis Castro	Hall Monitor/ WAMS	PT	\$91.00/day	NONBOE	Operating Grant 21-22	03/17/22
Kierstin Eraybar	Behavior Counselor/WSMS	FT	\$27.50/hr	Follows UPSEU 69	Title I Part A 21-23	03/03/22
Ashley Skipp	School Social Worker	PT	\$33.00/hr	NONBOE	Title I Part A 20-22	02/15/22
Michael Monroe	Hall Monitor/ WHS	PT	\$91/day	NONBOE	ECS-Alliance 21-22	03/28/22

#### 14.5 Academic Achievements effective March 1, 2022:

<u>Last Name</u>	<u>First Name</u>	<u>Degree/Step From</u>	<u>Degree/Step To</u>	<u>University</u>
Barbieri	Katie	MA/8	M+15/8	Un of Bridge./ Loyola Marymount Un
Burns	Cynthia	6TH/8	6+15/8	Augustana Un
Byron	Emily	MA/8	M+15/8	Dominican Un of CA
Card	Katherine	M+15/8	6TH/8	Loyola Marymount Un
Comeau-Russell	Siobhan	6TH/13	6+15/13	Un of St Joseph
Crespo	Cristina	BA/7	MA/7	Western CT SU / Southern CT SU
Farrell	Jaimie	M+15/21	6TH/21	Southern New H. Un / Un of Bridge.
Feld	Roseann	6TH/13	6+15/13	Un of Bridge./Augustana Un / Colorado State Un
Fiore	Patience	M+15/13	6TH/13	Un of New England
Grabowski	Haley	M+15/3	6TH/3	Central CT SU
Grabowski	Leah	MA/4	M+15/4	Loyola Marymount Un / Un of Bridge.
Hubeny	Danielle	M+15/10	6+15/10	Western Governors Un
Ijomah	Kathryn	M+15/8	6TH/8	Loyola Marymount Un
Larkin	Brian	BA/4	MA/4	Post Un
Lee	Amanda	6TH/8	6+15/8	Augustana Un
Lillian	Jennifer	MA/7	M+15/7	Post Un
Martinez	Kristina	MA/13	6TH/13	Un of Bridgeport
Munoz	Trevor	BA/3	MA/3	Western Governors Un
O'Brien	Kendra	MA/5	M+15/5	Lindenwood Un
Ostrander	Charles	MA/8	M+15/8	Un of Bridgeport
Pratt	Colin	MA/8	M+15/8	Un of Bridge./ Dominican Un of CA
Radzimirski	Abigail	6TH/5	6+15/5	Augustana Un
Scapeccia	Stacey	M+15/3	6TH/3	Un of Bridgeport
Summerfield	Veronica	BA/10	MA/10	Un of St Joseph
Tanushi	Doruntina	6TH/7	6+15/7	Augustana Un / Colorado State Un
Valentin	Crystal	M+15/3	6+15/3	Grand Canyon Un

#### 14.6 New teacher hires:

<u>Name</u>		<u>Position</u>		<u>Effective</u>
Cherry	Tarah	Science	Duggan	04/07/2022
Clarke	Krystle	School Counselor	Sprague	04/25/2022
Guerrier	Joanne	Early Childhood	Wendell Cross	04/07/2022
Marji	Samantha	Special Education	Wilson	04/11/2022
Montes	Jorge	ROTC	Wilby	03/17/2022
Murtaza	Saima	Science	Gilmartin	03/07/2022
Reeve	Evelyn	Library Media	Sprague	04/25/2022
Rodríguez	Anirak	Bilingual	International	2/8/2022
Sauro	Leonard	Elementary School Teacher	Gilmartin	5/5/2022

#### 14.7 Resignations:

<u>Name</u>	<u>Position</u>	<u>Effective</u>
Scapeccia, Stacey	W. Cross Science	04/08/22
Casas, Efren (1 <sup>st</sup> Sergeant)	Wilby Senior ROTC	06/30/22
Fortier, Joseph	WAMS School Counselor	04/24/22
Jacobs, Tashida	KHS Guidance Counselor	04/18/22
LaBrie, Nina	International Grade 1 English	06/30/22
Langner, Amanda	Duggan Grade 8 ELA	04/01/22
Miller, Alexandra	Bucks Hill Annex PreK	04/29/22
Sullivan, Marianne	Regan Literacy Facilitator/TVP	04/22/22
Birtwistle, Ashley	Sprague Grade 3	06/21/22
Hofler, Gregory	WAMS Dance	06/30/22
Opalenik, Michelle	WHS PE/Health	04/08/22

#### 14.8 Retirements:

Carr, Denise – Special Education Supervisor, effective 07/15/22.

Kirschner, Suzanne – WAMS Art, effective 09/30/22.

Miller, Terri – Rotella Grade 3/TVP, effective 06/30/22.

Shungu, Alex – WCA Science, effective 04/29/22.

Sterling, Phillip – WAMS Music-Instrumental, effective 06/30/22.

## **15. Adjournment**

# **BOARD OF EDUCATION**

*Waterbury, Connecticut*

## **COMMITTEE OF THE WHOLE**

Item #10.1

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Committee of the Whole moves that the Waterbury Board of Education approve a Memorandum of Understanding with Modern Classrooms Project (MCP) for free training for teachers on MCP's self-paced mastery based instructional model, subject to any non-substantive changes approved by the Corporation Counsel's office.

# **BOARD OF EDUCATION**

*Waterbury, Connecticut*

## **COMMITTEE ON FINANCE**

Item #10.2

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Committee on Finance moves that the Waterbury Board of Education approve a Professional Services Agreement with Stanley Convergent Security Solutions, Inc. through June 30, 2025, for monitoring and servicing of school security systems at various schools, subject to any non-substantive changes approved by the Corporation Counsel's office.

INSTALLATION	Monthly RMR	SCHOOL	ADDRESS
111123018145	\$134.84	Crosby High School Addition	300 PIERPONT RD
111123000195	\$44.95	Crosby HS Broadcast Booth	300 PIERPONT RD
111123000245	\$224.73	Crosby HS	300 PIERPONT RD
111123038477	\$224.73	Rotella Magnet School	380 PIERPONT RD
111123032558	\$44.95	Rotella Magnet School Audio Visual	440 PIERPONT RD
111123029470	\$224.73	Wilby High School	568 BUCKS HILL RD
123135222800	\$104.78	Wilby High	568 BUCKS HILL RD
111123020872	\$134.84	Wilby Auditorium	460 BUCKS HILL RD
111123042966	\$44.95	Wilby High School TV Studio	568 BUCKS HILL RD
111123027430	\$134.84	Wilby High School Addition	560 BUCKS HILL RD
111123016480	\$224.73	Wilby Northend Middle School	500 BUCKS HILL RD
111123049953	\$224.73	Kennedy High School	422 HIGHLAND ST
111123017552	\$134.84	Kennedy Addition Media Ctr.	422 HIGHLAND ST
111123002138	\$80.16	Woodrow Wilson School	235 BIRCH ST
111123008277	\$80.16	Enlightenment School	30 CHURCH ST
111123011627	\$80.16	Chase School	80 WOODTICK RD
111123012564	\$33.71	Maloney Magnet School	233 S. ELM ST
111123012784	\$224.73	Sprague School	1443 THOMASTON AVE
111123013013	\$80.16	Washington School	685 BALDWIN ST
111123016698	\$80.16	Kingsbury School	220 COLUMBIA BLVD
111123019178	\$134.84	Tinker School	809 HIGHLAND AVE
111123019284	\$80.16	Driggs School	77 WOODLAWN TERR
111123021314	\$80.16	Barnard School	11 DRAHER AVE
111123021862	\$224.73	Westside Middle School	483 CHASE PKWY
111123025383	\$80.16	Notre Dame School	30-A CHURCH ST
111123027933	\$80.16	Generali School	3196 E. MAIN ST
111123028833	\$224.73	Wallace Middle School	3465 E. MAIN ST
111123031699	\$134.84	Driggs School	77 WOODLAWN TERR
111123031937	\$222.48	Walsh School	29 ASHLEY ST
111123000147	\$80.16	Hopeville School	2 CYPRESS ST
111123035856	\$80.16	Westside Middle School Pool	483 CHASE PKWY
111123036335	\$183.22	Wendall Cross School	1255 HAMILTON AVE
111123027910	\$90.15	St. Josephs School	29 JOHN ST
111123036631	\$80.16	Bucks Hill School	330 BUCKS HILL RD
111123051525	\$80.16	Bucks Hill School Modular Bldg.	330 BUCKS HILL RD
111123037616	\$80.16	Bunker Hill School	170 BUNKER HILL AVE
111123038436	\$80.16	Notre Dame School - Convent	30-A CHURCH ST
111123040602	\$80.16	State Street School	30 CHURCH ST
111123046399	\$224.73	Maloney Magnet School	233 S. ELM ST
111123046683	\$80.16	Regan School	2780 N. MAIN ST
111123047131	\$134.84	School Inspectors Office	62 HARPER AVE
111123049742	\$33.71	Arts Magnet School (WAMS)	16 S. ELM ST
123133115500	\$289.33	Gilmartin	94 SPRING LAKE RD
123133150200	\$289.33	Waterbury Enlightenment	30-A CHURCH ST
123133969000	\$101.13	Washington School	635 BALDWIN ST

123134088300	\$353.95	Jonathan Reed School	33 GRIGGS ST
123135222500	\$289.33	Duggan School	952 BANK ST
123143249800	\$539.34	Waterbury Career Academy	235 BIRCH ST
123143121800	\$455.07	Carrington School	24 KENMORE AVE
	\$120.82	Covenant Bldg. at 67 Southmayd	
	\$145.51	School Bldg. 67 Southmayd	
MONTHLY TOTAL	<u>\$7,715.88</u>		

NOTE: 2022 MONTHLY AGREEMENT \$7,715.88 WITH A TERM OF 7/1/2022 THROUGH 6/30/25.

Annual	\$92,590.56
For 3 years	\$277,771.68
	45000
	\$322,771.68



**BUILDINGS OPERATED AND MAINTAINED BY THE  
CITY OF WATERBURY, BOARD OF EDUCATION AND  
COST PROPOSAL**

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111123018145	\$134.84	Crosby High School Addition	300 PIERPONT RD
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123143121800	\$455.07	Carrington School	24 KENMORE AVE
	\$120.82	Covenant Bldg. at 67 Southmayd	
	\$145.51	School Bldg. 67 Southmayd	
MONTHLY TOTAL	\$7,715.88		
NOTE: 2022 MONTHLY AGREEMENT \$7,715.88 WITH A TERM OF 7/1/2022 THROUGH 6/30/25.			





# **BOARD OF EDUCATION**

*Waterbury, Connecticut*

## **COMMITTEE ON FINANCE**

Item #10.3

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Committee on Finance moves that the Waterbury Board of Education approve Amendment One (1) to the Professional Services Agreement with EBS Healthcare, Inc., d/b/a Educational Based Services, for speech and language therapy services for students.

# **BOARD OF EDUCATION**

*Waterbury, Connecticut*

## **COMMITTEE ON FINANCE**

Item #10.4

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Committee on Finance moves that the Waterbury Board of Education approve to accept the FY 2021 ARP ESSER Fund Grant totaling \$89,691,176.00.

# BOARD OF EDUCATION

*Waterbury, Connecticut*

## COMMITTEE ON FINANCE

Item #10.5

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Committee on Finance moves that the Waterbury Board of Education approve transfers in the 2021/22 fiscal year budget as listed totaling \$2,652,562:

**Accounting**

<b><u>Unit</u></b>	<b><u>Account</u></b>	<b><u>Description</u></b>	<b><u>Amount</u></b>
<b>FROM:</b>			
80810001	511102	Wendell Cross - Teachers	(\$200,000)
81110001	511102	Generali - Teachers	(\$100,000)
87514501	511102	District Wide Art - Teachers	(\$150,000)
88510001	511102	Special Education - Teachers	(\$782,562)
88510002	511108	Special Education - School Psychologists	(\$120,000)
88031006	511226	Plant Maintenance - Maintainers	(\$500,000)
88510001	511228	Special Education - Paraprofessionals	(\$500,000)
88510001	511233	Special Education - ABA Therapists	(\$300,000)
<b>TO:</b>			
88510001	556055	Special Education - Outside Tuition	\$200,000
87510001	556055	District Wide - Outside Tuition	\$2,352,562
88510001	556056	Special Education - Purchased Services	\$100,000
<b>TOTAL</b>			<b>\$2,652,562 (\$2,652,562)</b>

# **BOARD OF EDUCATION**

*Waterbury, Connecticut*

## **COMMITTEE ON FINANCE**

Item #10.6

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Committee on Finance moves that the Waterbury Board of Education approve to apply for the Tynker for Kids Spanish Language Coding Grant.

# **BOARD OF EDUCATION**

*Waterbury, Connecticut*

## **COMMITTEE ON CURRICULUM**

Item #10.7

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Committee on Curriculum moves that the Waterbury Board of Education approve the revised Early College High School Course CTC101: College Success Seminar (1<sup>st</sup> year).

# **BOARD OF EDUCATION**

*Waterbury, Connecticut*

## **COMMITTEE ON CURRICULUM**

Item #10.8

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Committee on Curriculum moves that the Waterbury Board of Education approve the revised Early College High School Course CIS110: Digital Skills for College and Career (1<sup>st</sup> year).

# **BOARD OF EDUCATION**

*Waterbury, Connecticut*

## **COMMITTEE ON CURRICULUM**

Item #10.9

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Committee on Curriculum moves that the Waterbury Board of Education approve the revised Early College High School Course ENG110: College Writing (1<sup>st</sup> year).



# **BOARD OF EDUCATION**

*Waterbury, Connecticut*

## **COMMITTEE ON CURRICULUM**

Item #10.10

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Committee on Curriculum moves that the Waterbury Board of Education approve the revised Early College High School Course ENG130: Literature and Composition (2<sup>nd</sup> year).

# **BOARD OF EDUCATION**

*Waterbury, Connecticut*

## **COMMITTEE ON CURRICULUM**

Item #10.11

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Committee on Curriculum moves that the Waterbury Board of Education approve the revised Early College High School Course COM107: Introduction to Communication.

# **BOARD OF EDUCATION**

*Waterbury, Connecticut*

## **COMMITTEE ON CURRICULUM**

Item #10.12

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Committee on Curriculum moves that the Waterbury Board of Education approve the revised Early College High School Course LAW101: Introduction to Law (2<sup>nd</sup> year).

# **BOARD OF EDUCATION**

*Waterbury, Connecticut*

## **COMMITTEE ON CURRICULUM**

Item #10.13

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Committee on Curriculum moves that the Waterbury Board of Education approve the new Early College High School Course MAT105: Quantitative Methods (3<sup>rd</sup> year).

# **BOARD OF EDUCATION**

*Waterbury, Connecticut*

## **COMMITTEE ON CURRICULUM**

Item #10.14

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Committee on Curriculum moves that the Waterbury Board of Education approve the new Early College High School Course MAT120: College Algebra (3<sup>rd</sup> year).

# **BOARD OF EDUCATION**

*Waterbury, Connecticut*

## **COMMITTEE ON CURRICULUM**

Item #10.15

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Committee on Curriculum moves that the Waterbury Board of Education approve the new Early College High School Course ACC111: Financial Accounting (3<sup>rd</sup> year).

# **BOARD OF EDUCATION**

*Waterbury, Connecticut*

## **COMMITTEE ON CURRICULUM**

Item #10.16

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Committee on Curriculum moves that the Waterbury Board of Education approve of the new Early College High School Course PSY101: Fundamentals of Psychology (3<sup>rd</sup> year).

# **BOARD OF EDUCATION**

*Waterbury, Connecticut*

## **COMMITTEE ON POLICY & LEGISLATION**

Item #10.17

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Committee on Policy & Legislation moves that the Waterbury Board of Education approve the revised Attendance Requirements for Course Credit or Promotion Policy - #5113.



# **BOARD OF EDUCATION**

*Waterbury, Connecticut*

## **COMMITTEE ON POLICY & LEGISLATION**

Item #10.18

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Committee on Policy & Legislation moves that the Waterbury Board of Education approve the revised Electronic Participation Policy - #9005.

# **BOARD OF EDUCATION**

*Waterbury, Connecticut*

## **COMMITTEE ON SCHOOL PERSONNEL**

Item #10.19

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Committee on School Personnel moves that the Waterbury Board of Education approve the job specifications for, and new position of, Facilities Operation Manager.

.

# **BOARD OF EDUCATION**

*Waterbury, Connecticut*

## **COMMITTEE ON SCHOOL PERSONNEL**

Item #10.20

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Committee on School Personnel moves that the Waterbury Board of Education approve the job specifications for, and new position of, Data Analyst.

# BOARD OF EDUCATION

*Waterbury, Connecticut*

## COMMITTEE ON BUILDING & SCHOOL FACILITIES

Item #10.21

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Committee on Building & School Facilities moves that the Waterbury Board of Education approve the use of school facilities, at no charge, by the following school organizations and/or City departments:

GROUP	FACILITIES AND DATES/TIMES
C. Swain	WAMS cafe: April 4 and May 2, 5:30-9:00pm, Board Workshops WAMS atrium: April 25 and May 16, 6:30-8:30pm. BOE Meetings
M. Bergin	Bucks Hill Pre-Sch. Playground area: Monday, April 4, 3:30-5:30pm (Family Afternoon to promote NAEYC and the Week of the Young Child)
M. Harris	Career Academy cafe, gym, parking lot: Saturday, May 7, 10:00am-3:00pm (Family Challenge event/fundraiser for Senior Class) (rain date: 5/14/22)
S. Smyth	Crosby aud.: Rehearsals: Tues. & Thurs. 2:30-4:00 and Saturdays 10:00am-1:00pm, March 26 to April 30 Performances: Friday May 6 & Saturday May 7, 5:00pm to 10:00pm
J. Begnal	Wilby auditorium: Thursday, June 2, 5:30-9:00pm (National Honor Society ceremony)
*PTA	W. Cross gym/café: Saturday, May, 8:00am-9:30pm (Craft Fair and Auction)
*Park & Rec. V. Cuevas	Kennedy pool: Sat. & Sun. May 7 & 8, 8:00am-8:00pm (Life Guard Training)
*Dr. Arroyo	Enlightenment Aud.: 5/2-6/8/22, Mon. & Wed., 3:00-5:00pm (partnership with Shakesperience & PAL)
*C. Hogan	WSMS theater arts room: Thursday, May 12, 5:00-9:00pm (Spring Concert)
*Adult Educ. A. Musto	Kennedy aud.: June 14 & 15, 5:30-7:00pm (Graduation rehearsals) and Thursday, June 16, 6:00-9:00pm, Graduation Ceremony
*P. Loh	Wilby aud.: Fri., April 29, 8:30am-11:30pm (Parent Workshop NVCC registration)
*Park & Rec. V. Cuevas	Kennedy pool: June 20 & 21, 11:00am-6:00pm (Lifeguard Training) Kennedy pool: June 27-Aug. 5, Mon. thru Friday, 8:30am-8:00pm (Learn to Swim Program w/PAL)

Hook

APR - 6 2022

SCHOOL PERSONNEL USE ONLY

DATE: 4-5-22

TO: SCHOOL BUSINESS OFFICE

FROM:

W. Cross School PTA

The undersigned hereby makes application for use of school facilities (after regular school hours) as follows:

NAME OF SCHOOL REQUESTED:

W. Cross School

☐ Auditorium

☒ Gymnasium

☐ Swimming Pool

☒ Café/Rooms

Storage/Set up

DATES REQUESTED:

Sat. May 7, 2022

FROM: 8:00 am/pm

TO: 9:30 am/pm

FOR THE FOLLOWING PURPOSES:

W.C. PTA Craft Fair + Quarter  
Auction

W. Cross PTA  
APPLICANT

\*\*\*\*\*  
Please note the following provisions:

When the public is invited to an activity, police and fire departments must be notified.  
These arrangements *must* be made in person at the police and fire headquarters.

SCHOOL PERSONNEL USE ONLY

DATE: 4-1-22

TO: SCHOOL BUSINESS OFFICE

FROM: Park & Rec.  
VICTOR CUEVAS

THE UNDERSIGNED HEREBY MAKES APPLICATION FOR USE OF SCHOOL FACILITIES (AFTER REGULAR SCHOOL HOURS) AS FOLLOWS:

NAME OF SCHOOL REQUESTED: Kennedy Pool

☐ AUDITORIUM ☐ GYMNASIUM ☐ SWIMMING POOL ☐ CAFE/ROOMS

DATES REQUESTED: (Sat + Sun) May 7<sup>th</sup> + 8<sup>th</sup>

FROM 8:00 pm TO 8:00 am

FOR THE FOLLOWING PURPOSES:

Life Guard Training

V. C.  
APPLICANT

Please note the following provisions:

When the public is invited to an activity, police and fire departments must be notified. These arrangements *must* be made in person at police and fire headquarters.

SCHOOL PERSONNEL USE ONLY

DATE: 3/31/22

TO: SCHOOL BUSINESS OFFICE

FROM:

enlightenment

THE UNDERSIGNED HEREBY MAKES APPLICATION FOR USE OF SCHOOL FACILITIES (AFTER REGULAR SCHOOL HOURS) AS FOLLOWS:

NAME OF SCHOOL REQUESTED:

enlightenment



AUDITORIUM



GYMNASIUM



SWIMMING POOL



CAFE/ROOMS

DATES REQUESTED:

Mondays + Wednesdays 5/2 - 4/8

FROM 3:00 am/pm TO 5:00 am/pm

FOR THE FOLLOWING PURPOSES:

Partnership & Shakespeare / PAL

Dr. R. M. [Signature]  
APPLICANT

Please note the following provisions:

When the public is invited to an activity, police and fire departments must be notified. These arrangements *must* be made in person at police and fire headquarters.



*gack*

SCHOOL PERSONNEL USE ONLY

Date: April 1, 2022

TO: Sandy McCosland

FROM: Christine Hagan (WSMS)

The undersigned hereby makes application for use of school facilities (after school hours) as follows:

NAME OF SCHOOL REQUESTED: Westside middle school

☒ Auditorium      ☐ Gymnasium      ☐ Swimming Pool      ☐ Café

DATES REQUESTED: May 12, 2022

Time: 5pm - 9pm

FOR THE FOLLOWING PURPOSES:

Spring concert

Christie Hagan  
Christine Hagan  
Applicant

Please note the following provisions:

When the public is invited to an activity, police and fire departments must be notified. These arrangements *must* be made in person at police and fire headquarters.



SCHOOL PERSONNEL USE ONLY

APR - 7 2022

Took

DATE: 4-5-22

TO: SCHOOL BUSINESS OFFICE

FROM: Adult Education

THE UNDERSIGNED HEREBY MAKES APPLICATION FOR USE OF SCHOOL FACILITIES (AFTER REGULAR SCHOOL HOURS) AS FOLLOWS:

NAME OF SCHOOL REQUESTED: Kennedy  
☒ AUDITORIUM ☐ GYMNASIUM ☐ SWIMMING POOL ☐ CAFE/ROOMS

DATES REQUESTED: June 14, 15, 16  
FROM \_\_\_\_\_ am/pm TO \_\_\_\_\_ am/pm

FOR THE FOLLOWING PURPOSES:

Graduation:  
Rehearsals: June 14 + 15 5:30 - 7:00 pm  
Grad: June 16 6:00 - 9:00 pm

A. Mustafa  
APPLICANT

Please note the following provisions:

When the public is invited to an activity, police and fire departments must be notified. These arrangements *must* be made in person at police and fire headquarters.

Book

APR - 6 2022

SCHOOL PERSONNEL USE ONLY

DATE: 4/6/22

TO: SCHOOL BUSINESS OFFICE

FROM: Pam Loh, Wilby HS

The undersigned hereby makes application for use of school facilities (after regular school hours) as follows:

NAME OF SCHOOL REQUESTED: Wilby High School

☒ Auditorium

☐ Gymnasium

☐ Swimming Pool

☐ Café/Rooms

DATES REQUESTED: 4/29/22

FROM: 8:30 am/pm TO: 11:30 am/pm

FOR THE FOLLOWING PURPOSES:

Parent Workshop NUCC  
registration

Pam Loh, ESL Teacher  
APPLICANT

\*\*\*\*\*  
Please note the following provisions:

When the public is invited to an activity, police and fire departments must be notified. These arrangements *must* be made in person at the police and fire headquarters.

Book

APR 19 2022

SCHOOL PERSONNEL USE ONLY

DATE: 4/19/22

TO: SCHOOL BUSINESS OFFICE

FROM: Victor Cuevas

The undersigned hereby makes application for use of school facilities (after regular school hours) as follows:

NAME OF SCHOOL REQUESTED: KENNEDY HS

☐ Auditorium    ☐ Gymnasium    ☒ Swimming Pool    ☐ Café/Rooms

DATES REQUESTED: JUNE 20TH & JUNE 21 11am-6pm Life Guard Training.  
JUNE 2TH ---- Aug 5TH Mon-Fri 8:30am 8pm  
Learn to swim program w/ PAL.  
FROM: \_\_\_\_\_ am/pm TO: \_\_\_\_\_ am/pm

FOR THE FOLLOWING PURPOSES:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Victor Cuevas  
APPLICANT

.....

Please note the following provisions:  
When the public is invited to an activity, police and fire departments must be notified.  
These arrangements *must* be made in person at the police and fire headquarters.

# BOARD OF EDUCATION

*Waterbury, Connecticut*

## COMMITTEE ON BUILDING & SCHOOL FACILITIES

Item #10.22

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Committee on Building & School Facilities moves that the Waterbury Board of Education approve the use of school facilities by groups and organizations subject to fees and insurance as required:

GROUP	FACILITIES AND DATES/TIMES
Heart & Sole Dance Studio J. Medina	Rotella auditorium, cafe: June 23, 5:00-9:30pm June 24, 4:30-9:00pm and June 26, 12:30-5:00pm (Dance recitals)
Dance Xpressions P. Boucher	Rotella auditorium, dressing room: June 3, 5:00-9:30pm and June 4, 11:30am-4:30pm (Rehearsal & Dance Performance)
*Friends of Johana Hayes C. Thompson	Crosby gym: Monday, May 9, 3:30-8:30 pm (convention)

### REQUESTING WAIVERS:

Wtby. Senior Center M. LeVasseur	Crosby auditorium: play rehearsals and performances April 9 through June 26	(\$4,273)
*Hoops for Life D. Fryer	WSMS gym: Saturdays, 4/9-5/14, 11:30am-2:00pm (basketball program)	(\$735.)
*Neighborhood Housing Serv. K. Taylor	Reed café: Saturday, May 7, 4:00-9:30 pm (Art Show)	(\$546.)
*AI-3 Leadership Academy A. Ireland	Crosby gym: Monday-Friday, 6/27-7/1, 9am-4pm Crosby gym: Saturday & Sunday, 7/2 & 7/3, 12pm-2pm Rotella gym: Monday-Friday, 6/27-7/1, 9am-4pm (Summer Youth Camp)	(\$7,224.)

### GROUPS NOT SUBJECT TO FEES OR WAIVER DUE TO TIME OF USE OR PREVIOUS WAIVER:

Brooklyn Neighborhood Assoc.: F. Perrella, Sr.	Second Thursday of April, May, June, September, 6:30-9:30 pm One (1) room (Meetings to discuss Brooklyn Neighborhood activities and businesses)
Hoops 4 Life D. Fryer	Reed gym: weeknights, 4/19-6/13, 5:15- 9:00pm WSMS gym: weeknights, 4/25-6/13, 5:30- 9:00pm (basketball league)
*Rencely LLC T. Morrison	Kennedy gym: April 17-June 30, 5:00-9:00 pm Mon. thru Fri. when gym available (Athletic Training)
*Wtby. Ballers T. Lott, Jr.	Generali gym: 4/25-7/1/22, 5pm-9pm, Mon. thru Fri. Carrington gym: 4/25-7/1/22, 5pm-9pm, Mon. thru Fri. Gilmartin gym: 4/25-7/1/22, 5pm-9pm, Mon, Tues, Thurs, Fri.



DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT  
SCHOOL BUSINESS OFFICE  
238 GRAND ST., WATERBURY, CT 06702  
USE OF BUILDING PERMIT  
TYPE OR USE PEN AND PRESS FIRMLY

CONTRACT#

APPLICANT Chanita Thompson NAME OF ORGANIZATION Friends of Jahana Hayes  
ADDRESS PO Box 1487, Waterbury, CT 06721 TELEPHONE # (203) 437-8741  
(street) (city) (state) (zip code)  
SCHOOL REQUESTED Crosby HS DATES May 9, 2022 ROOM(S) Gymnasium, 2 classrooms  
OPENING TIME 3:30pm CLOSING TIME 8:30or9pm PURPOSE Convention nearby  
ADMISSION (if any) None CHARGE TO BE DEVOTED TO \_\_\_\_\_  
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 500 CHILDREN \_\_\_\_\_  
SIGNATURE OF APPLICANT Chanita Thompson DATE April 22, 2022  
PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:  
Chanita Thompson, PO Box 1487, Waterbury, CT 06721  
In the event that the Board of Education should need to resort to legal proceedings to collect  
any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's  
fees and court costs associated with said proceedings. (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES: Estimated \$1,365 (estimated 5 Maintainers)

RENTAL FEES: \_\_\_\_\_

MISCELLANEOUS FEES: Estimated \$275 (IT \$55 at 5.5 hours)

SECURITY DEPOSIT \$ \_\_\_\_\_ INSURANCE COVERAGE \_\_\_\_\_ YES \_\_\_\_\_ NO

PLEASE READ THE FOLLOWING CAREFULLY

APPLICATION MUST BE RECEIVED AT LEAST THREE (3) WEEKS PRIOR TO THE ACTIVITY.

A COPY OF YOUR INSURANCE MUST ACCOMPANY YOUR APPLICATION (IF APPLICABLE)

IF SCHOOL IS CANCELLED FOR SNOW OR ANY OTHER REASON - ALL ACTIVITIES ARE CANCELLED ALSO.

THERE WILL BE NO ACTIVITIES DURING SCHOOL OPEN HOUSE.

CANCELLATIONS MUST BE MADE AT LEAST 48 HOURS IN ADVANCE OR YOU WILL BE CHARGED.

POLICE AND FIRE PROTECTION MUST BE ARRANGED AND/OR CANCELLED BY THE RENTER. PLEASE CALL EACH  
DEPARTMENT FOR INFORMATION. POLICE DEPT. 574-6963 FIRE DEPT. 597-3452

CALL THE SCHOOL CUSTODIAN AT LEAST ONE WEEK PRIOR TO YOUR ACTIVITY FOR ANY ARRANGEMENTS RE:  
PA SYSTEM, LIGHTING, ETC. (FOR WHICH THERE WILL BE AN EXTRA CHARGE).

KITCHEN FACILITIES CAN NOT BE USED BY GROUPS WITHOUT SUPERVISION - PLEASE CALL THE FOOD SERVICE  
DEPT. AT 574-8210 TO ARRANGE FOR A FOOD SERVICE PERSON (FOR WHICH THERE WILL BE AN EXTRA CHARGE)

PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.

IT IS AGREED THAT REGULATIONS ADOPTED BY THE BOARD OF EDUCATION FOR USE OF SCHOOL BUILDINGS  
WILL BE RIGIDLY ENFORCED.

APPROVAL DATE \_\_\_\_\_

SCHOOL BUSINESS OFFICE

CHECKS OR MONEY ORDERS FOR FEES SHOULD BE MADE OUT TO THE BOARD OF EDUCATION AND MAILED TO THE  
SCHOOL BUSINESS OFFICE. NO CASH WILL BE ACCEPTED.

White-Permittee Goldenrod-School Business Office Pink-Principal Blue-Custodian



DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT  
SCHOOL BUSINESS OFFICE  
236 GRAND ST., WATERBURY, CT 06702  
USE OF BUILDING PERMIT  
TYPE OR USE PEN AND PRESS FIRMLY

CONTRACT# APR - 7 2022

APPLICANT DEWEEN FRIZZ NAME OF ORGANIZATION HoopLife, Inc.

ADDRESS 232 N. Elm Street Waterbury CT 06702 TELEPHONE # 203 577-4340  
(street) (city) (state) (zip code)

SCHOOL REQUESTED WSMS DATES see attached ROOM(S) Gym

OPENING TIME 11:30 AM CLOSING TIME 2:00 PM PURPOSE basketball practice game

ADMISSION (if any) None CHARGE TO BE DEVOTED TO None

APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 10 CHILDREN 10

SIGNATURE OF APPLICANT Deween Frizz DATE 4-5-22

PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION: \*

65 CABLES Ave Waterbury CT 06700 (203) 232-4578

In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings. (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES: \$42/HR plus 1 HR service (\$735.)

RENTAL FEES: \_\_\_\_\_

MISCELLANEOUS FEES: \_\_\_\_\_

SECURITY DEPOSIT \$ \_\_\_\_\_ INSURANCE COVERAGE YES \_\_\_\_\_ NO

PLEASE READ THE FOLLOWING CAREFULLY

APPLICATION MUST BE RECEIVED AT LEAST THREE (3) WEEKS PRIOR TO THE ACTIVITY.

A COPY OF YOUR INSURANCE MUST ACCOMPANY YOUR APPLICATION ( IF APPLICABLE )

IF SCHOOL IS CANCELLED FOR SNOW OR ANY OTHER REASON - ALL ACTIVITIES ARE CANCELLED ALSO.

THERE WILL BE NO ACTIVITIES DURING SCHOOL OPEN HOUSE.

CANCELLATIONS MUST BE MADE AT LEAST 48 HOURS IN ADVANCE OR YOU WILL BE CHARGED.

POLICE AND FIRE PROTECTION MUST BE ARRANGED AND/OR CANCELLED BY THE RENTER. PLEASE CALL EACH DEPARTMENT FOR INFORMATION. POLICE DEPT. 574-6963 FIRE DEPT. 597-3452

CALL THE SCHOOL CUSTODIAN AT LEAST ONE WEEK PRIOR TO YOUR ACTIVITY FOR ANY ARRANGEMENTS RE: PA SYSTEM, LIGHTING, ETC. (FOR WHICH THERE WILL BE AN EXTRA CHARGE).

KITCHEN FACILITIES CAN NOT BE USED BY GROUPS WITHOUT SUPERVISION - PLEASE CALL THE FOOD SERVICE DEPT. AT 574-8210 TO ARRANGE FOR A FOOD SERVICE PERSON (FOR WHICH THERE WILL BE AN EXTRA CHARGE)

PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.

IT IS AGREED THAT REGULATIONS ADOPTED BY THE BOARD OF EDUCATION FOR USE OF SCHOOL BUILDINGS WILL BE RIGIDLY ENFORCED.

APPROVAL DATE \_\_\_\_\_

SCHOOL BUSINESS OFFICE

CHECKS OR MONEY ORDERS FOR FEES SHOULD BE MADE OUT TO THE BOARD OF EDUCATION AND MAILED TO THE SCHOOL BUSINESS OFFICE. NO CASH WILL BE ACCEPTED.

USE OF SCHOOL FACILITIES  
WAIVER REQUEST  
(to be submitted with use of Building Permit)

APPLICANT/ORGANIZATION: HOOPS 4 Life

Please check below specific item(s):

Building Usage Fees ☐

Custodial Fees ☒

SCHOOL/ROOMS REQUESTED: West Side Gym

DATE(S): Sat 4-9

TIMES: 11:30 AM - 2 pm

DATE(S): " 4-16

TIMES: "

DATE(S): " 4-30

TIMES: "

DATE(S): " 5-7

TIMES: "

DATE(S): " 5-14

TIMES: "

DATE(S): \_\_\_\_\_

TIMES: \_\_\_\_\_

4-5-22

Date

[Signature]  
Signature

OFFICE USE ONLY

List total cost of fees being requested to be waived:

\$ \_\_\_\_\_  
Building Usage Fees

\$ 735.-  
Custodial Fees

\$ \_\_\_\_\_  
Security Deposit

BOARD USE ONLY

The Board of Education approved/denied the above referenced waiver request(s) at their regular meeting of \_\_\_\_\_

ATTEST: \_\_\_\_\_  
Clerk, Board of Education



DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT  
SCHOOL BUSINESS OFFICE  
236 GRAND ST., WATERBURY, CT 06702  
USE OF BUILDING PERMIT  
TYPE OR USE PEN AND PRESS FIRMLY

APR - 6 2022

CONTRACT#

Neighborhood Housing Services of Waterbury

APPLICANT Kevin Taylor

NAME OF ORGANIZATION

ADDRESS 193 Grand st., 3rd floor, Waterbury, CT 06702

TELEPHONE # 203.753.1896

(street) (city) (state) (zip code)

SCHOOL REQUESTED Jonathan Reed School

DATES May 7th, 2022

ROOM(S) Cafe

OPENING TIME 4:00pm

CLOSING TIME

9:30pm

PURPOSE

Art Show

ADMISSION (if any) CHARGE TO BE DEVOTED TO

APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 50 - 70

CHILDREN

SIGNATURE OF APPLICANT KT

DATE April 5, 2022

PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:

Warren Leach - /193 Grand St., Waterbury, CT 06702 / 203.510.8730 (cell)

In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings. KT (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES:

\$42/HR plus 1 HR SERVICE PER CUST. (2) (\$546)

RENTAL FEES:

MISCELLANEOUS FEES:

SECURITY DEPOSIT \$ INSURANCE COVERAGE ☒ YES ☐ NO

PLEASE READ THE FOLLOWING CAREFULLY

APPLICATION MUST BE RECEIVED AT LEAST THREE (3) WEEKS PRIOR TO THE ACTIVITY.

A COPY OF YOUR INSURANCE MUST ACCOMPANY YOUR APPLICATION ( IF APPLICABLE)

IF SCHOOL IS CANCELLED FOR SNOW OR ANY OTHER REASON - ALL ACTIVITIES ARE CANCELLED ALSO.

THERE WILL BE NO ACTIVITIES DURING SCHOOL OPEN HOUSE.

CANCELLATIONS MUST BE MADE AT LEAST 48 HOURS IN ADVANCE OR YOU WILL BE CHARGED.

POLICE AND FIRE PROTECTION MUST BE ARRANGED AND/OR CANCELLED BY THE RENTER. PLEASE CALL EACH DEPARTMENT FOR INFORMATION. POLICE DEPT. 574-6963 FIRE DEPT. 597-3452

CALL THE SCHOOL CUSTODIAN AT LEAST ONE WEEK PRIOR TO YOUR ACTIVITY FOR ANY ARRANGEMENTS RE: PA SYSTEM, LIGHTING, ETC. (FOR WHICH THERE WILL BE AN EXTRA CHARGE).

KITCHEN FACILITIES CAN NOT BE USED BY GROUPS WITHOUT SUPERVISION - PLEASE CALL THE FOOD SERVICE DEPT. AT 574-8210 TO ARRANGE FOR A FOOD SERVICE PERSON (FOR WHICH THERE WILL BE AN EXTRA CHARGE)

PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.

IT IS AGREED THAT REGULATIONS ADOPTED BY THE BOARD OF EDUCATION FOR USE OF SCHOOL BUILDINGS WILL BE RIGIDLY ENFORCED.

APPROVAL DATE

SCHOOL BUSINESS OFFICE

CHECKS OR MONEY ORDERS FOR FEES SHOULD BE MADE OUT TO THE BOARD OF EDUCATION AND MAILED TO THE SCHOOL BUSINESS OFFICE. NO CASH WILL BE ACCEPTED.

White-Permittee

Goldenrod-School Business Office

Pink-Principal

Blue-Custodian

*Saturday  
May 7th  
4 - 9<sup>30</sup> pm*



USE OF SCHOOL FACILITIES  
WAIVER REQUEST  
(to be submitted with use of Building Permit)

APPLICANT/ORGANIZATION: Neighborhood Housing Services of Waterbury

Please check below specific item(s):

Building Usage Fees ☒

Custodial Fees ☒

SCHOOL/ROOMS REQUESTED: Johnathan Reed School / Cafe

DATE(S): May 7, 2022

TIMES: 4 - 9<sup>30</sup> pm

DATE(S): \_\_\_\_\_

TIMES: \_\_\_\_\_

DATE(S): \_\_\_\_\_

TIMES: \_\_\_\_\_

DATE(S): \_\_\_\_\_

TIMES: \_\_\_\_\_

DATE(S): \_\_\_\_\_

TIMES: \_\_\_\_\_

DATE(S): \_\_\_\_\_

TIMES: \_\_\_\_\_

April 5, 2022

Date

[Signature]  
Signature

OFFICE USE ONLY

List total cost of fees being requested to be waived:

\$ \_\_\_\_\_  
Building Usage Fees

\$ 546.15  
Custodial Fees

\$ \_\_\_\_\_  
Security Deposit

BOARD USE ONLY

The Board of Education approved/denied the above referenced waiver request(s) at their regular meeting of \_\_\_\_\_

ATTEST: \_\_\_\_\_  
Clerk, Board of Education

*Hook*

DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT  
SCHOOL BUSINESS OFFICE  
236 GRAND ST., WATERBURY, CT 06702  
USE OF BUILDING PERMIT  
TYPE OR USE PEN AND PRESS FIRMLY

CONTRACT#

APPLICANT Anthony Ireland NAME OF ORGANIZATION AI 3 Leadership Academy  
ADDRESS 526 Woodtick Road, Waterbury, CT 06705 TELEPHONE # 203-768-0933  
(street) (city) (state) (zip code)  
SCHOOL REQUESTED Crosby DATES June 27-July 3 ROOM(S) Gymnasium  
OPENING TIME 9 am CLOSING TIME 4:00pm PURPOSE Summer Youth Camp  
ADMISSION (if any) \_\_\_\_\_ CHARGE TO BE DEVOTED TO \_\_\_\_\_  
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 40 CHILDREN 75  
SIGNATURE OF APPLICANT *AI* DATE 4/19/2022

PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:

Anthony Ireland, 526 Woodtick Road, 203-768-0933

In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings. AI (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES:

\$42/HR plus 1 HR service per cust. (2) (73804)

RENTAL FEES: \_\_\_\_\_

MISCELLANEOUS FEES: \_\_\_\_\_

SECURITY DEPOSIT \$ \_\_\_\_\_ INSURANCE COVERAGE YES NO

PLEASE READ THE FOLLOWING CAREFULLY

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APPROVAL DATE \_\_\_\_\_

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White-Permittee

Goldenrod-School Business Office

Pink-Principal

Blue-Custodian

USE OF SCHOOL FACILITIES  
WAIVER REQUEST  
(to be submitted with Use of Building Permit)



APPLICANT/ORGANIZATION: AI 3 Leadership Academy

Please check below specific item(s): Crosby High School

Building Usage Fees ☐

Custodial Fees ☐

SCHOOL/ROOMS REQUESTED: Gymnasiums

DATE(S): June 27th - July 1st Crosby

TIMES: 9:00am - 4:00pm

3360

DATE(S): July 2 & 3 Crosby Sat & Sun.

TIMES: 12:00pm - 2:00pm

504

DATE(S): \_\_\_\_\_

TIMES: \_\_\_\_\_

DATE(S): \_\_\_\_\_

TIMES: \_\_\_\_\_

DATE(S): \_\_\_\_\_

TIMES: \_\_\_\_\_

DATE(S): \_\_\_\_\_

TIMES: \_\_\_\_\_

4/19/2022

Date

Cathy Clark

Signature

OFFICE USE ONLY

List total cost of fees being requested to be waived:

\$

Building Usage Fees

\$

3864.-

Custodial Fees

\$

Security Deposit

BOARD USE ONLY

The Board of Education approved/denied the above referenced waiver request(s) at their regular meeting of \_\_\_\_\_

ATTEST: \_\_\_\_\_

Clerk, Board of Education



DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT  
SCHOOL BUSINESS OFFICE  
236 GRAND ST., WATERBURY, CT 06702  
USE OF BUILDING PERMIT  
TYPE OR USE PEN AND PRESS FIRMLY

CONTRACT#

*9/20/2022*  
APPLICANT Anthony Ireland NAME OF ORGANIZATION AI 3 Leadership Academy  
ADDRESS 526 Woodtick Road, Waterbury, CT 06705 TELEPHONE # 203-768-0933  
(street) (city) (state) (zip code)  
SCHOOL REQUESTED Rotella DATES June 27 - July 1 ROOM(S) Gymnasium  
OPENING TIME 9 am CLOSING TIME 4:00pm PURPOSE Summer Youth Camp  
ADMISSION (if any) \_\_\_\_\_ CHARGE TO BE DEVOTED TO \_\_\_\_\_  
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 40 CHILDREN 75  
SIGNATURE OF APPLICANT *Anthony Ireland* DATE 4/19/2022

PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:

Anthony Ireland, 526 Woodtick Road, 203-768-0933

In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings. AI (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES:

\$42/HR plus 1 HR service per cust (2) (\$3360)

RENTAL FEES: \_\_\_\_\_

MISCELLANEOUS FEES: \_\_\_\_\_

SECURITY DEPOSIT \$ \_\_\_\_\_ INSURANCE COVERAGE YES NO

PLEASE READ THE FOLLOWING CAREFULLY

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A COPY OF YOUR INSURANCE MUST ACCOMPANY YOUR APPLICATION ( IF APPLICABLE)

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APPROVAL DATE \_\_\_\_\_

SCHOOL BUSINESS OFFICE

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White-Permittee

Goldenrod-School Business Office

Pink-Principal

Blue-Custodian

USE OF SCHOOL FACILITIES  
WAIVER REQUEST  
(to be submitted with State of Building Permit)



APPLICANT/ORGANIZATION: AI 3 Leadership Academy

Please check below specific item(s): Rotella

Building Usage Fees ☐

Custodial Fees ☐

SCHOOL/ROOMS REQUESTED: Gymnasiums

DATE(S): June 27th - July 1st

Rotella

TIMES: 9:00am - 4:00pm

3360.1

DATE(S): \_\_\_\_\_

TIMES: \_\_\_\_\_

DATE(S): \_\_\_\_\_

TIMES: \_\_\_\_\_

DATE(S): \_\_\_\_\_

TIMES: \_\_\_\_\_

DATE(S): \_\_\_\_\_

TIMES: \_\_\_\_\_

DATE(S): \_\_\_\_\_

TIMES: \_\_\_\_\_

4/19/2022

Date

Cathy Clark

Signature

OFFICE USE ONLY

List total cost of fees being requested to be waived:

\$

Building Usage Fees

\$

3,360.1

Custodial Fees

\$

Security Deposit

BOARD USE ONLY

The Board of Education approved/denied the above referenced waiver request(s) at their regular meeting of \_\_\_\_\_

ATTEST: \_\_\_\_\_

Clerk, Board of Education



Book

DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT  
SCHOOL BUSINESS OFFICE  
236 GRAND ST., WATERBURY, CT 06702  
USE OF BUILDING PERMIT  
TYPE OR USE PEN AND PRESS FIRMLY

CONTRACT# APR - 5 2022

APPLICANT Terrance Morrison NAME OF ORGANIZATION Rencely LLC  
ADDRESS 482 Wolcott St. Wtby CT 06705 TELEPHONE # (203) 565-9293  
(street) (city) (state) (zip code)

SCHOOL REQUESTED Kennedy DATES Monday-Friday ROOM(S) Gym  
OPENING TIME 5:00 CLOSING TIME 9:00 PURPOSE Athletic Training  
ADMISSION (if any) N/A CHARGE TO BE DEVOTED TO N/A

APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 1-2 CHILDREN 10-15

SIGNATURE OF APPLICANT Terrance Morrison DATE 4/5/22

PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:  
Terrance Morrison 482 Wolcott St. Wtby CT 06705 (203) 565-9293

In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings. TM (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES: \_\_\_\_\_

RENTAL FEES: \_\_\_\_\_

MISCELLANEOUS FEES: \_\_\_\_\_

SECURITY DEPOSIT \$ \_\_\_\_\_ INSURANCE COVERAGE \_\_\_\_\_ YES \_\_\_\_\_ NO \_\_\_\_\_

PLEASE READ THE FOLLOWING CAREFULLY

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April 24<sup>th</sup>  
To  
June 30<sup>th</sup>

POLICE AND FIRE PROTECTION MUST BE ARRANGED AND/OR CANCELLED BY THE RENTER. PLEASE CALL EACH DEPARTMENT FOR INFORMATION. POLICE DEPT. 574-6963 FIRE DEPT. 597-3452

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DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT  
SCHOOL BUSINESS OFFICE  
236 GRAND ST., WATERBURY, CT 06702  
USE OF BUILDING PERMIT  
TYPE OR USE PEN AND PRESS FIRMLY

CONTRACT#

APR 18 2022

APPLICANT Terence Loft Jr NAME OF ORGANIZATION Waterbury Ballers  
ADDRESS 25 Grand Ave Waterbury CT 06704 TELEPHONE # 203-509-4757  
(street) (city) (state) (zip code) 203-805-1884  
SCHOOL REQUESTED General DATES 4/25-7/1/22 ROOM(S) Gym  
OPENING TIME 5:00 pm CLOSING TIME 9:00 pm PURPOSE Basketball Program  
ADMISSION (if any)        CHARGE TO BE DEVOTED TO         
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 3 CHILDREN 20  
SIGNATURE OF APPLICANT [Signature] DATE 4-18-22

PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:

Terence Loft Sr (203-509-4757), Terence Loft Jr (203-805-1884)  
In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings. TL (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES:       

RENTAL FEES:       

MISCELLANEOUS FEES:       

SECURITY DEPOSIT \$        INSURANCE COVERAGE YES NO

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APPROVAL DATE        SCHOOL BUSINESS OFFICE

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White-Permittee

Goldenrod-School Business Office

Pink-Principal

Blue-Custodian



DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT  
SCHOOL BUSINESS OFFICE  
236 GRAND ST., WATERBURY, CT 06702  
USE OF BUILDING PERMIT  
TYPE OR USE PEN AND PRESS FIRMLY

CONTRACT# **APR 18 2022**

*Book*  
APPLICANT Terence Lott Jr NAME OF ORGANIZATION Waterbury Ballers  
ADDRESS 25 Grand Ave Waterbury CT 06704 TELEPHONE # 203-509-4757  
(street) (city) (state) (zip code) 203-805-1884  
SCHOOL REQUESTED Carrington DATES 4/25-7/1/22 ROOM(S) Gym  
OPENING TIME 5:00pm CLOSING TIME 9:00pm PURPOSE Basketball Program  
ADMISSION (if any) \_\_\_\_\_ CHARGE TO BE DEVOTED TO \_\_\_\_\_  
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 2 CHILDREN 15  
SIGNATURE OF APPLICANT [Signature] DATE 4-18-22

PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:

Terence Lott Sr (203-509-4757), Terence Lott Jr (203-805-1884)  
In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings. TLB (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES: \_\_\_\_\_

RENTAL FEES: \_\_\_\_\_

MISCELLANEOUS FEES: \_\_\_\_\_

SECURITY DEPOSIT \$ \_\_\_\_\_ INSURANCE COVERAGE ☒ YES ☐ NO

PLEASE READ THE FOLLOWING CAREFULLY *OK*

*Monday  
Three  
Friday*

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DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT  
SCHOOL BUSINESS OFFICE  
236 GRAND ST., WATERBURY, CT 06702  
USE OF BUILDING PERMIT  
TYPE OR USE PEN AND PRESS FIRMLY

CONTRACT# APR 18 2022

*hook*  
APPLICANT Terence Lott Jr NAME OF ORGANIZATION Waterbury Ballers  
ADDRESS 25 Grand Ave Waterbury CT 06704 TELEPHONE # 203-509-4757  
(street) (city) (state) (zip code) 203-805-1884  
SCHOOL REQUESTED Gilmartin DATES 4/25-7/1/23 ROOM(S) Gym  
OPENING TIME 5:00 pm CLOSING TIME 9:00 pm PURPOSE Basketball Program  
ADMISSION (if any) \_\_\_\_\_ CHARGE TO BE DEVOTED TO \_\_\_\_\_  
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 3 CHILDREN 20  
SIGNATURE OF APPLICANT [Signature] DATE 4-18-22

PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:

Terence Lott Sr (203-509-4757), Terence Lott Jr (203-805-1884)  
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SCHEDULE OF RATES: CUSTODIAL FEES: \_\_\_\_\_

RENTAL FEES: \_\_\_\_\_

MISCELLANEOUS FEES: \_\_\_\_\_

SECURITY DEPOSIT \$ \_\_\_\_\_ INSURANCE COVERAGE ☒ YES ☐ NO

PLEASE READ THE FOLLOWING CAREFULLY *OK*

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White-Permittee

Goldenrod-School Business Office

Pink-Principal

Blue-Custodian

*Mon.  
Tues  
Thurs.  
Fri.*

# **BOARD OF EDUCATION**

*Waterbury, Connecticut*

## **COMMITTEE ON FINANCE**

Item #12.1

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Committee on Finance moves that the Waterbury Board of Education approve the School Readiness and Child Day Care Grant application for grant years 2022-2024.



## Waterbury School Readiness

### Executive Summary

**DATE:** April 13, 2022

**TO:** Honorable Board of Alderman  
Honorable Board of Education

**From:** Krista Pisano, School Readiness Liaison

**Subject:** Approval of 2022-2024 School Readiness Application to the CT Office of Early Childhood

On behalf of the School Readiness Council, I am hereby submitting for your approval the FY 23-24 Waterbury School Readiness Application and selection of sub-grantees for presentation and approval by the Waterbury Board of Alderman and Waterbury Board of Education. The approval request is for a grant period of two years. Funding is to be determined each year by the State of Connecticut. Waterbury has received this grant every year since 1997, with increases in both funds and the resulting number of preschool spaces funded in our public school and community childcare programs.

The total funding for this grant for FY 23 is \$9,914,596.00. This will fund 1328 preschool spaces. Programs recommended to receive funding are listed in the table below. The Waterbury School Readiness Council voted to move forward and fund these sub-grantees through a competitive bid process. Information on that process is also included below.

The city provides in-kind services by providing the School Readiness program with office space, administrative support and supplies. This allows us to access additional administrative funds from the grant.

Included as part of the application is a companion grant of \$75,641.00 of Quality Enhancement Funds for FY 23. The purpose of this grant is to provide funding for early care and education programs to address quality standards and/or expand comprehensive services for children and families. The School Readiness Council met to set priorities for the grant, and then voted on vendors through a competitive bid process. This year's grant includes:

The following have been approved by the School Readiness Council for funding:

Program	Grant Award FY 23	Slots and Type
The Ark	704,996	79 Full Day
Catholic Charities	356,960	40 Full Day
Children's Community School	321,264	36 Full Day
Children's Village	196,328	22 Full Day
Easter Seals Children's Academy	2,445,176	274 Full Day
Naugatuck Valley CC- CDC	187,480	20 Full Day 2 Part Day
Muriel Moore CDC (NOI, Inc.)	740,692	83 Full Day
TEAM- Slocum School	354,816	128 Extended Day
Greater Waterbury YMCA	2,596,884	291 Full Day
Waterbury Bd of Education	2,010,000	281 School Day 72 Part Day
	9,914,596.00	

#### **Grant Amount Total:**

The sub-grantees will provide open access for children to quality programs that promote the health and safety of children and prepare them for formal schooling in total not to exceed \$9,914,748.00

#### **Grant Process:**

Sub-grantees submitted proposals in accordance to the process specified by the City of Waterbury Procurement Ordinances through RFP # 7183, #7187 and # 7237 and the Connecticut Office of Early Childhood School Readiness Grant Program Application for Priority School Districts. All applications were reviewed and scored and on April 12, 2022 the Waterbury School Readiness Council voted on recommendations for funding.

#### **Proposal:**

The School Readiness grant is intended to provide funds for preschool spaces in center-based programs including for-profit and not-for-profit private preschool programs, public preschool programs, Head Start programs and state-funded child care programs. School Readiness grant funds will be used to reimburse sub-grantees dependent on the type of space the program provides for children enrolled in the following manner:

Space Type	Services	Rate
Full Day	10 Hours a Day for 52 Weeks	\$8,924.00
School Day	6 hours a Day- 180 Day minimum	\$6,000.00
Part Day	2.5 Hours a Day- 180 day minimum	\$4,500.00
Extended Day (wrap around)	Extends the Day	\$2,772.00

These reimbursement rates were established by legislation and cannot be altered by the municipality. Therefore, decision making on award of funding is not dependent on the lowest bidder but is determined by rating received on application and ability to meet quality education components on the grant.

**Quality Enhancement:**

The expected total of Quality Enhancement funds for FY 23 is \$75,641.00. The following vendors submitted RFP responses and are expected to be vendors used in the FY 23 grant year as voted on by the Waterbury School Readiness Council:

Sue Vivian

Patricia Reinhardt

Respectfully submitted,

Krista Pisano

Waterbury School Readiness

INVITATION TO BID

SEALED BIDS ON THE FOLLOWING WILL BE RECEIVED BY THE DIRECTOR OF PURCHASES IN HIS OFFICE IN THE CITY HALL BUILDING 235 GRAND STREET, WATERBURY, CT. UNTIL THE DATE AND TIME SPECIFIED WHEN THEY WILL BE PUBLICLY OPENED AND READ. NO BID SHALL BE ACCEPTED FROM OR CONTRACT DEFAULTER AS SURETY OR OTHERWISE UPON ANY OBLIGATION TO THE CITY.

Education - Food Service

Opening Date:  
March 17, 2022 at 10:30 A.M.  
RFP - Cafeteria Computer System - RFP # 7174

Education

Opening Date:  
March 16, 2022 at 11:00 A.M.  
Microscopes - Wallace M.S. - Bid # 7193

Opening Date:  
March 17, 2022 at 11:00 A.M.  
RFP - Wibby School Readiness - REP # 7183

Opening Date:  
March 22, 2022 at 10:30 A.M.  
RFP - Architectural - Engineering Design Svcs - Kennedy H.S. - A mandatory pre-bid will be held at 422 Highland Ave, Wtby, CT at 10:00 A.M. on March 7, 2022 - RFP # 7189

Opening Date:  
March 22, 2022 at 11:00 A.M.  
Wall Pads - Bunker Hill Sch. & Wilson Sch. - A mandatory pre-bid will be held starting at 170 Bunker Hill Ave, Wtby, CT at 10:00 A.M. on March 7, 2022 - Bid # 7191

Waterbury Development Corporation

Opening Date:  
March 15, 2022 at 11:00 A.M.  
RFP - Consolidated Auditing & Compliance Svcs - RFP # 7192

Public Works

Opening Date:  
March 16, 2022 at 10:30 A.M.  
HVAC units & Building Products - Bid # 7190

Specifications may be obtained by potential bidders by going online to:

[www.waterburyct.org/purchasing](http://www.waterburyct.org/purchasing)

Follow the instructions under the Waterbury ebld link. Please register your business on our new ProcureWare Site.

THE CITY OF WATERBURY  
DIRECTOR OF PURCHASES  
KEVIN MCCAFFERY  
235 GRAND STREET  
WATERBURY, CT 06702  
R-A February 28, 2022

# FY 22-23 School Readiness RFP

Qualtrics  
School Readiness Grant Program Application

Q1.1

Q1.2

Welcome to the Qualtrics portal to the  
School Readiness Grant Program Application  
for SFY 22-23

Before you begin, please take a few moments to review these helpful guidelines to assist you in successfully completing and submitting this RFP.

**This RFP must be submitted in its entirety no later than  
11:59 pm on Sunday, May 8, 2022.**

PLEASE NOTE THE FOLLOWING CHANGE IN FORMAT TO SUBMIT NARRATIVE  
RESPONSES:

NARRATIVE RESPONSES THROUGHOUT THIS APPLICATION ARE LIMITED TO A ONE  
PAGE WORD DOCUMENT AND MUST ADHERE TO THE FOLLOWING GUIDELINES:

- COMMUNITY NAME AND QUESTION # MUST APPEAR AT THE TOP OF THE DOCUMENT
- TITLE OF DOCUMENT MUST INCLUDE THE COMMUNITY NAME AND QUESTION #
- MINIMUM OF 11 PT FONT AND MINIMUM OF 15 PT LINE SPACING MUST BE USED
- INCLUDE ONLY ACRONYMS & ABBREVIATIONS FOR TERMS LISTED IN THE INDEX PROVIDED BELOW

[Index of Acronyms and Abbreviations for Frequently Used ECE Terminology](#)

**Please note** that this application does not need to be completed in its entirety in one sitting. It may be saved and completed over multiple sessions and **does not** have to be completed at the same computer.

Once the application is submitted, changes cannot be made.

**You will be able to download a PDF of your responses once you submit your survey, please read the directions on the Certification Page to do this.**

Please click on the link to the document below for a brief overview of the RFP and a Basic Requirement Checklist to assist with preparing documents that will be required as part of this application.

[SCHOOL READINESS RFP OVERVIEW AND BASIC REQUIREMENTS CHECKLIST](#)

**Questions or Concerns?**

Contact SR Program Managers, Cheryl Cyr Sparks at [Cheryl.Sparks@ct.gov](mailto:Cheryl.Sparks@ct.gov) or  
Christy Gademsky at [Christina.Gademsky@ct.gov](mailto:Christina.Gademsky@ct.gov)



Q1.3

**PRIORITY AND COMPETITIVE SCHOOL READINESS  
SFY 2023 COMMUNITY RFP**

Legislative Authority

Connecticut General Statutes

Sections 10-16o through 10-16r and Sections 10-16t through 10-16u

Due Date:

**11:59 p.m. on May 8, 2022**

The Connecticut Office of Early Childhood is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Office of Early Childhood does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.

The Office of Early Childhood does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction.  
Inquiries regarding the Office of Early Childhood's nondiscrimination policies should be directed to:

Levy Gillespie  
Equal Employment Opportunity Director  
State of Connecticut Department of Education  
Suite 607  
450 Columbus Boulevard  
Hartford, CT 06103  
[levy.gillespie@ct.gov](mailto:levy.gillespie@ct.gov)  
860-807-2071

Completion of this application notifies the Office of Early Childhood (OEC) that each applicant sub-grantee has met all OEC requirements of the local School Readiness (SR) application.

Refer to the OEC General Policies and OEC State-funded Reporting Requirements and Protocol to review requirements.

Each sub-grantee that provides School Readiness services, or wishes to provide School Readiness services, must submit a local proposal to the School Readiness Council for approval. The Local School Readiness application must be reviewed and scored by a team.

Q1.4 Name of the School Readiness Community for which this application is being submitted:

\_\_\_\_\_Waterbury\_\_\_\_\_

Q1.5 OVERVIEW AND DESCRIPTION Download and review the [School Readiness Overview and Description](#) document which includes the purpose of the program outlined in the Connecticut General Statutes as well as a description of Space Types and Rates, Monitoring Requirements and Reports, and Eligible Recipients for the program. Once you have reviewed this information, please check the box below to affirm you have read the attached document and shared with all relevant stakeholders.

☐ I affirm that the School Readiness Council has reviewed and shared the Overview and Description document attached above and will follow the requirements outlined therein.

Q1.6

**STAFF QUALIFICATIONS AND THE EARLY CHILDHOOD PROFESSIONAL REGISTRY**

Download and review the [Staff Qualifications and Registry Requirements Overview](#) of the School Readiness Grant Program. Once you have reviewed this information, please check the box below to affirm you have read the attached document and shared with all relevant stakeholders.

☐ I affirm that the School Readiness Council has reviewed and shared the Staff Qualifications and Registry Requirements outlined in the document attached above and will follow the requirements outlined therein.

Q1.7

### **LOCAL REQUESTS FOR PROPOSALS**

Download and review the requirements of the School Readiness Grant Program. LOCAL REQUEST FOR PROPOSALS REQUIREMENTS Once you have reviewed this information, please check the box below to affirm you have read the attached document and shared with all relevant stakeholders.

☐ I affirm that the School Readiness Council has reviewed and shared the Local Requests for Proposals document attached above and will follow the requirements outlined therein.

Q1.8

### **GRANT SUBMISSION INFORMATION**

Download and review the SR Grant Submission Information document which includes information related to Date of Board Acceptance, Obligations of Grantees and Sub-grantees, Management of Control of the Programs and Grant Consultation Role of the State

☐ I affirm that the School Readiness Council has reviewed the SR Grant Submission Information document and shared the document with relevant stakeholders.

**Q1.9 Freedom of Information Act** All of the information contained in the grant application submitted in response to the School Readiness Grant Program is subject to the provisions of the Freedom of Information Act (FOIA), C.G.S. Sections 1-200 et seq. The FOIA declares that except as provided by federal law or state statute, records maintained or kept on file by any public agency, as defined in the statute, are public records and every person has the right to inspect and receive a copy of such records.

☐ I affirm that the School Readiness Council understands that it is subject to the provisions of the Freedom of Information Act.

Q1.10

**Please provide information about how the School Readiness Council makes information publicly available about its activities including, but not limited to, council membership and leadership, governance policies and decision making protocols, agendas, and meeting minutes. Please include the web address of this information if it is available--if it is not, please describe any plans the Council has to publicly post this information online.**

Create your response in a WORD document using ONLY the format described in Q 1.2 above and upload your response.

Thank you for your interest in the School Readiness Grant.

Q1.11

**SCORING**

Review the Scoring Packet the OEC will be use to score all School Readiness Community Grant applications. [Community SFY23 RFP Scoring Packet](#)

End of Block: Block 7: RFP Scoring Information, 2/14/2023, 10:05:15 AM

End of Block: Block 7: RFP Scoring Information, 2/14/2023, 10:05:15 AM

End of Block: Block 7: RFP Scoring Information, 2/14/2023, 10:05:15 AM

Q2.1

**SFY 23 SCHOOL READINESS GRANT APPLICATION**

This grant is supported by the Connecticut Office of Early Childhood

***The OEC is working to identify the statutory requirements that make this process more complex and ways to simplify the process for requesting these funds.***

**GRANT PERIOD**

July 1, 2022 to June 30, 2023

End of Block: Block 7: RFP Scoring Information, 2/14/2023, 10:05:15 AM

Q2.2 COMMUNITY NAME

\_\_\_\_\_Waterbury\_\_\_\_\_

### Q2.3 APPLICATION CONTACT PERSON

(School Readiness Liaison/Grant Application Contact)

- ☐ Name \_\_Krista Pisano\_\_\_\_\_
- ☐ Title School Readiness Liaison\_\_\_\_\_
- ☐ Address \_\_30B Church Street\_\_\_\_\_
- ☐ City \_\_\_\_\_Waterbury\_\_\_\_\_
- ☐ Zip Code \_\_\_\_\_06702\_\_\_\_\_
- ☐ Telephone \_\_203-573-6684\_\_\_\_\_
- ☐ E-mail \_\_\_\_krista.pisano@waterbury.k12.ct.us\_\_\_\_\_

### Q2.4 FISCAL AGENT

- ☐ Fiscal Agency \_\_City of Waterbury\_\_\_\_\_
- ☐ Address \_\_\_\_\_236 Grand Street\_\_\_\_\_
- ☐ City \_\_\_\_\_Waterbury\_\_\_\_\_
- ☐ Zip Code \_\_\_\_\_06702\_\_\_\_\_
- ☐ Federal ID# \_\_\_\_\_06-6001900\_\_\_\_\_
- ☐ Agency Contact Name \_\_\_\_Thomas Bell\_\_\_\_\_
- ☐ Agency Contact Email \_\_tbell@waterbury.k12.ct.us\_\_\_\_\_
- ☐ Phone \_\_\_\_\_203-574-8031 ext 11289\_\_\_\_\_

### Q2.5

#### ELECTRONIC GRANT MANAGEMENT SYSTEM (eGMS)

Each district is required to provide a minimum of one School Readiness Grant Contact access

to eGMS for the management of budgets, fund requests and final expenditure reports for the School Readiness Grant and Quality Enhancement Grant.

Please provide the contact information for the individual assigned to this role for the SFY23. (If more than one is assigned, list the *primary* contact).

☐ eGMS Contact Name \_\_\_\_Thomas Bell\_\_\_\_\_

☐ eGMS Contact Email \_\_\_\_tbell@waterbury.k12.ct.us\_\_\_\_\_

☐ Phone \_\_203-573-6684\_\_\_\_\_

Q2.6

**ESTIMATED SCHOOL READINESS FUNDING REQUESTED**

School Readiness funds (for space allocation): \_\_9,914,596.00\_\_\_\_\_

Administrative funds (for administration, coordination and evaluation of the grant): \_\_\$100,000\_\_

Total: \_\_10,914,596.00\_\_\_\_\_

Q2.7

**ESTIMATED QUALITY ENHANCEMENT FUNDING REQUESTED**

Quality Enhancement funding: \_\_75,641.00\_\_\_\_\_

Total: \_\_75,641.00\_\_\_\_\_

Q2.8

Q2.9

Q2.8

**SCHOOL READINESS COUNCIL ACCOUNTABILITY AND STRUCTURE**

As outlined in the School Readiness Statute under C.G.S. section 10-16r (b), the local SRC

shall:

Make recommendations to the chief elected official and the superintendent of schools on issues relating to School Readiness, including any applications for grants pursuant to sections 10-16p, 10-16u, 17b-749a and 17b-749c of the C.G.S.;

- foster partnerships among providers of School Readiness programs;
- cooperate with the Connecticut Office of Early Childhood (OEC) in any program evaluation,
- use measures developed pursuant to section 10-16s of the C.G.S. for purposes of evaluating the effectiveness of School Readiness programs;
- identify existing and prospective resources and services available to children and families;
- facilitate the coordination of the delivery of services to children and families, including (1) referral procedures, and (2) before-and after-school child care for children attending kindergarten programs;
- exchange information with other SRCs and community organizations serving children and families;
- make recommendations to school officials concerning the transition from School Readiness programs to kindergarten;
- and encourage public participation.

Review GP C-01 SR Council Membership, Responsibilities and Role of the Liaison 2.2022

Q2.9

**Briefly describe how the School Readiness Council participated in the grant application process.**

Create your response in a WORD document using ONLY the format described in Q 1.2 above and upload your response.

.....

Q2.10

**Briefly describe the ongoing role of the Council in carrying out the goals and objectives of the grant.**

Create your response in a WORD document using ONLY the format described in Q 1.2 above and upload your response.

**Q2.11 Briefly describe the School Readiness Council's recruitment efforts to increase enrollment across the community.**

Create your response in a WORD document using ONLY the format described in Q 1.2 above and upload your response.

Q2.12

### **11 QUALITY COMPONENTS**

According to C.G.S. Section 10-16q, each School Readiness Program (community) shall include the following quality components:

- Collaboration with other community programs and services
- Family Engagement and Partnership
- Health (record-keeping policies and referrals)
- Pre-literacy (teacher training)
- Nutrition
- Family literacy
- Admission policies that promote diversity
- Transition to Kindergarten
- Professional development
- Sliding fee scale
- Annual evaluation

**Please provide at least one specific recent example of how the School Readiness Council has worked to improve at least one of the 11 quality components at the sub-grantee level.**

Create your response in a WORD document using ONLY the format described in Q 1.2 above and upload your response.

Q2.13

### **ADMINISTRATION, COORDINATION AND EVALUATION OF THE GRANT**

Section 10-16p (g) of the C.G.S. requires each School Readiness community to *"designate a person to be responsible for such coordination, program evaluation and administration and to act as a liaison between the town and the Commissioner of the Office of Early Childhood."*



- ☐ Liaison Name \_\_\_Krista Pisano\_\_\_\_\_
- ☐ Liaison Phone \_\_\_203-573-6684\_\_\_\_\_
- ☐ Liaison Email \_krista.pisano@waterbury.k12.ct.us\_\_\_\_\_

Q2.14

### **ROLE OF THE LIAISON**

Per GP C-01, the liaison is responsible for the coordination, program evaluation and administration of the School Readiness Grant and serves as liaison between the local or regional SRC and the OEC. One of the primary responsibilities is to recruit eligible programs for potential funding.

### **MONITORING SUB-GRANTEE COMPLIANCE WITH GRANT REQUIREMENTS**

The responsibilities of the Liaison also include conducting regular site visits\* to monitor compliance with all of the School Readiness grant requirements and develop action plans as appropriate. The areas to be regularly monitored include:

- o Fiscal and policy compliance
- o Staff qualifications
- o Attendance
- o Family fees
- o Annual State Single Audits required for programs receiving \$300,000 or more of state funds
- o Curriculum and assessment
- o Accreditation and approval timelines
- o Licensing
- o Professional development activities
- o Program adherence to all School Readiness components

Please describe how the monitoring of sub-grantee **fiscal compliance and 2 additional areas of program compliance** were carried out during fiscal year 22. Include how the SRC addresses issues identified during monitoring and the process for resolving them.

Responses should include as applicable:

Adaptations made to monitoring practices due to the pandemic;  
How the Supplemental Administrative funds received by the district enhanced monitoring and supported the Liaison; (For all districts that received Supplemental Admin Funds)  
How often sub-grantees were monitored and if visits are random/announced; on-site/virtual\*.  
What documentation was collected and/or reviewed (i.e. QSM Reports/Plans of Study, NAEYC/Head Start Reports, Licensing Reports, Budgets/Expenditure Reports, etc.);  
How the larger School Readiness Council are informed of findings;  
How sub-grantees are informed of findings;  
SRC process for addressing and resolving issues.

**1. Describe how the monitoring of sub-grantee compliance with School Readiness fiscal requirements was carried out in SFY22.**

Create your response in a WORD document using ONLY the format described in Q 1.2 above and upload your response. Be sure to ALSO include the area of program compliance being addressed at the beginning of your response.

Q2.15

**ADDITIONAL MONITORING OF SUB-GRANTEE COMPLIANCE WITH GRANT REQUIREMENTS**

Identify the first area of program compliance monitored:

---

Q2.16

**Describe how the monitoring of sub-grantee compliance with this requirement was carried out during SFY22:**

Create your response in a WORD document using ONLY the format described in Q 1.2 above and upload your response. Be sure to ALSO include the area of program compliance being addressed at the beginning of your response.

Q2.17 Identify the second area of program compliance monitored:

---

Q2.18

**Describe how the monitoring of sub-grantee compliance with this requirement was carried out during SFY22:**

Create your response in a WORD document using ONLY the format described in Q 1.2 above and upload your response. Be sure to ALSO include the area of program compliance being addressed at the beginning of your response.

**Q2.19 By checking below you are attesting that:** *(check all that apply)*

The School Readiness Liaison completes a quarterly check of each sub-grantee's education qualifications, and progress toward meeting and maintaining compliance with both NAEYC Accreditation candidacy requirements and the state-legislated education requirements.

The School Readiness Liaison works with the Designated Program Administrator to create action plans for those programs that do not meet and maintain NAEYC Accreditation.

The School Readiness Liaison works with the Designated Program Administrator to create action plans for programs that do not meet the legislated education requirements.

The School Readiness Liaison reviews updated action plans quarterly.

**Q2.20 Be checking below, the Council and Liaison acknowledge their role and responsibilities relating to the submission of data and information to the OEC School Readiness Program Managers including but not limited to:**

- ☐ Monthly Reports in accordance with submission dates established by the OEC
- ☐ Requests relating but not limited to fiscal data, utilization, attendance, staffing, child enrollment and family income
- ☐ Changes in program site licensing status
- ☐ Changes in program site contacts and/or contact information
- ☐ Changes to the role and/or contact information for the Liaison, Fiscal Contact and Council Chair(s)
- ☐ Loss of program site accreditation
- ☐ Changes requiring OEC Program Manager approval prior to implementation such as change of site location, reallocation of spaces between program sites or programs, conversion of space types, addition of program sites
- ☐ Grantees are required to participate in all state-level evaluation activities

Page 14 of 26

Washington State Department of Social & Health Services

### Q3.1 SCHOOL READINESS COUNCIL

In order to satisfy the School Readiness Statute under Connecticut General Statutes (C.G.S.) section 10-16r (a), In order to satisfy the School Readiness Statute under Connecticut General Statutes (C.G.S.) section 10-16r (a), the chief elected **official** of the town or, in the case of a regional school district, the chief elected officials of the towns in the school district: and the superintendent of schools for the school district shall jointly appoint and convene such council. Each school readiness council shall be composed of:

The chief elected official, or the official's designee;

The superintendent of schools, or a management level staff person as the superintendent's designee;

At least twenty-five percent of the membership of the school readiness council shall be parents or guardians of children eligible to attend a school readiness program

Representatives from local programs such as Head Start, child care providers receiving state financial assistance pursuant to section 8-210, family resource centers, nonprofit and for-profit child care centers, group child care homes, prekindergarten and nursery schools, and family child care home providers;

A representative from a health care provider in the community;

The local homeless education liaison designated by the local or regional board of education for the school district, pursuant to Subtitle B of Title VII of the McKinney-Vento Homeless

Assistance Act, Substitute House Bill No. 6559 Public Act No. 21-172 18 of 37 42 USC 11431 et seq., as amended from time to time;

A representative from a workforce or job training entity in the community;

A representative from a local business in the community; and

Other representatives from the community who provide services to children.

Refer to GP C-01 for additional information relating to SRC membership, role and responsibilities.

Identify all members of the community's School Readiness Council for the School Readiness Grant Program in SFY 2023 on the FY23 Council Membership Form.

[COMMUNITY] SFY23 COUNCIL MEMBERSHIP FORM Complete and upload the School Readiness Membership Form

Q3.2

### **SCHOOL READINESS COMMUNITY CONTACT AND DATA INFORMATION**

**NOTE: All program/site names MUST match the name as it appears in the Early Childhood Professional Registry on all uploaded documents.**

Complete and upload the SFY 23 [COMMUNITY NAME] SR Program Data and Contact Information page.

[COMMUNITY] CONTACT AND DATA INFO SFY23

Q3.3

### **COMMUNITY SPACE AND FUNDING REQUEST GRID**

Complete and upload the SFY 23 [Community Name] SR Space and Funding Request Grid.

[COMMUNITY] SFY23 SPACE AND FUNDING REQUEST GRID

Q3.4

### **DESIGNATED QSM QUALIFICATIONS**

Connecticut General Statutes (C.G.S.) Section 10-16p is amended by Public Act 19-34. The following two tables summarize the legislation and provide information regarding state-funded program QSM qualification requirements while emphasizing the rollup from individual staff eligibility to program compliance.

Refer to GP A-01 for additional information.

Upload the Designated QSM Compliance Report

Q3.5

### **Staff Assigned as DQSMs who do not meet QSM requirements**

Programs should actively support staff to achieve QSM requirements: provide guidance and track progress in individual and program-wide professional development plans [also see NAEYC Program Standards and Accreditation Assessment Items – Standard 6 Topic Area D – Ongoing Professional Development; and OEC licensing regulations – Staffing 19a- 79-4a(g)]. Staff enrolled in degree programs have a **Plan Of Study (POS)** developed and regularly updated with the staffer's college advisor. The POS should be regularly reviewed and referenced during professional development plan check ins. Staff should make measurable progress toward qualifications goals, keeping in mind that the ultimate goal is for 100% DQSM staff to have their

ECE bachelor degree by July 1, 2029.

- ☐ All DQSMs meet QSM requirements - POS are not applicable
- ☐ POS are evident for all DQSMs who currently do not meet QSM requirements
- ☐ POS are evident for some but not all DQSMs who currently do not meet QSM requirements
- ☐ No evidence of POS for DQSMs who currently do not meet QSM requirements

*Note: Budget codes are not required for the School Readiness Community Budget.*

### Q3.6

#### **SCHOOL READINESS COMMUNITY BUDGET**

Applicants must complete the School Readiness Budget Justification Page (tab 1 of the SR Budget Workbook), providing a brief justification for each line item expenditure in the grant budget. The ED114 Budget Page (tab 2 of the SR Budget Workbook) will auto-calculate based on totals from the Budget Justification Page.

The fiscal agent will request School Readiness and Administrative funds through the Electronic Grant Management System (eGMS).

An explanation of budget codes can be found here:

[SCHOOL READINESS COMMUNITY BUDGET CODES](#)

Complete and upload the FY 23 SR Budget Workbook.

[\[COMMUNITY\] SFY23 SR COMMUNITYBUDGET WORKBOOK](#)

### Q3.7

#### **COMMUNITY ADMINISTRATIVE FUNDS MATCH**

Administrative Costs: Each town shall designate a person to be responsible for the coordination, program evaluation and administration and to act as the Liaison between the Town and the Office of Early Childhood. The town may use up to five percent of the grant but no more than \$50,000 of the amount received, or if the town provides \$25,000 in local funding for early childhood education coordination, program evaluation and administration, the town may use up

to 10 percent but no more than \$75,000 for such coordination, program evaluation and administration provided that no funds received by a town shall be used to supplant federal, state or local funding received by the town for early childhood education.

If a community receives more than \$75,000 in admin, there may be a local match of up to \$25,000. If there is a local match, please upload a letter to the OEC indicating a local match and the amount. *This letter is not required to be signed by the Chief Elected Official. School Readiness Fiscal Agent Contact or Council Chair signature will be accepted.)*

Select the applicable response:

- ☐ Community provides a local match of up to \$25,000 (upload letter in Q 3.8 required)
- ☐ Community is not eligible or elects not to provide a local match of up to \$25,000)

Q3.8

Upload match letter if applicable

[Click Here to Upload Letter Indicating Local Match](#)

[Click Here to Upload Letter Indicating No Local Match](#)

Q4.1

#### **LOCAL REQUEST FOR PROPOSALS (RFP)**

Each community is required to publicly issue a Local RFP for SFY 2023 to identify new or continuing eligible local early care and education providers, which shall provide School Readiness services to eligible children and their families. **In its review of these applications, the School Readiness Council must ensure the proposals address all the statutory requirements specifying how the program will meet these requirements and only submit those proposals that are complete and in compliance with such requirements.**

Each community must provide a copy of the School Readiness Council's scoring summary sheet which includes scores for **each local School Readiness Program applicant** as well as the Council's recommendation for funding.

Agencies with multiple sites may submit one (1) application with the **individual sites, spaces, and cost information and include site-specific information for licensing, accreditation, staff grids, program administration and operation pages, budget and justifications, budget attachments, and collaboration agreements.**



Q4.2

**LOCAL RFP PUBLIC NOTICE**

Upload a copy of your community's public notice for the local RFP.

[\[PROGRAM\] LOCAL RFP PUBLIC NOTICE](#)

Q4.3

**LOCAL RFP DOCUMENTS**

Upload the Local Request for Proposal submitted by every sub-grantee APPROVED FOR FUNDING.

[PROGRAM LOCAL RFP SFY 2023](#)

Reviewer(s) for each submitted Local RFP must complete the Scoring Packet.

[\[PROGRAM\] LOCAL RFP FY23 SCORING PACKET](#)

If there are multiple reviewers for each RFP, the average of the scores for each applicant are to be documented on the [Local School Readiness RFP Scoring Summary Sheet](#).

Original Scoring Packets are not to be uploaded and must be maintained at the local level with the Program RFP.

**LOCAL RFP ATTACHMENTS**

The Local RFP attachments provided below are to be submitted to the Council with the Local RFP and are not to be uploaded in this application. These documents are to be maintained at the program and community level.

[\[PROGRAM\] SFY23 SPACE AND FUNDING REQUEST GRID](#)

[\[PROGRAM\] SFY23 LOCAL BUDGET WORKBOOK](#)

[\[PROGRAM\] CONTACT AND DATA INFO](#)

**Word/Excel formats of all Local RFP documents have been provided to Liaisons under separate cover.**

Review Program Budget Codes:

[PROGRAM BUDGET OBJECT CODES](#)

Q4.4

**LOCAL RFP SCORING SUMMARY SHEET**

Complete and upload the Local School Readiness RFP Scoring Summary Sheet. Include scores for ALL applicants including those not recommended for funding.

COMMUNITY LOCAL RFP SCORING SHEET

Q4.5

**UPLOAD LOCAL RFPS FOR ALL NEW AND CONTINUING PROGRAMS RECOMMENDED FOR FUNDING**

Local RFP - Program 1

Q4.6 Local RFP - Program 2

Q4.7 Local RFP - Program 3

Q4.8 Local RFP - Program 4

Q4.9 Local RFP - Program 5

Q4.10 Local RFP - Program 6

Q4.11 Local RFP - Program 7

Q4.12 Local RFP - Program 8

Q4.13 Local RFP - Program 9

Q4.14 Local RFP - Program 10

Q4.15 Local RFP - Program 11

Q4.16 Local RFP - Program 12

Q4.17 Local RFP - Program 13

Q4.18 Local RFP - Program 14

Q4.19 Local RFP - Program 15

Q4.20 Local RFP - Program 16

Q4.21 Local RFP - Program 17

Q4.22 Local RFP - Program 18

Q4.23 Local RFP - Program 19

Q4.24 Local RFP - Program 20

Q4.25 Local RFP - Program 21

Q4.26 Local RFP - Program 22

Q4.27 Local RFP - Program 23

Q4.28 Local RFP - Program 24

Q4.29 Local RFP - Program 25

*End of Block: Block A Local Requests for Proposals for the School  
Readiness Quality Enhancement Grant Program  
Block of Month: Block A Quality Enhancement Grant and Local*

Q5.1

## **FY 23 QUALITY ENHANCEMENT GRANT APPLICATION**

This grant is supported by the Connecticut Office of Early Childhood

### **GRANT PERIOD**

July 1, 2022 to June 30, 2023

## **Q5.2 OVERVIEW AND DESCRIPTION**

Please click [here](#) to download and review the SCHOOL READINESS QUALITY ENHANCEMENT GRANT PROGRAM OVERVIEW document which includes the purpose of the program outlined in the Connecticut General Statutes as well as priorities for funding and funding amounts.

Once you have reviewed this information, please check the box below to affirm you have read the attached document and shared with all relevant stakeholders.

☐ I affirm that I have reviewed the School Readiness Quality Enhancement Grant Program document attached above and will follow the requirements outlined therein and have shared it with all relevant stakeholders.

### Q5.3

#### **QUALITY ENHANCEMENT GRANT PUBLIC NOTICE**

Requirement: The QE RFP is for use when soliciting applications for projects. The general public must be notified of the opportunity to bid. Include a copy of the public notice with this application. Each community is required to publicly issue a QE RFP for SFY 2023 to identify eligible local vendors to provide School Readiness quality enhancement services to local School Readiness providers.

Upload a copy of your community's public notice for the QE Individual Vendor RFP.

### Q5.4

#### **SFY 23 QUALITY ENHANCEMENT (QE) INDIVIDUAL VENDOR REQUESTS FOR PROPOSAL**

The School Readiness Council will collect, review and score the application(s). The School Readiness Council must ensure that all local procurement processes are followed.

[VENDOR] QE RFP SFY23 **(Upload below for each approved vendor)**

QE INDIVIDUAL VENDOR BUDGET WORKBOOK SFY23 **(Submitted to Council and maintained at the local level - do not upload)**

### Q5.5

Upload the completed Individual QE RFP for each **approved** Vendor

Local QE - Approved Vendor 1

Q5.6 Local QE - Approved Vendor 2

Q5.7 Local QE - Approved Vendor 3

Q5.8 Local QE - Approved Vendor 4

Q5.9 Local QE - Approved Vendor 5

Q5.10

### **QUALITY ENHANCEMENT BUDGET**

Using the QE budget workbook provided, indicate how the funds will be expended through June 30, 2023. There are no administrative, indirect costs or carryover funds allowed.

Applicants must complete the Quality Enhancement Budget Justification Page (tab 1 of the QE Budget Workbook), providing a brief justification for each line item expenditure in the grant budget. The ED114 Budget Page (tab 2 of the QE Budget Workbook) will auto-calculate based on totals from the Budget Justification Page.

The fiscal agent will request Quality Enhancement funds through the Electronic Grant Management System (eGMS).

Download to review the Quality Enhancement Budget Codes

[QUALITY ENHANCEMENT BUDGET CODES](#)

Complete and upload the SFY23 QE Approved Vendor Budget Summary for approved vendors.

[\[COMMUNITY\] SFY23 QE VENDOR BUDGET SUMMARY WORKBOOK](#)

Q5.11 Statement of Need, Goals and Indicators: Describe the need for the proposed activities, the intended goals and the indicators of achievement that will be used to measure the success of the activity.

[\[COMMUNITY\] APPROVED QE SUMMARY SFY23](#) (duplicate as needed for each approved activity)

Complete and upload the Statement of Need, Goals and Indicators of Progress Form.

*Note: All Budgets should be completed by September 15, 2023.*

Q6.1

**GRANT SIGNATURES, STATEMENT OF ASSURANCES  
& AFFIRMATIVE ACTION CERTIFICATION**

***If it is not possible to obtain board or similar approval prior to submission of the grant application, the official board approval or similar document should be sent under separate cover, no later than June 8, 2022. Applications will not be considered complete until all required signature documents have been received.***

Click next to the title of the documents that have **NOT** been uploaded into this application and will be submitted no later than June 8, 2022 to [schoolreadiness@ct.gov](mailto:schoolreadiness@ct.gov).

- ☐ School Readiness Grant Signature Page
- ☐ School Readiness Quality Enhancement Grant Signature Page
- ☐ Standard Statement of Assurances
- ☐ Affirmative Action Certification

Q6.2

**SCHOOL READINESS AND QUALITY ENHANCEMENT GRANT APPLICATION  
SIGNATURE PAGE**

[COMMUNITY] SFY23 SR and QE GRANT SIGNATURES

Upload [COMMUNITY NAME] Signed SR & QE Grant Signature Page

Q6.3

**CONNECTICUT OFFICE OF EARLY CHILDHOOD  
STANDARD STATEMENT OF ASSURANCES  
GRANT PROGRAMS**

Download to review the Grant Statement of Assurances

[COMMUNITY] SFY23 SR and QE GRANT STATEMENT OF ASSURANCES DOC

Q6.4

Complete and upload the School Readiness Statement of Assurances  
Signature Page.

[Community] SFY23 SR AND QE SOA Signature Page

Page Break      [Return to Table of Contents](#)      [Print](#)

Q6.5

**AFFIRMATIVE ACTION CERTIFICATE**

CERTIFICATION THAT CURRENT AFFIRMATIVE ACTION PACKET IS ON FILE

According to the Connecticut Commission on Human Rights and Opportunities (CHRO) **municipalities** that operate **school districts** and also file a federal and/or state Affirmative Action Plan(s) are exempt from the requirement of filing an Affirmative Action Plan with the Connecticut State Department of Education. **Agencies with an Affirmative Action Plan on file need to certify such by signing the statement below.**

Q6.6

Complete and upload the Affirmative Action Certification

[COMMUNITY] SFY23 AFFIRMATIVE ACTION CERTIFICATION

Page Break      [Return to Table of Contents](#)      [Print](#)

End of Block: Block 6: Required User Signature

End of Block: Block 6: Required User Signature

End of Block: Certification Page and Manual Entry

Q7.1

**CERTIFICATION PAGE**

**There are no further questions in this RFP. Please be sure to go back and check that all questions have been answered.**

**After you certify below that all questions have been answered and you are sure you want to submit this RFP and click the "Next" button, your RFP will have been submitted.**

**The next page that appears after submission will be a summary response. Please click on the PDF Icon at the top of the next page to download a summary of your responses.**

Q7.3

You will not be able to reopen this RFP once you respond to the questions below and click "Next".

Are you sure you want to submit this RFP?

Q7.4

☐ By clicking here, I certify that I have answered every question to the best of my knowledge and belief and that all of the information contained herein this School Readiness Community RFP is truthful and accurate.

Q7.5

☐ Yes, I am sure I want to submit this RFP.

[Click here to return to the previous question.](#)



COMMUNITY NAME		Waterbury	SCHOOL READINESS PROGRAM SITE LOCATION			
DATE	7/1/2022	PROGRAM/SITE/SUBGRANTEE List each individual site with the THE NAME EXACTLY as it appears in Registry/on License	PROGRAM SITE LOCATION STREET ADDRESS	PROGRAM SITE LOCATION TOWN	ZIP	WAS THIS SITE APPROVED FOR FUNDING AT THIS SAME LOCATION IN FY22?  YES/NO
NEW PROGRAM SITE Not approved for funding in FY22 'X'	PROGRAM/SITE APPROVED FY22 Indicate Date SITE FIRST RECEIVED FUNDING					
	1/4/1999	The Ark Child Development Center	2030 East Nain Street	Waterbury	6705	YES
	9/9/2002	The Ark Early Care and Education Center	222 West Main Street	Waterbury	6702	YES
	7/1/2007	Catholic Charities Child Development Center	965 South Main Street	Waterbury	6706	YES
	7/1/2006	Children's Community School	31 Wolcott Street	Waterbury	6702	YES
	7/1/2010	Children's Village, Inc	545 Boundline Road	Wolcott	6716	YES
	7/1/1998	Easterseals Children's Academy East	128 Avenue of Industry	Waterbury	6705	YES
	7/1/1998	Easterseals Children's Academy West	22 Tompkins Street	Waterbury	6708	YES
	7/1/1998	Easterseals Children's Center	172 Grandview Avenue	Waterbury	6708	YES
	9/1/1997	Muriel Moore Child Development Center	444 North Main Street	Waterbury	6704	YES
	7/1/1998	The Center for Early Childhood Education at NVCC	750 Chase Parkway	Waterbury	6708	YES
	7/1/1998	Greater Waterbury YMCA Child Development Center	136 West Main Street	Waterbury	6702	YES
	12/20/2020	Greater Waterbury YMCA Annex@ Rose Hill	63 Prospect Street	Waterbury	6702	YES
	9/1/2015	TEAM-Slocum Center	25 Rumford Street	Waterbury	6704	YES
	8/26/2009	Waterbury BOE@ Bucks Hill	330 Bucks Hill Road	Waterbury	6704	YES
	9/1/2013	Waterbury BOE@ Gilmartin	94 Spring Lake Road	Waterbury	6706	YES
	8/31/2011	Waterbury BOE @ Duggan	38 West Porter Street	Waterbury	6708	YES

[illegible]

**FY 23 SR COUNCIL RECOMMENDED PROGRAM SPACE AND FUNDING ALLOCATION GRID**

Effective Date:	7/1/2022				*Start Date indicates the month and year this site first received School Readiness funds .							
Community:	Waterbury											
Site Name <i>The name of the site(s) MUST match the name as listed in the Registry/on license</i>	Mark X if this is a New SITE recommended for funding in FY23	Start Date* (Sites approved for funding in FY22)	# FD/FY Spaces	Total FD/FY Cost	# SD/SY Spaces	Total SD/SY Cost	# PD/PY Spaces	Total PD/PY Cost	# ED/EY Spaces	Total ED/EY Cost	Total # Spaces	Total Cost
The Ark Child Development Center		1/4/1999	20	\$ 178,480.00		\$ -		\$ -		\$ -	20	\$ 178,480.00
The Ark Early Care and Education Center		9/9/2022	59	\$ 526,516.00		\$ -		\$ -		\$ -	59	\$ 526,516.00
Charities Child Development Center- South Main Street		7/1/2022	40	\$ 356,960.00		\$ -		\$ -		\$ -	40	\$ 356,960.00
Children's Community School		7/1/2006	36	\$ 321,264.00		\$ -		\$ -		\$ -	36	\$ 321,264.00
Children's Village		7/1/2010	22	\$ 196,328.00		\$ -		\$ -		\$ -	22	\$ 196,328.00
Easterseals Children's Academy East Campus		1998	114	\$ 1,017,336.00		\$ -		\$ -		\$ -	114	\$ 1,017,336.00
Easterseals Children's Academy West Campus		1998	70	\$ 624,680.00		\$ -		\$ -		\$ -	70	\$ 624,680.00
dren's Center Greater Waterbury Health Network		1998	90	\$ 803,160.00		\$ -		\$ -		\$ -	90	\$ 803,160.00
Muriel H Moore Child Development Center		9/1/1997	83	\$ 740,692.00		\$ -		\$ -		\$ -	83	\$ 740,692.00
ater Waterbury YMCA Child Development Center		7/1/1998	235	\$ 2,097,140.00		\$ -		\$ -		\$ -	235	\$ 2,097,140.00
Greater Waterbury YMCA at Rose Hill		12/22/2020	56	\$ 499,744.00		\$ -		\$ -		\$ -	56	\$ 499,744.00
ne Center for Early Childhood Education at NVCC		7/1/1998	20	\$ 178,480.00		\$ -	2	\$ 9,000.00		\$ -	22	\$ 187,480.00
TEAM-Slocum Center		9/1/2015		\$ -		\$ -		\$ -	128	\$ 354,816.00	128	\$ 354,816.00
Waterbury BOE at Bucks Hill		8/26/2009		\$ -	18	\$ 108,000.00	72	\$ 324,000.00		\$ -	90	\$ 432,000.00
Waterbury BOE at Gilmartin		9/1/2013		\$ -	28	\$ 168,000.00		\$ -		\$ -	28	\$ 168,000.00
Waterbury BOE at Duggan		8/31/2011		\$ -	28	\$ 168,000.00		\$ -		\$ -	28	\$ 168,000.00
Waterbury BOE at Reed		8/26/2012		\$ -	28	\$ 168,000.00		\$ -		\$ -	28	\$ 168,000.00
Waterbury BOE at Carrington		8/28/2013		\$ -	36	\$ 216,000.00		\$ -		\$ -	36	\$ 216,000.00
Waterbury BOE at Chase		8/28/2017		\$ -	10	\$ 60,000.00		\$ -		\$ -	10	\$ 60,000.00
Waterbury BOE at Washington		8/28/2017		\$ -	10	\$ 60,000.00		\$ -		\$ -	10	\$ 60,000.00
Waterbury BOE at Sprague		9/1/2016		\$ -	87	\$ 522,000.00		\$ -		\$ -	87	\$ 522,000.00
Waterbury BOE at Driggs		12/5/2016		\$ -	36	\$ 216,000.00		\$ -		\$ -	36	\$ 216,000.00
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% of Full Day Spaces in Community

64%

[illegible]

## **SCHOOL READINESS COMMUNITY BUDGET WORKBOOK**

TOWN

SITE

### **Directions:**

- 1.) Before you begin, save a hard copy of this workbook file to your hard drive.
- 2.) Complete all forms labeled separately on the bottom tabs as they pertain to your site/sites.
- 3.) START WITH TAB 1 - and complete the Budget Justification.
- 4.) The "Budget Justification" worksheet will automatically populate the ED114 Budget worksheet.
- 5.) Upon completion, save a copy of your workbook to upload to the budget section of the RFP.

### **IMPORTANT NOTE!**

ONLY ADMINISTRATIVE FUNDS REQUESTED FOR THE ADMINISTRATION, CCORDINATION AND EVALUATION OF THE GRANT ARE TO BE PLACED IN COLUMN "F" MARKED ADMIN ON THE BUDGET JUSTIFICATION WITH FUNDS BEING BROKEN OUT ACROSS APPLICABLE BUDGET LINES.

ALL OTHER FUNDS REQUESTED FOR SPACES ARE TO BE PLACED ON LINE 500 IN COLUMN "G" UNDER "SPACE ALLOCATION". THE JUSTIFCATION MUST INCLUDE THE TOTAL AMOUNT OF FUNDS APPROVED FOR EACH PROGRAM BY THE COUNCIL.

FUNDS REQUESTED FOR ADMIN AND SPACE ALLOCATIONS ARE NOT INTERCHANGEABLE.

Grantee:		Waterbury		July 1, 2022 to June 30, 2023	
Line Items	NARRATIVE				
100	PERSONAL SERVICES	ADMIN			
		\$ 85,000.00			
	TOTALS	\$ 85,000.00			
200	PERSONNEL SERVICES / BENEFITS	ADMIN			
	Liaison Partial Costs Benefits	\$ 13,000.00			
	TOTALS	\$ 13,000.00			
300	PURCHASED PROFESSIONAL AND TECHNICAL SERCICES	ADMIN			
	TOTALS	\$ -			
500	OTHER PURCHASED SERVICES	ADMIN		SPACE ALLOCATION	
	School Readiness Spaces			\$ 9,914,596.00	
	TOTALS	\$ -		\$ 9,914,596.00	
600	SUPPLIES	ADMIN			
	Administrative supplies to support grant management	\$ 2,000.00			
	TOTALS	\$ 2,000.00			

FISCAL YEAR 2023			
ED 114 SCHOOL READINESS BUDGET FORM			
GRANTEE NAME:	Waterbury		
GRANT TITLE:	School Readiness Grant Program	Grant Period:	7/1/2022 to 6/30/2023
Project Title	School Readiness Grant Program	Total Award:	\$ 10,014,596.00
Accounting Classification: Fund 11000 SPID: 16274 Year: 2023 PROG: 83013/83014 CF1: 170002/170003			
CODES	DESCRIPTIONS	Admin Budget	Space Allocation Budget
100	Personal Services Salaries	\$ 85,000.00	
200	Benefits	\$ 13,000.00	
300	Purchased professional and technical services	\$ -	
500	Other purchased services	\$ -	\$ 9,914,596.00
600	Supplies	\$ 2,000.00	
	Subtotals	\$ 100,000.00	\$ 9,914,596.00
		Original Date:	Revised Date:

# **Waterbury Public Schools**

**School Business Office**

**236 Grand Street, Waterbury, Connecticut 06702**

**(203) 574-8031 Fax (203) 574-8032**

**March 9, 2022**

**Office of Early Childhood**

**450 Columbus Blvd.**

**Hartford, CT. 06103**

**To Whom it may Concern,**

**The City of Waterbury provides the required minimum of \$ 25,000.00 match required to receive the \$ 100,000 School Readiness Administrative funds.**

**Sincerely,**

A handwritten signature in black ink, appearing to read 'Doreen Biolo', written over a horizontal line.

**Doreen Biolo**

**CFO Education**



### Local School Readiness RFP Basic Requirements Checklist

- ☐ Application submitted by deadline
- ☐ Required Signatures received by deadline

The following program information has been submitted:

- ☐ Completed cover page with contact information
- ☐ Licensing Information (license and most recent licensing inspection report)
- ☐ License Status Verification Form (*license exempt programs only*)
- ☐ Registry OEC Health and Safety Orientation Report (applicable to programs accepting Care4Kids funds)
- ☐ Professional Registry, Staff Qualification Detail Report (without wage information)
- ☐ Registry Designated QSM Report
- ☐ Plan of Study Tracking for Designated QSMs not meeting requirements (Addendum)
- ☐ Professional Registry, NAEYC Staff Report
- ☐ Proposed activities A-G are all addressed
- ☐ Program description A-E are all addressed
  - ☐ Program calendar
  - ☐ Class size and teacher/child ratio (if not included in program description)
  - ☐ Curriculum and assessment documents (planning documents, assessment work, curriculum description, etc)
- ☐ Family handbook (do NOT submit other program documents unless specifically requested)
  - ☐ List of literacy activities (item E3 in the Program Documents Section)
  - ☐ Kindergarten orientation activities done at the program or in collaboration with the schools (item G2 in the Program Documents Section)

- ☐ Grant Signature and Statement of Assurances signature page
- ☐ Program Contact and Data workbook
- ☐ Completed School Readiness local program budget workbook
- ☐ Interagency Collaboration Agreements

**REQUEST FOR PROPOSAL  
BY  
THE CITY OF WATERBURY  
*Waterbury School Readiness*  
RFP # 7183**

**Local RFP FY 2022-2023**

The City of Waterbury, Department of *School Readiness*, (hereinafter "City"), is seeking a program/agency to provide preschool care and education services to 3 and 4-year-old children on a full day/full year, school day/school year, part day/part year or extended day basis.

**A. Background and Intent**

**Purpose of Grant as outlined in Connecticut General Statutes Section 10-16o is to:**

- 1) provide open access for children to quality programs that promote the health and safety of children and prepare them for formal schooling;
- 2) provide opportunities for parents to choose among affordable and accredited programs;
- 3) encourage coordination and cooperation among programs and prevent the duplication of services;
- 4) recognize the specific service needs and unique resources available to particular municipalities and provide flexibility in the implementation of programs;
- 5) prevent or minimize the potential for developmental delay in children prior to their reaching the age of five;
- 6) enhance federally funded school readiness programs;
- 7) strengthen the family through: (A) encouragement of parental involvement in a child's development and education; and (B) enhancement of a family's capacity to meet the special needs of the children, including children with disabilities;
- 8) reduce educational costs by decreasing the need for special education services for school age children and to avoid grade repetition;
- 9) assure that children with disabilities are integrated into programs available to children who are not disabled; and
- 10) improve the availability and quality of school readiness programs and their coordination with the services of child care providers.

**Responses to the RFP are also used to monitor compliance with the School Readiness Quality Components.**

**B. Qualifications**

Eligible proposers will be those consultants, businesses, and institutions that have the following qualifications:

1. Experience and expertise in regard to providing the types of or similar services as those outlined in the Scope of Services in this RFP
2. A proposer with a proven track record in providing these types of or similar services for municipal governments.
3. Knowledge of federal and State laws and regulations governing the services outlined in the scope of services.
4. All sections of the local RFP, as required by the State Office of Early Childhood, must be complete and all materials/forms submitted in a typed format.
5. Programs must be in compliance with all policies and requirements for School Readiness. For copies of General Policies (GP) and Program Operations (PO) documents contact your local School Readiness Liaison or visit: <https://www.ctoec.org/general-policies/>
6. Programs located within the City of Waterbury limits may be a Head Start approved program, or a NAEYC accredited program. Newly funded programs in Waterbury must become NAEYC accredited within three years of first date of funding.
7. Programs located in towns other than Waterbury who apply must be NAEYC accredited and in good standing.

### **C. Scope of Services**

*Per the State Office of Early Childhood and the Waterbury School Readiness Office it is required that **Local RFP FY 2022-2023** be completed in full and returned by due date to be considered for Waterbury School Readiness Funds.*

### **D. Agreement Period**

The agreement period for any contract or purchase order resulting from this RFP is anticipated to be July 1, 2022- June 30, 2023, plus two (2), one-year option years.

### **E. Insurance**

The respondent shall provide insurance as set for in **Attachment D** provided by insurers, satisfactory to the City and authorized to do business in the State of Connecticut, an "A-" Best's Rating and at least a Class V3 or better financial category as shown in the most current A.M. Best Company ratings.

### **F. General Information**

1. The City is an Equal Opportunity and Affirmative Action employer and does not discriminate in its hiring, employment, or business practices. The City is committed to complying with the Americans with Disabilities Act of 1990 (ADA) and does not discriminate on the basis of disability, in admission to, access to, or operation of its programs, services, or activities.

2. Not used.
3. Proposers must sign the items and any forms included in Attachment A. (Contract Compliance Packet).
4. All questions and communications about this request for Proposal and submission requirements must be directed to the City of Waterbury ProcureWare website and must be received **by 2:00 PM on (date)**. Prospective proposers must limit their contact regarding this RFP to the Purchasing Director or such other person otherwise designated by the Purchasing Director. Responses to questions submitted by the above date or identified at any Information Session to be held in regard to this RFP, **along with any changes or amendments to this RFP**, will be available via the City of Waterbury ProcureWare website **by (date, 2:00 PM)**. It shall be the responsibility of the proposer to download this information. If you have any procedural questions in this regard, please call the Purchasing Director at (203) 574-6748.

#### **G. Management**

Any contract or purchase order resulting from this RFP will be managed by Waterbury School Readiness Council and School Readiness Office.

#### **H. Conditions**

All those submitting proposals must be willing to adhere to the following conditions and must positively state this in the proposal:

1. All proposals in response to this RFP are to be the sole property of the City. Proposers are encouraged **not** to include in their proposals any information which is proprietary. All materials associated with this procurement process are subject to the terms of state laws defining freedom of information and privacy and all rules, regulations and interpretations resulting from those laws.
2. Any product, whether acceptable or unacceptable, developed under a contract awarded as a result of the RFP is to be the sole property of the City.
3. The timing and sequence of events resulting from this RFP will ultimately be determined by the City.
4. The proposer agrees that the proposal will remain valid for a period of **(number)** days after the closing date for the submission and may be extended beyond that time by mutual agreement.

5. The City may amend the terms or cancel this RFP any time prior to the execution of a contract or purchase order for these services if the City deems it to be necessary, appropriate or otherwise in the best interests of the City. Failure to acknowledge receipt of amendments, in accordance with the instructions contained in the amendments, may result in a proposal not being considered. At his option, the City's Director of Purchasing may provide all proposers with a limited opportunity to remedy any technical deficiencies identified by the City in their initial review of proposals.
6. The proposer must certify that the personnel identified in its response to this RFP will be the persons actually assigned to the project. Any additions, deletions or changes in personnel from the proposal during the course of the agreement period must be approved by the City, with the exception of personnel who have terminated employment. Replacements for personnel who have terminated employment are subject to approval by the City. At its discretion, the City may require the removal and replacement of any of the proposer's personnel who do not perform adequately, regardless of whether they were previously approved by the City.
7. All subcontractors hired by the proposer awarded a contract or purchase order as a result of this RFP must have prior approval of the City prior to and during the agreement period.
8. Any costs and expenses incurred by proposers in preparing or submitting proposals are the sole responsibility of the proposer.
9. A proposer must be prepared to present evidence of experience, ability, financial standing, and any other information deemed necessary by the City to satisfactorily meet the requirements set forth or implied in the proposal.
10. No additions or changes to the original proposal will be allowed after submittal, except as may be allowed by the City, at its option, in accordance with Section H.5. of this RFP. While changes are not permitted, clarification of proposals may be required by the City at the proposer's sole cost and expense. The final price and scope of services of any contract or purchase order resulting from this RFP may be negotiated with responsible proposers.
11. The proposer may be required to give presentations to the extent necessary to satisfy the City's requirements or needs. In some cases, proposers may have to give presentations or further explanation to any RFP selection committee established by the City.
12. The proposer represents and warrants that the proposal is not made in connection with any other proposer and is in all respects fair and without collusion or fraud. The proposer further represents and warrants that it did not participate in any part of the RFP development process, had no knowledge of the specific contents of the RFP prior to its issuance, and that

no agent, representative or employee of the City participated directly in the proposer's proposal preparation.

13. All responses to the RFP must conform to instruction. Failure to include any required signatures, provide the required number of copies, to meet deadlines, answer all questions, follow the requested format, or failure to comply with any other requirements of this RFP may be considered appropriate cause for rejection of the response.
14. The proposer must accept the City's standard agreement language. See Attachment B.
15. Any contract or purchase order resulting from this RFP process will represent the entire agreement between the proposer and the City and will supersede all prior negotiations, representations or agreements, alleged or made, between the parties. The City shall assume no liability for payment of services under the terms of the contract or purchase order until the successful proposer is notified that the contract or purchase order has been accepted and approved by the City. Any contract resulting from this RFP may be amended only by means of a written instrument signed by the proposer and signed by the Mayor.

#### **I. Proposal Requirements & Required Format**

One original (clearly identified as such) and 3 paper copies (not stapled) of the proposal, as well as a copy of the original proposal in pdf format on a flash drive, must be received at the following address no later than **XX:XX AM on (date)**.

Mr. Kevin McCaffery  
Director of Purchasing  
City of Waterbury  
235 Grand Street  
Room 103  
Waterbury, CT 06702

**Proposals** submitted must be paginated, indexed and numbered consecutively. Proposers shall complete **Attachment C** addressed to Mr. McCaffery, which, in part, includes a statement by the proposer accepting all terms and conditions and requirements contained in the RFP, and which shall be signed by a duly authorized official of the organization submitting the proposal. Proposers shall also, as indicated in Attachment C, identify the name of a contact person, along with their telephone number, email address, if applicable, and address, who can be contacted for the purpose of clarifying the information contained in their response to this RFP. In addition to any other information required in Attachment C, proposers shall provide their firm's authorization and a request to any persons, firm, or corporation to furnish any



information requested by the City of Waterbury in verification of the recitals included in its response to this RFP.

Proposals must set forth accurate and complete information for each of the items listed below. At the City's discretion, failure to do so could result in disqualification.

1. Proposer Information: Please provide the following information:

- a. Firm Name
- b. Permanent main office address
- c. Date firm organized.
- d. Legal Form of ownership. If a corporation, indicate where incorporated.
- e. How many years have you been engaged in services you provide under your present name?
- f. Names, titles, reporting relationships, and background and experience of the principal members of your organization, including officers.

2. Experience, Expertise and Capabilities

- a. Philosophy Statement and Business Focus. A statement of the proposer's philosophy and approach in undertaking the services of the nature outlined in the RFP, as well as a description of its primary business focus.
- b. Summary of Relevant Experience. A listing of all projects that the proposer has completed within the last three (3) years must be provided, as well as all projects of a similar nature to those included in the Scope of Services in this RFP. The following information shall be provided for each organization listed under this subsection:

- Organization name and the name, title, address and telephone number of a responsible contact person.
- Nature of services provided and dates services started and actually completed. Please indicate, for each assignment, if it was completed within the original contract timeframe and budget. If not, please explain.
- For each project done for a municipality or other government agency, please indicate the gross cost of the agreement.

Additionally, please list any contracts or purchase orders in the last three (3) years between the proposer and any agency of the City of Waterbury.

- c. Personnel Listing. A complete listing of the staff identified in the work plan by job classification, along with their resumes. Each resume shall include the individual's qualifications and experience in the subject area.
- d. Conflict of Interest. Disclose any current (within the last 3 years) business, financial, personal or other types of relationships which may pose a conflict of interest.

3. Statement of Qualifications and Work Plan

- a. Qualifications. Please describe your firm's qualifications, experience and capabilities as they pertain to each of the areas of qualifications listed, as well as those of the personnel to be assigned to this project.
  - b. Work Plan. Please describe the approach that would be generally followed in undertaking the Scope of Services in Section C above.
  - c. Services Expected of the City. Identify the nature and scope of the services that would be generally required of the City in undertaking these projects.
4. Cost Schedule. Proposals shall include a single price for work to be performed in accordance with this RFP, inclusive of all personnel and non-personnel expenses. This price should encompass the entire Scope of Services in this RFP. The City reserves the right to negotiate costs, scope of services, and key personnel based on provider proposals. In order for the City to evaluate the proposed cost, proposers must include for each element in the Work Plan outlined in Section I.3.b. above, the staff, hours, hourly rates and the total cost. Include details generally associated with non-personnel costs as an additional cost section.

Since the City may desire to consider the proposer's experience, qualifications, statement of work, and other aspects of the RFP prior to the Cost Proposal, the Cost Proposal shall be sealed in a separate envelope marked "Confidential: Cost Proposal".

*Note: The City is exempt from the payment of excise, transportation and sales taxes imposed by the Federal Government and/or the State. Such taxes must not be included in prices.*

5. Information Regarding: Failure to Complete Work, Default and Litigation.

Please respond to the following questions:

- a. Have you ever failed to complete any work awarded to you? If so, where and why?
  - b. Have you ever defaulted on a contract? If so, where and why?
  - c. Is there any pending litigation which could affect your organization's ability to perform this agreement? If so, please describe.
  - d. Has your firm ever had a contract terminated for cause within the past five years? If yes, provide details.
  - e. Has your firm been named in a lawsuit related to errors and omissions within the past five years? If yes, provide details.
  - f. During the past seven years, has your firm ever filed for protection under the Federal bankruptcy laws? If yes, provide details.
  - g. Are there any other factors or information that could affect your firm's ability to provide the services being sought about which the City should be aware?
6. Exceptions and Alternatives. Proposers wishing to take any exceptions to any requirement in the RFP shall state and explain such exceptions. The City

may accept proposals which take exception to any requirements in this RFP, or which offer any alternative to a requirement herein, as well as consider such exceptions and alternatives in evaluating responses. Any exception or alternative must be clearly delineated and cannot materially affect the substance of this Request for Proposals.

7. Additional Data. Any additional information which the proposer wishes to bring to the attention of the City that is relevant to this RFP.

## **J. Evaluation of Proposals; Selection Process**

### **1. Evaluation Criteria**

The following criteria are expected to be among those utilized in the selection process. They are presented as a guide for the proposer in understanding the City's requirements and expectations for this project and are not necessarily all inclusive or presented in order of importance.

- a. Proposed statement of work. Emphasis will be on grasp of the issues involved, soundness of approach and the quality of the overall proposal.
- b. Proposed cost schedule.
- c. Experience, expertise, and capabilities of the proposer. Background, qualifications, and previous experience of personnel to be assigned to the project and their demonstrated competence, experience and expertise in the type of work to be performed. The type of experience, expertise, capabilities, and qualifications desired are outlined in Section B. - Qualifications of this RFP. The City may contact one or more of the organization references listed in Section I.2.b. of this RFP as part of assessing the experience, expertise and capabilities of the proposers or those selected as the finalist(s).
- d. Time, Project and Cost Schedule. Emphasis will be on the proposer's record with completing tasks and producing the necessary products within required time frames and within budget.

### **2. Selection Process**

The City of Waterbury may elect to have the proposals evaluated by a committee as part of making a selection. If deemed necessary, the City reserves the right to arrange for interviews/oral presentations as part of the selection process, which invitations for interviews may involve a short-listing of the proposals received.

## **K. Rights Reserved To The City**

The City reserves the right to award in part, to reject any and all proposals in whole or in part for misrepresentation or if the proposer is in default of any prior City contract, or if the

proposal limits or modifies any of the terms and conditions and/or specifications of the RFP. The City also reserves the right to waive technical defects, irregularities and omissions if, in its judgment, the best interest of the City will be served.

#### **L.Federal, State and Local Employment Requirements**

Contractors, if applicable, shall be obligated to fully comply with the attached Hiring of Waterbury Residents on Certain Publicly-Funded Construction Projects, i.e. City of Waterbury Ordinances Chapter 34 ("Good Jobs Ordinance"), Federal Davis- Bacon Act, Federal American Recovery and Reinvestment Act of 2009, and the Housing and Urban Development Section 3 Clause, all as further specified in the attached City of Waterbury Contract form. Also attached hereto, is a full copy of the aforesaid City of Waterbury Ordinance, commonly referred to as the "Good Jobs Ordinance".

#### **M.State Set-Aside Requirements**

##### **Not Applicable**

The contractor who is selected to perform this municipal public works project, funded in whole or part by the State, must comply with CONN. GEN. STAT. §§ 4a-60, 4a-60a, 4a-60g, and 46a-68b through 46a-68f, inclusive, as amended by June 2015 Special Session Public Act 15-5. An Affirmative Action Plan must be filed with and approved by the Commission on Human Rights and Opportunities prior to the commencement of construction.

State law requires a minimum of twenty-five (25%) percent of the state-funded portion of the contract for award to subcontractors holding current certification from the Connecticut Department of Administrative Services ("DAS") under the provisions of CONN. GEN. STAT. § 4a-60g, as amended. (25% of the work with DAS certified Small and Minority owned businesses and 25% of that work with DAS certified Minority, Women and/or Disabled owned businesses.) The contractor must demonstrate good faith effort to meet the 25% set-aside goals.

For municipal public works contracts, the contractor must file a written or electronic non-discrimination certification with the Commission on Human Rights and Opportunities.

Forms can be found at

[http://www.ct.gov/opm/cwp/view.asp?a=2982&q=390928&opmNav\\_GID=1806](http://www.ct.gov/opm/cwp/view.asp?a=2982&q=390928&opmNav_GID=1806).

#### **N. State DAS Requirements for Construction Projects**

If applicable, Proposers shall submit with their Proposals their DAS Contractor Prequalification Certificate along with a current Updated Bid/Proposal Statement. In addition, any named Subcontractor whose subcontract value is equal to or greater than \$500,000 shall hold a current DAS Contractor Prequalification Certificate in the closest applicable Classification of the work that the Subcontractor will complete in the contract. The proposer must submit with their proposal, all applicable Subcontractor DAS Prequalification certificates. Any Proposal submitted without a copy of the DAS Prequalification Certificate and an Updated Bid/Proposal Statement for the proposal and DAS Prequalification Certificates for Subcontractors whose subcontract value is equal to or greater than \$500,000 shall be invalid.

The Successful Proposer and each of its Subcontractors having subcontracts in value equal to or greater than \$500,000 shall maintain and keep current their respective DAS Contractor Prequalification Certificates at all times during the term of the Contract and any warranty period set forth in the Contract Documents.

# **SCHOOL READINESS GRANT PROGRAM**

**Fiscal Year 2023**

**(July 1, 2022 – June 30, 2023)**

## **LOCAL REQUEST FOR PROPOSAL**

**Legislative Authority**

**Connecticut General Statutes (CGS)**

**Sections 10-16o through 10-16u**

### **Purpose of Grant as outlined in Connecticut General Statutes Section 10-16o is to:**

- 1) provide open access for children to quality programs that promote the health and safety of children and prepare them for formal schooling;
- 2) provide opportunities for parents to choose among affordable and accredited programs;
- 3) encourage coordination and cooperation among programs and prevent the duplication of services;
- 4) recognize the specific service needs and unique resources available to particular municipalities and provide flexibility in the implementation of programs;
- 5) prevent or minimize the potential for developmental delay in children prior to their reaching the age of five;
- 6) enhance federally funded school readiness programs;
- 7) strengthen the family through: (A) encouragement of parental involvement in a child's development and education; and (B) enhancement of a family's capacity to meet the special needs of the children, including children with disabilities;
- 8) reduce educational costs by decreasing the need for special education services for school age children and to avoid grade repetition;
- 9) assure that children with disabilities are integrated into programs available to children who are not disabled; and
- 10) improve the availability and quality of school readiness programs and their coordination with the services of child care providers.

Responses to the RFP are also used to monitor compliance with the School Readiness quality components.

### Local School Readiness RFP Basic Requirements Checklist

- ☐ Application submitted by deadline
- ☐ Required Signatures received by deadline

The following program information has been submitted:

- ☐ Completed cover page with contact information
- ☐ Licensing Information (license and most recent licensing inspection report)
- ☐ License Status Verification Form (*license exempt programs only*)
- ☐ Registry OEC Health and Safety Orientation Report (applicable to programs accepting Care4Kids funds)
- ☐ Professional Registry, Staff Qualification Detail Report (without wage information)
- ☐ Registry Designated QSM Report
- ☐ Plan of Study Tracking for Designated QSMs not meeting requirements (Addendum)
- ☐ Professional Registry, NAEYC Staff Report
- ☐ Proposed activities A-G are all addressed
- ☐ Program description A-E are all addressed
  - ☐ Program calendar
  - ☐ Class size and teacher/child ratio (if not included in program description)
  - ☐ Curriculum and assessment documents (planning documents, assessment work, curriculum description, etc)
- ☐ Family handbook (do NOT submit other program documents unless specifically requested)
  - ☐ List of literacy activities (item E3 in the Program Documents Section)
  - ☐ Kindergarten orientation activities done at the program or in collaboration with the schools (item G2 in the Program Documents Section)
- ☐ Grant Signature and Statement of Assurances signature page
- ☐ Program Contact and Data workbook
- ☐ Completed School Readiness local program budget workbook
- ☐ Interagency Collaboration Agreements



## LOCAL SUB-GRANTEE RFP TABLE OF CONTENTS

<b>DIRECTIONS.....</b>	<b>4</b>
<b>SCHOOL READINESS POLICIES AND REQUIREMENTS.....</b>	<b>6</b>
LICENSING/ACCREDITATION/APPROVALS .....	6
LICENSING STATUS VERIFICATION FORM .....	7
TEACHER EDUCATION REQUIREMENT.....	8
STAFFING.....	Error! Bookmark not defined.
SPACE TYPES .....	10
THE EVERY STUDENT SUCCEEDS ACT OF 2016 (ESSA).....	10
NONSECTARIAN pOLICY.....	8
<b>GRANT SUBMISSION INFORMATION .....</b>	<b>11</b>
<b>GLOSSARY/DEFINITIONS.....</b>	<b>13</b>
<b>GRANT COVER PAGE.....</b>	<b>14</b>
<b>PROPOSED ACTIVITIES FY 2020 .....</b>	<b>15</b>
<b>PROGRAM DESCRIPTION.....</b>	<b>17</b>
<b>PROGRAM DOCUMENTS.....</b>	<b>17</b>
<b>STATEMENT OF ASSURANCES .....</b>	<b>23</b>
STATEMENT OF ASSURANCES SIGNATURE PAGE .....	27
<b>PROGRAM DATA.....</b>	<b>28</b>
<b>BUDGET.....</b>	<b>29</b>
BUDGET OBJECT CODES.....	30
<b>INTERAGENCY COLLABORATION AGREEMENTS.....</b>	<b>32</b>
<b>ATTACHMENTS .....</b>	<b>34</b>

## **DIRECTIONS**

This application is for all programs wishing to be considered for funding from the School Readiness Council for state funded School Readiness spaces. All programs interested in being considered for School Readiness spaces must complete this application for review by the local School Readiness Council. All completed applications will be scored. Recommendations for allocation of School Readiness spaces will be made based on the availability of spaces **AND** application scores.

Please note that in order for applications to be considered for funding:

1. All sections must be completed and all materials/forms submitted to:  
Kevin McCaffery  
DIRECTOR OF PURCHASING  
236 Grand Street  
Waterbury, CT 06702
2. Program must be in compliance with all policies and requirements for School Readiness. School Readiness General Policies (GPs) are available at [General Policies - Connecticut Office of Early Childhood](#)
3. Programs must meet all health and safety requirements mandated by the OEC (licensed and license exempt).

**If the School Readiness Council added items to this OEC local request for proposal, the items are listed here and were approved by the Office of Early Childhood prior to release of this application.**



## **SCHOOL READINESS POLICIES AND REQUIREMENTS**

### **LICENSING/ACCREDITATION/APPROVALS**

Grantees must ensure that all sites are licensed by the OEC or meet legal requirements to be considered license exempt. Applicants must include a copy of the current license and the most recent full licensing inspection report from the OEC for each site requesting School Readiness funds. If the site meets the definition of license exempt, the Licensing Status Verification Form must be completed and submitted with the application. Programs (both licensed and license exempt) must meet all health and safety requirements mandated by the OEC.

**PLEASE NOTE:** Applicants claiming license exemption must meet these basic licensing requirements:

- **Class size:** No more than 20 children per classroom space at any one time (18 recommended);
- **Class space:** minimum 35 square feet per child;
- **Outdoor space:** minimum 75 square feet per child;
- **Outdoor play equipment:** Shock-absorbing materials under outdoor play equipment five feet or less must meet ECERS standards of six inches of resilient surfaces (wood chips, shredded bark, etc.);
- **Supervision:** All children MUST be supervised visually at ALL times. One adult for every 10 children (or less) is the required staff-to-child ratio; and
- **Other health and safety requirements:** additional requirements may be mandated by the Office of Early Childhood.

**License exempt only:** ☐ By checking this box, the program attests to meeting the above safety requirements.

**Care4Kids:** ☐ By checking this box, the program attests to being a Care4Kids provider accepting Care4Kids funds. **Programs that receive Care4Kids must include the Registry's OEC Health and Safety Orientation Report as part of their application.**

All program sites must be accredited/approved or in process of becoming accredited/approved. All programs must submit evidence of National Association for the Education of Young Children (NAEYC) Accreditation or for new programs only, willingness to become accredited by NAEYC within three years of accepting funding or evidence of Head Start approval. The following documentation is required:

- Accredited by the National Association for the Education of Young Children (NAEYC);
  - For currently accredited sites, submit a copy of your NAEYC certificate and maintain your accreditation status; and
  - For new sites not currently accredited, a statement signed by the director acknowledging that the program will become NAEYC accredited within three years; **or**
- Head Start approval as documented by the programs most recent Head Start grant award letter.

Programs approved by Head Start must electronically submit a copy of their most recent Financial Assistance Award Letter from the United States Department of Health and Human Service, Administration of Children and Families. In addition, submit a copy of the Head Start approved Quality Improvement Plan demonstrating progress toward correcting any areas of deficiencies and/or non-compliances.

Applicants must meet the program requirements and quality standards for participation in School Readiness program as described in CGS Section 10-16q (a). GP B-05 Meeting-Quality-Assurance-Requirements

## SFY 23 LICENSING STATUS VERIFICATION FORM

Must be submitted annually by license exempt programs

**PROGRAMS WITH MULTIPLE EXEMPT SITES MUST LIST EACH INDIVIDUAL SITE NAME AND ADDRESS**

Connecticut General Statutes, Section 19a-77(b) provides that a program administered by a public school system is not required to be licensed to operate. In addition, the licensing requirement does not apply to programs administered by private schools that are approved by the State Board of Education and have filed a yearly attendance form with the Connecticut State Department of Education (CSDE), provided the provisions of childcare services are only to those children whose ages are covered under such approval or accreditation. "Administered by" has been interpreted by the OEC to mean that a public school system or a CSDE approved private school retains ultimate responsibility for the management and oversight of the program and for the program staff and the children served.

If a School Readiness grantee submits to the OEC sub-grantee applications with sites that are not required to be licensed by the OEC to provide child day care, the grantee must complete this form for each license exempt site. One of the following persons must complete and sign this form, as appropriate: the superintendent of schools, charter school director, administrator of a CSDE approved private school or executive director of a Regional Education Service Center (RESC).

Please check the appropriate boxes below with an "X", provide your signature, and indicate whether your board of education, charter school, CSDE approved private school or RESC administers the program.

\_\_\_\_\_ located at \_\_\_\_\_  
(Name of Program) (Program Address)

\_\_\_\_ Yes, the ☐ board of education, ☐ charter school, ☐ CSDE approved private school, or ☐ RESC administers the above named program and therefore retains ultimate responsibility for the management and oversight of such program, for the staff employed at the program and the children attending the program.

This arrangement is effective from: \_\_\_\_\_ to \_\_\_\_\_.  
Start date End date

- ☐ If yes, please check this box to verify that the above named program shall inform the parents and legal guardians of the children participating in such program that such program is not licensed by the OEC to provide child care services.

\_\_\_\_ No, the ☐ board of education, ☐ charter school, ☐ CSDE approved private school, or ☐ RESC does not administer the above named program and does not retain ultimate responsibility for the management and oversight of such program, for the staff employed at the program and the children attending the program.

\_\_\_\_\_  
Signature Printed Name

☐ Superintendent of Schools ☐ Charter School Director ☐ CSDE Approved Private School Administrator

☐ RESC Executive Director

for the \_\_\_\_\_  
Name of Grantee

☐ Board of Education ☐ Charter School ☐ CSDE Approved Private School ☐ RESC ☐ Charter School

\_\_\_\_ ( ) \_\_\_\_ - \_\_\_\_ @\_\_\_\_\_  
City or Town Phone Number email address

## STAFFING

All staff working with children in School Readiness sites and managing a School Readiness site must be registered in the OEC Early Childhood Professional Registry (see GP A-01 Legislative-Requirements-for-Staff-Qualifications-in-State-Funded-Programs). The OEC and School Readiness Liaisons use the Professional Development Registry to verify and monitor staff qualifications.

In this application, all programs must submit the following Registry reports:

1. Staff Qualifications Detail Report (**Do not send the wage data. DELETE THESE COLUMNS BEFORE SENDING**).  
Download report, delete wage columns, save report, format to print on one legal sized sheet of paper.
2. NAEYC Candidacy Staff Report

## TEACHER EDUCATION REQUIREMENT

Programs applying for School Readiness spaces must meet teacher education requirements specified in School Readiness General Policy GP A-01 for the entire program, NOT just funded classrooms. A DQSM is a Teacher assigned to a classroom and cannot act as a floater. See the chart below as well as the definitions outlined in GP A-01.

To be a designated Qualified Staff Member (QSM) in a state funded program, your program administrator must do the following in the OEC Registry: a) Confirm your employment, and b) tag you in the role of Teacher c) in a specific classroom / group in a state funded program.

Are you ELIGIBLE? Find out in 3 Steps:

1. Find your education details in the chart below.
2. Make sure all of your education is reflected in your free OEC Registry account ([www.ccacregistry.org](http://www.ccacregistry.org)).
3. Check your OEC Registry membership card for your QSM eligibility and expiration date.

<input checked="" type="checkbox"/>	My EC qualification is:	Am I eligible?	How long am I eligible?	Next Steps
<input type="checkbox"/>	Less than a CDA credential AND 12 ECE credits	Not yet	Not eligible yet	Apply for OEC Scholarship toward your ECE degree!
<input type="checkbox"/>	Current CDA credential AND 12 ECE credits	Yes, for a little longer...	...until June 30, 2025	Apply for OEC Scholarship toward an ECE degree!
<input type="checkbox"/>	Associates degree in any field AND at least 12 ECE credits	Yes, but...	...until June 30, 2025	Apply for OEC Scholarship toward your ECE bachelor degree!
<input type="checkbox"/>	Bachelor's degree or higher in any field AND at least 12 ECE credits	Yes, but...	...until June 30, 2025	Apply for the ECTC (Early Childhood Teacher Credential) B Level Individual Review Route!
<input type="checkbox"/>	On 06/30/2015 I was grandfathered in the Registry as meeting the bachelor degree because I worked at my program since 1995 and had my associate degree	Yes, but...	...until June 30, 2025	Apply for OEC Scholarship toward your ECE bachelor degree!
<input type="checkbox"/>	Associates degree in ECE, OR ECTC (Early Childhood Teacher Credential) - Associate level only (Traditional college route OR Individual Review Route)	Yes, but...	...until June 30, 2029	Apply for OEC Scholarship toward your ECE bachelor degree!
<input type="checkbox"/>	On 06/30/2015 I had a bachelor degree + at least 12 ECE credits in the Registry and was grandfathered as meeting the bachelor degree	YES!	You meet the goal!	Take advantage of quality professional development to keep your skills sharp and stay up to date with the latest ECE research and best practices.
<input type="checkbox"/>	Bachelor's degree in ECE	YES!	You meet the goal!	
<input type="checkbox"/>	ECTC (Early Childhood Teacher Credential) - Bachelor level only (Traditional college route OR Individual Review Route)	YES!	You meet the goal!	
<input type="checkbox"/>	Current teacher certification in early childhood education	YES!	You meet the goal!	

In this application, all programs must submit the Registry Designated QSM Report

PA 19-34 (SB 932) Program Compliance Benchmarks and Details			
A	B	C	D
<b>Goal: All DQSMs have at least a CDA credential + 12 ECE credits</b>	<b>Goal: 50% or more DQSMs have at least an associate degree in ECE, AND the remaining percentage have a CDA credential plus 12 ECE credits</b>	<b>Goal: 50% or more DQSMs have a qualifying bachelor degree in ECE, AND the remaining percentage have an associate degree in ECE or an ECTC associate level (traditional or IRR)</b>	<b>Goal: 100% DQSMs have a qualifying bachelor degree in ECE</b>
<b>Until June 30, 2022</b>	<b>July 1, 2022 to June 30, 2025</b>	<b>July 1, 2025 to June 30, 2029</b>	<b>From July 1, 2029 on</b>
<p>100% of DQSMs must be career ladder<sup>1</sup> 7 or higher in the Registry, meeting one of the following:</p> <ol style="list-style-type: none"> <li>1. Current CDA credential plus 12 ECE credits</li> <li>2. Associate degree or higher plus 12 or more ECE credits</li> <li>3. Current teacher certification in ECE/Special Education</li> <li>4. Any grandfathered QSM status</li> </ol>	<p>At least 50% of DQSMs have one of the following:</p> <ol style="list-style-type: none"> <li>1. Current teacher certification ECE/ Special Education</li> <li>2. ECTC (Early Childhood Teacher Credential) Associate or Bachelor level; traditional college route or IRR (Individual Review Route)</li> <li>3. Associate degree or higher specifically in ECE</li> <li>4. Any grandfathered QSM status</li> </ol>	<p>At least 50% of DQSMs have one of the following:</p> <ol style="list-style-type: none"> <li>1. Current teacher certification ECE/ Special Education</li> <li>2. ECTC (Early Childhood Teacher Credential) <u>Bachelor level only</u>; traditional college route or IRR (Individual Review Route)</li> <li>3. Bachelor degree specifically in ECE</li> <li>4. Grandfathered QSM status with expiration 2099</li> </ol>	<p>100% of DQSMs have one of the following:</p> <ol style="list-style-type: none"> <li>1. Current teacher certification ECE/Special Education</li> <li>2. ECTC (Early Childhood Teacher Credential) <u>Bachelor level only</u>; traditional college route or IRR (Individual Review Route)</li> <li>3. Bachelor degree specifically in ECE</li> <li>4. Grandfathered QSM status with expiration 2099</li> </ol>
	<p>Remaining % have:</p> <ul style="list-style-type: none"> <li>• CDA credential plus 12 ECE credits</li> <li>• The OEC also recognizes any non-qualifying degree (not mentioned above; ladder level 9 or higher)</li> </ul>	<p>Remaining % have:</p> <ul style="list-style-type: none"> <li>• Associate degree ECE OR ECTC (Early Childhood Teacher Credential) Associate level; traditional college route or IRR (Individual Review Route)</li> </ul>	

<sup>1</sup> <https://www.ccacregistry.org/index.cfm?module=careerLadder&navID=nav33>

**Notes:**

- ☐ **Individual** QSM eligibility is automatically calculated for every OEC Registry account holder. Detail of status is found on the user's *Education and Training Report* AND *Registry membership card*.
- ☐ **Program compliance** is automatically calculated in the OEC Registry, and is visible in the *Designated QSM Compliance Report for State Funded Programs* (extra detail) and the *Designated QSM Summary Report for State Funded Programs* (short form), accessible by authorized administrative access users.

## SPACE TYPES

Program sites must offer space types that meet one of the following requirements as outlined in GP B-04 Definition-of-Space-Types-Categories-of-Care including minimum attendance requirements.

- **Full-Day/Full-Year** – site must provide preschool services five days per week, 10 hours per day, for a minimum of 50 weeks per year and adhere to the policy for an alternative plan of care outlined in GP B-04
- **School-Day/School-Year** – site must provide preschool services for five days per week, a minimum of six hours per day for a minimum of 180 consecutive days.
- **Part-Day/Part-Year** – site must provide preschool services for children not enrolled in any other program for a minimum of two and one-half hours per day, five days per week for 180 consecutive days.
- **Extended Day (Priority School Readiness Only)** – site must provide services that extend the hours per day, days per week and weeks per year for children in an existing part-time program, not funded by school readiness. This space type is intended to provide children enrolled in a part-time service to receive a Full-Day/Full-Year program (five days per week, 10 hours per day, 50 weeks and adhere to the policy for an alternative plan of care outlined in GP B-04 ).

## EVERY STUDENT SUCCEEDS ACT OF 2016 (ESSA)

Public preschool programs, administered by a local or regional board of education must follow the same guidelines as grades K-12. LEA preschool programs must:

- allow immediate enrollment of homeless students who are unable to present health or other required forms;
- provide continuity of care;
- provide transportation to the school of origin to provide continuity of care; and
- the local or regional board of education's McKinney Vento Liaison can provide additional information and/or clarification for these requirements.

## NONSECTARIAN POLICY

Under Connecticut General Statutes (C.G.S.) Section 10-16p (a) (1), a School Readiness program must be a "nonsectarian program" which is defined in section 10-16p (f) as "any public or private school readiness program that is not violative of the Establishment Clause of the Constitution of the State of Connecticut or the Establishment Clause of the Constitution of the United States of America".

For more information please read GP C-05 Nonsectarian-Policy-for-School-Readiness-Programs and certify below that your program meets the nonsectarian policy outlined therein.

☐ By checking this box my program certifies that it adheres to the nonsectarian policy outlined in GP C-05.



## **GRANT SUBMISSION INFORMATION**

### **Date of Board Acceptance**

**IF** the submission of the application for the Local RFP for School Readiness and Grant Program requires the official approval and/or endorsement of any Board or like body (e.g., town council, etc.), the approval and/or endorsement of such body should be submitted with the grant application. If it is not possible to obtain Board approval prior to submission of the grant application, then the official Board approval should be sent separately as soon as possible. The application should document the date of expected Board approval.

### **Freedom of Information Act**

All of the information contained in the grant application submitted in response to the Local RFP for the School Readiness Grant Program is subject to the provisions of Chapter 3 of the Connecticut General Statutes (Public Records and Meetings and Freedom of Information Act (FOIA) Sections 1-13 through 1-21K). The FOIA declares that except as provided by federal law or state statute, records maintained or kept on file by any public agency, as defined in the statute, are public records and every person has the right to inspect and receive a copy of such records.

### **Obligations of Grantees and Sub-Grantees**

All bidders are hereby notified that the grant to be awarded is subject to contract compliance requirements as set forth in Connecticut General Statutes Section 4a-60, 4a-60a and Sections 4a-68j-l et seq. of the Regulations of Connecticut State Agencies. Furthermore, the grantee must submit periodic reports of its employment and sub-contracting practices in such form, in such manner and in such time as may be prescribed by the Commission on Human Rights and Opportunities.

### **State Monitoring and Evaluation**

The OEC, or its designee, may conduct site visits both announced and unannounced to grantees and sub-grantees funded under this grant program to monitor a community's progress and compliance with the intent of the legislative act and in accordance with the RFP.

### **Management and Control of the Program and Grant Consultation Role of the State**

The sub-grantee will have overall management control of the grant. While state agency staff may be consulted for their expertise, they will not be directly responsible for the selection of sub-grantees or vendors, nor will they be directly involved in the expenditure and payment of funds obligated by the grantee or sub-grantee.

### **Reporting Requirements**

Within 60 days after the close of the fiscal year, each sub-grantee must file a financial statement of expenditures with the community on such forms as the community and/or the OEC may require.

The applicant must complete and submit the monthly data reports to the community at the end of each month.

The applicant must complete and submit any reports or provide data as required by the OEC.

## **Review of Applications and Grant Awards**

The community reserves the right to make a grant award decision under this program without discussion with the applicants. Therefore, applications should be submitted which present the project in the most favorable light from both technical and cost standpoints.

## **Reservations and Restrictions**

The OEC reserves the right not to fund an applicant or grantee if it is determined that the grantee cannot manage the fiscal responsibilities required under this grant or is out of compliance with policies governing this grant. In turn, the community reserves the right not to fund an applicant or a sub-grantee if it is determined that the sub-grantee cannot manage the fiscal responsibilities required under this grant program or is out of compliance with policies governing this grant.

## **Waiting Lists**

The program agrees to share waiting lists of children and families with the OEC and/or the School Readiness Council upon request.

## **Delivery of Applications**

Delivery of the Local RFP for the School Readiness Program application is required by \_\_\_\_\_ on \_\_\_\_\_.

1. Original, hard-copy signature pages (Statement of Assurances) must be mailed or hand-delivered to \_\_\_\_\_.
2. The RFP and original signatures **must be received by \_\_\_\_\_ on \_\_\_\_\_, IRRESPECTIVE OF POSTMARK DATE.** Faxed or scanned copies of signatures will not be accepted.

**IMPORTANT NOTE:** Late or incomplete applications MAY not be considered for funding.

Mailing/Delivery address and email is:

\_\_\_\_\_  
Mr. Kevin McCaffery

\_\_\_\_\_  
Director of Purchasing

\_\_\_\_\_  
City of Waterbury

\_\_\_\_\_  
235 Grand Street

\_\_\_\_\_  
Waterbury, CT 06702

***Additional criteria may be added to this request for proposals once approved by the OEC. Any additional council criteria approved by OEC should be documented in the community request for proposal submitted to the OEC.***

## **GLOSSARY/DEFINITIONS**

**Child Standards** – Connecticut Early Learning and Development Standards (CT ELDS) set forth what young children birth to age five should know and be able to do. Curriculum and assessments should be based upon, or aligned to, the CT ELDS. All state-funded programs are responsible for ensuring that the skills and behaviors in the CT ELDS are addressed. Programs may use the Head Start Early Learning Outcomes Framework (HS ELOF) as the child standards in conjunction with the crosswalk outlining additional skills to be addressed from the CT ELDS when it becomes available.

**Child Assessment** – Programs are required to use an assessment tool designed for the purpose of informing curriculum and instruction practices that is aligned to the CT ELDS. The Connecticut Documentation and Observation for Teaching System CT DOTS is a tool that is available at no cost that meets this criteria.

**General Policies**– General Policies - Connecticut Office of Early Childhood (GPs) provide guidance to School Readiness Councils, School Readiness Liaisons and providers about school readiness policies and procedures. Programs are required to adhere to all applicable School Readiness general policies.

**Inclusion/Integration** – It is expected that all children with and without disabilities shall have the same access to School Readiness programs as other children. Programs must adhere to the requirements of the **Americans with Disabilities Act (ADA)** and the **Individuals with Disabilities Education Act (IDEA)** that require that no child be excluded based on disability.

**Parent Fees & Sliding Fee Scale** – The amount of money parents are required to pay for participation in the School Readiness program is based on the sliding fee scale or is stated on their childcare certificate. Fees must be used to support the activities of the School Readiness program that the child is attending. The School Readiness Council may choose to exempt only Part-Day/Part-Year Programs from this requirement. For additional information, see GP B-01 Fee-Schedule- and GP B-02 Fee-Guidance . A scale of fees based on income and family size. For all children, except those with a childcare certificate, the programs must use the Sliding Fee Scale to determine the fees charged to parents for School Readiness programs, in accordance to policy guidelines provided by their local School Readiness Council.

**Program Standards** – Programs who either have or are seeking NAEYC accreditation must meet the NAEYC standards. Head Start programs must meet the Head Start Program Performance Standards. For additional information, see GP B-05

**Quality Components** – The 11 components required of School Readiness programs required by the legislation: collaboration, parent involvement, health, nutrition, pre-literacy practices, family literacy, admission policies, transition to kindergarten, professional development, a sliding fee scale and an annual program evaluation.

**Teacher** – Each classroom that provides services under the School Readiness Grant must be staffed for all operating hours for Part-Day and School-Day spaces and for six hours per day for Full-Day spaces, by a teacher who meets the definition outlined in GP A-01 and GP A-03 .

**Professional Learning for Teaching Staff** - Fifteen hours of professional learning are required annually for teaching staff. Teachers must participate in a minimum of two professional development trainings each year focused on early childhood development, trauma informed practice or topics directly related to the field of early childhood education and one training in inclusive practices for children with disabilities and learning differences. (see item H3 in Program Documents Section). New staff must have or obtain specific training in pre-literacy skill development and in racial and ethnic diversity within a year of hire.

**Significant Health Risk Items (Licensing)** – Items assessed that pose a significant and immediate risk to children that include ratios, group size, supervision, program capacity, and items related to bodies of water as applicable.

**GRANT COVER PAGE**

**DUE DATE**

(Determined by local School Readiness Council)

**March 11, 2022**

**SUBMISSION INFORMATION**

<b>Agency/Program Name:</b>			
<b>Street Address:</b>			
<b>City, State, Zip</b>			
<b>Primary Contact Person:</b>		<b>Email:</b>	
<b>Telephone:</b>		<b>Fax:</b>	

**Please check one:**   New Agency/Program \_\_\_\_\_   Existing Agency/Program \_\_\_\_\_

**PROGRAM FISCAL AGENT** *(To be completed if the Fiscal Agent is other than the applicant agency)*

<b>Agency/Program Name:</b>			
<b>Street Address:</b>			
<b>City, State, Zip</b>			
<b>Primary Contact Person:</b>		<b>Email:</b>	
<b>Telephone:</b>		<b>Fax:</b>	

## PROPOSED ACTIVITIES FY 2023

**Provide a response to each of the following:**

If a question does not apply to your program note "N/A" in the space provided. You may answer directly on the application or attach your response. If using attachments, make sure they are clearly labeled and "see attached" is noted on the application.

- A. Indicate how the program will seek out and identify families who meet the income criteria of being at or below 75% of the state's median income (*this is expected to represent at least 60% of families served*).
- B. Describe any plans to locate two or more programs or services in the same setting and/or collaborative agreements with other community providers and agencies. Collaborative programming with other agencies, programs or services should be reflected in an interagency agreement. See attachments for interagency agreement forms.
- C. Describe any plans for building or securing a new facility, renovating an existing structure. Include any planned efforts to expand existing facilities to serve more children.

- D. Describe efforts to seek out and retain qualified staff to meet the 2025 requirements outlined in GP A-01 .
- E. Describe any collaborative efforts or joint activities with other early childhood programs in your community. For currently funded School Readiness programs include any joint activities funded by family fees or other School Readiness funds. Please note if program participation is mandatory or voluntary and how children will benefit because of the program's participation.
- F. Describe how the program includes children with disabilities and their families as well as those with learning differences, challenging behaviors and/or special health care needs. Please describe the program's relationship with Public School Special Education Services.
- G. Describe additional activities or efforts that you would like considered as part of your application for School Readiness funding.

## **PROGRAM DESCRIPTION**

### **Provide a response to each of the following:**

If a question does not apply to your program note "N/A" in the space provided. You may answer directly on the application or attach your response. If using attachments, make sure they are clearly labeled and "see attached" is noted on the application.

- A. Attach a copy of a program calendar for July 1, 2022, to June 30, 2023, and clearly identify all closings. Programs must adhere to the required number of days open by program type as outlined in GP B-04 . Full-day/full-year programs must be available to families for 50 weeks.
  
- B. Class size may not exceed 20 children; the OEC recommends a class size of 18 children. A class is a well-defined space with clear physical barriers that is used by the same set of children with assigned teacher and staff. Below, please describe the program's class size and teacher to child ratio for each class. Label classrooms as they are listed in the PROFESSIONAL REGISTRY
  
- C. Describe the curricular approach or tools used in your program. If your program utilizes a published curriculum, include information about the tools used, training provided on the tools, and the process used to adjust curriculum/instruction for individual children. If your program plans experiences on an ongoing basis, provide information about the planning process and the training or coaching staff receive related to the process. Include the relationship between your curriculum and the CT ELDS .
  
- D. Describe your program's approach to assessment. What tool(s) and processes are used for gathering information to inform curriculum and instruction and meet the needs of individual learners? Include information about the alignment of tools used to the CT ELDS and CT DOTS.
  
- E. Describe the daily schedule in the program.

## **PROGRAM DOCUMENTS**

Please indicate below which of your program's current documents contain information that shows evidence your program meets the School Readiness Program Quality Components. **Submit a copy of the Family Handbook with your completed application.** Indicate the page numbers of the Family Handbook that address the information marked by an asterisk (\*) in the checklist below. Items not marked with an asterisk (\*) may be identified in other documents. **DO NOT SUBMIT OTHER DOCUMENTS;** just check the appropriate box indicating you have documents on site that meet the non-asterisk quality components. If there are parts of a section that are not checked off as being met through any existing program document, provide a written statement addressing how the program plans to meet this requirement.

### General Information

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	
			*GI 1. Services provided (including age range of children).
			*GI 2. Hours of operation (hours per day, days per week, months per year).
			*GI 3. Enrollment policy * (include the policy for children not yet toilet trained).
			*GI 4. Program mission/purpose statement and education philosophy/framework statement.
			*GI 5. Open access to parents/guardians.
			*GI 6. Parent conferences.
			*GI 7. Commitment to include children with special needs.
			*GI 8. Discipline policy.
			GI 9. Where/how special education services are provided (i.e. on-site, by whom, off-site, by whom)?

### Program Components

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	<b>A. Plan for collaboration with other community programs and services</b>
			A 1. Process to identify and refer families to programs and services.
			A 2. Coordination of resources to eliminate duplication.
			A 3. Unique resources specific to your community.
			A 4. Public school efforts to provide information, training and technical assistance to the SR staff to supporting children and families.
			A 4. Other:

* Family	NAEYC or	Other	<b>B. Parent involvement, parenting education and outreach</b>
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Handbook Pg. #	Head Start document	Source	
			*B 1. Parent advisory council (including decision-making policy).
			*B 2. Home/school partnership initiatives designed to develop reciprocal communication and engagement.
			*B 3. Opportunities for parenting education and other support activities.
			B 4. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	<b>C. Referrals for Health Services, Including Referrals for Appropriate Immunizations and Screenings.</b>
			C 1. Use of the ED 191 form for health records.
			C 2. Child health files include health screens pursuant to <i>Early and Periodic Screening, Diagnosis and Treatment (EPSDT)</i> .
			C 3. Tracking system for health record expiration and accuracy.
			*C 4. Providing vision, hearing, and dental screenings either on-site or in collaboration with another agency.
			*C 5. Processes to assist families to secure medical insurance, a medical home, on-going well-child care, immunizations, and health, dental and nutritional screenings.
			C 6. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	<b>D. Nutrition Services</b>
			D 1. Identification and documentation of children's nutritional needs.
			*D 2. Participation in the <i>Child and Adult Care Food Program (CACFP)</i> and the <i>National School Lunch Program (NSLP)</i> .
			*D 3. If your program does not participate in CACFP or NSLP, how does it ensure that the meals and snacks served meet the CACFP requirements?
			D 4. Nutrition services, including nutrition education, provided by the program.
			D 5. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	<b>E. Family Literacy</b>
			E 1. Process for the identification of families' literacy

			education/training needs and assistance with access to literacy program.
			*E 2. Assistance to families in accessing adult education programs, job training, and public library services.
			*E 3. Opportunities to support families in interactive literacy activities. (Attach a list of sample activities)
			E 4. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	<b>F. Admission Policies</b>
			*F 1. Promote the enrollment of children from diverse racial, ethnic and economic backgrounds.
			*F 2. Include non-discrimination statement and confidentiality statement.
			*F 3. Access to all 3-and 4-year old children.
			F 4. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	<b>G. Transition Plan</b>
			*G 1. Collaboration between the School Readiness staff and kindergarten staff.
			*G 2. Orientation activities for children and families that prepare them for transition to kindergarten. (Attach a list of activities)
			*G 3. Supports provided to families in transitioning their child to kindergarten.
			*G 4. Records transferred to kindergarten.
			G 5. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	<b>H. Professional Development Plan and Experiences</b> <i>Professional development is considered to be an experience of sufficient duration (at least 2 hours) provided by a person with expertise, knowledge, and training in the subject matter.</i>
			H 1. All staff members have a written professional development plan outlining professional goals that increase their knowledge and expertise in early childhood practice.
			H 2. Each staff member participates in early-literacy skill development training, and cultural and linguistic diversity training for early childhood classrooms within their first year of employment.
			H 3. Each staff member engages in <b>15</b> hours of professional development experiences each year that increases their awareness, knowledge, and practice of recognition and response to children's needs. (i.e., planning, observing, adaptive strategies, use of screening and assessment, special education strategies, general child development, trauma informed practice, etc.).
			*H 4. Statements regarding the impact of professional development on program quality.
			H 5. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	<b>I. Sliding Fee Scale</b>
			*I 1. Use of the current OEC School Readiness sliding fee scale.
			*I 2. Assisting families with access to the Child Care Assistance Program (Care-4-Kids). <u>Care-4-Kids application is voluntary for School Readiness enrollment.</u>
			*I 3. Procedures for fee determination and re-determination.
			*I 4. Fee calculation is reviewed with parent, includes parent signature and parent receives a copy of the fee calculation form.
			I 5. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	<b>J. Evaluation of the Effectiveness of Program</b>
			*J 1. The CT ELDS as the child level standards and an appropriate assessment aligned to the CT ELDS are used for planning learning experiences, observing and documenting child progress, and implementing teaching strategies. All curriculum used must align with the CT ELDS.
			*J 2. Staff, parents, and others collect information on quality from many sources, and engage in a reflective process to assess the effectiveness of the program as measured by accreditation/approval entities, OEC evaluation measures, and program measures.
			J 3. How does the program document the efforts described in J 1 and J 2, monitor progress, and report to families and the School Readiness Council?
			J 4. Other:

## **STATEMENT OF ASSURANCES**

The Statement of Assurances Signature Page included in this grant must provide the authorized signatures of the applicant agency (e.g., mayor and superintendent of schools).

Please note that the authorized signatures of the eligible applicant must also be provided on the cover page of the grant application submitted with the grant (see application instructions).

***Applicants need only submit the Statement of Assurances Signature Page with submission of their grant application.***

**PROJECT TITLE:** SCHOOL READINESS GRANT PROGRAM

**THE APPLICANT:**

**HEREBY ASSURES THAT:**

Full Program Name

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the Connecticut Office of Early Childhood and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education for the Office of Early Childhood, including information relating to the project records and access thereto as the Connecticut Office of Early Childhood and Connecticut State Department of Education may find necessary;
- H. The Connecticut Office of Early Childhood reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the Office of Early Childhood and the State Department of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any monies not expended in accordance with the approved program/operation budget as determined by the audit; and
- L. Programs are required to meet all health and safety requirements mandated by the Office of Early Childhood for both license and license exempt programs.

#### M. REQUIRED LANGUAGE (NON-DISCRIMINATION)

References in this section to “contract” shall mean this grant agreement and to “contractor” shall mean the Grantee.

- a) For purposes of this Section, the following terms are defined as follows:
- 1) “Commission” means the Commission on Human Rights and Opportunities;
  - 2) “Contract” and “contract” include any extension or modification of the Contract or contract;
  - 3) “Contractor” and “contractor” include any successors or assigns of the Contractor or contractor;
  - 4) “Gender identity or expression” means a person’s gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person’s core identity or not being asserted for an improper purpose;
  - 5) “good faith” means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
  - 6) “good faith efforts” shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
  - 7) “marital status” means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
  - 8) “mental disability” means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association’s “Diagnostic and Statistical Manual of Mental Disorders”, or a record of or regarding a person as having one or more such disorders;
  - 9) “minority business enterprise” means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes §32-9n; and
  - 10) “public works contract” means any agreement between any individual, firm or corporation and the State of any political subdivision of the State other than a community for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms “Contract” and “contract” do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a community, (2) a quasi-public agency, as defined in Connecticut General Statutes § 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Connecticut General Statutes § 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

- b) (1) The Contractor agrees and warrants that in for performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race,

color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the contractor agrees to provide each labor union or representative of workers with which the contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §46a-68e and §46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §46a-56, 46a-68e and 46a-68f.; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes §46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

- c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions, including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

- f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of the Section and Connecticut General Statutes § 46a-56.
- h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- N. The grant award is subject to approval of the Connecticut Office of Early Childhood and availability of state or federal funds.
- O. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.
- P. The Connecticut Office of Early Childhood reserves the right to negotiate terms, including the withholding of funds, based on the grantee's inability to comply with the assurances.
- Q. The Connecticut Office of Early Childhood reserves the right to de-fund sub-grantees of the School Readiness Council based on the sub-grantee's inability to comply with School Readiness General Policies.



**STATEMENT OF ASSURANCES SIGNATURE PAGE**

**Program Name:**

I, the undersigned authorized official; do hereby certify that these assurances shall be fully implemented.

**Signature of Official:**

\_\_\_\_\_

**Name: (please type)**

\_\_\_\_\_

**Title: (please type)**

\_\_\_\_\_

**Date:**

\_\_\_\_\_

To be signed below **ONLY** if the Fiscal Agent is other than the program applying for the funds:

**Signature of Fiscal Agent:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Name & Title (please print):** \_\_\_\_\_

### **PROGRAM LOCATION, CONTACT AND DATA**

Each applicant is required to complete a **School Readiness Program Contact, Data Workbook** (see attachments) which contains four tabs: (1) Program site location (2) Program site contact information and (3) Program site data (licensing, accreditation status/Head Start approval, Registry ID, Facility Code) Complete the forms in the workbook as they pertain to your site and attach with your RFP submission. Please also e-mail your entire workbook to your School Readiness Liaison.

## **BUDGET**

Each applicant is required to complete a **School Readiness Local Program Budget Workbook** (see attachments) which contains two tabs: (1) Budget Justification and (2) ED114.

On the **Budget Justification** tab, provide a brief explanation justifying each line item expenditure proposed in the grant budget. Justifications for line item expenses must reflect the programs needs to ensure high-quality programming for children.

The ED114 is a detailed line item budget that reflects the programs requested use of funds for the proposed space capacity represented in this RFP for the **FY 2023**. (*Budget total must equal the requested School Readiness funds.*)

**There are no indirect costs or carry-over funds allowed.**  
**All funds, including family fees, must be spent by June 30, 2023.**  
**A new ED114 budget form is required annually.**

## BUDGET OBJECT CODES

The OEC is using object code definitions from the United States Department of Education publication "Financial Accounting for Local and State School Systems." (<https://nces.ed.gov/pubs2015/2015347.pdf>) Per federal definition, an object is used to describe the service or commodity obtained as the result of a specific expenditure. For a specific grant, it may be necessary to modify what can be included in a given object based on the grant legislation. Please review the instructions for specific grant budget development carefully.

### Master Budget Form Object Code Descriptions/Includable Items

#### 111A Non-Instructional

Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll including overtime salaries or salaries paid to employees of a temporary nature.

#### 111B Instructional

Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Tutors or individuals whose services are acquired through a contract are not included in the category. A general rule of thumb is that a person for whom the grantee is paying employee benefits and who is on the grantee payroll is included; a person who is paid a fee with no grantee obligation for benefits is not.

#### 200 Personal Services - Employee Benefits

Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 100 or 111A and 111B. These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance.

#### 320 Professional Educational Services

Services supporting the instructional program and its administration. Included are curriculum improvement services, assessment, counseling and guidance services, library and media support, and contracted instructional services.

#### 321 Tutors (Instructional Non-Payroll Services)

Payments for services performed by qualified persons directly engaged in providing learning experiences for students. Include the services of teachers and teachers' aides who are not on the payroll of the grantee.

#### 322 In-service (Instructional Program Improvement Services)

Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll.

- 323 Pupil Services (Non-Payroll Services)  
Expense for certified or licensed individuals who are not on the grantee payroll and who assist in solving pupils' mental and physical problems. This category includes medical doctors, therapists, audiologists, neurologists, psychologists, psychiatrists, contracted guidance counselors, etc.
- 324 Field Trips  
Costs incurred for conducting educational activities off site. Includes admission costs to educational centers, fees for tour guides, etc.
- 325 Parental Activities  
Expenditures related to services for parenting including workshop presenters, counseling services, baby-sitting services, and overall seminar/workshop costs.
- 330 Employee Training and Development Services  
Services supporting the professional and technical development of school district personnel, including instructional, administrative, and service employees. Included are course registration fees (that are not tuition reimbursement), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors.
- 340 Other Professional Services  
Professional services other than educational services that support the operation of the school district. Included, for example, are medical doctors, lawyers, architects, auditors, accountants, therapists, audiologists, dieticians, editors, negotiations specialists, paying agents, systems analysts, and planners.
- 341 Audit  
Direct cost for the audit of the grant program by an independent auditor. This category is separated from object code 340 as many grants do not include this cost as an eligible grant expenditure.
- 400 Purchased Property Services  
Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. These services are performed by persons other than grantee employees. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.
- 500 Other Purchased Services  
Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.
- 600 Supplies  
Amounts paid for items that are consumed, worn out, or deteriorated through use, or items that lose their identity through fabrication or incorporation into different or more complex units or substances.
- 700 Property  
Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.

## **INTERAGENCY COLLABORATION AGREEMENTS**

Programs should have collaborative agreements with outside community agencies ***for each individual site*** in order to provide support and services to families as required by the collaboration quality components. These agreements should include, but are not limited to, agencies such as health, mental health, WIC, libraries, adult education and job training programs. These agreements may be developed as a community effort that is signed by the individual programs or individual agreements signed by each program.

### **PLEASE NOTE:**

- Agreements may be for one or two years.
- If collaboration agreements are completed on a community basis, all signatures for programs involved in the collaboration must be on a single agreement form.
- If agreements are completed for individual programs, those programs with multiple sites that are provided duplicate services by a community agency may include multiple sites on the agreement as applicable.
- Agreements must clearly specify:
  - the individual responsibilities and duties of each agency as it relates to the school readiness families;
  - include the number of people to be served; and
  - a description of the services to be provided.
- Do not include agreements with consultants required by licensing.

**\*\*SAMPLE\*\***

**INTERAGENCY COLLABORATION  
LETTER OF AGREEMENT**

\_\_\_\_\_ would like to enter into a collaborative agreement with \_\_\_\_\_  
(Proposing Agency Name) (Collaborating Agency Name)

for the following services for FY 2020.

**Responsibilities of Proposing Agency:**

*(Describe the specific activity to be provided by proposing agency for this application)*

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**Responsibilities of Collaborating Agency:**

*(Describe the specific activity to be provided by the collaborating agency for this application, the number of people to be served, and the location of the activity)*

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**PROPOSING AGENCY**

\_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
(Signature)  
Date: \_\_\_\_\_

**COLLABORATING AGENCY**

\_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
(Signature)  
Date: \_\_\_\_\_

**ADDENDUM** (UPLOAD WITH LOCAL RFP)

## STAFF IN DQSM ROLES CURRENTLY NOT MEETING QSM REQUIREMENTS

GP A-01

Programs should actively support staff to achieve QSM requirements: provide guidance and track progress in individual and program-wide professional development plans [also see NAEYC Program Standards and Accreditation Assessment Items – Standard 6 Topic Area D – Ongoing Professional Development; and OEC licensing regulations – Staffing 19a- 79-4a(g)]. Staff enrolled in degree programs have a plan of study (POS) developed and regularly updated with the staffer’s college advisor. The POS should be regularly reviewed and referenced during professional development plan check ins. Staff should make measurable progress toward qualifications goals, keeping in mind that the ultimate goal is for 100% DQSM staff to have their ECE bachelor degree by July 1, 2029.

[illegible]





## **ATTACHMENTS**

***These items are submitted to the Council and maintained at the local level and are NOT to be uploaded with Local RFP Applications.***

- School Readiness Local Program information, Data and Contact Workbook
- School Readiness Local Program Budget Workbook
- Local School Readiness Application Scoring Packet

QF  
RFP # 7187

## Legals/ Public Notices

### INVITATION TO BID

SEALED BIDS ON THE FOLLOWING WILL BE RECEIVED BY THE DIRECTOR OF PURCHASES IN HIS OFFICE IN THE CITY HALL BUILDING 235 GRAND STREET, WATERBURY, CT, UNTIL THE DATE AND TIME SPECIFIED WHEN THEY WILL BE PUBLICLY OPENED AND READ. NO BID SHALL BE ACCEPTED FROM OR CONTRACT DEFAULTER, AS SURETY OR OTHERWISE UPON ANY OBLIGATION TO THE CITY.

#### Police Dept

Opening Date: March 31, 2022 at 11:00 A.M.  
Desktop Computers  
Bid # 7225

#### Education

Opening Date: March 28, 2022 at 10:30 A.M.  
RFP - Wtby Sch. Readiness  
RFP # 7187

Opening Date: March 29, 2022 at 11:00 A.M.  
RFP - On-Call Environmental Svcs & AHERA Inspection RFP # 7181

Opening Date: March 30, 2022 at 11:00 A.M.  
RFP - Sch Bldg HVAC & Associated Mechanical Solutions Assessment, Design & Engineering Svc - RFP # 7208

Opening Date: April 4, 2022 at 11:00 A.M.  
RFP - Fence Installation - Wen-Jell Cross - A mandatory pre-bid will be held at 1255 Hamilton Ave, Wtby, CT at 10:30 A.M. on March 21, 2022 - RFP # - 7199

Opening Date: April 5, 2022 at 10:30 A.M.  
RFP - Chemical Water Treatment - A mandatory pre-bid will be held starting at West Side Middle Sch. At 483 Chase Pkwy, Wtby, CT at 10:00 A.M. on March 21, 2022. Information for the other 27 Schs. Will be provided - RFP # 7188

#### Public Works

Opening Date: March 29, 2022 at 11:15 A.M.  
Refuse Cart Lifters - Bid # 7206

Opening Date: April 5, 2022 at 11:00 A.M.  
RFP - Professional Pool Design Svcs - A mandatory pre-bid will be held at starting at Washington Park Pool, 283 Sylvan Ave, Wtby, CT at 9:00 A.M. on March 21, 2022 and continue onto 2 other Park Pools - RFP # 7203

#### Education

Information Technology  
Opening Date: March 30, 2022 at 10:30 A.M.  
Palo Alto Firewall Support - Bid # 7209

#### Health Dept

Opening Date: March 29, 2022 at 11:30 A.M.  
Lead Hazard Reduction - 50 Wood St. - A mandatory pre-bid will be held at 50 Wood St, Wtby, CT at 10:00 A.M. on March 22, 2022 - Bid # 7210

Opening Date: March 31, 2022 at 10:30 A.M.  
RFP - Public Safety Alerting - RFP # 7185

#### Boy & Girls Club of Greater Wtby

Opening Date: April 4, 2022 at 10:30 A.M.  
Hazardous Material Abatement - A mandatory pre-bid will be held at 1037 East Main St, Wtby, CT at 10:30 A.M. on March 22, 2022 - RFP # 7198

Specifications may be obtained by potential bidders by going online to:

[www.waterburyct.org/](http://www.waterburyct.org/)

Follow the instructions under the Waterbury ebld link. Please register your business on our new ProcureWare Site.

THE CITY OF WATERBURY  
DIRECTOR OF PURCHASES  
KEVIN MCCAFFERY  
235 GRAND STREET  
WATERBURY, CT 06702  
R-A March 14, 2022

# QUALITY ENHANCEMENT GRANT PROGRAM

FY 2023

## LOCAL REQUEST FOR PROPOSAL for PROPOSED NEW ACTIVITIES AND VENDORS

The purpose of the Quality Enhancement Grant Program is to provide funding for School Readiness programs that focus on education and early care that addresses the School Readiness quality components and/or expands comprehensive services for children and families.

Legislative Authority  
C.G.S. Section 17b-749c

**DUE DATE**

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### SUBMISSION INFORMATION

**Name:** \_\_\_\_\_

**Agency (if applicable):** \_\_\_\_\_

**Street Address:** \_\_\_\_\_

**City, State, Zip** \_\_\_\_\_

**Primary Contact:** \_\_\_\_\_

**Telephone:** \_\_\_\_\_ **Fax:** \_\_\_\_\_ **E-mail:** \_\_\_\_\_

### FISCAL AGENT (if applicable)

**Name:** \_\_\_\_\_

**Agency (if applicable):** \_\_\_\_\_

**Street Address:** \_\_\_\_\_

**City, State, Zip** \_\_\_\_\_

**Primary Contact:** \_\_\_\_\_

**Telephone:** \_\_\_\_\_ **Fax:** \_\_\_\_\_ **E-mail:** \_\_\_\_\_

# SCHOOL READINESS LOCAL QUALITY ENHANCEMENT RFP TABLE OF CONTENTS

OVERVIEW .....	3
APPLICATION REQUIREMENTS .....	4
APPLICATION PROCESS .....	5
STATEMENT OF NEED, GOALS AND INDICATORS OF PROGRESS .....	7
BUDGET .....	8
BUDGET OBJECT CODES .....	9
STATEMENT OF ASSURANCES .....	12
STATEMENT OF ASSURANCES SIGNATURE PAGE .....	16

## OVERVIEW

### **Purpose:**

The Office of Early Childhood (OEC) shall establish a program, within available appropriations, to provide on a competitive basis supplemental quality enhancement grants to providers of child day care services or providers of school readiness programs pursuant to Connecticut General Statute (C.G.S.) Section 10-16p and Section 10-16u to enhance the quality of early childhood education programs. Child day care providers and school readiness programs in priority school districts and competitive school readiness municipalities may apply for a quality enhancement grant. These applicants must use their local School Readiness Council to review and recommend projects for funding.

The purpose of the QE grant is to provide funding for early care and education programs to address quality standards and/or expand comprehensive services for children and families. C.G.S. Section 17b-749c identifies the following as appropriate use of grant funds:

1. Help providers who are not accredited by the National Association for the Education of Young Children to obtain such accreditation;
2. Help directors and administrators to obtain training;
3. Provide comprehensive services, such as enhanced access to health care, a health consultant, a mental health consultant, nutrition, family support services, parent education, literacy and parental involvement, and community and home outreach programs; and provide information concerning access when needed to a speech and language therapist;
4. Purchase educational equipment;
5. Provide scholarships for training to obtain a credential in early childhood education or child development;
6. Provide training for persons who are mentor teachers, as defined in federal regulations for the Head Start program, and provide a family service coordinator or a family service worker as such positions are defined in such federal regulations;
7. Repair fire, health and safety problems in existing facilities and conduct minor remodeling to comply with the Americans with Disabilities Act; train child care providers on injury and illness prevention; and achieve compliance with national safety standards;
8. Create a supportive network with family day care homes and other providers of care for children;
9. Provide for educational consultation and staff development;
10. Provide for program quality assurance personnel;
11. Provide technical assistance services to enable providers to develop child care facilities pursuant to C.G.S. Sections 17b-749g, 17b-749h and 17b-749i;
12. Establish a single point of entry system; and
13. Provide services that enhance the quality of programs to maximize the health, safety and learning of children from birth to three years of age, inclusive, including, but not limited to, those children served by informal child care arrangements. Such grants may be used for the improvement of staff to child ratios and interaction, initiatives to promote staff retention, pre-literacy development, parent involvement, curriculum content and lesson plans.

## **APPLICATION REQUIREMENTS**

### **Eligible Applicants**

Eligible applicants are individuals, agencies, or contractors that wish to compete for accessing or implementing the activities proposed by the municipality in accordance with the purpose of the QE grant.

### **Cover Sheet**

The format for the cover sheet appears on the initial page of this document. The cover sheet must include the name of the individual, agency, or contractor and fiscal agent information, if relevant. The municipality may amend the cover sheet to capture information needed to process contracts.

### **Application of Activity Implementation**

To compete for an opportunity to implement a proposed activity that the municipality has chosen, complete the *Application for Activity Implementation* and any other forms required by the municipality.

### **Evaluation**

Using the *Evaluation Chart*, describe the methods and procedures that will be used to determine if, and to what extent, the objectives of the proposal will be achieved. A narrative page may be added if the applicant needs to provide greater detail than the chart allows. The OEC may use data collected from your evaluations in a report describing the use of the Quality Enhancement funds and the impact of the activities toward the intended goals of the grant.

### **Budget Forms and Access to Funds**

Using the appropriate form(s), indicate how the activity funds will be expended through June 30, 2020. There are no administrative, indirect costs, or carry-over funds allowed. The recipient of the award will work with the School Readiness liaison and/or the School Readiness fiscal agent regarding appropriate fiscal accountability.

### **Budget Justification**

Provide detailed explanation of each line item expenditure in your proposed budget.

### **Statement of Assurances**

The Statement of Assurances must be signed by the applicant.

## APPLICATION PROCESS

### **Obligations of Grantees and Sub-Grantees**

All bidders are hereby notified that the grant to be awarded is subject to contract compliance requirements as set forth in the C.G.S. Section 4a-60, 4a-60a and Sections 4a-68j-l et seq. of the Regulations of Connecticut State Agencies. Furthermore, the grantee must submit periodic reports of its employment and sub-contracting practices in such form, in such manner and in such time as may be prescribed by the Commission on Human Rights and Opportunities.

### **Freedom of Information Act**

All of the information contained in a proposal submitted in response to this Request for Proposal (RFP) is subject to the Freedom of Information Act (FOIA), Sections 1-200 et seq. The FOIA declares that, except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in the statute) are public records and every person has the right to inspect such record and receive a copy of such records.

### **Management Control of the Program and Grant Consultation**

The Grantee must have complete management control of this grant. While the OEC staff may be consulted for their expertise, they will not be directly responsible for the selection of sub-grantees or vendors, nor will they be directly involved in the expenditure and payment of funds.

### **State Monitoring**

The State may conduct site visits to grantees and sub-grantees funded under this grant program to monitor a community's progress and compliance with the intent of the legislative act.

### **Delivery of Applications**

Delivery of the Local RFP for the School Readiness Program application is required by \_\_\_\_\_ on \_\_\_\_\_.

1. Original, hard-copy signature pages (Statement of Assurances) must be mailed or hand-delivered to \_\_\_\_\_.
2. The RFP and original signatures **must be received by \_\_\_\_\_ on \_\_\_\_\_, IRRESPECTIVE OF POSTMARK DATE.** Faxed or scanned copies of signatures will not be accepted.

**IMPORTANT NOTE:** Late or incomplete applications MAY not be considered for funding.

Mailing/Delivery address and email is:

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**Review of Proposals and Grant Awards**

The municipality shall review all applications and put forward to the OEC those proposals that show favorable promise in the implementation of the proposed activity.

**Other Program Requirements**

Within sixty (60) days after the close of the fiscal year, each grantee must file a financial statement of expenditures with the OEC on such forms as the OEC may require.

**Reservations and Restrictions**

The School Readiness Council or the Office of Early Childhood reserves the right not to fund an applicant or grantee/sub-grantee if it is determined that the grantee/sub-grantee cannot manage the fiscal responsibilities required under this grant.

### STATEMENT OF NEED, GOALS AND INDICATORS OF PROGRESS

For each proposed activity, please provide a detailed description of the need for the activity, the intended goals and indicators of progress toward the goals. Provide the expected cost of each activity and the resources that could support the implementation of the activity. Copy this page as needed to describe each activity and provide a summary on the chart provided.

<b>Town:</b>	<b>Contractor:</b>
<u>Activity and Activity Description:</u>	
<u>Expected Cost:</u>	
<u>Possible Resources:</u>	
<u>Population (number of children, staff, and programs served by this activity):</u>	
<u>Statement of Need:</u>	
<u>Goals:</u>	
<u>Indicators of Progress:</u>	
<u>Grant Objectives Addressed:</u>	
<u>Plan for Activity Evaluation:</u>	

## **BUDGET**

Each applicant is required to complete a **School Readiness QE Local Budget Workbook** (see attachments) which contains two tabs: (1) Budget Justification and (2) ED114.

On the **Budget Justification** tab, provide a brief explanation justifying each line item expenditure proposed in the grant budget. Justifications for line item expenses must reflect the programs needs to ensure high-quality programming for children.

The ED114 is a detailed line item budget that reflects the programs requested use of funds for **FY 2020**. (*Budget total must equal the requested Quality Enhancement funds*).

## **BUDGET OBJECT CODES**

### **General Description**

The OEC is using object code definitions from the United States Department of Education publication "Financial Accounting for Local and State School Systems." (<https://nces.ed.gov/pubs2015/2015347.pdf>) Per federal definition, an object is used to describe the service or commodity obtained as the result of a specific expenditure. Please review the instructions for specific grant budget development carefully before requesting an ED114 form from the Bureau of Grants Management.

### **Master Budget Form Object Code Descriptions/Includable Items**

#### **111A Non-Instructional**

Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll including overtime salaries or salaries paid to employees of a temporary nature.

#### **111B Instructional**

Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Tutors or individuals whose services are acquired through a contract are not included in the category. A general rule of thumb is that a person for whom the grantee is paying employee benefits and who is on the grantee payroll is included; a person who is paid a fee with no grantee obligation for benefits is not.

#### **200 Personal Services - Employee Benefits**

Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 100 or 111A and 111B. These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance.

#### **320 Professional Educational Services**

Services supporting the instructional program and its administration. Included are curriculum improvement services, assessment, counseling and guidance services, library and media support, and contracted instructional services.

#### **321 Tutors (Instructional Non-Payroll Services)**

Payments for services performed by qualified persons directly engaged in providing learning experiences for students. Include the services of teachers and teachers' aides who are not on the payroll of the grantee.

- 322 In-service (Instructional Program Improvement Services)  
Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll.
- 323 Pupil Services (Non-Payroll Services)  
Expense for certified or licensed individuals who are not on the grantee payroll and who assist in solving pupils' mental and physical problems. This category includes medical doctors, therapists, audiologists, neurologists, psychologists, psychiatrists, contracted guidance counselors, etc.
- 324 Field Trips  
Costs incurred for conducting educational activities off site. Includes admission costs to educational centers, fees for tour guides, etc.
- 325 Parental Activities  
Expenditures related to services for parenting including workshop presenters, counseling services, baby-sitting services, and overall seminar/workshop costs.
- 330 Employee Training and Development Services  
Services supporting the professional and technical development of school district personnel, including instructional, administrative, and service employees. Included are course registration fees (that are not tuition reimbursement), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors.
- 340 Other Professional Services  
Professional services other than educational services that support the operation of the school district. Included, for example, are medical doctors, lawyers, architects, auditors, accountants, therapists, audiologists, dieticians, editors, negotiations specialists, paying agents, systems analysts, and planners.
- 341 Audit  
Direct cost for the audit of the grant program by an independent auditor. This category is separated from object code 340 as many grants do not include this cost as an eligible grant expenditure.
- 350 Technical Services  
Services to the school district that are not regarded as professional, but that require basic scientific knowledge, manual skills, or both. Included, for example, are data-processing services, purchasing and warehousing services, and graphic arts.
- 400 Purchased Property Services  
Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. These services are performed by persons other than grantee employees. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

- 500 Other Purchased Services  
Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.
- 600 Supplies  
Amounts paid for items that are consumed, worn out, or deteriorated through use, or items that lose their identity through fabrication or incorporation into different or more complex units or substances.
- 700 Property  
Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.

## **STATEMENT OF ASSURANCES**

The Statement of Assurances Signature Page included in this grant must provide the authorized signatures of the applicant agency (e.g., mayor and superintendent of schools).

Please note that the authorized signatures of the eligible applicant must also be provided on the cover page of the grant application submitted with the grant (see application instructions).

***Applicants need only submit the Statement of Assurances Signature Page with submission of their grant application.***

**PROJECT TITLE:**            Quality Enhancement Grant Program

**THE APPLICANT:**

**HEREBY ASSURES THAT:**

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the Connecticut Office of Early Childhood and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education for the Office of Early Childhood, including information relating to the project records and access thereto as the Connecticut Office of Early Childhood and Connecticut State Department of Education may find necessary;
- H. The Connecticut Office of Early Childhood reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the Office of Early Childhood and the State Department of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any monies not expended in accordance with the approved program/operation budget as determined by the audit; and
- L. Programs are required to meet all health and safety requirements mandated by the Office of Early Childhood for both license and license exempt programs.

#### M. REQUIRED LANGUAGE (NON-DISCRIMINATION)

References in this section to “contract” shall mean this grant agreement and to “contractor” shall mean the Grantee.

a) For purposes of this Section, the following terms are defined as follows:

- 1) “Commission” means the Commission on Human Rights and Opportunities;
- 2) “Contract” and “contract” include any extension or modification of the Contract or contract;
- 3) “Contractor” and “contractor” include any successors or assigns of the Contractor or contractor;
- 4) “Gender identity or expression” means a person’s gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person’s core identity or not being asserted for an improper purpose;
- 5) “good faith” means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- 6) “good faith efforts” shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- 7) “marital status” means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- 8) “mental disability” means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association’s “Diagnostic and Statistical Manual of Mental Disorders”, or a record of or regarding a person as having one or more such disorders;
- 9) “minority business enterprise” means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes §32-9n; and
- 10) “public works contract” means any agreement between any individual, firm or corporation and the State of any political subdivision of the State other than a community for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms “Contract” and “contract” do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a community, (2) a quasi-public agency, as defined in Connecticut General Statutes § 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Connecticut General Statutes § 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).



- b) (1) The Contractor agrees and warrants that in for performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the contractor agrees to provide each labor union or representative of workers with which the contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §46a-68e and §46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §46a-56, 46a-68e and 46a-68f.; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes §46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.
- c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions, including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to

enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

- f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of the Section and Connecticut General Statutes § 46a-56.
- h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- N. The grant award is subject to approval of the Connecticut Office of Early Childhood and availability of state or federal funds.
- O. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.
- P. The Connecticut Office of Early Childhood reserves the right to negotiate terms, including the withholding of funds, based on the grantee's inability to comply with the assurances.
- Q. The Connecticut Office of Early Childhood reserves the right to de-fund sub-grantees of the School Readiness Council based on the sub-grantee's inability to comply with School Readiness General Policies.

**STATEMENT OF ASSURANCES SIGNATURE PAGE**

I, the undersigned authorized official; do hereby certify that these assurances shall be fully implemented.

**Signature of Official:**

\_\_\_\_\_

**Name: (please type)**

\_\_\_\_\_

**Title: (please type)**

\_\_\_\_\_

**Date:**

\_\_\_\_\_

To be signed below **ONLY** if the Fiscal Agent is other than the program applying for the funds:

**Signature of Fiscal Agent:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Name & Title (please print):** \_\_\_\_\_

**FY 23 QUALITY ENHANCEMENT**  
**STATEMENT OF NEED, GOALS AND INDICATORS OF PROGRESS**

For each proposed activity please provide a detailed description of the need for the activity, the intended goals and indicators of progress toward the goals. Provide the expected cost of each activity and the resources that could support the implementation of the activity. Copy this page as needed to describe each activity and provide a summary on the chart provided.

<b>Town:</b> Waterbury	<b>Contractor:</b> Sue Vivian
<b>Activity and Activity Description:</b> Professional Development in the form of evidence based coaching and training, will focus on supporting the use of effective practice to increase positive outcomes for children. Administrators and teacher's needs will guide the direction of the work. Opportunities may include support for the implementation of positive interactions, reducing the challenging behavior through growing social emotional skills, connecting the curriculum with assessment, and improving effective supervision.	
<b>Expected Cost:</b> \$22,050.00	
<b>Possible Resources:</b> <ul style="list-style-type: none"> <li>Substitutes needed when teachers and/or Administrators attend training or coaching.</li> <li>Administrative support for teachers between coaching sessions.</li> </ul>	
<b>Population (number of children, staff, and programs served by this activity):</b> Programs involved in Waterbury School Readiness grant project will be included in this initiative with additional direction and consultation from the Waterbury School Readiness Liaison.	
<b>Statement of Need:</b> Past educational beliefs have evolved due to new research and our most current understanding regarding the way children learn. We now know that learning starts at birth, young children are capable of complex thinking, children learn deeper when there is context/connection to previous learning, teacher facilitation has richer benefits than teacher telling/directing, and the importance of teaching children how to think. All of this grows vital critical thinking pathways. The brain is developing at astonishing speeds, and if we miss the "windows of opportunities" of early childhood, the learning will take longer and be more difficult. It is imperative that all Early Childhood professionals working with young children have clarity regarding how children learn, can share the message in an articulate manner, and are able to integrate these ideas into classroom practice.	
<b>Goals:</b> Our goal will be to use the coaching model and training to extend knowledge, increase reflectivity/clarity of thinking, improve confidence, foster problem-solving abilities, expand communication skills, and strengthen self-learning competencies. Nurturing these skills will enhance outcomes for children. In addition, growing these fundamental dispositions and skills will enable all working with young children to be fully present for each child and family to strengthen their eagerness and ability to learn. Individualizing the support needed for a site or individual (i.e. do they need a specific training or a certain approach during coaching?) will enable us to work in the exact Zone of Proximal Learning space needed for optimum learning.	
<b>Indicators of Progress:</b> A shared understanding of common language, expectations, and priorities for the Early Childhood Community is vital. Teachers and Administrators will report a consistency of message, clarity around the use of required tools, a strong understanding of the purpose of what we do, and implementation of expected practice.	
<b>Grant Objectives Addressed:</b> The objectives are educational consultation and staff development to ensure program quality and enhance child outcomes, family engagement, workforce development, and high quality early childhood services.	

**FY 23 QUALITY ENHANCEMENT**  
**STATEMENT OF NEED, GOALS AND INDICATORS OF PROGRESS**

For each proposed activity please provide a detailed description of the need for the activity, the intended goals and indicators of progress toward the goals. Provide the expected cost of each activity and the resources that could support the implementation of the activity. Copy this page as needed to describe each activity and provide a summary on the chart provided.

<b>Town:</b>	<b>Waterbury</b>	<b>Contractor: Patricia Reinhardt</b>
<b>Activity and Activity Description:</b> Professional Development for the Center for Early Childhood Education at Naugatuck Valley Community College. Eight 2- hour professional learning community sessions to address the following: <ol style="list-style-type: none"> <li>1. Anti-bias early care and education environments</li> <li>2. Family centered practice with consideration of family culture in developing anti-bias curriculum and policy</li> <li>3. Work will focus on anti-bias curriculum and family partnerships through an anti-bias lens. Deeper understanding of bias, how personal biases affect children, families and co-workers; creating an anti-bias curriculum; strengthening relationships with families through an anti-bias lens, with follow up curriculum and policy development guidance with recommendations for implementation.</li> </ol> <p>Each session will be preceded by a planning and development session between the consultant and administration. The director will receive coaching on reflective supervision that will support and enhance sustainability of this 3 year project.</p>		
<b>Expected Cost:</b> \$2400.00 = \$1200 for PLC Sessions + \$1200 for preceding planning and development sessions		
<b>Possible Resources:</b> Anti-Bias Education for Children and Ourselves (Derman-Sparks & Edwards) Each & Every Child: Teaching Preschool with an Equity Lens (Friedman & Mwenelupembe) One Child, Two Languages (Tabors) Cultivating the Genius of Black Children (Sullivan) Supporting Gender Diversity in Early Childhood Classrooms (Pastel, Steele, Nicholson, Maurer, Hennocj, Julian, Unger & Flynn) Continuing to Build on previously utilized resources that align with the CSEFEL Pyramid Model		
<b>Population (number of children, staff, and programs served by this activity):</b> Approximately 48 children and 15 staff in one program.		
<b>Statement of Need:</b> The original need of this project, which started one year ago, was to address the national issue of how to best meet the needs of children and families through an anti-bias lens. Anti-bias education and relationships are imperative to children's successful education and a reduction in challenging behaviors related to potential biases that conflict with the expectations that children receive from home and cause children to receive messages that they are not capable, intelligent or worthwhile. This will be the third year of a 3 year project to study and develop effective and comprehensive approaches to a center with an anti-bias lens.		
<b>Indicators of Progress:</b> <ul style="list-style-type: none"> <li>• The consultant will review documents related to policy and curriculum. Teachers and administration will be held accountable for completion of segments of work throughout the project.</li> </ul>		
<b>Grant Objectives Addressed:</b> <ol style="list-style-type: none"> <li>A. Background and Intent <ul style="list-style-type: none"> <li>• Help directors and administrators to obtain training</li> <li>• Provide for educational consultation and staff development</li> </ul> </li> </ol>		

B. Qualifications:

- Experience and expertise in regard to providing the type of services as those outlined in the Scope of Services of this RFP
- Has in depth knowledge of and experience utilizing evidence-based coaching practices
- N/A
- Knowledge and experience using adult learning principles and structuring technical assistance to promote links among research, theory and practice
- A proposer with a proven track record in providing these types of or similar services
- Knowledge of Federal and State laws and regulations governing the services outlined in the scope of services.

Completion of all sections of the local RFP as required by the CT State Office of Early Childhood.

**Plan for Activity Evaluation:**

A professional learning community provides an opportunity for the facilitator/consultant to assess understanding of ideas and concepts through discussion. Consultant will review developed documents for quality of content and necessary revisions. A survey of participants at the end of the project will be done as an additional measure to evaluate the effectiveness of the work. A written report will be prepared by the consultant that summarizes the activities facilitated, learning outcomes, progress of staff in implementation of practices and next steps for sustainability.

## **FY 23 SCHOOL READINESS QE APPROVED VENDOR SUMMARY BUDGET WORKBOOK**

### **Waterbury**

#### Directions:

- 1.) Before you begin, save a hard copy of this workbook file to your hard drive.
- 2.) Complete all forms labeled separately on the bottom tabs as they pertain to your site/sites.
- 3.) Please note that the "Budget Justification" worksheet will automatically populate the ED114 Budget worksheet.
- 4.) Upon completion, save a copy of your workbook to upload to the budget section of the RFP.

**NOTE:** This workbook is used to summarize all APPROVED vendor budget proposals for your community.

FISCAL YEAR 2023			
ED 114 BUDGET FORM			
GRANTEE NAME: <i>autofill</i>	Waterbury		
GRANT TITLE:	School Readiness Quality Enhancement Grant	Grant Period:	7/1/2022 to 6/30/2023
Project Title	School Readiness Quality Enhancement	Total Award:	\$ 75,641.00
Accounting Classification: Fund: 11000 SPID: 17097 PROG: 82079 CF1: 170018/170035			
CODES	DESCRIPTIONS	ANNUAL	
111a	Non-Instructional (Administrative/Supervisor Salaries/Clerical/Other)	\$	-
111b	Instructional	\$	-
200	Benefits	\$	-
320	Professional Education Services	\$	-
321	Tutors	\$	-
322	In-service	\$	28,000.00
323	Pupil Services	\$	-
324	Field Trips	\$	5,000.00
325	Parent Activities	\$	2,791.00
330	Employee Training and Development Services	\$	4,500.00
340	Other Professional Technical Services	\$	24,450.00
400	Purchased Property Services	\$	-
500	Other Purchased Services	\$	900.00
600	Supplies	\$	10,000.00
700	Property	\$	-
	<b>TOTAL</b>	<b>\$</b>	<b>75,641.00</b>
		Original Date:	Revised Date:



## QE BUDGET JUSTIFICATION PAGE

\*\*\*All totals in budget justification page are linked to the  
ED114 budget form and will auto-calculate\*\*\*

**Grantee Name:** Waterbury

July 1, 2022 to June 30, 2023

Line Items	NARRATIVE	
111A	NON-INSTRUCTIONAL	ANNUAL
	TOTALS	\$ -
111B	INSTRUCTIONAL	ANNUAL
	TOTALS	\$ -
200	PERSONNEL SERVICES / BENEFITS	ANNUAL
	TOTALS	\$ -
320	PROFESSIONAL EDUCATION SERVICES	ANNUAL
	TOTALS	\$ -
321	TUTORS (NON-PAYROLL SERVICES)	ANNUAL
	TOTALS	\$ -
322	IN-SERVICE (INSTRUCTIONAL PROGRAM IMPROVEMENT SERVICES)	ANNUAL
	Professional Development City-Wide	\$ 4,000.00
	Professional Development Program Level (\$2400 per agency x 10 agencies)	\$ 24,000.00

# QE BUDGET JUSTIFICATION PAGE

**\*\*\*All totals in budget justification page are linked to the ED114 budget form and will auto-calculate\*\*\***

**Grantee Name:** Waterbury

July 1, 2022 to June 30, 2023

	<b>TOTALS</b>	<b>\$ 28,000.00</b>
<b>323</b>	<b>PUPIL SERVICES (NON-PAYROLL SERVICES)</b>	<b>ANNUAL</b>
	<b>TOTALS</b>	<b>\$ -</b>
<b>324</b>	<b>FIELD TRIPS</b>	<b>ANNUAL</b>
	500 each for 10 agencies	<b>\$ 5,000.00</b>
	<b>TOTALS</b>	<b>\$ 5,000.00</b>

QE BUDGET JUSTIFICATION PAGE		
***All totals in budget justification page are linked to the ED114 budget form and will auto-calculate***		
Grantee Name: Waterbury		July 1, 2022 to June 30, 2023
325	PARENT ACTIVITIES	ANNUAL
	Parent Night Activities	\$ 2,791.00
	TOTALS	\$ 2,791.00
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	ANNUAL
	NAEYC Conference (Travel, Hotel, Registration, etc)	\$ 3,500.00
	SR Staff PD for program Improvement	\$ 1,000.00
	TOTALS	\$ 4,500.00
340	OTHER PROFESSIONAL TECHNICAL SERVICES	ANNUAL
	Coaching/Consultation- Sue Vivian	\$ 22,050.00
	Coaching for NVCC- Pat Reinhardt	\$ 2,400.00
	TOTALS	\$ 24,450.00
400	PURCHASED PROPERTY SERVICES	ANNUAL
	TOTALS	\$ -
500	OTHER PURCHASED SERVICES	ANNUAL
	Staff Parking/Mileage	\$ 300.00
	Marketing/Recruitment	\$ 600.00
	TOTALS	\$ 900.00
600	SUPPLIES	ANNUAL
	Books to support Family Events, recruitment, SR library	\$ 3,000.00
	Misc. Office Supplies to Support QE work	\$ 1,000.00
	Materials to support program improvement/PD	\$ 6,000.00
	TOTALS	\$ 10,000.00

C:\Users\Krista.Pisano\Documents\RFP FY 23\QE Summary Budget from Chris

## QE BUDGET JUSTIFICATION PAGE

\*\*\*All totals in budget justification page are linked to the  
ED114 budget form and will auto-calculate\*\*\*

Grantee Name: Waterbury

July 1, 2022 to June 30, 2023

700	PROPERTY	ANNUAL
	TOTALS	\$ -
	GRAND TOTAL	\$ 75,641.00

# **BOARD OF EDUCATION**

*Waterbury, Connecticut*

## **COMMITTEE ON FINANCE**

Item #12.2

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Committee on Finance moves that the Waterbury Board of Education approve the School Readiness and Child Day Care Grant LOCAL application for grant years 2022-2024.

**GRANT COVER PAGE****DUE DATE**

(Determined by local School Readiness Council)

**March 11, 2022****SUBMISSION INFORMATION**

<b>Agency/Program Name:</b>	Waterbury Public School Office of Early Childhood		
<b>Street Address:</b>	30 B Church Street		
<b>City, State, Zip</b>	Waterbury, CT 06702		
<b>Primary Contact Person:</b>	Maureen M. Bergin	<b>Email:</b> mbergin@waterbury.k12.ct.us	
<b>Telephone:</b>	(203)574-8024	<b>Fax:</b>	(203) 574-6709

**Please check one:** New Agency/Program \_\_\_\_\_ Existing Agency/Program   X  

**PROGRAM FISCAL AGENT** (To be completed if the Fiscal Agent is other than the applicant agency)

<b>Agency/Program Name:</b>	Waterbury Public Schools		
<b>Street Address:</b>	236 Grand Street		
<b>City, State, Zip</b>	Waterbury, CT 06702		
<b>Primary Contact Person:</b>	Darren Schwartz	<b>Email:</b> dschwartz@waterbury.k12.ct.us	
<b>Telephone:</b>	(203) 574-8000	<b>Fax:</b>	(203) 574- 8010

## SCHOOL READINESS POLICIES AND REQUIREMENTS

### LICENSING/ACCREDITATION/APPROVALS

Grantees must ensure that all sites are licensed by the OEC or meet legal requirements to be considered license exempt. Applicants must include a copy of the current license and the most recent full licensing inspection report from the OEC for each site requesting School Readiness funds. If the site meets the definition of license exempt, the Licensing Status Verification Form must be completed and submitted with the application. Programs (both licensed and license exempt) must meet all health and safety requirements mandated by the OEC.

**PLEASE NOTE: Applicants claiming license exemption must meet these basic licensing requirements:**

- **Class size:** No more than 20 children per classroom space at any one time (18 recommended);
- **Class space:** minimum 35 square feet per child;
- **Outdoor space:** minimum 75 square feet per child;
- **Outdoor play equipment:** Shock-absorbing materials under outdoor play equipment five feet or less must meet ECERS standards of six inches of resilient surfaces (wood chips, shredded bark, etc.);
- **Supervision:** All children MUST be supervised visually at ALL times. One adult for every 10 children (or less) is the required staff-to-child ratio; and
- **Other health and safety requirements:** additional requirements may be mandated by the Office of Early Childhood.

**License exempt only:** ☒ By checking this box, the program attests to meeting the above safety requirements.

**Care4Kids:** ☐ By checking this box, the program attests to being a Care4Kids provider accepting Care4Kids funds. **Programs that receive Care4Kids must include the Registry's OEC Health and Safety Orientation Report as part of their application.**

All program sites must be accredited/approved or in process of becoming accredited/approved. All programs must submit evidence of National Association for the Education of Young Children (NAEYC) Accreditation or for new programs only, willingness to become accredited by NAEYC within three years of accepting funding or evidence of Head Start approval. The following documentation is required:

- Accredited by the National Association for the Education of Young Children (NAEYC);
  - For currently accredited sites, submit a copy of your NAEYC certificate and maintain your accreditation status; and
  - For new sites not currently accredited, a statement signed by the director acknowledging that the program will become NAEYC accredited within three years; **or**
- Head Start approval as documented by the programs most recent Head Start grant award letter.

Programs approved by Head Start must electronically submit a copy of their most recent Financial Assistance Award Letter from the United States Department of Health and Human Service, Administration of Children and Families. In addition, submit a copy of the Head Start approved Quality Improvement Plan demonstrating progress toward correcting any areas of deficiencies and/or non-compliances.

Applicants must meet the program requirements and quality standards for participation in School Readiness program as described in CGS Section 10-16q (a). GP B-05 Meeting-Quality-Assurance-Requirements

## SFY 23 LICENSING STATUS VERIFICATION FORM

Must be submitted annually by license exempt programs

**PROGRAMS WITH MULTIPLE EXEMPT SITES MUST LIST EACH INDIVIDUAL SITE NAME AND ADDRESS**

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Please check the appropriate boxes below with an "X", provide your signature, and indicate whether your board of education, charter school, CSDE approved private school or RESC administers the program.

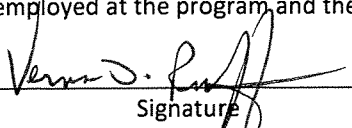
Bucks Hill Annex located at 330 Bucks Hill Road, Waterbury, CT 06704.  
(Name of Program) (Program Address)

X Yes, the ☒ board of education, ☐ charter school, ☐ CSDE approved private school, or ☐ RESC administers the above named program and therefore retains ultimate responsibility for the management and oversight of such program, for the staff employed at the program and the children attending the program.

This arrangement is effective from: July 1, 2022 to June 30, 2023.  
Start date End date

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Signature

Dr. Verna Ruffin  
Printed Name

☒ Superintendent of Schools ☐ Charter School Director ☐ CSDE Approved Private School Administrator  
☐ RESC Executive Director

for the Waterbury Public Schools  
Name of Grantee

☒ Board of Education ☐ Charter School ☐ CSDE Approved Private School ☐ RESC ☐ Charter School

Waterbury, CT (203) 574 - 6000 vruffin@waterbury.k12.ct.us  
City or Town Phone Number email address



## SFY 23 LICENSING STATUS VERIFICATION FORM

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Bunker Hill Elementary School located at 170 Bunker Hill Avenue, Waterbury, CT 06708  
(Name of Program) (Program Address)

X Yes, the ☒ board of education, ☐ charter school, ☐ CSDE approved private school, or ☐ RESC administers the above named program and therefore retains ultimate responsibility for the management and oversight of such program, for the staff employed at the program and the children attending the program.

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Verna D. Ruffin  
Signature

Dr. Verna Ruffin  
Printed Name

☒ Superintendent of Schools    ☐ Charter School Director    ☐ CSDE Approved Private School Administrator  
☐ RESC Executive Director

for the Waterbury Public Schools  
Name of Grantee

☒ Board of Education    ☐ Charter School    ☐ CSDE Approved Private School    ☐ RESC    ☐ Charter School

Waterbury, CT    ( 203 ) 574 - 6000    vruffin@waterbury.k12.ct.us  
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Carrington Elementary School located at 24 Kenmore Avenue, Waterbury, CT 06708.  
(Name of Program) (Program Address)

X Yes, the ☒ board of education, ☐ charter school, ☐ CSDE approved private school, or ☐ RESC administers the above named program and therefore retains ultimate responsibility for the management and oversight of such program, for the staff employed at the program and the children attending the program.

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Verna D. Ruffin  
Signature

Dr. Verna Ruffin  
Printed Name

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for the Waterbury Public Schools  
Name of Grantee

☒ Board of Education ☐ Charter School ☐ CSDE Approved Private School ☐ RESC ☐ Charter School

Waterbury, CT ( 203 ) 574 - 6000 vruffin@waterbury.k12.ct.us  
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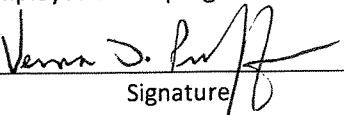
Chase Elementary School located at 40 Woodtick Road, Waterbury, CT 06705  
(Name of Program) (Program Address)

☒ **X** Yes, the ☒ board of education, ☐ charter school, ☐ CSDE approved private school, or ☐ RESC administers the above named program and therefore retains ultimate responsibility for the management and oversight of such program, for the staff employed at the program and the children attending the program.

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Printed Name

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Name of Grantee

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Waterbury, CT ( 203 ) 574 - 6000 vruffin@waterbury.k12.ct.us  
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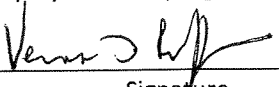
Driggs Elementary School located at 77 Woodlawn Terrace, Waterbury, CT 06710  
(Name of Program) (Program Address)

☒ X Yes, the ☒ board of education, ☐ charter school, ☐ CSDE approved private school, or ☐ RESC administers the above named program and therefore retains ultimate responsibility for the management and oversight of such program, for the staff employed at the program and the children attending the program.

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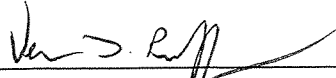
Duggan Elementary School located at 38 West Porter Street, Waterbury, CT 06708  
(Name of Program) (Program Address)

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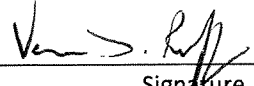
Gilmartin Elementary School located at 94 Spring Lake Road, Waterbury, CT 06706  
(Name of Program) (Program Address)

X Yes, the ☒ board of education, ☐ charter school, ☐ CSDE approved private school, or ☐ RESC administers the above named program and therefore retains ultimate responsibility for the management and oversight of such program, for the staff employed at the program and the children attending the program.

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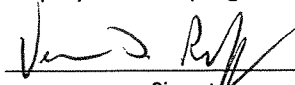
Maloney Magnet School located at 233 South Elm Street, Waterbury, CT 06702.  
(Name of Program) (Program Address)

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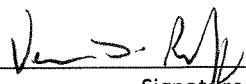
Reed Elementary School located at 94 Spring Lake Road, Waterbury, CT 06706  
(Name of Program) (Program Address)

X Yes, the ☒ board of education, ☐ charter school, ☐ CSDE approved private school, or ☐ RESC administers the above named program and therefore retains ultimate responsibility for the management and oversight of such program, for the staff employed at the program and the children attending the program.

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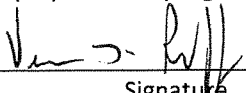
Rotella Interdistrict Magnet School located at 380 Pierpont Road, Waterbury, CT 06705  
(Name of Program) (Program Address)

X Yes, the ☒ board of education, ☐ charter school, ☐ CSDE approved private school, or ☐ RESC administers the above named program and therefore retains ultimate responsibility for the management and oversight of such program, for the staff employed at the program and the children attending the program.

This arrangement is effective from: July 1, 2022 to June 30, 2023.  
Start date End date

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Signature

Dr. Verna Ruffin  
Printed Name

☒ Superintendent of Schools      ☐ Charter School Director      ☐ CSDE Approved Private School Administrator  
☐ RESC Executive Director

for the Waterbury Public Schools  
Name of Grantee

☒ Board of Education      ☐ Charter School      ☐ CSDE Approved Private School      ☐ RESC      ☐ Charter School

Waterbury, CT      ( 203 ) 574 - 6000      vruffin@waterbury.k12.ct.us  
City or Town      Phone Number      email address

## SFY 23 LICENSING STATUS VERIFICATION FORM

Must be submitted annually by license exempt programs

**PROGRAMS WITH MULTIPLE EXEMPT SITES MUST LIST EACH INDIVIDUAL SITE NAME AND ADDRESS**

Connecticut General Statutes, Section 19a-77(b) provides that a program administered by a public school system is not required to be licensed to operate. In addition, the licensing requirement does not apply to programs administered by private schools that are approved by the State Board of Education and have filed a yearly attendance form with the Connecticut State Department of Education (CSDE), provided the provisions of childcare services are only to those children whose ages are covered under such approval or accreditation. "Administered by" has been interpreted by the OEC to mean that a public school system or a CSDE approved private school retains ultimate responsibility for the management and oversight of the program and for the program staff and the children served.

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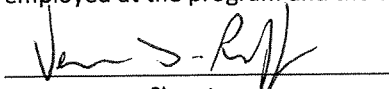
Sprague Elementary School located at 1443 Thomaston Avenue, Waterbury, CT 06704.  
(Name of Program) (Program Address)

X Yes, the ☒ board of education, ☐ charter school, ☐ CSDE approved private school, or ☐ RESC administers the above named program and therefore retains ultimate responsibility for the management and oversight of such program, for the staff employed at the program and the children attending the program.

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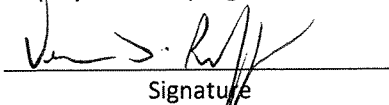
Walsh Elementary School located at 55 Dikeman Street, Waterbury, CT 06704  
(Name of Program) (Program Address)

☒ **Yes**, the ☒ board of education, ☐ charter school, ☐ CSDE approved private school, or ☐ RESC administers the above named program and therefore retains ultimate responsibility for the management and oversight of such program, for the staff employed at the program and the children attending the program.

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Name of Grantee

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Waterbury, CT ( 203 ) 574 - 6000 vruffin@waterbury.k12.ct.us  
City or Town Phone Number email address

## SFY 23 LICENSING STATUS VERIFICATION FORM

Must be submitted annually by license exempt programs

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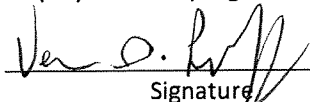
Washington Elementary School located at 685 Baldwin Street, Waterbury, CT 06706  
(Name of Program) (Program Address)

X Yes, the ☒ board of education, ☐ charter school, ☐ CSDE approved private school, or ☐ RESC administers the above named program and therefore retains ultimate responsibility for the management and oversight of such program, for the staff employed at the program and the children attending the program.

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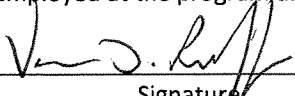
Waterbury Career Academy located at 175 Birch Street, Waterbury, CT 06704  
(Name of Program) (Program Address)

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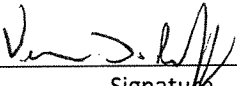
Wendell Cross School located at 1255 Hamilton Avenue, Waterbury, CT 06706  
(Name of Program) (Program Address)

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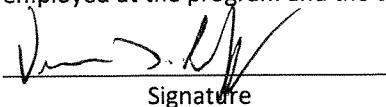
Wilson Elementary School located at 235 Birch Street, Waterbury, CT 06704.  
(Name of Program) (Program Address)

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City or Town      Phone Number      email address

Waterbury Public Schools 236 Grand Street Waterbury CT 06702							RFP# 7183			
Staff Qualifications Detail Report										
Waterbury Boe At Bucks Hill Annex (1830) Last Updated: 02/10/2022							QSM Eligible	QSM Expiration Date	Designated QSM Room	
Staff Confirmation Page Role	Date of Hire	Participant Name	Participant ID	Account Status	Ladder Level	Ladder Level Description	Age Served	Yes	12/31/2099	208 AM/PM
Classroom Teacher	08/24/2015	Boampong, Christine	100004858	Active	14	Masters degree in ECE OR Masters degree in any field plus current ECE state teaching endorsement.	Preschoolers (3 to 5 years)	Yes	12/31/2099	
Classroom Teacher	09/10/1992	Burke, Heather	100009010	Active	13	Masters degree in any field and 12 ECE credits.	Preschoolers (3 to 5 years)	Yes	12/31/2099	205B
Classroom Teacher	08/12/2010	Dzinski, Mary Ann	100010636	Active	13	Masters degree in any field and 12 ECE credits.	Preschoolers (3 to 5 years)	Yes	12/31/2099	
Classroom Teacher	08/26/2014	Fournier, Linda	100031190	Active	14	Masters degree in ECE OR Masters degree in any field plus current ECE state teaching endorsement.	Preschoolers (3 to 5 years)	Yes	12/31/2099	
Classroom Teacher	08/27/2007	Mancini, Laure Lyne	100009008	Active	13	Masters degree in any field and 12 ECE credits.	Preschoolers (3 to 5 years)	No		
Classroom Teacher	08/19/2020	Miller, Alexandra	100047284	Active	1	OEC Registry Account.	Preschoolers (3 to 5 years)	Yes	12/31/2099	203
Classroom Teacher	08/25/2016	Murphy, Amy	100016294	Active	14	Masters degree in ECE OR Masters degree in any field plus current ECE state teaching endorsement.	Preschoolers (3 to 5 years)	Yes	12/31/2099	201 AM/PM
Classroom Teacher	10/01/2020	Rivera, Ana	100047438	Active	12	Bachelor degree in ECE or Bachelor degree in any field plus current ECE state teaching endorsement.	Preschoolers (3 to 5 years)	Yes	12/31/2099	206 AM/PM
Classroom Teacher	12/10/1994	Salviotti, Stacey	100009011	Active	14	Masters degree in ECE OR Masters degree in any field plus current ECE state teaching endorsement.	Preschoolers (3 to 5 years)	Yes	06/30/2025	210B
Classroom Teacher	10/01/2015	Sampt, Krystle	100005294	Active	9	Associate degree in any field and 12 ECE credits.	Preschoolers (3 to 5 years)	Yes	12/31/2099	207 AM/PM
Classroom Teacher	09/01/2007	Scappini, Mary	100005078	Active	14	Masters degree in ECE OR Masters degree in any field plus current ECE state teaching endorsement.	Preschoolers (3 to 5 years)	Yes	12/31/2099	202 AM/PM
Classroom Teacher	08/28/2018	Stafford, Amy	100038591	Active	12	Bachelor degree in ECE or Bachelor degree in any field plus current ECE state teaching endorsement.	Preschoolers (3 to 5 years)	Yes	12/31/2099	204
Classroom Teacher	01/01/2001	Taylor-Difederico, Sharon	100005082	Active	14	Masters degree in ECE OR Masters degree in any field plus current ECE state teaching endorsement.	Preschoolers (3 to 5 years)	No		
Classroom Assistant Teacher Or Teacher Aide	11/09/1999	Forestier, Sarah	100009113	Active	1	OEC Registry Account.	Preschoolers (3 to 5 years)	No		
Classroom Assistant Teacher Or Teacher Aide	08/22/2019	Hayden-Epperson, Andrea	100043746	Active	1	OEC Registry Account.	Preschoolers (3 to 5 years)	No		
Classroom Assistant Teacher Or Teacher Aide	08/28/2002	Heppenstall, April	100023856	Inactive	1	OEC Registry Account.	Preschoolers (3 to 5 years)	No		
Classroom Assistant Teacher Or Teacher Aide	01/06/2016	Mitnick, Kristin	100023915	Active	6	Current CDA credential or 12 ECE credits.	Preschoolers (3 to 5 years)	Yes	06/30/2025	
Classroom Assistant Teacher Or Teacher Aide	03/11/2019	Pacheco-Sanchez, Gwendoline	100020530	Inactive	9	Associate degree in any field and 12 ECE credits.	Preschoolers (3 to 5 years)	Yes	06/30/2025	
Classroom Assistant Teacher Or Teacher Aide	04/03/2013	Sylvester, Christiana	100010849	Inactive	11	Bachelor degree in any field and 12 ECE credits.	Preschoolers (3 to 5 years)	No		
Classroom Assistant Teacher Or Teacher Aide	08/22/2019	Timaul, Atmanand	100043586	Active	1	OEC Registry Account.	Preschoolers (3 to 5 years)	Yes	06/30/2029	
Classroom Assistant Teacher Or Teacher Aide	10/21/2008	Valentine, Maureen	100021887	Active	10	Associate degree in ECE.	Preschoolers (3 to 5 years)	Yes	06/30/2025	
Administrator Of Single Site	08/21/2013	Simms, Amy	100029014	Active	13	Masters degree in any field and 12 ECE credits.	Preschoolers (3 to 5 years)	Yes	12/31/2099	
Administrator Of Operating Agency Or Multiple Sites	01/01/2001	Bergin, Maureen	100007597	Active	15	Advanced degree and 12 ECE credits OR Advanced degree in non-ECE plus current ECE state teaching endorsement.	Preschoolers (3 to 5 years)	00.00		



## Staff Qualifications Detail Report

Waterbury Boe At Carrington School (6396) Last Updated: 03/01/2022								QSM Eligible	QSM Expiration Date	Designated QSM Room
Staff Confirmation Page Role	Date of Hire	Participant Name	Participant ID	Account Status	Ladder Level	Ladder Level Description	Age Served			
Classroom Teacher	08/18/2003	Mauceri, Diane	100021447	Active	11	Bachelor degree in any field and 12 ECE credits.	Preschoolers (3 to 5 years)	Yes	12/31/2099	Carrington 1
Classroom Teacher	06/22/2018	Promotico, Lucia	100028221	Active	15	Advanced degree and 12 ECE credits OR Advanced degree in non-ECE plus current ECE state teaching endorsement.	Preschoolers (3 to 5 years)	Yes	12/31/2099	Carrington 2
Classroom Assistant Teacher Or Teacher Aide	08/27/2003	Cicchello, Danielle	100010633	Active	10	Associate degree in ECE.	Preschoolers (3 to 5 years)	Yes	06/30/2029	
Assistant Teacher	08/26/2013	Caplan, Risa	100021955	Active	10	Associate degree in ECE.	Preschoolers (3 to 5 years)	Yes	06/30/2029	

## Staff Qualifications Detail Report

## WATERBURY BOE AT CHASE SCHOOL (8174) Last Updated: 02/10/2022

Staff Confirmation Page Role	Date of Hire	Participant Name	Participant ID	Account Status	Ladder Level	Ladder Level Description	Age Served	QSM Eligible	QSM Expiration	Designate d QSM
Classroom Teacher	02/18/2020	Havican, Melissa	100033947	Active	1	OEC Registry Account.	Preschoolers (2 to 5 years)	Yes	12/31/2099	Chase
Classroom Teacher	08/24/2020	Thompson, Jessica	100016151	Active	12	Bachelor degree in ECE or Bachelor degree in any field plus current ECE state	Preschoolers (3 to 5 years)	Yes	06/30/2025	
Assistant Teacher	01/11/2010	Kean, Michelle	100003303	Active	9	Associate degree in any field and 12 ECE credits.	Preschoolers (3 to 5 years)	Yes		

## Staff Qualifications Detail Report

Waterbury Boe At Driggs School (8175) Last Updated: 03/03/2022								QSM Eligible	QSM Expiration	Designation
Staff Confirmation Page	Date of Hire	Participant Name	Participant ID	Account Status	Ladder Level	Ladder Level Description	Age Served			
Classroom Teacher	08/28/2008	Caiazzo, Margaret	100030479	Active	12	Bachelor degree in ECE or Bachelor degree in any field plus current ECE state teaching endorsement.	Preschoolers (2 to 5 years)	Yes	12/31/2099	Driggs Al
Classroom Assistant Teacher Or Teacher Aide	08/24/2021	Emini, Edona	100020829	Active	12	Bachelor degree in ECE or Bachelor degree in any field plus current ECE state teaching	Preschoolers (3 to 5 years)	Yes	12/31/2099	Driggs 2
Classroom Assistant Teacher Or Teacher Aide	08/28/2000	Smith, Dawn	100030602	Active	1	OEC Registry Account.	Preschoolers (2 to 5 years)	No		
Assistant Teacher	09/07/2007	Fares, Najat	100005160	Active	5	6 ECE credits.	Preschoolers (3 to 5 years)	No		

## Staff Qualifications Detail Report

Waterbury Boe At Duggan School (6257) Last Updated: 03/03/2022

								QSM Eligible	QSM Expirati	Designat ed QSM
Staff Confirmation Page Role	Date of Hire	Participant Name	Participant ID	Account Status	Ladder Level	Ladder Level Description	Age Served			
Classroom Teacher	07/01/2018	Defeo, Dawn	100011078	Active	14	Masters degree in ECE OR Masters degree in any field plus	Preschoolers (3 to 5 years)	Yes	12/31/20 99	Duggan 1
Classroom Teacher	12/16/2021	Maida, Mary	100031443	Inactive	13	Masters degree in any field and 12 ECE credits.	Preschoolers (3 to 5 years)	Yes	06/30/20 25	
Classroom Teacher	08/01/2001	Pelletier, Allison	100035240	Active	12	Bachelor degree in ECE or Bachelor degree in any field plus	Preschoolers (3 to 5 years)	Yes	12/31/20 99	Duggan 2
Classroom Assistant Teacher Or Teacher Aide	01/11/2022	Pruden, Sandra	100057009	Active	1	OEC Registry Account.	Preschoolers (3 to 5 years)	No		
Classroom Assistant Teacher Or Teacher Aide	08/25/2011	Zhuta, Rakibe	100034136	Active	1	OEC Registry Account.	Preschoolers (3 to 5 years)	No		

Waterbury Public Schools Early Childhood Education Program 236 Grand St. Waterbury, CT 06702

RFP # 7183

**Staff Qualifications Detail Report**

**Waterbury Boe At Gilmartin School (6256) Last Updated: 02/14/2022**

								QSM Eligible	QSM Expiration Date	Designat QSM Roc
Staff Confirmation Page Role	Date of Hire	Participant Name	Participant ID	Account Status	Ladder Level	Ladder Level Description	Age Served			
Classroom Teacher	08/28/2003	Fontaine, Heather	100008007	Active	12	Bachelor degree in ECE or Bachelor degree in any field plus current ECE state teaching endorsement.	Preschoolers (3 to 5 years)	Yes	12/31/2099	Gilmartin
Classroom Teacher	08/28/2017	Jones, Carolyn	100031082	Active	13	Masters degree in any field and 12 ECE credits.	Preschoolers (3 to 5 years)	Yes	12/31/2099	
Classroom Teacher	09/01/2007	Sottile, Melissa	100005083	Active	12	Bachelor degree in ECE or Bachelor degree in any field plus current ECE state teaching endorsement.	Preschoolers (3 to 5 years)	Yes	12/31/2099	Gilmartin
Classroom Assistant Teacher Or Teacher Aide	08/24/2012	Cibaku, Denisa	100006857	Active	11	Bachelor degree in any field and 12 ECE credits.	School-age (5 years and older)	Yes	12/31/2099	
Classroom Assistant Teacher Or Teacher Aide	04/19/1999	Forino, Lorna	100013162	Active	1	OEC Registry Account.	Preschoolers (3 to 5 years)	No		

## Staff Qualifications Detail Report

Waterbury Boe At Jonathan Reed School (6380) Last Updated: 01/11/2022								QSM Eligible	QSM Expiration Date	Designate QSM Roo
Waterbury Public Schools Early Childhood Education 232 Grand Street Waterbury, CT 06702 RFP # 7183	Date of Hire	Participant Name	Participant ID	Account Status	Ladder Level	Ladder Level Description	Age Served			
Classroom Teacher	11/05/2012	Kachur, Leigh	100016152	Active	13	Masters degree in any field and 12 ECE credits.	Preschoolers (3 to 5 years)	Yes	12/31/209 9	Reed 2
Classroom Teacher	08/23/2012	Rinaldi, Cynthia	100016149	Active	13	Masters degree in any field and 12 ECE credits.	Preschoolers (3 to 5 years)	Yes	12/31/209 9	Reed 1
Classroom Assistant Teacher Or Teacher Aide	09/01/2013	Garcia, Haydee	100016124	Inactive	1	OEC Registry Account.	Preschoolers (3 to 5 years)	No		
Assistant Teacher	08/23/2018	Shaw, Jeanette	100001264	Active	6	Current CDA credential or 12 ECE credits.	Preschoolers (3 to 5 years)	No		



Office of Early Childhood  
30-B Church Street  
Waterbury, CT 06702  
Ph-203-574-8024/F-203-574-6709

**Maureen M. Bergin**  
Supervisor, Early Childhood Education

To Whom It May Concern:

Sprague Elementary School is a recipient of the School Readiness Grant. There are 5 classrooms located in the school. Each classroom is staffed by a Qualified Staff Member (QSM) and has a Bachelor's Degree or higher for certification.

Attached, please see documentation that reflects the qualifications of the certified staff member at Sprague School whose certification status is pending. This information is pending in the Charts-A-Course Registry. All staff have received their CPR training and a running record details their annual professional development to meet grant requirements.

Respectfully,

Maureen M. Bergin


Maureen M. Bergin 3/15/2022

Krista Pisano

Krista Pisano 3/16/2022



Connecticut State Department of Education  
Certification Verification (Educator Copy)  
Bureau of Educator Standards and Certification

Educator ID Card	
EIN: 3004322220	
LAURA K. CAMPAGNA	
USER NAME: campagnaL	
You may access your certification records on-line at: <a href="http://www.ct.gov/sde/cert">www.ct.gov/sde/cert</a>	

LAURA K. CAMPAGNA  
Educator ID Number: 3004322220  
NONRENEWABLE INTERIM PROVISIONAL EDUCATOR  
Certificate Number: C012021000117  
January 5, 2020 TO January 4, 2023

Endorsement Code	Endorsement Description	Endorsement Date
165	Special Education: Comprehensive, Grades K through 12	1/5/2020
305	Elementary - Grades 1 through 6	1/5/2020
	(End of List)	

**Endorsement Code and Deferrals (must pass the following test(s) before expiration date):**

- 165 - Connecticut Foundations of Reading Test
- 165 - Praxis II - Special Education: Core Knowledge and Mild to Moderate Applications (5543)
- 305 - Connecticut Foundations of Reading Test
- 305 - Praxis II - Elementary Education: Multiple Subjects – Reading, Math, Social Studies and Science (5001)

Anyone may verify the status of this certificate/permit online at: <http://sdeportal.ct.gov/CECSFOI/FOILookup.aspx>

Unofficial Copy

Status as of: 1/5/2021





Connecticut State Department of Education  
Certification Verification (Educator Copy)  
Bureau of Educator Standards and Certification

Educator ID Card
EIN: 3004322220
LAURA K. CAMPAGNA
USER NAME: campagnaL
You may access your certification records on-line at: <a href="http://www.ct.gov/sde/cert">www.ct.gov/sde/cert</a>

LAURA K. CAMPAGNA  
Educator ID Number: 3004322220  
PROVISIONAL EDUCATOR  
Certificate Number: C012021000115  
January 5, 2020 TO January 4, 2028

Endorsement Code	Endorsement Description	Endorsement Date
113	Integrated Early Childhood/Special Ed., Nursery - K: and Elementary: Grades 1 through 3 (End of List)	1/5/2020

Endorsement Code and Subject Area Test(s) Exemption:  
113 - Public Act 09-01: Test Exemption - Experienced Teacher

Anyone may verify the status of this certificate/permit online at: <http://sdeportal.ct.gov/CECSFOI/FOILookup.aspx>

Unofficial Copy

Status as of: 1/5/2021

**Staff Qualifications Detail Report****Waterbury Boe At Sprague School (6381) Last Updated: 03/04/2022**

Staff Confirmation Page Role	Date of Hire	Participant Name	Participant ID	Account Status	Ladder Level	Ladder Level Description	Age Served	QSM Eligible	QSM Expiration Date	Designated QSM Room
Classroom Teacher	08/25/2014	Baker, Marilyn	100031081	Active	14	Masters degree in ECE OR Masters degree in any field plus current ECE state	Preschoolers (3 to 5 years)	Yes	12/31/2099	Class 1
Classroom Teacher	10/18/2021	Campagna, Laura	100055822	Active	1	OEC Registry Account.	Preschoolers (3 to 5 years)	No		
Classroom Teacher	09/08/2020	Fengler, Deanna	100023875	Active	14	Masters degree in ECE OR Masters degree in any field plus current ECE state	Preschoolers (3 to 5 years)	Yes	12/31/2099	Class 3
Classroom Teacher	09/01/2004	Hanas, Karen	100031085	Active	14	Masters degree in ECE OR Masters degree in any field plus current ECE state	Preschoolers (3 to 5 years)	Yes	12/31/2099	Room 4
Classroom Teacher	01/07/2017	Lucian, Alana	100020701	Active	12	Bachelor degree in ECE or Bachelor degree in any field plus current ECE state	Preschoolers (3 to 5 years)	Yes	12/31/2099	Class 2
Classroom Assistant Teacher Or Teacher Aide	09/03/2018	Vega, Ivana	100039180	Inactive	11	Bachelor degree in any field and 12 ECE credits.	Preschoolers (3 to 5 years)	Yes	06/30/2029	
Classroom Assistant Teacher Or Teacher Aide	10/01/2012	Vensel, Patricia	100021893	Active	10	Associate degree in ECE.	Preschoolers (3 to 5 years)	Yes	06/30/2029	
Assistant Teacher	09/01/1980	Hill, Moya	100003432	Active	6	Current CDA credential or 12 ECE	Preschoolers (3 to 5 years)	No		
Assistant Teacher	08/26/2009	Kamo, Diana	100032482	Active	1	OEC Registry Account.	Preschoolers (3 to 5 years)	No		
Assistant Teacher	11/12/2021	Swenden, Diana	100054715	Active	1	OEC Registry Account.	Preschoolers (3 to 5 years)	No		

Waterbury Public Schools Early Childhood Education 236 Grand Street Waterbury, CT 06702

RFP # 7183

Staff Qualifications Detail Report

WATERBURY BOE AT WASHINGTON SCHOOL (8176) Last Updated: 02/10/2022

								QSM Eligible	QSM Expiration Date	Designate QSM Room
Staff Confirmation Page	Date of Hire	Participant Name	Participant ID	Account Status	Ladder Level	Ladder Level Description	Age Served			
Classroom Teacher	08/28/2012	Murphy-Gilmore, Jill	100031417	Active	14	Masters degree in ECE OR Masters degree in any field plus current ECE state teaching	Preschoolers (3 to 5 years)	Yes	12/31/2099	Room 1
Classroom Assistant Teacher Or Teacher Aide	08/22/2019	Russo, Anne	100041174	Inactive	1	OEC Registry Account.	Preschoolers (3 to 5 years)	No		



**WATERBURY**  
**PUBLIC SCHOOLS**

Office of Early Childhood

30-B Church Street

Waterbury, CT 06702

Ph-203-574-8024/F-203-574-6709

***Maureen M. Bergin***

Supervisor, Early Childhood Education

To Whom It May Concern:

The Designated Quality Staff Member Summary Report from CT Charts-A –Course reflects 90% of the staff have attained the DQSM rating. During the school year 2021-2022, one specialized classroom for children with Developmental Delays has been closed due to staffing concerns. It is expected to reopen with a full staff for the school year 2022-2023.

Respectfully,

Maureen M. Bergin

*Maureen M. Bergin* 3/16/2022

Krista Piscano

*KR* 3/16/22

**Designated QSM Summary Report for State Funded Programs**  
**Waterbury Boe at Bucks Hill Annex 1830 Last Updated: 02/10/2022**

Participant Name	Participant ID	QSM Expiration Date	QSM Note	Designated QSM Room	State Funding
Boampong, Christine	100004858	12/31/2099	Grandfathered until 12/31/2099	208 AM/PM	SR
Dzinski, Mary Ann	100010636	12/31/2099	Grandfathered until 12/31/2099	205B	SR
Murphy, Amy	100016294	12/31/2099	Grandfathered until 12/31/2099	203	
Rivera, Ana	100047438	12/31/2099	Qualifying Degree	201 AM/PM	
Salvietti, Stacey	100009011	12/31/2099	Grandfathered until 12/31/2099	206 AM/PM	SR
Sampt, Krystle	100005294	6/30/2025	Non-qualifying Degree	210B	
Scappini, Mary	100005078	12/31/2099	Grandfathered until 12/31/2099	207 AM/PM	SR
Stafford, Amy	100038591	12/31/2099	Qualifying Degree	202 AM/PM	SR
Taylor-Difederico, Sharon	100005082	12/31/2099	Grandfathered until 12/31/2099	204	SR

# Classrooms	10	# Classrooms with Designated QSM	9	90%	
QSM Program Benchmarks					
Program meets current minimum for one designated Qualified Staff Member (QSM) per classroom or group with a CDA credential or higher education (until June 30, 2022)			No	90%	NA
Program meets July 1, 2022 - June 30, 2025 goal: at least 50% of designated QSMs have associate degree or higher in ECE and remaining percentage have a CDA credential or non-qualifying degree			No	Associate Degree ECE or Qualifying Degree 80%	CDA Credential or Non-ECE Degree 10%

Program meets July 1, 2025 - June 30, 2029 goal: at least 50% of designated QSMs have qualifying bachelor degree and remaining percentage meet an ECE associate degree option	No	Qualifying Degree 80%	Associate Degree ECE 0%
Program meets July 1, 2029 goal: 100% of designated QSMs have qualifying bachelor degree option	No	Qualifying Degree 80%	NA

Office of Early Childhood, Connecticut Early Childhood Professional Registry  
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<b>Designated QSM Summary Report for State Funded Programs</b> <b>Waterbury Boe at Carrington School 6396 Last Updated: 03/01/2022</b>					
Participant Name	Participant ID	QSM Expiration Date	QSM Note	Designated QSM Room	State Funding
Mauceri, Diane	100021447	12/31/2099	Grandfathered until 12/31/2099	Carrington 1	SR
Promotico, Lucia	100028221	12/31/2099	Qualifying Degree	Carrington 2	SR

# Classrooms	2	# Classrooms with Designated QSM	2	100%	
QSM Program Benchmarks					
Program meets current minimum for one designated Qualified Staff Member (QSM) per classroom or group with a CDA credential or higher education (until June 30, 2022)		Yes		100%	NA
Program meets July 1, 2022 - June 30, 2025 goal: at least 50% of designated QSMs have associate degree or higher in ECE and remaining percentage have a CDA credential or non-qualifying degree		Yes		Associate Degree ECE or Qualifying Degree 100%	CDA Credential or Non-ECE Degree 0%
Program meets July 1, 2025 - June 30, 2029 goal: at least 50% of designated QSMs have qualifying bachelor degree and remaining percentage meet an ECE associate degree option		Yes		Qualifying Degree 100%	Associate Degree ECE 0%
Program meets July 1, 2029 goal: 100% of designated QSMs have qualifying bachelor degree option		Yes		Qualifying Degree 100%	NA

**Designated QSM Summary Report for State Funded Programs**  
**Waterbury Boe at Chase School 8174 Last Updated: 02/10/2022**

Participant Name	Participant ID	QSM Expiration Date	QSM Note	Designated QSM Room	State Funding
Thompson, Jessica	100016151	12/31/2099	Qualifying Degree	Chase	SR

# Classrooms	1	# Classrooms with Designated QSM	1	100%	
QSM Program Benchmarks					
Program meets current minimum for one designated Qualified Staff Member (QSM) per classroom or group with a CDA credential or higher education (until June 30, 2022)			Yes	100%	NA
Program meets July 1, 2022 - June 30, 2025 goal: at least 50% of designated QSMs have associate degree or higher in ECE and remaining percentage have a CDA credential or non-qualifying degree			Yes	Associate Degree ECE or Qualifying Degree 100%	CDA Credential or Non-ECE Degree 0%
Program meets July 1, 2025 - June 30, 2029 goal: at least 50% of designated QSMs have qualifying bachelor degree and remaining percentage meet an ECE associate degree option			Yes	Qualifying Degree 100%	Associate Degree ECE 0%
Program meets July 1, 2029 goal: 100% of designated QSMs have qualifying bachelor degree option			Yes	Qualifying Degree 100%	NA

Office of Early Childhood, Connecticut Early Childhood Professional Registry  
450 Columbus Blvd \* Hartford, CT 06103 \* 800-832-7784



**Designated QSM Summary Report for State Funded Programs**  
**Waterbury Boe at Driggs School 8175 Last Updated: 02/10/2022**

Participant Name	Participant ID	QSM Expiration Date	QSM Note	Designated QSM Room	State Funding
Caiazzo, Margaret	100030479	12/31/2099	Qualifying Degree	Driggs AM	SR
Emini, Edona	100020829	12/31/2099	Qualifying Degree	Driggs 2	SR

# Classrooms	2	# Classrooms with Designated QSM	2	100%	
QSM Program Benchmarks					
Program meets current minimum for one designated Qualified Staff Member (QSM) per classroom or group with a CDA credential or higher education (until June 30, 2022)			Yes	100%	NA
Program meets July 1, 2022 - June 30, 2025 goal: at least 50% of designated QSMs have associate degree or higher in ECE and remaining percentage have a CDA credential or non-qualifying degree			Yes	Associate Degree ECE or Qualifying Degree 100%	CDA Credential or Non-ECE Degree 0%
Program meets July 1, 2025 - June 30, 2029 goal: at least 50% of designated QSMs have qualifying bachelor degree and remaining percentage meet an ECE associate degree option			Yes	Qualifying Degree 100%	Associate Degree ECE 0%
Program meets July 1, 2029 goal: 100% of designated QSMs have qualifying bachelor degree option			Yes	Qualifying Degree 100%	NA

Office of Early Childhood, Connecticut Early Childhood Professional Registry  
450 Columbus Blvd \* Hartford, CT 06103 \* 800-832-7784

**Designated QSM Summary Report for State Funded Programs**  
**Waterbury Boe at Duggan School 6257 Last Updated: 02/10/2022**

Participant Name	Participant ID	QSM Expiration Date	QSM Note	Designated QSM Room	State Funding
Defeo, Dawn	100011078	12/31/2099	Qualifying Degree	Duggan 1	SR
Pelletier, Allison	100035240	12/31/2099	Qualifying Degree	Duggan 2	SR

# Classrooms	2	# Classrooms with Designated QSM	2	100%	
QSM Program Benchmarks					
Program meets current minimum for one designated Qualified Staff Member (QSM) per classroom or group with a CDA credential or higher education (until June 30, 2022)			Yes	100%	NA
Program meets July 1, 2022 - June 30, 2025 goal: at least 50% of designated QSMs have associate degree or higher in ECE and remaining percentage have a CDA credential or non-qualifying degree			Yes	Associate Degree ECE or Qualifying Degree 100%	CDA Credential or Non-ECE Degree 0%
Program meets July 1, 2025 - June 30, 2029 goal: at least 50% of designated QSMs have qualifying bachelor degree and remaining percentage meet an ECE associate degree option			Yes	Qualifying Degree 100%	Associate Degree ECE 0%
Program meets July 1, 2029 goal: 100% of designated QSMs have qualifying bachelor degree option			Yes	Qualifying Degree 100%	NA

Office of Early Childhood, Connecticut Early Childhood Professional Registry  
450 Columbus Blvd \* Hartford, CT 06103 \* 800-832-7784

<b>Designated QSM Summary Report for State Funded Programs</b> <b>Waterbury Boe at Gilmartin School 6256 Last Updated: 02/14/2022</b>					
Participant Name	Participant ID	QSM Expiration Date	QSM Note	Designated QSM Room	State Funding
Fontaine, Heather	100008007	12/31/2099	Grandfathered until 12/31/2099	Gilmartin 1	SR
Sottile, Melissa	100005083	12/31/2099	Grandfathered until 12/31/2099	Gilmartin 2	SR

# Classrooms	2	# Classrooms with Designated QSM	2	100%	
QSM Program Benchmarks					
Program meets current minimum for one designated Qualified Staff Member (QSM) per classroom or group with a CDA credential or higher education (until June 30, 2022)			Yes	100%	NA
Program meets July 1, 2022 - June 30, 2025 goal: at least 50% of designated QSMs have associate degree or higher in ECE and remaining percentage have a CDA credential or non-qualifying degree			Yes	Associate Degree ECE or Qualifying Degree 100%	CDA Credential or Non-ECE Degree 0%
Program meets July 1, 2025 - June 30, 2029 goal: at least 50% of designated QSMs have qualifying bachelor degree and remaining percentage meet an ECE associate degree option			Yes	Qualifying Degree 100%	Associate Degree ECE 0%
Program meets July 1, 2029 goal: 100% of designated QSMs have qualifying bachelor degree option			Yes	Qualifying Degree 100%	NA

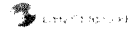
<b>Designated QSM Summary Report for State Funded Programs</b> <b>Waterbury Boe at Jonathan Reed School 6380 Last Updated: 01/11/2022</b>					
Participant Name	Participant ID	QSM Expiration Date	QSM Note	Designated QSM Room	State Funding
Kachur, Leigh	100016152	12/31/2099	Grandfathered until 12/31/2099	Reed 2	SR
Rinaldi, Cynthia	100016149	12/31/2099	Grandfathered until 12/31/2099	Reed 1	SR

# Classrooms	2	# Classrooms with Designated QSM	2	100%	
QSM Program Benchmarks					
Program meets current minimum for one designated Qualified Staff Member (QSM) per classroom or group with a CDA credential or higher education (until June 30, 2022)			Yes	100%	NA
Program meets July 1, 2022 - June 30, 2025 goal: at least 50% of designated QSMs have associate degree or higher in ECE and remaining percentage have a CDA credential or non-qualifying degree			Yes	Associate Degree ECE or Qualifying Degree 100%	CDA Credential or Non-ECE Degree 0%
Program meets July 1, 2025 - June 30, 2029 goal: at least 50% of designated QSMs have qualifying bachelor degree and remaining percentage meet an ECE associate degree option			Yes	Qualifying Degree 100%	Associate Degree ECE 0%
Program meets July 1, 2029 goal: 100% of designated QSMs have qualifying bachelor degree option			Yes	Qualifying Degree 100%	NA

**Designated QSM Summary Report for State Funded Programs  
Waterbury Boe at Sprague School 6381 Last Updated: 02/10/2022**

Participant Name	Participant ID	QSM Expiration Date	QSM Note	Designated QSM Room	State Funding
Baker, Marilyn	100031081	12/31/2099	Qualifying Degree	Class 1	
Fengler, Deanna	100023875	12/31/2099	Qualifying Degree	Class 3	
Hanas, Karen	100031085	12/31/2099	Qualifying Degree	Room 4	SR
Lucian, Alana	100020701	12/31/2099	Qualifying Degree	Class 2	

# Classrooms	5	# Classrooms with Designated QSM	4	80%	
QSM Program Benchmarks					
Program meets current minimum for one designated Qualified Staff Member (QSM) per classroom or group with a CDA credential or higher education (until June 30, 2022)			No	80%	NA
Program meets July 1, 2022 - June 30, 2025 goal: at least 50% of designated QSMs have associate degree or higher in ECE and remaining percentage have a CDA credential or non-qualifying degree			No	Associate Degree ECE or Qualifying Degree 80%	CDA Credential or Non-ECE Degree 0%
Program meets July 1, 2025 - June 30, 2029 goal: at least 50% of designated QSMs have qualifying bachelor degree and remaining percentage meet an ECE associate degree option			No	Qualifying Degree 80%	Associate Degree ECE 0%
Program meets July 1, 2029 goal: 100% of designated QSMs have qualifying bachelor degree option			No	Qualifying Degree 80%	NA



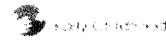
### NAEYC Staff Report

Program Name: Waterbury Boe at Carrington School - OEC Registry ID: 6396 - NAEYC Organization ID: 1035166 - NAEYC Legacy ID Number: 728594 - As of: 03/03/2022

NAEYC Role	Participant Name	Room or Group	Age Group	Current Pediatric First Aid	Current Pediatric CPR	NAEYC Option	Meets NAEYC for Role	Participant OEC Registry ID	OEC Ladder Level
Teacher	Mauceri, Diane	Carrington 1	Preschool	None	None	E	Yes	100021447	11
Teacher	Promonco, Lucia	Carrington 2	Preschool	10/01/2023	10/01/2023	F-6	Yes	100026221	15
Teacher Assistant Aide	Caplan, Risa	Carrington 1	Preschool	10/01/2023	10/01/2023	C	Yes	100021980	10
Teacher Assistant Aide	Cicchello, Danielle	Carrington 2	Preschool	10/01/2023	10/01/2023	C	Yes	100021633	10

### Report Summary for Infant, Toddler, Preschool and Kindergarten Classroom Staff

Role	Percentage Met	Met
Operational Administrator	0%	No
Pedagogical Administrator	0%	No
Teachers	100%	Yes
Assistant Teachers	100%	Yes



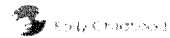
### NAEYC Staff Report

**Program Name: Waterbury Boe at Chase School - OEC Registry ID: 8174 - NAEYC Organization ID: None - NAEYC Legacy ID Number: 616131 - As of: 03/03/2022**

NAEYC Role	Participant Name	Room or Group	Age Group	Current Pediatric First Aid	Current Pediatric CPR	NAEYC Option	Meets NAEYC for Role	Participant OEC Registry ID	OEC Ladder Level
Teacher	Havican, Melissa	Chase	Preschool	10/01/2023	10/01/2023	F-b	Yes	100033947	1
Teacher	Thompson, Jessica	Chase	Preschool	06/12/2023	10/01/2023	E	Yes	100016151	12
Teacher Assistant Aide	Kean, Michelle	Chase	Preschool	10/01/2023	10/01/2023	B	Yes	100003303	9

#### Report Summary for Infant, Toddler, Preschool and Kindergarten Classroom Staff

Role	Percentage Met	Met
Operational Administrator	0%	No
Pedagogical Administrator	0%	No
Teachers	100%	Yes
Assistant Teachers	100%	Yes



### NAEYC Staff Report

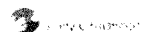
**Program Name: Waterbury Boe at Driggs School - OEC Registry ID: 8175 - NAEYC Organization ID: None - NAEYC Legacy ID Number: 729797 - As of: 03/03/2022**

NAEYC Role	Participant Name	Room or Group	Age Group	Current Pediatric First Aid	Current Pediatric CPR	NAEYC Option	Meets NAEYC for Role	Participant OEC Registry ID	OEC Ladder Level
Teacher	Caiazzo, Margaret	Driggs AM	Preschool	10-01-2023	10-01-2023	F-b	Yes	100030479	12
Teacher	Emmini, Edona	Driggs 2	Preschool	10-01-2023	10-01-2023	E	Yes	100020829	12
Teacher Assistant Aide	Fares, Najat	Driggs 2	Preschool	10-01-2023	10-01-2023	None	No	100005160	5
Teacher Assistant Aide	Smith, Dawn	Driggs AM	Preschool	10-01-2023	10-01-2023	None	No	100030602	1

### Report Summary for Infant, Toddler, Preschool and Kindergarten Classroom Staff

Role	Percentage Met	Met
Operational Administrator	0%	No
Pedagogical Administrator	0%	No
Teachers	100%	Yes
Assistant Teachers	0%	No





### NAEYC Staff Report

**Program Name: Waterbury Boe at Duggan School - OEC Registry ID: 6257 - NAEYC Organization ID: None - NAEYC Legacy ID Number: 727633 - As of: 03/04/2022**

NAEYC Role	Participant Name	Room or Group	Age Group	Current Pediatric First Aid	Current Pediatric CPR	NAEYC Option	Meets NAEYC for Role	Participant OEC Registry ID	OEC Ladder Level
Teacher	Defeo, Dawn	Duggan 1	Preschool	None	None	G	Yes	100011078	14
Teacher	Maida, Mary	Duggan 1	Preschool	None	None	None	No	100031443	13
Teacher	Pelletier, Allison	Duggan 2	Preschool	10-01-2023	10-01-2023	E	Yes	100035240	12
Teacher Assistant Aide	Pruden, Sandra	Duggan 1	Preschool	None	None	None	No	100057009	1
Teacher Assistant Aide	Zhuta, Rakibe	Duggan 2	Preschool	10-01-2023	10-01-2023	None	No	100034136	1

### Report Summary for Infant, Toddler, Preschool and Kindergarten Classroom Staff

Role	Percentage Met	Met
Operational Administrator	0%	No
Pedagogical Administrator	0%	No
Teachers	67%	No
Assistant Teachers	0%	No

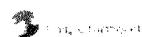
**NAEYC Staff Report**

**Program Name: Waterbury Boe at Gilmartin School - OEC Registry ID: 6256 - NAEYC Organization ID: None - NAEYC Legacy ID Number: 726344 - As of: 03/05/2022**

NAEYC Role	Participant Name	Room or Group	Age Group	Current Pediatric First Aid	Current Pediatric CPR	NAEYC Option	Meets NAEYC for Role	Participant OEC Registry ID	OEC Ladder Level
Teacher	Fontaine, Heather	Gilmartin 1	Preschool	10/01/2023	10/01/2023	E	Yes	100008007	12
Teacher	Jones, Carolyn	Gilmartin 2	Preschool	10/01/2023	10/01/2023	E	Yes	100031082	13
Teacher	Sottile, Melissa	Gilmartin 2	Preschool	10/01/2023	10/01/2023	E	Yes	100005083	12
Teacher Assistant Aide	Cibaku, Denisa	Gilmartin 1	Preschool	None	None	B	Yes	100006857	11
Teacher Assistant Aide	Forino, Lorna	Gilmartin 2	Preschool	10/01/2023	10/01/2023	None	No	100013162	1

**Report Summary for Infant, Toddler, Preschool and Kindergarten Classroom Staff**

Role	Percentage Met	Met
Operational Administrator	0%	No
Pedagogical Administrator	0%	No
Teachers	100%	Yes
Assistant Teachers	50%	No



### NAEYC Staff Report

**Program Name: Waterbury Boe at Jonathan Reed School - OEC Registry ID: 6380 - NAEYC Organization ID: 1034927 - NAEYC Legacy ID Number: 728042 - As of: 03/04/2022**

NAEYC Role	Participant Name	Room or Group	Age Group	Current Pediatric First Aid	Current Pediatric CPR	NAEYC Option	Meets NAEYC for Role	Participant OEC Registry ID	OEC Ladder Level
Teacher	Kachur, Leigh	Reed 2	Preschool	None	None	G	Yes	100016152	13
Teacher	Rinaldi, Cynthia	Reed 1	Preschool	None	None	E	Yes	100016149	13
Teacher Assistant Aide	Garcia, Haydee	Reed 2	Preschool	10/01/2023	10/01/2023	None	No	100016124	1
Teacher Assistant Aide	Shaw, Jeanette	Reed 1	Preschool	10/01/2023	10/01/2023	B	Yes	100001264	6

### Report Summary for Infant, Toddler, Preschool and Kindergarten Classroom Staff

Role	Percentage Met	Met
Operational Administrator	0%	No
Pedagogical Administrator	0%	No
Teachers	100%	Yes
Assistant Teachers	50%	No

### NAEYC Staff Report

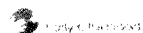
Program Name: Waterbury Boe at Sprague School - OEC Registry ID: 6381 - NAEYC Organization ID: None - NAEYC Legacy ID Number: 729826 - As of: 03/04/2022

NAEYC Role	Participant Name	Room or Group	Age Group	Current Pediatric First Aid	Current Pediatric CPR	NAEYC Option	Meets NAEYC for Role	Participant OEC Registry ID	OEC Ladder Level
Teacher	Baker, Marilyn	Class 1	Preschool	10.01.2023	10.01.2023	G	Yes	100031081	14
Teacher	Campagna, Laura	Room 5	Preschool	None	None	F-b	Yes	100055822	1
Teacher	Fengler, Deanna	Class 3	Preschool	10.01.2023	10.01.2023	G	Yes	100023875	14
Teacher	Hanas, Karen	Room 4	Preschool	10.01.2023	10.01.2023	G	Yes	100031085	14
Teacher	Lucian, Alana	Class 2	Preschool	10.01.2023	10.01.2023	E	Yes	100020701	12
Teacher Assistant Aide	Hill, Moya	Class 2	Preschool	10.01.2023	10.01.2023	B	Yes	100003432	6
Teacher Assistant Aide	Kamo, Diana	Class 1	Preschool	10.01.2023	10.01.2023	None	No	100032482	1
Teacher Assistant Aide	Swenden, Diana	Room 4	Preschool	None	None	None	No	100054715	1
Teacher Assistant Aide	Vega, Ivana	Class 3	Preschool	10.01.2023	10.01.2023	C	Yes	100039180	11
Teacher Assistant Aide	Vensel Patricia	Room 5	Preschool	None	None	C	Yes	100021893	10

### Report Summary for Infant, Toddler, Preschool and Kindergarten Classroom Staff

Role	Percentage Met	Met
Operational Administrator	0%	No
Pedagogical Administrator	0%	No
Teachers	100%	Yes

The data represented in this report is accurate to what each Registry participant submitted and OEC entered up to the noted date  
Office of Early Childhood - Connecticut Early Childhood Professional Registry \* 450 Columbus Blvd \* Hartford, CT 06103 \* 800-832-7784



### NAEYC Staff Report

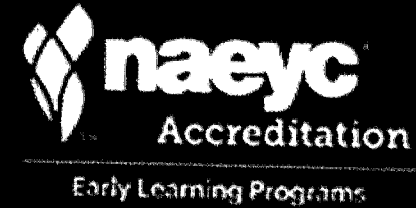
**Program Name: Waterbury Boe at Washington School - OEC Registry ID: 8176 - NAEYC Organization ID: 616134 - NAEYC Legacy ID: 100031417 - As of: 03/04/2022**

NAEYC Role	Participant Name	Room or Group	Age Group	Current Pediatric First Aid	Current Pediatric CPR	NAEYC Option	Meets NAEYC for Role	Participant OEC Registry ID
Teacher	Murphy-Gilmore, Jill	Room 1	Preschool	None	None	E	Yes	100031417
Teacher Assistant Aide	Russo, Anne	Room 1	Preschool	None	None	None	No	100041174

### Report Summary for Infant, Toddler, Preschool and Kindergarten Classroom Staff

Role	Percentage Met	Met
Operational Administrator	0%	No
Pedagogical Administrator	0%	No
Teachers	100%	Yes
Assistant Teachers	0%	No

# Certificate of Accreditation



Having met the NAEYC Early Learning Program Standards,

**Bucks Hill Pre-K at the Annex**

July 01, 2025

( 725352 )

330 Bucks Hill Road, Waterbury, CT 06704

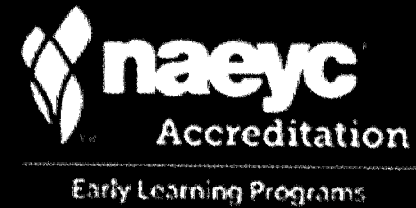
is hereby awarded NAEYC Accreditation by NAEYC Accreditation of  
Early Learning Programs

A handwritten signature in cursive script.

Rhonda Evans Arvin  
NAEYC Accreditation Specialist

**Preschool**

# Certificate of Accreditation



Having met the NAEYC Early Learning Program Standards,

**Carrington School**

December 01, 2026

( 728594 )

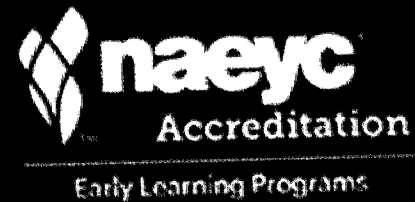
24 Kenmore Avenue, Waterbury, CT 07608

is hereby awarded NAEYC Accreditation by NAEYC Accreditation of  
Early Learning Programs

Rhonda Evans, AAEYC  
NAEYC Accreditation Specialist

**Preschool**

# Certificate of Accreditation



Having met the NAEYC Early Learning Program Standards,

**Chase School**

January 01, 2026

( 0006161310 )

Certificate valid until 12/31/2025

40 Woodtick Road, Waterbury, CT 06705

is hereby awarded NAEYC Accreditation by NAEYC Accreditation of  
Early Learning Programs

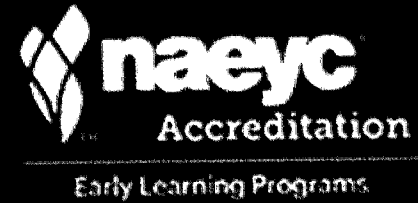
A handwritten signature in blue ink.

Brian Evans, Esq.  
NAEYC Accreditation Officer

**Preschool**



# Certificate of Accreditation



Having met the NAEYC Early Learning Program Standards,


**Driggs Elementary**

June 01, 2024

( 729797 )

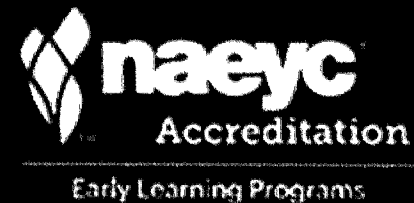
77 Woodlawn Terrace, Waterbury, CT 06710

is hereby awarded NAEYC Accreditation by NAEYC Accreditation of  
Early Learning Programs

  
Rhonda Evans-Awate  
NAEYC Accreditation of Early Learning Programs

**Preschool**

# Certificate of Accreditation



Having met the NAEYC Early Learning Program Standards,

**Duggan School**


July 01, 2024

( 727633 )

For more information visit [naeyc.org](http://naeyc.org)

38 West Porter Street, Waterbury, CT 06708

is hereby awarded NAEYC Accreditation by NAEYC Accreditation of  
Early Learning Programs

  
Sharon E. Allen  
NAEYC Accreditation Officer

**Preschool**

# Certificate of Accreditation



7/1/2022

Certificate is valid until date above

Having met the NAEYC Early Learning Program Standards,

**Gilmartin School(726344)**

94 Spring Lake Road  
Waterbury, CT 06706

is hereby awarded NAEYC Accreditation  
by NAEYC Accreditation of Early Learning Programs

A handwritten signature in cursive script, reading "Rhian Evans Allvin".

Rhian Evans Allvin  
NAEYC Chief Executive Officer

**Preschool**

# Certificate of Accreditation



Having met the NAEYC Early Learning Program Standards,

## Maloney Magnet School Pre-K WPS(729175)

6/1/2023

Certificate is valid until date above

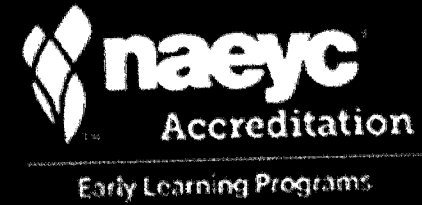
233 South Elm Street  
Waterbury, CT 06702

is hereby awarded NAEYC Accreditation  
by NAEYC Accreditation of Early Learning Programs

Rhian Evans Allvin  
NAEYC Chief Executive Officer

**Preschool**

# Certificate of Accreditation



Having met the NAEYC Early Learning Program Standards,

## Jonathan Reed School

December 01, 2026

( 728042 )

33 Griggs Street, Waterbury, CT 06704

is hereby awarded NAEYC Accreditation by NAEYC Accreditation of  
Early Learning Programs

**Preschool**

A handwritten signature in cursive script.

Rhonda A. Allen  
NAEYC Accreditation Specialist

# Certificate of Accreditation



8/1/2023

Certificate is valid until date above

Having met the NAEYC Early Learning Program Standards,

**Rotella Magnet School(729174)**

380 Pierpont Road  
Waterbury, CT 06705

is hereby awarded NAEYC Accreditation  
by NAEYC Accreditation of Early Learning Programs

A handwritten signature in cursive script, reading "Rhian Evans Allvin".

Rhian Evans Allvin  
NAEYC Chief Executive Officer

**Preschool**

# Certificate of Accreditation



June 01, 2024

Having met the NAEYC Early Learning Program Standards,

## Waterbury Public Schools - Sprague Elementary

( 729826 )

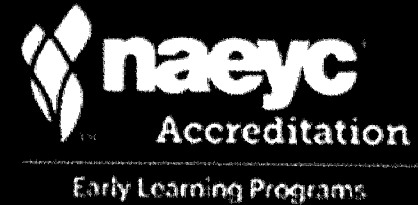
1443 Thomaston Avenue, Waterbury, CT 06704

is hereby awarded NAEYC Accreditation by NAEYC Accreditation of Early Learning Programs

Preschool

*[Signature]*  
Sharon Evans, AIA  
NAEYC Accreditation of Early Learning Programs

# Certificate of Accreditation



Having met the NAEYC Early Learning Program Standards,

## Washington Elementary School


January 01, 2026

( 0006161340 )

685 Baldwin Street, Waterbury, CT 06706

is hereby awarded NAEYC Accreditation by NAEYC Accreditation of  
Early Learning Programs

**Preschool**

  
Rhonda Evans Arvin  
NAEYC Credential Specialist



## **PROPOSED ACTIVITIES FY 2023**

### **Provide a response to each of the following:**

If a question does not apply to your program note "N/A" in the space provided. You may answer directly on the application or attach your response. If using attachments, make sure they are clearly labeled and "see attached" is noted on the application.

### **Provide a response to each of the following:**

If a question does not apply to your program note "N/A" in the space provided. You may answer directly on the application or attach your response. If using attachments, make sure they are clearly labeled and "see attached" is noted on the application.

- A. Indicate how the program will seek out and identify families who meet the income criteria of being at or below 75% of the state's median income (*this is expected to represent at least 60% of families served*).

All elementary schools within the city of Waterbury that receive School Readiness funding have been identified as being in the State of CT Community Eligibility Program. All students enrolled in Waterbury Public Schools are eligible for the fee Breakfast and Lunch programs offered during the school day. As of October, 91% of our school families continue to be at or below 75% of the state's medium income levels.

Due to the fact that our School Readiness funded classrooms are based within the Waterbury Public School System, we enroll students from the previously mentioned population through the following steps:

- Distribution of flyers, posters, and pamphlets to all schools, neighborhoods churches, community-based businesses and organizations, including the Silas Bronson Library, Mattatuck Museum, Boys and Girls Clubs, local pediatric offices, Acts for Ministry, and StayWell Health Center.
- Collaboration with building principals and School Liaisons for scheduling of on-site preschool registration events at current School Readiness sites to build capacity within each district school with students from their district.
- Strategic marketing of all preschool programs using the district web site, Twitter, Remind Apps, Classroom DOJO, Channel 16, ParentSquare and the WPS School Readiness web page.
- Program representatives will participate in district wide Title 1 district Parent Advisory Committee Meetings, collaborate with the Family and Community Engagement Center, and work with the McKinney-Vento Liaison to promote registration of students for preschool programs, regularly provide registration information to all Pre-K-5 schools and provide registration information during Family Nights held throughout the school year.
- Collaboration with the non-public School Readiness sites through the sharing of an online wait list tracking system.
- Participation in city wide events including The Gather, City wide Road Race for Students, School Opportunity Fair, and attending events at WOW and NRZ.
- Provide information booths at all Family Night events to engage families and promote preschool programs that are available throughout the district.
- Upon registration, OEC staff will work with families to provide a placement that will best fit the needs of their family.

- B. Describe any plans to locate two or more programs or services in the same setting and/or collaborative agreements with other community providers and agencies. Collaborative programming with other agencies, programs or services should be reflected in an interagency agreement. See attachments for interagency agreement forms.

The Waterbury Public Schools School Readiness classrooms work in collaboration with various community partners which is reflected in the Interagency Agreements by the School Readiness Council. Interagency Collaboration Letters of Agreement are signed and submitted by the City of Waterbury School Readiness Council on behalf of School Readiness grant funded early Childhood Programs. The Office of Early Childhood and School Readiness collaborate with the Silas Bronson Library, StayWell Health Center, The Hispanic Coalition, Literacy Volunteers, Riba Aspire and Bridge to Success to name a few agencies.

- C. Describe any plans for building or securing a new facility, renovating an existing structure. Include any planned efforts to expand existing facilities to serve more children.

Currently, there are no plans to build a new facility for the Waterbury preschool program. There are plans, however, to ensure that all Waterbury Public School preschool programs are in areas, identified by the 2016 Data Haven Report, that are in the most need. This need is based on the number of identified preschool aged students residing in locations around the city and the number of programs in that area offering preschool services. City of Waterbury leaders are invested in the education of young children and are currently collaborating with community stakeholders to create hubs within our existing schools that will provide healthcare and wellness support, family activities, robust learning opportunities, cultural competence experiences and greater understanding of the family unit to all citizens of Waterbury. The mission of Waterbury leaders continues to be to establish itself as the leader for urban education reform in partnership with the State Department of education and the entire Waterbury community. The school system will provide opportunities for all students to maximize their skills and talents in an atmosphere where teaching and learning flourish under the never-wavering belief that all student can be exemplary students, while becoming respectful, responsible, productive citizens vital to our community. City leaders have commissioned a facility study to identify school buildings that may be able to support additional preschool classrooms for the 2022-2023 school year.

- D. Describe efforts to seek out and retain qualified staff to meet the 2025 requirements outlined in GP A-01.

The City of Waterbury has been conducting job fairs for all staffing positions, including Early Childhood, in Waterbury Public Schools throughout the 2021-2022 school year. These fairs have been held both in and out of the city, as well as through virtual meetings. In addition, district leaders and the Early Childhood Supervisor have collaborated to provide resources to current staff to access higher education through grants and additional funding sources. Teacher Assistants have been encouraged to apply for financial assistance educational programs from the Office of Early Childhood and Charters-a -Course Registry. The Office of Human Capital has partnered with universities and colleges to provide student teachers throughout the district. This partnership includes a strong mentoring program from the Office of Early Childhood and the Talent and Management Office to provide support to new and established staff. The Early Childhood Supervisor works closely with all new teachers and assistants to establish positive rapport, encouragement and frequent communication through frequent in-person visits and mentoring, ensuring staff will recognize the Waterbury Public Schools Early Childhood Program as a leader in Early Childhood Education. The Talent and Management Office strives to create positive relationships with all interns that will lead to possible future employment. The City of Waterbury participates in the State of CT, 'Grow Your Own' initiative, a

program that encourages current staff to further their education with the hope of obtaining a future teaching position.

- E. Describe any collaborative efforts or joint activities with other early childhood programs in your community. For currently funded School Readiness programs include any joint activities funded by family fees or other School Readiness funds. Please note if program participation is mandatory or voluntary and how children will benefit because of the program's participation.

Program participation is voluntary. The Waterbury Office of Early Childhood collaborates with other programs via representation at the School Readiness Council, School Readiness Provider's Network, Mayor's Cabinet on Early Childhood Education, Title 1 District Parent Advisory Council, Family and Community Engagement Center. Throughout the school year, The Office of Early Childhood and School Readiness Office provide opportunities for all preschool families to participate in educational learning programs through programs presented during Family Nights. These learning opportunities provides language rich, hands on experiences to all who attend and allows the opportunity for families to meet and interact with other preschool families and members of the community. The shared goal of increasing cultural sensitivity for all families and staff involved in the preschool program is always considered when planning for these city wide collaborative events.

Below is a list of joint activities held in collaboration with Waterbury Public Schools, Office of Early Childhood, and community School Readiness providers:

2018-2019: Early Childhood Symposium, Part 11  
 2018-2019: Pyramid Cohort Training, Circle of Security  
 2018-2019: Pyramid Training Cohort 1, 2  
 2018-2020 OEC, School Readiness and StayWell Health Clinic 2<sup>nd</sup> Annual Flu Clinic  
 2019-2020: City of Waterbury and Community providers participated in The Gathering  
 2019-2020: OEC and School Readiness: Family Night with Farmer Minor  
 2019-2020: OEC and School Readiness: Bristol Indian Rock Nature Preserve Family Night  
 2019-2020: OEC and School Readiness: Yoga, Stories and Mindfulness  
 2019-2020: OEC and Community Provider Network: Pyramid Training- Administrator Pyramid Series  
 2019-2020: OEC and Community Provider Network: Pyramid Training- Teacher Pyramid Training  
 2019-2020: OEC, Family Resource Centers and McKinney Vento Liaison: Circle of Security Parenting Program  
 2019-2021: OEC and Community Provider Network: Pyramid Training- Administrator Pyramid Series  
 2019-2021: OEC and Community Provider Network: Pyramid Training- Teacher Pyramid Training  
 2021-2022: OEC and Community Provider Network: Pyramid Training- Teacher Pyramid Training  
 2021-2022: OEC, Family Resource Centers and McKinney Vento Liaison: Circle of Security Parenting Program  
 2021-2022: Monthly School Readiness Provider Network Meetings  
 2021-2022: Bi-monthly School Readiness Council Meetings  
 2021-2022: OEC and School Readiness: Family Nights with:  
     Bristol Indian Rock Nature Preserve Family Night  
     CT Children's Science Museum  
     Ms. Janine Sings

\*\*\*\*\* Due to COVID-19 Restrictions, Family Nights and Parent Conferences were limited to virtual activities and meetings during the 2021-2022 school year.

- F. Describe how the program includes children with disabilities and their families as well as those with learning differences, challenging behaviors and/or special health care needs. Please describe the program's relationship with Public School Special Education Services.

All children can learn. With this philosophy, the Office of Early Childhood provides a variety of classroom settings in order to meet the educational needs of every student. Students with disabilities attend school with typically developing peers for school and part day sessions. Co-taught classrooms and general education preschool settings are available to best fit the needs of every child. In the ongoing effort to meet individual needs of all children, the City of Waterbury will provide Homebound Instruction to high risk students whose medical needs prevent them from attending an inclusive setting. In all school settings, medical needs are a priority, and personal medical care plans are always in place prior to a student starting school. Students with disabilities are included during lunch, outdoor time/motor development, specials, field trip and after school activities. The Office of Early Childhood Transition Coordinator meets with all parents of children identified with developmental delays and Birth to Three providers to plan a seamless transition into the preschool classroom. Prior to starting schools, families are provided the opportunity to visit the proposed classroom, meet with staff and related support personnel who will work with the child and meet the principal of the program. Educational support is planned for every student identified with a developmental delay, language difference, challenging behavior or health issue. Accommodations and modifications based upon a child's specific needs are determined through Early Intervening Services, PPT process or a 504 meeting. When necessary, a referral for further observation or assessment by a district specialist may occur in order to best meet the individual needs of a student. Frequent home and school collaboration is intentionally planned for throughout the school year. In addition, the teaching teams meet regularly with specialists to monitor progress and to determine the next steps for learning. Waterbury Public Schools is the largest provider for students requiring special education services in the city.

All students registered in a City of Waterbury preschool program must provide a health assessment for to the school nurse prior to starting school. Documented health concerns for asthma, allergy, nutritional or other medical challenges, require nursing care plans to be developed by the City of Waterbury Department of Health and State of CT licensed school nurse. Onsite training for these medical concerns is provided to all staff and building administrators with document of these students with documented concerns at the start of each school year.

- G. Describe additional activities or efforts that you would like considered as part of your application for School Readiness funding.

The City of Waterbury Office of Early Childhood has required every staff member to create an account in the CT Charts a Course registry. Monthly monitoring of all 49 classrooms ensures accuracy for district staffing and classroom changes. This lengthy process has been beneficial to the Office of early Childhood as it increases its NAEYC accredited programs throughout the district. The Office of Early Childhood works with CT Charts-A Course to ensures the seamless recording of staff transcripts and certifications are provided to the web site. The Waterbury Public Schools Office of Early Childhood continues to work with the Registry to ensure that the information presented to the Registry is accurate and documented in a timely manner.

This year, a concerted effort to increase collaboration with community partners and families in our programs has led to the development of more consistent and cohesive, strategic planning regarding healthcare, social emotional growth, parent engagement, early learning and consideration for community hub planning.

The Waterbury Office of Early Childhood continues to refine strategies and goals for all the preschool programs. In the past year, district leaders in collaboration with a consultant, examined the current programs of study being implemented educators in the preschool classrooms. It was determined a need existed for greater depth of learning opportunities aligned to state standards for all students. As a result, a team of highly qualified general education teacher, special education teachers, and administrators was convened to review and determine the next direction for excellence in the preschool program. Following a review of selected curricula, all certified preschool staff were invited to a presentation of possible curricula by the publishing companies under consideration. The program selected by the City of Waterbury Early Childhood Curriculum Committee was Creative Curriculum and the accompanying Teaching Strategies Gold Assessment Program. In selecting this curriculum and online data management system, all staff will be provided access to individualized portfolio systems that include alignment to state standards.

Beginning with the 2021-2022 school year, Waterbury started a new preschool program at the International Dual Language School. Thirty-eight students are enrolled in a bi-literacy program and will continue on into the kindergarten program next year. Waterbury district leaders have committed to preschool education for all students in the city. Each year, an additional grade will be added to the school education is provided from pre-k-grade 8. Waterbury is on the cutting edge of preschool education and is striving to meet the ever-changing needs of the residents of Waterbury.



# WATERBURY PUBLIC SCHOOLS

RFP # 7183  
Office of Early Childhood  
30-B Church Street  
Waterbury, CT 06702  
Ph-203-574-8024/F-203-574-6709  
**Maureen M. Bergin**  
Supervisor, Early Childhood Education

## A. Calendar

## PROGRAM DESCRIPTION

### Waterbury Public Schools 2021 ~ 2022 School Year Calendar

**July**

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31				

**August**

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31				

**September**

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
30				

**October**

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31				

**November**

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31				

**December**

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31				

**January**

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31				

**February**

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31				

**March**

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31				

**April**

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31				

**May**

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31				

**June**

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31				



# **WATERBURY**

## **PUBLIC SCHOOLS**

Office of Early Childhood  
30-B Church Street  
Waterbury, CT 06702  
Ph-203-574-8024/F-203-574-6709

**Maureen M. Bergin**  
Supervisor, Early Childhood Education

### **Program Description B.** Bucks Hill Annex

Room 201 AM/PM Class Size Both Sessions 10 Students	Room 202 AM/PM Class Size Both Sessions 18 Students	Room 203 AM/PM Class Size Both Sessions 10 Students
Teacher-Child Ratio 3:18	Teacher-Child Ratio 3:18	Teacher-Child Ratio 3:18

Room 204 Class Size- 18 students	Room 205 Class Size -18 Students	Room 206 AM/PM Class Size Both Sessions 18 Students
Teacher-Child Ratio 3:18	Teacher-Child Ratio 3:18	Teacher-Child Ratio 3:18

Room 207 AM/PM Class Size Both Sessions 18 students	Room 208 AM/PM Class Size Both Sessions 18 Students	Room 209 AM/PM Class Size Both Sessions 10 Students
Teacher-Child Ratio 3:18	Teacher-Child Ratio 3:18	Teacher-Child Ratio 3:18

Room 10 AM/PM Class Size Both Sessions 10 students
Teacher-Child Ratio 3:18



Waterbury Public Schools Office of Early Childhood 232 Grand Street, Waterbury CT 06702

# **WATERBURY**

## **PUBLIC SCHOOLS**

RFP 7183

Office of Early Childhood  
30-B Church Street  
Waterbury, CT 06702  
Ph-203-574-8024/F-203-574-6709

**Maureen M. Bergin**  
Supervisor, Early Childhood Education

### **Program Description B.**

#### **Carrington School**

Room 1 Class Size -18 Students	Room 2 Class Size -18 Students
Teacher-Child Ratio 2:18	Teacher-Child Ratio 2:18

#### **Chase School**

Room 1 Class Size - 18 Students
Teacher-Child Ratio 3:18

#### **Driggs**

Room AM Class Size- 18 Students	Room 2 Class Size- 18 Students
Teacher-Child Ratio 2:18	Teacher-Child Ratio 2:18



Duggan

Room 1 Class Size- 18 Students	Room 2 Class Size - 18 Students
Teacher-Child Ratio 3:18	Teacher-Child Ratio 2:18

Gilmartin

Room 1 Class Size- 18 Students	Room 2 Class Size - 18 Students
Teacher-Child Ratio 2:18	Teacher-Child Ratio 3:18

Reed

Room 1 Class Size- 18 Students	Room 2 Class Size - 18 Students
Teacher-Child Ratio 2:18	Teacher-Child Ratio 3:18

Sprague

Room 1 Class Size- 18 Students	Room 2 Class Size - 18 Students
Teacher-Child Ratio 2:18	Teacher-Child Ratio 2:18

Room 3 Class Size- 18 Students	Room 4 Class Size - 18 Students
Teacher-Child Ratio 2:18	Teacher-Child Ratio 2:18

Room 5 Class Size- 18 Students
Teacher-Child Ratio 2:18

Washington

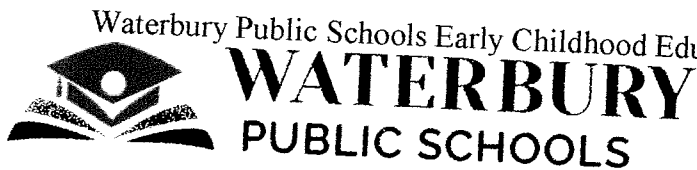
Room 5 Class Size- 18 Students
Teacher-Child Ratio 3:18

Each City of Waterbury preschool classroom has a maximum of 18 students enrolled in part-day or school day programs. Each student is assigned specific classroom teacher(s), and one assistant or one paraprofessional. The staff is assigned up to 18 students per session. This remains the class roster throughout the year, unless there are withdrawals followed by new enrollments, never to exceed 18 students. Each classroom provides 35 square feet of space per child. At all times, the Early Childhood administration strives for a consistent learning environment where all students feel safe, secure and happy.

The Waterbury Public Schools offers a variety of programming to meet the diverse needs of all early learners in their programs.

**General Education Full Day Program:** These classrooms are staffed by a certified early childhood education teacher and one classroom assistant. There are 18 students enrolled, some of who may have Individualized Education Programs (IEP). Half-day and School days programs are available to three and four-year-old children.

**Co-Taught Program:** These classrooms are staffed by two certified early childhood education teachers, one specializing in special education, and one paraprofessional. There are 9-10 general ed students and 8 children who have been identified with developmental delays and require special education services. Half-day and School days programs are available to three and four-year-old children.



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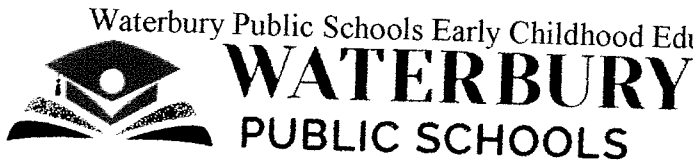
## **Program Description**

### **C. Curricular Approach**

The City of Waterbury uses Teaching Strategies Creative Curriculum 6<sup>th</sup> Edition as the primary curriculum for the preschool program. This is a comprehensive, study-based program that invites students to explore, investigate, discover and celebrate topics of study related to their daily lives of the students in the preschool program. The curriculum provides teachers with strategies for learning from children from ages birth to 8 years of age and is aligned to the CT ELDS. The teaching staff and school families have access to all materials used through print materials and the digital platform. Each study provide instruction to all children following wide age range expectations. Teachers are able to adjust their instruction to meet each student's developmental level. Through understanding and using bands of wide range age expectations in the Gold Objectives for Learning, teachers are able to ask questions, conduct observations and develop an understanding of where each student is on the bands of instruction. This allows for more intentional planning in their instruction.

Creative Curriculum provides teachers with a variety of materials including intentional teaching cards, book discussion cards, Mighty Minutes and a Question of the Day. All materials provide teachers with leveled support to meet students where they are developmentally. Each study is implemented over a five to six-week period, ending with a celebration of learning. Through the Family Partnership provided through the curriculum, parents and guardians are able to participate in their children's learning through engaging activities provided within the Creative Curriculum dashboard.

Creative Curriculum is a research-based curriculum that allows teachers and families to collaborate and become united partners in the growth, development and learning of all children.



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## **Program Description**

### **D. Assessment Tools**

All students receive a developmental screening upon starting in the preschool program. Screenings are conducted with students in a one on one setting and provide valuable information in Social Emotional, Language, Cognitive, Communication and Motor Domains. Pre-testing data obtained from the Speed Dial 3 is analyzed at the start of the school year to help teachers understand each student's strengths and weaknesses as they enter the preschool program. This data is then compared with end of the year data for a rate of growth from the beginning of the year to the end of the year.

Waterbury preschool programs are participating in the State of Connecticut Office of Early Childhood initiative, Sparkler APP. This is a digital platform that allows school families to download a screening tool to their smart phones and record information on their child's development. Within this app, parents are able to conduct the Ages and Stages Developmental Screen and identify areas of strengths and weaknesses in their child. Through collaboration with their classroom teacher, families receive engaging activities to do at home with their child. Once the ASQ has been completed, families may be contacted by 211 if concerns have been identified. Referrals may then be made to Waterbury Public Schools for additional support,

The City of Waterbury Early Childhood Program uses Teaching Strategies Gold Objectives for Learning and Assessment Program to assess each child's developmental level throughout the school year. This unique assessment program is in direct alignment to the CT ELDS. Each lesson and accompanying materials identify which objective is being targeted for learning for students. This direct alignment to the CT ELDS allows the teaching staff to accurately assess each students' development level, provide intervention when necessary and through strategic reports demonstrate each student's rate of learning. This observation assessment system is used on a daily basis and is able to capture a student's learning in a more naturalized classroom setting. Teachers record meaningful observations in a digital platform and then use this information to help in their planning. Through this digital system, classroom teachers and assistant are able to view classroom profiles, individual child reports and checkpoints to help them to understand the progress students are making.



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Supervisor, Early Childhood Education

## Program Description

**E. Daily Schedule:** *This is a sample schedule. Staff develop their schedule to meet the needs of the students they teach. Each class schedule has these components. The following components make up each day for staff and teachers in the Waterbury Public School Preschool Program.*

*\*\*\*\*Part-Day programs participate in the same learning components for shorter periods of time.*

**Arrival:** Students arrive to the school by parent/family or bus transportation. They are greeted by staff and, while maintaining proper teacher-student ratio, proceed to their classroom. Once there, students begin the arrival routine which includes, putting away their belongings, washing their hands, responding to the Question of the Day, signing-in on a shared writing board, and engaging in informal play with their classmates.

**Meal Time:** Once all students have arrived, the transition to breakfast (lunch for part-day programs) occurs. Depending on the school location, this may be in the classroom or in the cafeteria. Students always wash hands prior to eating. Staff participate in meal time with students and encourage the growth of social emotional skills and shared communication with adults and other students.

**Whole Group Meeting:** This is a whole group learning opportunity where students discuss responses to the Question of the Day, share feelings, and review topics related to the current classroom study. This is a time for students and staff to share feeling and strengthen positive relationships for everyone.

**Small Group Instruction/Choice Time:** During this time, students may engage in small group instruction with staff or with their peers. Intentional objectives are planned for in each of the centers to all students the opportunity to explore, investigate and discover new ideas and concepts through play.

**Interest Areas:** Language rich, engaging materials are provided to all students in a variety of interest areas. These areas stimulate learning in phonological awareness, literacy, math, fine motor, gross motor, social emotional, technology, dramatic play, communication, cognitive, science, writing and art domains. A 'Cozy Area' is available in all classrooms for students who want time to be by themselves.

**Music/Movement Expression:** Students learn through many mediums. During music, students learn to sing songs or rhymes, develop rhythm through movement, and express themselves freely while learning to generalize preliteracy and early math concepts. Music is embedded in the instruction throughout the school day. Instruments are available to students during this time as well as during choice time.

**Outdoor Time:** Outdoor play is critical to the development of all students. During this time, students have the opportunity to engage in rich gross motor activities, learn to socialize and play games with

rules, communicate to adults and peers in less structured settings and just have fun playing! Students go outside daily, weather permitting, in all seasons. They have been known to wear proper clothing for play in the snow!

**Dismissal/Closing:** This is a very important part of a student's school day. During this time, shared writing with staff and students take place. Students recall what happened during their day, express their feelings, and share their own thoughts before leaving for the day. Once outside, staff may have the opportunity to speak with family members and share with them the activities that their child did during the day.



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### E3: Literacy Activities

- Morning/Afternoon Sign in promotes fine motor and letter writing.
- Morning/Afternoon Meetings: provides opportunity for oral language development that further increases vocabulary, comprehension and expressive language.
- Classroom transitions completed using name cards
- ABC Centers
- Library centers promoting retelling of stories with students using flannel boards, puppets, storybooks
- Writing Centers: Students can draw pictures and write about them
- Use of pictures from home that students can write and talk about
- Story time and short Read-a-Louds
- Word Walls
- Guest readers
- Poems and Nursery Rhymes
- Field trips to the library and book stores
- Poems and Nursery Rhymes
- Embedded instruction throughout the day of letters, oral language and shared writing experiences
- Development of class books based on current studies
- Shared family experiences with our curriculum dashboard
- Daily passwords to enter the class
- Name puzzles
- Digital story time



## March 2022

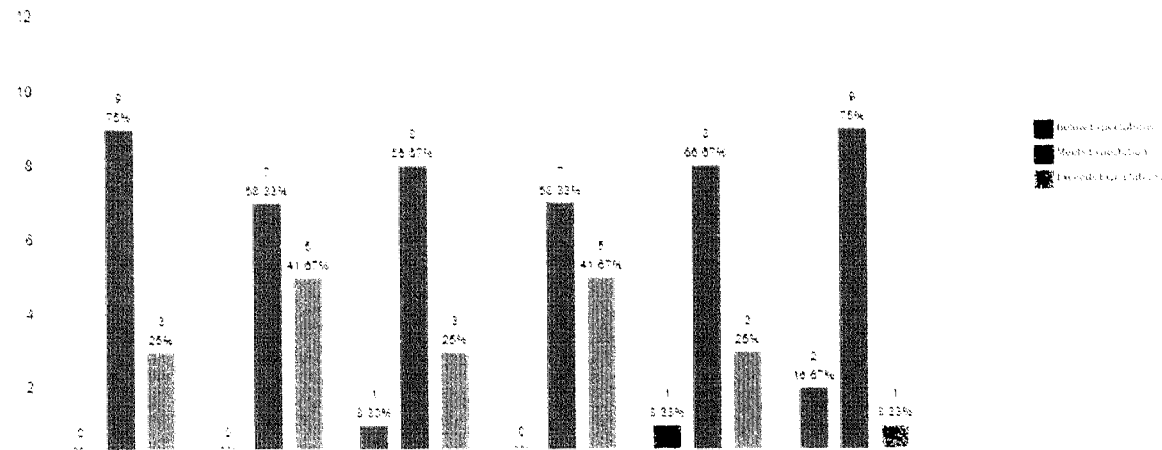
Mon 7	Tue 8	Wed 9	Thu 10	Fri 11
Buildings - Investigation 5: What happens inside buildings?	Buildings - Investigation 5: What happens inside buildings?	Buildings - Investigation 5: What happens inside buildings?	Pets - Exploring the Topic: What do we know about pets? What do we want to find out?	Pets - Exploring the Topic: What do we know about pets? What do we want to find out?
Question of the Day Do you see any letters that you recognize on this pictorial sign? (Display a picture of a building sign.)	Question of the Day What do you think people do in this building? (Display a picture of a familiar building with a pictorial sign that shows what happens in the building, e.g., a car wash sign with a soapy car.)	Question of the Day Which book would you like to read today? (Display the three versions of the story about the three little pigs.)	Question of the Day Do you have a pet?	Question of the Day Which animal is a pet? (Display pictures of a domesticated animal and a wild animal - for example, a hamster in a cage and a zebra in the wild.)
Large Group <b>Morning Songs/ Letters &amp; PA Practice / SEL / Calendar</b> <b>Engage:</b> "The People in Your Neighborhood" <b>Discussion and Shared Writing:</b> Preparing for a Site Visit <b>Materials:</b> <i>Mighty Minutes</i> 01, "The People in Your Neighborhood"; picture of the building that you will see	Large Group <b>Morning Songs/ Letters &amp; PA Practice / SEL / Calendar</b> <b>Movement:</b> Counting Callisthenics <b>Discussion and Shared Writing:</b> Building Signs <b>Materials:</b> <i>Mighty Minutes</i> 28, "Counting Callisthenics"; pictures of building signs that give clues about their purpose	Large Group <b>Morning Songs/ Letters &amp; PA Practice / SEL / Calendar</b> <b>Movement:</b> Bounce, Bounce, Bounce <b>Discussion and Shared Writing:</b> Three Versions of the Same Story <b>Materials:</b> <i>Mighty Minutes</i> 30, "Bounce, Bounce, Bounce"; <i>The Three Little Pigs</i> , <i>The Three Little Javelinas</i> , and <i>The True Story of the 3 Little Pigs</i>	Large Group <b>Morning Songs/ Letters &amp; PA Practice / SEL / Calendar</b> <b>Movement:</b> Leaping Sounds <b>Discussion and Shared Writing:</b> What Do You Know About Pets? <b>Materials:</b> <i>Mighty Minutes</i> 17, "Leaping Sounds"; photos of pets; books about pets; items related to pets (e.g., water bottle, collar, toys)	Large Group <b>Morning Songs/ Letters &amp; PA Practice / SEL / Calendar</b> <b>Game:</b> Hot or Cold 3-D Shapes <b>Discussion and Shared Writing:</b> Exploring Our Classroom Pet <b>Materials:</b> <i>Mighty Minutes</i> 22, "Hot or Cold 3-D Shapes"; large, close-up photos of the classroom pet
Choice Time <b>All centers open - CC recommendation</b> <b>Discovery:</b> nuts and bolts	Choice Time <b>All centers open - CC recommendation</b> <b>Dramatic Play:</b> props that reflect the inside of the neighborhood building that you visited <b>Computer:</b> eBook version of Buildings, Buildings, Buildings	Choice Time <b>All centers open - CC recommendation</b> <b>Dramatic Play:</b> props that reflect the inside of the neighborhood building that you visited <b>Computer:</b> eBook version of <i>The Three Little Pigs</i>	Choice Time <b>All centers open - CC recommendation</b> <b>Library:</b> photos and books about domesticated animals and pets	Choice Time <b>All centers open - CC recommendation</b> <b>Art:</b> large, close-up photos of the classroom pet
Read-Aloud <b>Read Aloud (additional w/ extension) The Pot That Juan Built</b> vocab/ concepts of print/ predictions/ 1st read & story elements	Read-Aloud <b>Read Aloud (additional w/ extension) Billions of Bricks or Dreaming Up</b> vocab/ concepts of print/ predictions/ 1st read & story elements	Read-Aloud <b>Read Aloud (additional w/ extension) All versions of Three Little Pigs</b> vote for favorite, tally & graph, reread / review concepts of print, story elements, etc.	Read-Aloud <b>Read Aloud (additional w/ extension) Some Pets</b> vocab/ concepts of print/ predictions/ 1st read & story elements	Read-Aloud <b>Read Aloud (additional w/ extension) How to Catch a Leprechaun</b> vocab/ concepts of print/ predictions/ 1st read & story elements
Large Group <b>Math</b> FOCUS Shape: cone Number: 10 - Color: all-Counting 1-20 but review all M- patterns / T- writing numbers, shapes/ 3-positional words + sorting/ 4- ten frames & counting or addition, subtraction/ 5- memory.. etc.	Large Group <b>Math</b> FOCUS Shape: cone Number: 10 - Color: all-Counting 1-20 but review all M- patterns / T- writing numbers, shapes/ 3-positional words + sorting/ 4- ten frames & counting or addition, subtraction/ 5- memory.. etc.	Large Group <b>Math</b> FOCUS Shape: cone Number: 10 - Color: all-Counting 1-20 but review all M- patterns / T- writing numbers, shapes/ 3-positional words + sorting/ 4- ten frames & counting or addition, subtraction/ 5- memory.. etc.	Large Group <b>Math</b> FOCUS Shape: cone Number: 10 - Color: all-Counting 1-20 but review all M- patterns / T- writing numbers, shapes/ 3-positional words + sorting/ 4- ten frames & counting or addition, subtraction/ 5- memory.. etc.	Large Group <b>Math</b> FOCUS Shape: cone Number: 10 - Color: all-Counting 1-20 but review all M- patterns / T- writing numbers, shapes/ 3-positional words + sorting/ 4- ten frames & counting or addition, subtraction/ 5- memory.. etc.
Small Group M03 - Alphabet Cards <b>Mighty Minutes®</b> <i>Mighty Minutes</i> 36, "Body Patterns"	Small Group LL03 - Alphabet Cards	Small Group M04 - Number Cards <b>Mighty Minutes®</b> <i>Mighty Minutes</i> 38, "Spatial Patterns"	Small Group M04 - Number Cards <b>Mighty Minutes®</b> <i>Mighty Minutes</i> 07, "Hippity, Hoppity, How Many?"	Small Group LL32 - Describing Art <b>Mighty Minutes®</b> <i>Mighty Minutes</i> 100, "La, La, La"

Large Group	Mighty Minutes®	Large Group	Large Group	Large Group
Heggerty	<i>Mighty Minutes</i> 36, "Body Patterns"	Heggerty	Heggerty	Heggerty
Phonological Awareness		Phonological Awareness	Phonological Awareness	Phonological Awareness
Large Group	Large Group	Large Group	Large Group	Large Group
Music & Movement	Phonological Awareness	Music & Movement	Music & Movement	Music & Movement
Outdoors	Large Group	Outdoors	Outdoors	Outdoors
Indoor (depending on weather) obstacle course, etc.	Music & Movement	Indoor (depending on weather) obstacle course, etc.	Indoor (depending on weather) obstacle course, etc.	Indoor (depending on weather) obstacle course, etc.
Physical Fun: <i>Intentional Teaching Experience</i> P4, "Moving Through the Forest"	Outdoors	Physical Fun <i>Intentional Teaching Experience</i> P14, "Moving Through the Forest"	Physical Fun: <i>Intentional Teaching Experience</i> P21, "Hopping"	Physical Fun: <i>Intentional Teaching Experience</i> P21, "Hopping"
How! Experiences	Indoor (depending on weather) obstacle course, etc.			
How! Site visit to look inside a different neighborhood building and learn about what people do there	Physical Fun <i>Intentional Teaching Experience</i> P14, "Moving Through the Forest"	Large Group	Family Partnerships	Large Group
Large Group	Large Group	End of Day Group Meeting	Send home a letter that introduces the study to families. Invite families to contribute photos of home pets, books about pets, or toy animals to the class collection.	End of Day Group Meeting
End of Day Group Meeting	End of Day Group Meeting	Talk about the events of the day, finish AM chart, talk about what is planned for the next day, goodbye song	Invite a family member who works with animals to demonstrate how to meet and interact with new pets. Examples of people who work with animals include veterinarian, pet trainer, shelter worker, and groomer.	Talk about the events of the day, finish AM chart, talk about what is planned for the next day, goodbye song
Talk about the events of the day, finish AM chart, talk about what is planned for the next day, goodbye song	Talk about the events of the day, finish AM chart, talk about what is planned for the next day, goodbye song		Invite a family member to join the class to share an interesting pet and its enclosure.	
			Large Group	
			End of Day Group Meeting	
			Talk about the events of the day, finish AM chart, talk about what is planned for the next day, goodbye song	

Planning Document #1

- Sprague 5

Winter 2021/2022 - Widely Held Expectations



Teachers use Status Reports such as this to analyze the progress of their students. By referencing these reports weekly through their online dashboard, teachers can identify areas of weakness and adjust their instruction to meet the everchanging needs of the students in their class. Teachers are able to analyze student growth and rate of progress through individual reports and through class profiles. Documents such as these are critical when planning and implementing lessons that will lead to increasing student outcomes for all students.

## Planning Document 2

### General Documentation for All Children in Class *Sprague 5*

**Areas of Development:** Social-Emotional; Physical; Language; Cognitive; Literacy;

**Period:** Winter 2021/2022

**Period:** Winter 2021/2022

#### Documentation Count By Area and Child

\* Please note that the number in the **Documentation Count** column will often be less than the total of the items listed under dimensions. When a piece of documentation is tied to more than one dimension it will appear for each dimension, but will only be counted once under **Documentation Count**.

#### Social-Emotional

Child	1a	1b	1c	2a	2b	2c	2d	2a	3b	Documentation Count
[REDACTED]	2	3	2	2	2	3	2	5	2	5
[REDACTED]	4	3	2	2	2	3	2	5	2	7
[REDACTED]	4	3	2	2	2	3	2	5	2	7
[REDACTED]	4	3	2	2	2	3	2	5	2	7

By referencing reports in the online assessment program, teachers are able to identify students who need further assessment or who have missed learning opportunities due to absenteeism, or other reasons. This document is used by teacher in their planning. All reports and assessments are in alignment to the CT ELDS.

# Individual Child Report: [REDACTED]

Birth Date: March 18, 2017

Checkpoint Periods: Winter 2021/2022

Generated On: March 06, 2022

## Assessment Report

### Social-Emotional

The shaded area represents the widely held expectations range for the listed age or grade for the specific dimension.

Objectives / Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
1a Manages feelings	Pre-K 4 class/grade							11/30/2021	Winter 2021/2022*	01/31/2022 01/28/2022 12/20/2021					
1b Follows limits and expectations	Pre-K 4 class/grade					11/30/2021	12/20/2021	Winter 2021/2022*	02/28/2022						
1c Takes care of own needs appropriately	Pre-K 4 class/grade						11/30/2021	Winter 2021/2022*	12/20/2021						
2a Forms relationships with adults	Pre-K 4 class/grade									Winter 2021/2022*	12/20/2021 11/30/2021				
2b Responds to emotional cues	Pre-K 4 class/grade								Winter 2021/2022*	12/20/2021 11/30/2021					

Objectives / Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
2c Interacts with peers	Pre-K 4 class/grade				11/30/2021	12/20/2021	Winter 2021/2022*	02/16/2022							
2d Makes friends	Pre-K 4 class/grade						12/20/2021 11/30/2021								
3a Balances needs and rights of self and others	Pre-K 4 class/grade					11/30/2021	01/28/2022 12/20/2021	Winter 2021/2022* 02/09/2022 01/31/2022							
3b Solves social problems	Pre-K 4 class/grade						Winter 2021/2022* 12/20/2021 11/30/2021								

## Physical

The shaded area represents the widely held expectations range for the listed age or grade for the specific dimension.

Objectives / Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
4 Demonstrates traveling skills	Pre-K 4 class/grade						11/24/2021	01/31/2022 02/09/2022 Winter 2021/2022*									
5 Demonstrates balancing skills	Pre-K 4 class/grade						11/24/2021 01/31/2022	02/09/2022 Winter 2021/2022*									
6 Demonstrates gross motor manipulative skills	Pre-K 4 class/grade							11/24/2021 02/26/2022 Winter 2021/2022*									
7a Uses fingers and hands	Pre-K 4 class/grade						02/24/2022 11/24/2021	02/16/2022 01/24/2022 Winter 2021/2022*									
7b Uses writing and drawing tools	Pre-K 4 class/grade						12/06/2021 11/24/2021	01/24/2022 01/13/2022 12/14/2021	Winter 2021/2022*								

## Language

The shaded area represents the widely held expectations range for the listed age or grade for the specific dimension.

Objectives / Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Objectives / Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Objectives / Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

8a Comprehends language	Pre-K 4 class/grade	11/30/2021	2021/2022*														
			01/31/2022														
			01/28/2022														
			12/07/2021														
8b Follows directions	Pre-K 4 class/grade		02/28/2022														
			02/09/2022														
			01/25/2022														
			12/06/2021														
			11/30/2021														
9a Uses an expanding expressive vocabulary	Pre-K 4 class/grade		Winter 2021/2022*														
			01/14/2022														
			12/07/2021														
			11/30/2021														
9b Speaks clearly	Pre-K 4 class/grade	12/07/2021															
		11/30/2021	01/28/2022														
		11/24/2021	Winter 2021/2022*														
		02/09/2022															
9c Uses conventional grammar	Pre-K 4 class/grade		Winter 2021/2022*														
			01/14/2022														
			11/30/2021														
9d Tells about another time or place	Pre-K 4 class/grade	11/30/2021	01/14/2022														
			Winter 2021/2022*														
10a Engages in conversations	Pre-K 4 class/grade		11/30/2021														
			12/07/2021														
			01/14/2022														
			02/16/2022														
Objectives / Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15



10b Uses social rules of language

Pre-K 4  
class/grade

11/30/2021	Winter 2021/2022*	
01/14/2022	12/07/2021	

## Cognitive

The shaded area represents the widely held expectations range for the listed age or grade for the specific dimension.

Objectives / Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
11a Attends and engages	Pre-K 4 class/grade					11/24/2021	12/07/2021	12/14/2021 01/24/2022 01/26/2022 01/28/2022 02/09/2022 02/16/2022 Winter 2021/2022*									
11b Persists	Pre-K 4 class/grade					11/24/2021		12/14/2021 01/24/2022 02/16/2022 Winter 2021/2022*									
11c Solves problems	Pre-K 4 class/grade					11/30/2021		12/20/2021 Winter 2021/2022*	02/16/2022								
11d Shows curiosity and motivation	Pre-K 4 class/grade								12/07/2021 01/26/2022 02/16/2022	11/30/2021	02/24/2022						
Objectives / Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Literacy

Objectives / Objectives / Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13

15a Notices and discriminates rhyme

Pre-K 4 class/grade

11/24/2021  
11/30/2021  
01/04/2022  
01/24/2022  
01/28/2022  
Winter 2021/2022\*

15b Notices and discriminates alliteration

Pre-K 4 class/grade

11/24/2021

Winter 2021/2022\*  
01/24/2022  
02/08/2022

15c Notices and discriminates discrete units of sound

Pre-K 4 class/grade

11/24/2021  
01/21/2022  
Winter 2021/2022\*  
01/24/2022

15d Applies phonics concepts and knowledge of word structure to decode text

Pre-K 4 class/grade

01/24/2022  
Winter 2021/2022\*  
11/24/2021

16a Identifies and names letters

Pre-K 4 class/grade

11/24/2021  
12/06/2021

01/24/2022  
02/10/2022  
Winter 2021/2022\*  
01/25/2022

16b Identifies letter-sound correspondences

Pre-K 4 class/grade

11/24/2021  
12/06/2021  
01/24/2022  
02/10/2022  
Winter 2021/2022\*  
01/25/2022

17a Uses and appreciates books and other texts

Pre-K 4 class/grade

12/03/2021  
Winter 2021/2022\*  
12/06/2021  
12/14/2021  
01/24/2022

Objectives / Dimensions

Class/Grade

Not Yet

1

2

3

4

5

6

7

8

9

10

11

12

13

17b Uses print concepts  
Pre-K 4 class/grade

12/06/2021	Winter 2021/2022*		
12/14/2021	01/24/2022		
02/08/2022			

18a Interacts during reading experiences, book conversations, and text reflections  
Pre-K 4 class/grade

	12/14/2021	12/06/2021	
	Winter 2021/2022*		

18b Uses emergent reading skills  
Pre-K 4 class/grade

	12/06/2021		
	12/14/2021		
	Winter 2021/2022*		

18c Retells stories and recounts details from informational texts  
Pre-K 4 class/grade

	12/06/2021	12/14/2021		
		Winter 2021/2022*		

18d Uses context clues to read and comprehend texts  
Pre-K 4 class/grade

	12/06/2021	12/14/2021	Winter 2021/2022*
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18e Reads fluently  
Pre-K 4 class/grade

	12/06/2021	12/14/2021	Winter 2021/2022*
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19a Writes name  
Pre-K 4 class/grade

11/24/2021													
12/03/2021	Winter 2021/2022*												
12/14/2021	01/13/2022												
01/25/2022	01/24/2022												
02/08/2022													
12/14/2021													


Objectives / Dimensions

Class/Grade Not Yet 1 2 3 4 5 6 7 8 9 10 11 12 13

*The shaded area represents the widely held expectations range for the listed age or grade for the specific dimension.*

<https://my.teachingstrategies.com/reports/individual-child/>

20e Applies properties of mathematical operations and relationships

Pre-K 4  
class/grade

12/08/2021  
01/24/2022  
Winter  
2021/2022\*

20f Applies number combinations and mental number strategies in mathematical operations

Pre-K 4  
class/grade

11/24/2021  
12/08/2021  
01/24/2022  
Winter  
2021/2022\*

21a Understands spatial relationships

Pre-K 4  
class/grade

12/02/2021  
12/08/2021  
01/31/2022  
Winter  
2021/2022\*

21b Understands shapes

Pre-K 4  
class/grade

11/24/2021  
12/15/2021  
01/24/2022  
Winter  
2021/2022\*

22a Measures objects

Pre-K 4  
class/grade

12/06/2021  
12/20/2021  
01/27/2022  
02/24/2022  
Winter  
2021/2022\*

22b Measures time and money

Pre-K 4  
class/grade

12/20/2021  
Winter  
2021/2022\*  
12/06/2021

22c Represents and analyzes data

Pre-K 4  
class/grade

11/29/2021  
12/06/2021  
Winter  
2021/2022\*

23 Demonstrates knowledge of patterns

Pre-K 4  
class/grade

11/29/2021  
12/06/2021  
Winter  
2021/2022\*

# English Language Acquisition

The shaded area represents the widely held expectations range for the listed age or grade for the specific dimension.

Objectives / Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
37 Demonstrates progress in listening to and understanding English	Pre-K 4 class/grade										
38 Demonstrates progress in speaking English	Pre-K 4 class/grade										



Office of Early Childhood  
30-B Church Street  
Waterbury, CT 06702  
Ph-203-574-8024/F-203-574-6709

**Maureen M. Bergin**  
Supervisor, Early Childhood Education

### **Curriculum Topic Description**

**Beginning of the Year Study:** *Beginning the Year, Building Your Classroom Community* is designed to instill in young students a curiosity that will lead them to explore new environments, build new relationships within their classroom setting, and begin a journey of investigation and discovery as they learn readiness skills in a preschool program. In this first study, students will identify people and places in their school and identify feelings in themselves and others. They will explore the process of making and keeping friendships, working together in collaborative groups and develop skills that will enable them to become more independent learners. In this study, preschool students will learn the importance of following routines, transitions and rules.

**Trees Study:** *The Tree Study* builds upon student's interest in trees and provides them the opportunity to explore early understanding of concepts in science and social studies. Throughout this study, students will develop an understanding of the characteristics of trees and their role in our natural and man-made worlds. Rather than emphasize the identification of various trees, students will use skills in numeracy, literacy, technology, and the arts to explore, investigate and represent their knowledge about trees. Through standard based instruction and thoughtfully implemented activities for learning, students will gain increased knowledge about our characteristics of trees and the role they play in our environment.

**Clothes Study:** The Creative Curriculum 'Clothes Study helps children to explore social studies and science through the study of clothing. During this study, children will learn about the manufacturing of clothing and how it relates to their daily life. Students will learn how clothing is available in a variety of fabric, textures and styles. Within this study, they will gain an understanding of the economic value of clothing and how clothes have changed over time.

**Building Study:** Students see buildings everywhere in the communities they live in. Buildings vary in size, color, function, construction, material and location. This study offers students many opportunities to explore buildings that are in their communities and neighborhoods. Students will expand their knowledge and understanding of building materials and physical forces. As they investigate robust lessons in the classroom setting, students will have the opportunity to explore concepts in social studies related to shelter, employment, and the purposes of different structures.

**Pets Study:** Children will explore many types of pets, investigate what pets eat, how pets communicate, what pets need, people who care for pets (vets and groomers), and how pets move. Children will gather data, meet interesting people, explore a variety of materials used to care for pets, and experience their own vet office and /or groomers. The Pet Study offers a meaningful way for



children to use literacy, mathematics, the arts, and technology to investigate their understanding of important concepts related to physical development, science, and social studies.

**Reduce, Reuse, Recycle Study:** The Reduce, Reuse, Recycle Study includes five investigations designed to explore waste reduction. Through this study, children will gain a deeper understanding about trash, where it comes from, and the problems it can cause. Children will explore developing ways to reduce the amount of waste produced by the community they live in. In this study, children will observe, gather data, and explore their community as they develop a greater understanding of recycling and reusing materials in their environment.

**Gardening Study:** The Gardening Study offers a variety of opportunities for hands-on exploration in an environment that many children enjoy. Dirt! Gardening provides a variety of sensory experiences for children, including manipulating soil, exploring and smelling the leaves of growing plants, fragrant herbs, and watching the seeds they plant blossom into in the sun. Students will learn how to care for plants and understand how their care and nourishment will result in a thriving garden. In this study, students will learn about healthy eating habits and how the foods we eat arrive in grocery stores all over the country.

**Balls Study:** Balls have a universal and long-lasting appeal to children of all ages. This is demonstrated in the variety of games children play with balls and the games they create on their own. Through investigation of the Ball Study, children will explore social studies and science concepts related to the nature of balls and practice skills in literacy, math, technology and the arts through practical applications during play.

**Exercise Study:** This study begins with children's natural desire to move. During this study, children will be offered a variety of opportunities to wiggle, jump, march, skip, gallop and move! While exploring this topic, they will also be able to gather information that will help them to navigate and become more aware of the world around them. Children will explore many types of exercise, develop habits to help keep them healthy, and learn to exercise in ways that keep them safe.

**Kindergarten Study:** The Getting Ready for Kindergarten Study provides teachers and students with powerful tools that will help to transition students to the next level of their learning. This study continues with building on the importance of developing strong relationships with teachers, administrators and families and supporting children and families during this transition. In this study, teachers will continue conversations with families and offer strategies for students and families that will ease the anxiety, fear and even excitement as they prepare to leave the preschool setting and transition to kindergarten.

### PROGRAM DOCUMENTS

Please indicate below which of your program's current documents contain information that shows evidence your program meets the School Readiness Program Quality Components. **Submit a copy of the Family Handbook with your completed application.** Indicate the page numbers of the Family Handbook that address the information marked by an asterisk (\*) in the checklist below. Items not marked with an asterisk (\*) may be identified in other documents. **DO NOT SUBMIT OTHER DOCUMENTS;** just check the appropriate box indicating you have documents on site that meet the non-asterisk quality components. If there are parts of a section that are not checked off as being met through any existing program document, provide a written statement addressing how the program plans to meet this requirement.

#### General Information

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	
8			*GI 1. Services provided (including age range of children).
7			*GI 2. Hours of operation (hours per day, days per week, months per year).
8, 11			*GI 3. Enrollment policy * (include the policy for children not yet toilet trained).
4			*GI 4. Program mission/purpose statement and education philosophy/framework statement.
21			*GI 5. Open access to parents/guardians.
10, 25			*GI 6. Parent conferences.
12			*GI 7. Commitment to include children with special needs.
19, 20, 21			*GI 8. Discipline policy.
	NAEYC Procedure Book		GI 9. Where/how special education services are provided (i.e. on-site, by whom, off-site, by whom)?

**Program Components**

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	<b>A. Plan for collaboration with other community programs and services</b>
	NAEYC Procedure Book		A 1. Process to identify and refer families to programs and services.
	NAEYC Procedure Book		A 2. Coordination of resources to eliminate duplication.
	NAEYC Procedure Book		A 3. Unique resources specific to your community.
	Teacher Handbook	School Calendar; PD Schedule	A 4. Public school efforts to provide information, training and technical assistance to the SR staff to supporting children and families.
18			A 4. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	<b>B. Parent involvement, parenting education and outreach</b>
23, 24			*B 1. Parent advisory council (including decision-making policy).
23, 24			*B 2. Home/school partnership initiatives designed to develop reciprocal communication and engagement.
23, 24			*B 3. Opportunities for parenting education and other support activities.
23, 24, 25	NAEYC Procedure Book	X	B 4. Other: District-wide ParentSquare Platform; Curriculum Dashboard

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	<b>C. Referrals for Health Services, Including Referrals for Appropriate Immunizations and Screenings.</b>
		X	C 1. Use of the ED 191 form for health records.
	NAEYC Procedure Book	X	C 2. Child health files include health screens pursuant to <i>Early and Periodic Screening, Diagnosis and Treatment (EPSDT)</i> .
		X	C 3. Tracking system for health record expiration and accuracy.
15			*C 4. Providing vision, hearing, and dental screenings either on-site or in collaboration with another agency.
17, 18			*C 5. Processes to assist families to secure medical insurance, a medical home, on-going well-child care, immunizations, and health, dental and nutritional screenings.
	NAEYC Procedure Book		C 6. Other:

	Book		
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* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	D. Nutrition Services
	Daily note home	<b>SNAP</b>	D 1. Identification and documentation of children's nutritional needs.
25			*D 2. Participation in the <i>Child and Adult Care Food Program (CACFP)</i> and the <i>National School Lunch Program (NSLP)</i> .
			*D 3. If your program does not participate in CACFP or NSLP, how does it ensure that the meals and snacks served meet the CACFP requirements?
		Monthly Newsletter	D 4. Nutrition services, including nutrition education, provided by the program.
			D 5. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	E. Family Literacy
	Home Language	<b>Pre-Las Language Testing</b>	E 1. Process for the identification of families' literacy education/training needs and assistance with access to literacy program.
18			*E 2. Assistance to families in accessing adult education programs, job training, and public library services.
23, 24			*E 3. Opportunities to support families in interactive literacy activities. (Attach a list of sample activities)
10, 23, 24	NAEYC Procedure Book	Family Partnership/ Access to Curriculum Dashboard	E 4. Other: Once registered, in a Waterbury program, parents receive direct access to the curriculum for academic and enrichment activities. All literacy materials are available to them.

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	F. Admission Policies
4, 5			*F 1. Promote the enrollment of children from diverse racial, ethnic and economic backgrounds.
5			*F 2. Include non-discrimination statement and confidentiality statement.
8, 10			*F 3. Access to all 3-and 4-year old children.
			F 4. Other:

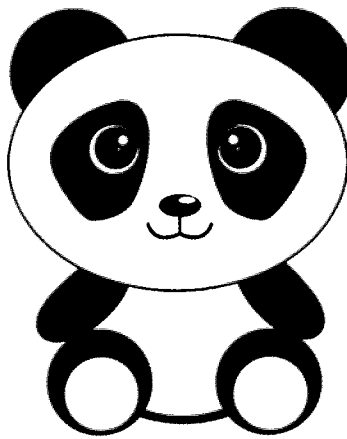
* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	<b>G. Transition Plan</b>
11			*G 1. Collaboration between the School Readiness staff and kindergarten staff.
12			*G 2. Orientation activities for children and families that prepare them for transition to kindergarten. (Attach a list of activities)
12			*G 3. Supports provided to families in transitioning their child to kindergarten.
11			*G 4. Records transferred to kindergarten.
			G 5. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	<b>H. Professional Development Plan and Experiences</b> <i>Professional development is considered to be an experience of sufficient duration (at least 2 hours) provided by a person with expertise, knowledge, and training in the subject matter.</i>
	Individual Professional Development Plan	<b>SR Monitoring Book</b>	H 1. All staff members have a written professional development plan outlining professional goals that increase their knowledge and expertise in early childhood practice.
	NAEYC Procedure Book	On site Record Book	H 2. Each staff member participates in early-literacy skill development training, and cultural and linguistic diversity training for early childhood classrooms within their first year of employment.
	NAEYC Procedure Book	Program Wide Record Book maintained on site	H 3. Each staff member engages in <b>15</b> hours of professional development experiences each year that increases their awareness, knowledge, and practice of recognition and response to children's needs. (i.e., planning, observing, adaptive strategies, use of screening and assessment, special education strategies, general child development, trauma informed practice, etc.).
9, 26			*H 4. Statements regarding the impact of professional development on program quality.
	NAEYC Annual Review Reports		H 5. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	<b>I. Sliding Fee Scale</b>
29			*I 1. Use of the current OEC School Readiness sliding fee scale.
N/A			*I 2. Assisting families with access to the Child Care Assistance Program (Care-4-Kids). <u>Care-4-Kids application is voluntary for School Readiness enrollment.</u>
30			*I 3. Procedures for fee determination and re-determination.
8, 31			*I 4. Fee calculation is reviewed with parent, includes parent signature and parent receives a copy of the fee calculation form.
			I 5. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	<b>J. Evaluation of the Effectiveness of Program</b>
9, 10			*J 1. The CT ELDS as the child level standards and an appropriate assessment aligned to the CT ELDS are used for planning learning experiences, observing and documenting child progress, and implementing teaching strategies. All curriculum used must align with the CT ELDS.
26			*J 2. Staff, parents, and others collect information on quality from many sources, and engage in a reflective process to assess the effectiveness of the program as measured by accreditation/approval entities, OEC evaluation measures, and program measures.
	Annual Reports for each School to NAEYC	Middle/End of Year reports to the Office of Superintendent	J 3. How does the program document the efforts described in J 1 and J 2, monitor progress, and report to families and the School Readiness Council?
		X	J 4. Other: Mayor's Early Childhood Cabinet EOY Retreat

**WATERBURY PUBLIC SCHOOLS  
OFFICE OF EARLY CHILDHOOD**



Pre-K Pandas Respect Every Kid!


**Early Childhood Education Program  
Family Guide Book  
2021-2022**



Maureen Bergin  
Supervisor, Early Childhood Education Program  
30 B Church Street  
Waterbury, CT 06702  
**Waterbury Public Schools**



## Table of Contents

<b>EARLY CHILDHOOD EDUCATION PROGRAMS .....</b>	<b>3</b>
<b>OUR MISSION STATEMENT .....</b>	<b>4</b>
<b>PHILOSOPHY STATEMENT .....</b>	<b>4</b>
<b>NON- DISCRIMINATION POLICY .....</b>	<b>5</b>
<b>IMPORTANT PHONE NUMBERS .....</b>	<b>6</b>
<b>SCHOOL HOURS .....</b>	<b>7</b>
EARLY CLOSINGS.....	7
<b>ENROLLMENT IN EARLY CHILDHOOD EDUCATION PROGRAM .....</b>	<b>8</b>
<b>STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT .....</b>	<b>9</b>
TOILET TRAINING POLICY .....	11
<b>3-YEAR-OLD PROGRAM TRANSITION .....</b>	<b>11</b>
<b>KINDERGARTEN REGISTRATION .....</b>	<b>11</b>
<b>EARLY INTERVENTION PROGRAM .....</b>	<b>12</b>
<b>POLICIES .....</b>	<b>13</b>
SCHOOL RECORDS .....	13
SUPERVISION.....	13
STUDENT INFORMATION / EMERGENCY CONTACTS .....	13
REPORTING OF CHILD ABUSE AND NEGLECT OF CHILDREN .....	14
ATTENDANCE POLICY .....	14
HEALTH RECORDS .....	15
MEDICATION POLICY .....	16
CITY OF WATERBURY MANDATORY DRESS CODE POLICY .....	18
DISCIPLINE GUIDANCE AND PROCEDURES .....	19
DISCIPLINE PHILOSOPHY AND PROCEDURES .....	20
 .....	21
VISITORS.....	21
MEDIA COVERAGE.....	21
SAFETY DRILLS .....	21
PARENT INVOLVEMENT .....	23
DISTRICT PARENT ADVISORY COMMITTEE.....	24
PARENT/TEACHER CONFERENCES .....	25
OPEN HOUSE / PARENT TEACHER CONFERENCE SCHEDULE.....	25
SCHOOL MEALS .....	25
CELEBRATIONS.....	25



**EARLY CHILDHOOD EDUCATION PROGRAMS**

**Bucks Hill Pre-K at the Annex**

330 Bucks Hill Road  
Waterbury Ct 06704  
203-574-8053

Principal: Amy Simms

**Carrington Pre-K**

24 Kenmore Avenue  
Waterbury Ct 06708  
203-574-8184

Principal: Ms. Karen Renna

**Chase Pre-K**

40 Woodtick Road  
Waterbury, CT 06705  
203-574-8188

Principal: Ms. Lori Eldridge

**Duggan Pre-K**

38 West Porter Street  
Waterbury Ct 06708  
203-574-8875

Principal: Ms. Melissa DiGiovanni

**Maloney Magnet Pre-K**

233 South Elm Street  
Waterbury Ct 06702  
203-574-8162

Principal: Mrs. Diane Bakewell

**Rotella Magnet Pre-K**

380 Pierpont Road  
Waterbury Ct 06705  
203-574-8168

Principal: Ms. Robin Henry

**Walsh Pre-K**

55 Dikeman Street  
Waterbury Ct 06704  
203-574-8164

Principal: Ms. Jessica Ocasio

**Wilson Pre-K**

235 Birch Street  
Waterbury Ct 06704  
203-573-6660

Principal: Ms. Jennifer Rosser

**Bunker Hill Pre-K**

170 Bunker Hill Avenue  
Waterbury, CT 06708  
203-574-8183

Principal: Ms. Linda Leyhow

**Waterbury Career Academy**

175 Birch Street  
Waterbury Ct 06704  
203-TBD

Principal: Mr. Michael Harris

**Driggs Pre-K**

77 Woodlawn Terrace  
Waterbury Ct 06710  
203-574-8160

Principal: Mr. Michael Theriault

**Gilmartin Pre-K**

94 Spring Lake Road  
Waterbury Ct 06706  
203-574-8175

Principal: Ms. Christina Moore

**Reed Pre-K**

33 Griggs Street  
Waterbury Ct 06704  
203-574-8180

Principal: Ms. Shernette Evans-Foster

**Sprague Pre-K**

1443 Thomaston Avenue  
Waterbury Ct 06704  
203-574-8189

Principal: Ms. Stephanie Carpentieri

**Washington Pre-K**

685 Baldwin Street  
Waterbury Ct 06706  
203-574-8164

Principal: Ms. Inez Ramirez

**International Dual Language School**

116 Beecher Avenue  
Waterbury, Ct 06705  
203-741-8364

Principal: Ms. Diurca Tomasella

All children are motivated to explore, manipulate, question, discover, and express themselves through individual, small and whole group activities. Intentional teaching for all students in a warm, nurturing, and inclusive setting fosters a rich environment that allows all students to maximize their learning potential.

### **NON- DISCRIMINATION POLICY**

Waterbury Public Schools does not discriminate in admission to, access to, treatment in, or employment in its services, programs, and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972 (Title IX); on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination Act of 1975 (Age Discrimination Act).

To file a complaint alleging discrimination or harassment by The Waterbury Public Schools on the basis of race, color, national origin, sex, disability, or age, under Title VI, Title IX, Section 504, the ADA, the Age Discrimination Act, or their respective implementing regulations, please contact:

***Dr. Verna Ruffin  
Superintendent  
Waterbury Public Schools  
Department of Education  
236 Grand Street  
Waterbury, Connecticut 06702  
(203)547-8000***

Inquiries and complaints concerning the applicability of the aforementioned laws and regulations may be referred to the

***U.S. Department of Education  
Office for Civil Rights (OCR)  
JW McCormack POCH  
Boston, Massachusetts 02109-4557  
Telephone (617)223-9662 TTY (617)223-9695***

## ***Waterbury Public Schools***

### **OUR MISSION STATEMENT**

The mission of The Waterbury Public School System is to establish itself as the leader in Connecticut for urban education reform in partnership with the State Department of Education and the entire Waterbury Community. The school system will provide opportunities for all students to maximize their skills and talents in an atmosphere where teaching and learning flourish under the never-wavering belief that all students can be exemplary students, while becoming respectful, responsible, productive citizens vital to our community.

### **PHILOSOPHY STATEMENT**

- Waterbury believes that the most important mission of the Waterbury Public Schools is to empower all students to acquire the knowledge, skills and attitudes necessary to function in our highly, technological society.
- Waterbury also believes that our students must be prepared to meet the challenges of the 21<sup>st</sup> Century by preparing all students to be literate and successful citizens.
- Waterbury further believes that we must strive to create a positive and safe climate in our schools as well as positive attitudes in our students so that our children can live out their dreams.
- Lastly, Waterbury believes that educating our children involves the entire “community”. Therefore, the home, school and community must form a partnership in educating each child.

***The mission of The City of Waterbury Early Childhood Education Program is to develop the necessary foundational skills, knowledge, and positive behaviors in our students through learning environments that support the collaboration of faculty, staff, families and community to ultimately ensure academic success for all our children.***

### **OFFICE OF EARLY CHILDHOOD PHILOSOPHY**

We believe young children are the future, each one UNIQUE, with the ability to learn. Research has proven the effectiveness of early intervention for children ages 3-5. Therefore, we are dedicated to providing quality education for all the children enrolled in our Early Childhood Program.

We believe each child’s family is his/her first and most important teacher. As a staff, we encourage families to play the lead role in their child’s development and welcome family involvement throughout the school year. Our role is to support, understand, and respect the multi-cultural heritage of our diverse school community.

Enrolled students are provided a comprehensive program designed to foster development of social, emotional, cognitive, physical, and creative skills. Instructional activities and materials are designed to meet the individual needs of each child at their developmental level, while allowing him/her the opportunity of choice to enhance his/her own unique learning style.



## **IMPORTANT PHONE NUMBERS**

**Office of Early Childhood** ..... 203-574-8024

**Early Childhood Supervisor**..... 203-574-8024

*Maureen Bergin*

**Special Education Preschool Supervisor**..... 203-574-8053

*Marisa Blakeslee*

**Office of Early Childhood Office Manager** ..... 203-574-8024

*Nadine Grubbs*

**Coordinator of Recruitment/Placement...** ..... 203-574-8024

*Katihuska Aliaga*

**Attendance Coordinator** ..... 203-346-3502

*Marie Klein*

**All Star Transportation (Bus Company)** ..... 203-573-8366

## School Hours

### SCHOOL HOURS For the 2021-2022 School Year

**NOTE:** School cancellations, late openings, or early dismissals due to inclement weather or other emergencies are broadcast over television channels 3, 8, 30 and local Channel 16 and over radio stations WATR, WTIC, WPOP, and WWCO



### EARLY CLOSINGS

Most people are aware of the possibility of an early dismissal when dealing with a storm situation. However, random, unexpected events, such as a breakdown in heating or loss of water, cannot be predicted or readily known to parents. As a result, it is important that we can contact **someone** if school is dismissed early, for any reason. Be aware that your child may **only** be released to someone whose name is on the emergency contact list, with **no** exception. Therefore, it is always important to keep this list as updated as possible. If you need to add or delete an emergency contact, forms are available from your child's teacher and the Early Childhood Education Office.

School	Regular Dismissal	Planned/Weather/Emergency Dismissal
Bucks Hill Annex	Half Day- 9:00-11:30/12:30- 3:00 Full Day 9:00-3:00	AM/Full Day- 10:30 PM- No Class
Bunker Hill	8:25-1:50	8:35 AM-12:00 PM
Carrington	8:35-2:50	8:35 AM-12:00 PM
Chase	8:35-2:50	8:35 AM-12:00 PM
Driggs	8:05-2:20	8:05 AM-11:30 PM
Gilmartin	8:35-2:50	8:35 AM-12:00 PM
International School	9:00-3:00	9:00 AM-12:30 PM
Maloney	8:35-2:50	8:35 AM-12:00 PM
Reed	8:35-2:50	8:35 AM-12:00 PM
Rotella	8:45-2:15	8:35 AM-12:00 PM
Sprague	8:05-2:20	8:05 AM-11:30 PM
Walsh	8:35-2:15	8:35 AM-12:00 PM
Waterbury Career Academy	8:20-1:50	7:20 AM-11:00 PM
Wendell Cross	8:35-2:50	8:35 AM-12:00 PM
Wilson	8:20-1:50	8:35 AM-12:00 PM



## **ENROLLMENT IN EARLY CHILDHOOD EDUCATION PROGRAM**

It has long been known that the most rapid developmental growth of children occurs between the ages of birth to eight years. Recently, a growing body of research in early childhood education has emerged indicating that children learn most effectively through a concrete, hands-on, play-oriented approach. In other words, children learn best by doing. Learning results from the integration of children's own thinking and their experiences. Students acquire knowledge about their cognitive, physical, and social worlds through playful interaction with objects and people. They are motivated by their own desire to make sense of their world. Their learning is experiential. The City of Waterbury Early Childhood Education Program provides a challenging, multi-disciplinary approach to learning for children of all abilities. The Office of Early Childhood invites families of all races, ethnicities and diverse backgrounds to participate in the Waterbury Public School Early Childhood Program and continue the journey to life-long learning.

The Waterbury Board of Education understands the importance of open enrollment. Open enrollment is provided to children turning three on or before December 31<sup>st</sup> of the school year. Children turning 4 years of age on or before December 31<sup>st</sup> of the current school year are eligible for enrollment into a 4-year-old class. If a child is placed on our waiting list, the program will provide a written list of community-based 3 and 4-year-old programs.

\*3yr old program is available 2½ hours per day, 5 days per week, 10 months per year

\*4yr old program is available 6 hours per day, 5 days per week, 10 months per year

To register your child for a preschool program, please contact the Office Of Early Childhood at (203) 574-8024 to schedule an appointment. The following documents are required for registration.

- **CHILD'S BIRTH CERTIFICATE /LEGAL DOCUMENTATION OF GUARDIANSHIP**
- **HEALTH AND IMMUNIZATION RECORDS, INCLUDING LEAD RESULT**
- **PROOF OF PARENTS' RESIDENCE**
- **PROOF OF INCOME**

*Our programs are funded through different sources, and such, there may be different requirements for each program. Since 2000, The Connecticut State Department of Education and Social Services have required that parents using full-day childcare programs funded by School Readiness and the State Department of Education pay a fee. Therefore, all families whose children are enrolled in a Readiness Pre-K (Bucks Hill Annex, Carrington, Chase, Duggan, Driggs, Gilmartin, Reed, and Washington Schools Full Day/School Year) including families receiving TFA or SNAP benefits will be required to document family income and family size so that the Childcare fee can be determined.*

**For further assistance with childcare needs please contact 211 info-line**



## **STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT**

Each preschool classroom is staffed with a State of Connecticut certified Early Childhood educator. This includes knowledge of assessments, screenings and developmental stages of young children. In addition to the required WPS employment and professional qualifications the Early Childhood Education Program employees adhere to ECE specific professional development. Our program staff participates in regularly scheduled quality enhancement events i.e., Data Teams, Teacher Collaborations meetings, onsite and off-site trainings. Our ECE program is committed to providing a quality enhanced program and implementing strategies that support our student's learning experiences. Annual updated training is provided to all staff to maintain fidelity and appropriate application of all assessments used with preschool students. Each year, all preschool staff are provided a minimum of 21 hours of training related to such topics as curriculum, assessment, social-emotional, cognitive, language and adaptive needs. These opportunities or learning enhance the delivery of a rich and robust curriculum designed to increase learning outcomes for all students.



## **CURRICULUM AND ASSESSMENTS**

### **Assessments**

All students entering the Waterbury Public Schools Early Childhood Education Program receive the Speed DIAL 3 Developmental Screen within the first 90 days of enrollment. In addition, all schools are now participating in the Sparkler APP initiative from the State of Connecticut Office of Early Childhood. Staff encourage all families to engage in this parent friendly experience by completing the ASQ and the ASQ3 screening tool.

Waterbury Public Schools Early Childhood Education Program integrates the National Association for the Education of Young Children standards, the Connecticut Early Learning Developmental Standards, Creative Curriculum and The Teaching Gold Assessment program in its instruction for all students. The Teaching Strategies Gold Objectives for Learning are aligned to the CT ELDS and are used to identify strengths and weakness of all students. This online assessment system allows for the immediate data review and seamless planning of intentionally taught concepts and ideas. All ratings from the assessments are recorded in the Teaching Strategies online digital platform. The Gold Assessment, aligned to the CT ELDS, provides critical information on the development and progress of all students enrolled in the early childhood program. Teachers and assistants have access to the digital platform and use the information when planning weekly lessons. The Waterbury Early Childhood Pre-K Program follows the district calendar for reporting periods and report cards. Checkpoint Periods end on scheduled dates in the fall, winter and spring. Report card are shared and distributed to all families during district scheduled parent conferences.

## **Curriculum**

Waterbury Public Schools Early Childhood Education Program integrates the National Association for the Education of Young Children standards, the Connecticut Early Learning Developmental Standards, Creative Curriculum and The Teaching Gold Assessment program in its instruction for all students. The primary resource for instruction, Creative Curriculum, is aligned to the CT ELDS. Throughout the year, teachers implement a series of 10 studies designed to engage students and their families through exploration, and discovery of meaningful topic areas. These following is a listing of students taught each school year. Beginning of the Year Study; Trees Study; Clothing Study; Building Study; Pet Study; Reduce, Reuse and Recycle Study; Gardening Study; Ball Study; Exercise Study; and Getting Ready for Kindergarten Study. Parents and guardians have access to the curriculum portal to access 'Family Engagement' and literacy related content in English and Spanish.



## **HOME AND SCHOOL COMMUNICATION**

Shared communication occurs with families and staff to review developmental progress and learning styles of students during planned conferences and Open House nights scheduled during the school year. In addition, all families receive a daily note home that provides them with information about their child's day at school. Parent collaboration, when considering assessments for children with developmental delays, occurs prior to placement in a specialized program. Program needs are continually evaluated throughout the school year in order to provide the best quality education to all students. Our Early Childhood Education Program is based on the developmental needs of our children and their ability to explore, experiment, manipulate and discover, in settings which foster positive relationships with both their peers and adults. The curriculum for three and four-year-old students has been created to be developmentally appropriate for this specific age span and is implemented with attention to the various needs, interests, learning styles and individual stages of development of our students. In addition, the safe, healthy and nurturing environment we provide greatly enhances the physical, emotional, social, and cognitive development of our children. They are encouraged to talk about their experiences, solve problems, engage in critical thinking, organize ideas, arrive at conclusions, engage in play, participate in creative and enriching experiences and develop a self-awareness that will ultimately lead to a positive self-image and help develop literacy and language skills. For our English Language Learners, there is the opportunity to increase their fluency in both English and their native language and become effective communicators to members of their home, school and community. Teachers value the importance of parental involvement and encourage ongoing communication. They work in participation with parents to foster appropriate activities for all stages of development. These experiences are most important for children who have identified special educational needs or have delays in their development. The Home Language, completed during the enrollment process, identifies those students and families who may require additional services or training. Staff are able to assist families in obtaining services for increasing language, literacy, financial, living, and medical programs.





### **TOILET TRAINING POLICY**

The teaching staff in the preschool program understand that all children develop at their own rate. We encourage families to partner with the teaching staff as they encourage all children to gain independence in their bathroom needs.



### **3-YEAR-OLD PROGRAM TRANSITION**

All students enrolled in our 3-year-old Early Childhood Program are eligible for the 4-year-old program. Parents are notified in January of the upcoming transition and are required to update demographical and health records for their child. Open enrollment for new registrations for this age group is ongoing through June of the current school year.



### **KINDERGARTEN REGISTRATION**

Students enrolled in the Early Childhood Education Program will automatically be enrolled in kindergarten in their district school according to address. ECEP is required to forward all student records to receiving BOE district designated schools. If the student moves during the summer, it is the responsibility of the parent to inform the intake center of the student's new address. This will affect which school the student is to attend. If a student withdraws at any time during the school year, the parent is responsible for registering their child for kindergarten. You should bring the following information with you at the time of registration:

- **CHILD'S BIRTH CERTIFICATE /LEGAL DOCUMENTATION OF GUARDIANSHIP**
- **HEALTH AND IMMUNIZATION RECORDS, INCLUDING LEAD RESULT**
- **PROOF OF PARENTS' RESIDENCE**

*Intake Center, One Jefferson Square 1<sup>st</sup> floor, Waterbury, CT for review and confirmation of district designation.*

The Office of Early Childhood partners with the Waterbury Public Schools Welcome Center to ensure a seamless transition from the Pre-K program to kindergarten. Parents are invited to an orientation at their child's district school for a kindergarten 'Meet and Greet.' During orientation, students receive tour the school, meet kindergarten teachers, building administrators, and become acquainted with their new school setting. Through summer enrichment packets, health information, and school newsletters, families and students entering into new schools are always made to feel welcome, safe and secure.

For children who require additional support services, every effort is made at the preschool level to ensure that all families of children with I.E.P.s transition to their new educational setting in a caring, thoughtfully planned for, and seamless transition. Representatives from the new kindergarten schools are invited to be a part of planning meetings to help with the transition.



### **TRANSITION ORIENTATIONS**

ECEP Transition Teams work in collaboration with Teachers, Specialists, Nurses, Principals, and The Family Intake Center Personnel to ensure best practices in placement and effective individualized planning for all children enrolled in the preschool program. Site designated orientations are scheduled by district placement and consists of/but not limited to meet and greet of teachers, principal, and support staff, building tour, overview of curriculum benchmarks, WPS policies, procedures, and specialized parent/family activities. Orientation events are scheduled as followed:

- **August** – Pre-K Orientation for families/guardians of students enrolled in Pre-k 3-year-old and pre-k 4-year-old classes according to school calendar.
- **Spring**- Kindergarten Orientation Scheduled dates are determined in collaboration with ECEP Supervisor and school principals. Once dates are confirmed the schedule is posted to the WPS website and distributed to transitioning parents/guardians. The Office of Early Childhood collaborates with elementary school principals to ensure a smooth transition for all students, including those in EIS and with IEPs. All school records are transferred from the building where the child attended preschool to the school where he/she will be for kindergarten.

**Parents are encouraged to contact their designated school liaisons with any questions related to kindergarten orientation or call the ECEP office at 203-574-8024.**



### **EARLY INTERVENTION PROGRAM**

The Waterbury Board of Education Public School System Early Intervention Program and other Special Services are available to all students. The Early Childhood Education Program is committed to the Early Intervention Service program. We believe all students can learn and meet with success in the classroom. This collaborative consultation model facilitates a forum in which caring adults engage in creative problem-solving strategies to attempt to meet the individual needs of children. The team can provide consultations, observations, suggestions, adaptive technology, Individual Education Plans, or any other services that perhaps may be needed. This included Special Education, Communication, Occupational Therapy, Physical Therapy A school social worker is available to provide support to families and can assist with coordinating support for community services, and/or play activities. Whenever possible, services are provided to the child in his or her natural learning environment. If necessary, and with parent/guardian permission, specialized instruction may take place in a smaller, more individualized setting. The Waterbury Board of Education provides access to Family Resource Centers, The Department of Children and Families, and all services that are provided through them. Designated specialists are assigned to work with, assist, and support all readiness programs.

## **POLICIES**



### **SCHOOL RECORDS**

Parents and/or guardians have the right to examine their child's scholastic records at the school office. They should place their request in writing and contact the school to arrange a mutually convenient date and time if the explanation of records is desired. Confidentiality is always maintained for students. Outside agencies or physicians may request copies of student records however, parent permission must first be obtained and placed on file in the student's main school record.

### **SUPERVISION**

School leaders and staff always consider the student's safety during the school day. Proper ratios, 10 students to 1 staff member, is maintained throughout the school day to ensure the safety of all students. Staff continually provide supervision of all students during the day by counting numbers of students during transitions, classroom activities or by scanning children in classroom activities. A student sign in and sign out process is followed throughout the school day. Procedures are in place to ensure the safety of all students during transitions, emergency procedures, field trips and arrival/dismissal times that occur during the school day. Staff always supervise students by sight or sound during the school day. Review of supervision procedures occurs annually with the teaching staff at the first staff meeting of the school year.



### **STUDENT INFORMATION / EMERGENCY CONTACTS**

All student information **MUST** be kept up to date. This is to ensure that we can contact the parent/guardian at any time in case of an emergency. It is the parent's responsibility to keep all information current. You may change information at any time by calling the Office of Early Childhood or notifying the classroom teacher. The classroom teacher will immediately notify the office and nursing personnel in writing of the change so that student files reflect accurate information.

The following information **MUST ALWAYS** be current:

- Home address
- Home phone number
- Parent/guardian work phone numbers
- Cell phone numbers
- Emergency contact numbers *NOTE: We must have phone numbers where we can speak directly to a person (no pagers, voice mail, etc.) Please list only contacts who are over 18 years of age, and who CAN and WILL pick up a student in the case of an emergency.*

**REPORTING OF CHILD ABUSE AND NEGLECT OF CHILDREN**

Connecticut General Statute Section 17a-101, as amended by Public Act 96-246, requires educational personnel (teachers, school principals, school guidance counselors, and school professionals, as well as licensed nurses, psychologists, and social workers) who have reasonable cause to suspect or believe that a child has been abused or neglected to report such abuse and/or neglect. It is the policy of the Board of Education to require **all employees** of the Board of Education to report suspected abuse and/or neglect, in accordance with the procedures of the Waterbury Board of Education.

**REPORT AGAINST A STAFF MEMBER**

**When a complaint is made against a classroom teacher or staff member, conflict resolution procedures include the following:**

- A meeting with all parties to identify the problem/concern.
- Creation of a collaborative effort between parent and teacher to create an action plan
- solve the problem.
- Set a time period to re-meet to review progress and ensure everyone's voice has been heard.

Any complaint by a parent of a student, or by any other person (other than a school official or fellow employee) directed against a teacher (which complaint is deemed serious enough by the administration to become a matter of formal record) shall be promptly called to the teacher's attention. No such complaint shall become a matter of formal record unless it is in written form, signed by the complainant. Teachers are entitled to know the identity or source of all such formal record complaints and, in addition, if the teacher so requests, he/she may copy such formal record complaint. The teacher shall acknowledge that he/she has read such complaint by affixing his/her signature on the copy thereof which has been made a matter of formal record with the understanding that such signature merely signifies that he/she read the material to be filed and does not necessarily indicate agreement with its content. The teacher shall have the opportunity to add any material he/she wishes (by way of reply or refutation) to the formal record.

**ATTENDANCE POLICY**

The Waterbury Board of Education requires all students to attend school on a consistent basis. Should your child be absent, please call the main office of your school to notify them of your child's absences and send a note to your child's teacher upon their return, informing them of the reason for the absence. Acceptable reasons of absence are illness, incapacity or doctor's visit, religious holidays, court appearances, funerals, approved school activities, and suspension. Absences from school for special activities (even with parental consent) should be limited. Due to the extensive waiting list and limited number of seats in our program, any child who is absent for an excessive amount of time without an acceptable reason may be removed from our program and replaced by a student on the waiting list. The Office of Early Childhood collaborates with each school to ensure students are attending regularly and offer support to the families whenever necessary. These supports can come from within the school system or from community agencies that partner with Waterbury Public Schools.

## **HEALTH RECORDS**

Yellow Health Assessment Form (ED191)

All children registered for our Early Childhood Education Program must have the following documented health information recorded on a Yellow Health Assessment form as required by the State of Connecticut:

### **Immunization Pre-Kindergarten:**

- **DTaP:** 4 doses
- **Polio:** 3 doses
- **MMR:** 1 dose on or after the 1st birthday
- **Hep B:** 3 doses, last one on or after 24 weeks of age.
- **Varicella:** 1 dose on or after the 1st birthday or verification of disease
- **Hib:** 1 dose on or after the 1st birthday
- **Pneumococcal** 1 dose on or after the 1st birthday
- **Influenza:** 1 dose administered each year between August 1st - December 31st  
(2 doses separated by at least 28 days required for those receiving flu for the first time)
- **Hepatitis A** 2 doses given six months apart, 1 dose on or after the 1st birthday  
A Normal Lead Test **MUST** be documented annually.

Blue Health Assessment Form ( )

### **Immunization Kindergarten:**

- **DTaP:** At least 4 doses-Last doses **MUST** be given on or after 4<sup>th</sup> Birthday
- **Polio:** At least 3 doses-Last doses **MUST** be given on or after 4<sup>th</sup> Birthday
- **MMR:** 2 doses separated by at least 28 days, 1st dose on or after the 1st birthday
- **Hep B:** 3 doses, last one on or after 24 weeks of age
- **Varicella:** 2 doses separated by at least 3 months, 1st dose on or after the 1st birthday or verification of disease
- **Hib:** 1 dose on or after the 1st birthday for children less than 5 years old

Parents/Guardians will be contacted by the school and/or the school nurse to inform you of screenings for dental (Smile Builders), hearing and vision. You may contact the school nurse if you have any questions related to results.



## **MEDICATION POLICY**

The policy and procedures for the administration of medication in schools has been written in accordance with Connecticut Education Laws. Families and physicians are encouraged to  
Waterbury Public Schools Office of Early Childhood 232 Grand Street, Waterbury CT 06702 RFP 7183

develop medication schedules for students, which do not interrupt the school day. Unfortunately, there are children who could not be maintained in the classroom without medication during the day. Therefore, the Department of Education and Health recognizes their responsibility in aiding these children. No medication will be given without a written Medication Authorization Form from a licensed physician/dentist, a written parental request, and approval from the School Medical Advisor. The following guidelines must be met for your child to receive medications at school:

- Medications must be brought to school by an adult responsible for the child's care.
- Medications must be in the original container with label stating how it is to be given.
- No more than a 45-day supply of medication should be brought in at one time.
- All medications are maintained in a locked cabinet located in the nurse's office. Only nursing personnel and the building administrator have permission to unlock this cabinet

All medications must be picked up by the parent after the order for giving medication has expired or when the school year ends. All medications not picked up will be destroyed

**No child is ever to have any medication with them in school - this includes cough drops, sun block, bug spray, etc.**

## **CONTAGIOUS ILLNESS or RASHES**

Parents are required to notify school personnel whenever a child has been exposed to a contagious disease. This includes, but may not be limited to: Strep Throat, Pink Eye, Fifth's Disease, Meningitis, Hepatitis, Ringworm, Impetigo, Lice, etc. If symptoms occur, the school nurse or her designee will notify the student's parents/guardians by phone or nurse's note. Information will be given to the parent/guardian so that they will be aware of the symptoms of these diseases.

If a child has a medically documented condition which necessitates frequent absences, a physician's note is necessary upon his/her return to school.

If a child is absent due to an illness, they are not allowed to return to school until free from any of the symptoms.

The following health conditions, when identified by the clinical expertise of the City of Waterbury, board certified, school nurse, may warrant the following actions:

### **Symptom/Condition**

### **Excluded from School Until**

*Temperature over 100 degrees*

*~48 Hours with no fever and symptom free  
(No medication)*

*Vomiting*

*~ No vomiting for 24 Hours*

*Diarrhea*

*~ No diarrhea for 24 Hours*

*Off color nasal secretions*

*~Nasal drainage is gone or treated*

### **Symptom/Condition**

### **Excluded from School Until**

*Rash of unknown origin*

*~Rash is gone, or diagnosed and treated*

*Strep*

*~24 hours, after initiation of antibiotic  
treatment*

*Purulent Conjunctivitis*

*~Exclusion until treated*

*(Pink Eye)*  
*Impetigo*

*~Exclude; Return with physician or school nurse  
permit or after treatment/clearing of lesion.*

*Head Lice*  
*Chickenpox*

*~Nit free*  
*~Exclude until all lesions are crusted over*

If a child is injured during the school hours, the following steps will be taken:

1. The child will be brought to the nurse's office for treatment by the fully licensed, State of Connecticut certified Registered Nurse on staff.
2. In the event the child unable to be moved, administration and/or nursing staff from the site will be notified and 911 will be called. The school administrator/designee will accompany the child to the hospital and remain with the child until a family member/guardian has arrived.
3. When a child becomes ill during the school day, the child will be evaluated by the fully licensed, State of Connecticut certified Registered Nurse on staff. If it is determined parents/guardians must be contacted, the child will remain under supervision in the nurse's office until able to be picked up and brought home.

#### **The Early Childhood Education Program. . .**

1. Requires children in the program to receive a well-child screening exam annually. Well-child examinations should be comprehensive and include a complete physical examination and health history, a developmental and nutritional assessment, eye and hearing exams, health education and information, and immunizations and lab tests, including blood lead levels, as appropriate, based on the age of the child and outlined in the EPSD periodicity schedule.
2. Plays a pivotal role in linking children and their families to the health care delivery system. The program reviews children's health records and notifies the parent or guardian when the health record indicates that a child is due for a well-child examination and/or appropriate screening. The ability of the program to assist in making referrals and provide access to preventative and primary health care can ensure the healthy growth and development of children as well as early identification of problems that may benefit from intervention.
3. Requires proof of regular dental examinations every six months. These examinations should include education and information for parents and children concerning fluoride supplementation, tooth cleaning, injury prevention, and dietary habits as well as any other appropriate, preventative dental procedures.
4. Provides young children and their families' access to coverage for these vital health services. Coverage is available for regular well-child care and other health care services for children who are enrolled in Connecticut's HUSKY A (Medicaid) program under the federal EPSDT program which is directly referenced in the school readiness legislation. Young children enrolled in HUSKY B or in commercial health insurance plans are covered under their plans for regular well-child care. Both HUSKY plans and most commercial insurance plans follow the recommended

for all children (including children with other health insurance) with incomes below 185% of the federal poverty level - approximately \$31,000 for a family of four. The HUSKY B program provides health insurance coverage for uninsured children with incomes above 185% of the federal poverty level. Depending on the family's income, this coverage is either free or offered at low cost. There are no income limits for HUSKY. Families with income above 300% of the federal poverty level (about \$50,000 for a family of four) can enroll their children by paying the group premium rate. All families below that income level are eligible for subsidized coverage. For children in families with incomes below 185% of the federal poverty level (about \$31,000 for a family of four), there is no cost to the family. The family's assets or property are not considered in determining the coverage that a family will receive.

6. Employs a school nurse at every site. The school nurse's role is to provide consultation, training and education for program staff and families on well child care at least twice a year. Through a partnership with district personnel and community providers, all preschool students receive vision and hearing screenings as well as dental cleanings during each year of preschool.
7. Waterbury Public Schools Office of Early Childhood collaborates with multiple city and community agencies to provide assistance to families in accessing adult education programs, job training and public library services. Information for these services may be found on [www.waterbury.k12.ct.us](http://www.waterbury.k12.ct.us), [www.waterburyct.org](http://www.waterburyct.org), and through flyers sent home through the district communication platform ParentSquare. In addition, Preschool Staff share stories and activities in English and Spanish through the Family Partnership tab located in the digital platform offered through Teaching Strategies, the district curriculum. Staff will accommodate parents and families with parent meetings to assist in learning to navigate the technology platforms used by the district and teaching staff.

### **CITY OF WATERBURY MANDATORY DRESS CODE POLICY**

Research has shown that children's attire at school directly affects both attitudes and learning outcomes. Mandatory dress code and uniform policies have proven to influence these areas in a positive manner. Each parent is responsible for his/her child's dress at school. The attire of each pupil should be in accordance with the City of Waterbury's dress code listed below.

#### **DRESS CODE:**

Jumpers, Skirts, Dresses, Pants, Shorts, and/or Skorts: Must be solid navy, gray, khaki, or black. Must be "dress" or "docker" style pants or knee-length shorts and skirts. Pants, shorts, skirts, and skorts must be worn or belted at the waist. No designs or stripes. NO JEANS.

**Tops:** Must be oxford, polo, or turtleneck style with sleeves and a collar. These may be solid white, blue or black. Tops must cover waistline when arms are raised.

**OPTIONAL:** Sweater/ Fleece (V-neck or cardigan), blazer, suit jacket or vest-worn over top (colors: solid navy, blue, or white). Student's name must be written on inside tag.

**Footwear:** Closed-toe shoes are strongly recommended. White or black sneakers are permitted. Sandals, clogs or bare feet are not permitted.



**Gym Day:** Sweats may be worn to school on scheduled gym days. Sweats may be navy blue or gray. Solid navy blue, gray, or white T-shirts may also be worn. No logo or stripes may be on sweats or shirts.

## **DISCIPLINE GUIDANCE AND PROCEDURES**

### **Acceptable Guidance Guidelines**

#### ***Child Discipline Guidance***

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The City of Waterbury Preschool staff are not permitted to use any form of physical punishment, psychological abuse, or coercion when disciplining a child. Staff members may not single out a child for ridicule, threaten harm to the child or the child's family, and may not aim to degrade a child or a child's family. They may not use harsh, demeaning or abusive language in the presence of children. Staff never stands by while other adults do these things. Food is never withheld as a form of punishment. We use the following disciplinary techniques where they are age appropriate: Giving Choices, Problem Solving, Redirecting, Ignoring, Natural and Logical Consequences, and Break Time. Discipline does not mean punishment. Discipline is teaching a child how to be safe, how to behave on his/her own and how to know the difference between right and wrong. The staff will use praise and positive methods of discipline and guidance to encourage self-expression and self-direction of the children in the preschool program. They will model appropriate tone of voice and behavior through warm, affectionate verbal interactions and consistent, predictable care and instruction. Children may be taught 'Break Time' strategies in order to keep themselves from losing control or causing harm to themselves or others. 'Break Time' is only one way to handle a situation and allows the child to regain control of his/her actions and feelings. Time away from the group must always be monitored. At all times, supervision will be maintained. If a crisis occurs, staff will follow Crisis Team protocols and procedures.

#### **Strategies to use when challenging behaviors interfere with learning:**

- Redirect negative behavior to an acceptable activity by gently encouraging the child to change activities.
- Ignore the behavior.
- Limit choices.
- Use humor.
- Demonstrate respect for the child's feelings and let him/her know whatever they are feeling is okay. Privacy is provided if necessary.
- Communicate with the children and model positive behaviors for them to imitate using single words or short phrases. Use First/Then format if needed.
- Make sure what you are asking the child is appropriate for their developmental level.
- Make sure all classroom rules are clear and understood at their level.
- Help children understand consequences to behavior.
- Provide time for reflection/recovery for the child.

- Consult with parents since they know their child best.
- Emphasize the partnership between caregiver and parent to defuse a tense situation.

## **DISCIPLINE PHILOSOPHY AND PROCEDURES**

The Early Childhood Education Program staff adheres to the Discipline Policy that is set forth by the City of Waterbury Board of Education. We recognize that all children develop at their own rate. Therefore, guidelines have been put in place to address behaviors of children with challenging behaviors. Teaching staff never engage in use of physical punishment, psychological abuse or coercion as a form of discipline. They always refrain from making derogatory remarks or threats and will not withhold food as a form of discipline. The Office of Early Childhood will not use suspend, exclude, or expel a student from its program but rather will engage in meaningful and constructive conversation with families/guardians to provide support or services to the family and student. The administration will work with families, and when necessary, work within the guidelines of the PPT process to ensure a child's emotional, developmental, and educational needs are always considered. When necessary, an Individualized Education Program may be developed by the educational team and family to ensure the rights of the student, parents and school are considered in compliance with all Federal and State Laws. Any use of restraint and seclusion of a student must be specified in a student's IEP, including parent permission, and will be conducted by Support trained staff and administration in compliance with all Federal and State laws. This information may be found in the Family Guidebook distributed to all families at the start of each school year and Office of Early Childhood Procedural Manual.

The Pre-K staff firmly believes that emotional development, like other learning, takes time. The staff works tirelessly to promote a positive environment school-wide that will provide each student the opportunity to develop emotionally and socially at his or her own rate. Using developmentally appropriate instruction, the teaching staff intentionally models positive behavior, encourages positive interactions between staff and students, and uses practical interventions, multiple approaches, and ongoing data collection when considering the meaning of behavior.

### **Discipline Guidance**

Staff are never to humiliate, frighten or abuse a child. During times of challenging behavior:

- Staff may not use isolation as a form of consequence, unless written as part of the IEP. This includes using time out or other forms of negative consequences.
- Staff may not single out a child for ridicule, threaten harm to the child or child's family, and may not aim to degrade a child or a child's family.
- Staff may not use harsh, demeaning or abusive language in the presence of children.
- Food is never withheld as a form of punishment.
- Staff never stands by while other adults do these things.

- Staff never force a child to sit down, perform an action he/she doesn't want to do, or provide rough handling: pulling, grabbing a body part, or shoving, jerking, slapping, pinching.
- Staff never require a child to remain inactive for a long period of time.



## **VISITORS**

Parents are always welcome to visit the school. However, for the safety and well-being of all students and staff, there are important procedures which must be followed, without exception, always. This includes, but is not limited to, walking students into school, picking up a student early, dropping off a student late, or picking up a student from the nurse's office. All visitors entering the building are to report to the Main Office, provide identification and sign into the log book before receiving a Visitor's Pass.

***NO ONE can be in the building AT ANY TIME without signing in and receiving a Visitor's Pass from the Main Office.***

If you wish to visit your child's classroom, please notify the office in advance so that the necessary arrangements can be made with the individual teacher.



## **MEDIA COVERAGE**

From time to time, media (newspaper, radio, TV) coverage of events taking place in our school is requested. This is an exciting and rewarding experience for most pupils. However, there may be parents who do not desire to have their child/children included in TV or newspaper coverage of an event. If so, please inform your child's teacher of your wishes by completing and returning the Media Form sent home in the beginning of the school year. Otherwise, it will be assumed that your child may participate.



## **SAFETY DRILLS**

Monthly fire drills, and lockdown drills are held monthly as required by state law. Students follow the exit directions posted in each classroom. The signal for the fire drill is a constant blast on a special horn. When the alarm sounds, students are to proceed with their class to their designated location in a quick, quiet and orderly manner. Teachers are required to check attendance for their class and report any absences to the principal. Students should not return into the building without permission from the principal. When a fire drill is in progress, parents are asked not to take their children out of line or bring them home. We must account for all students at this time for everyone's safety.

In the ongoing effort to prepare your child for safety procedures, Lockdown and Shelter in Place drills will be regularly scheduled throughout the school year. A record of all three

practice drills/actual occurrences are maintained in the school office. If a visitor is in the building during any of these drills, it is expected that they follow the posted routines until notified by the building administrator that the drill/crisis has ended.



## **TRANSPORTATION**

Transportation may be provided on a limited basis. Safety rules should be discussed with your child to ensure a safe ride to and from school. All students are required to ride their assigned bus. Any changes in transportation must be made through the school office. A child designated to take a bus will not be permitted to go home by any other means unless there is written permission by the parent. Any person picking the child up (other than the parent) must be over 18 years old and on the child's emergency contact list. Walkers are not permitted to ride the bus home from school to a friend's or sitter's house. Any questions regarding the bus routes, schedules, pick-up points, time, or bus drivers, please contact the Office of Early Childhood at **574-8024**.

Please keep in mind that riding on the school bus is a privilege. We reserve the right to cancel busing at any time. Any student that does not follow the bus safety rules will not be permitted to ride to or from school on a bus, thus leaving transportation the responsibility of the parents.

## **ALLSTAR BUSING RULES**

Busing is a courtesy. We would like to bring to your attention to the following rules for children who ride the bus:

1. CHILDREN AND PARENTS MUST BE READY AND WAITING AT THE DESIGNATED STOP/CURBSIDE FOR BOTH PICK-UP AND DROP-OFF.
2. ONLY YOU OR THE AUTHORIZED NAMES YOU HAVE GIVEN US WILL BE ALLOWED TO PUT THE CHILD ON AND OFF THE BUS. (EVERY AUTHORIZED PERSON MUST BE 18 YEARS OF AGE OR OLDER.)
3. PLEASE CONTACT THE BUS COMPANY AND SEND A NOTE TO YOUR CHILD'S TEACHER IF THERE IS A CHANGE IN BUSING
4. THE BUS HAS A STRICT TIME SCHEDULE. PLEASE BE ON TIME AND WAITING AT ALL TIMES.
5. IF YOU ARE NOT AT THE DESIGNATED DROP OFF LOCATION, YOUR CHILD WILL BE RETURNED TO THE SCHOOL OFFICE:

**FIRST RETURN:** VERBAL WARNING

**SECOND RETURN:** AUTOMATIC THREE -DAY SUSPENSION FROM BUS

**THIRD RETURN:** AUTOMATIC PERMANENT REMOVAL FROM BUS

**\*Please make every effort not to take our busing service for granted.**

## **PARENT INVOLVEMENT**

The Waterbury Public Schools is committed to ensuring that parents are actively engaged in the educational process.

### **Best Practices: The Early Childhood Education Program.....**

- ☒ *recognizes parents as teachers' partners in the education of their child - each bringing their strengths to that relationship.*
- ☒ *has written policies and procedures developed with the assistance of parents that clearly outline the programs' philosophy, curriculum, and strategies for addressing children's needs.*
- ☒ *staff respects individual cultural, linguistic and life style differences in families.*
- ☒ *has an open, two-way (both written and oral) communication system to keep parents and staff informed on the day-to-day events in their child's life including daily notes, ParentSquare, phone calls/texts and emails.*
- ☒ *has a system in place that supports the growth and development of parents in leadership and governance roles.*
- ☒ *has a system in place to identify the needs of parents, linking them with collaborating agencies for health, disability, financial and educational needs.*
- ☒ *provides opportunities for parent involvement at various levels, including literacy and math activities aligned to the Creative Curriculum and made available to families through on-line programming and individual packets.*
- ☒ *employs an open-door policy for parents to observe or participate in their child's class.*
- ☒ *has a "Parent Library" that includes books and materials for their use. Parents are welcome to stop by and meet other parents, review materials, or talk to staff members.*
- ☒ *Offers Circle of Security Parenting classes to families, guardians and staff.*

- ☐ *plans rich, engaging "Family Nights" for all preschool families in the district and community. These educational events provide learning opportunities for students and their parents/guardians.*
- ☐ *Staff, parents, and others collect information on program quality from many sources. ECE utilizes the NAEYC program self-assessment, family, and staff questionnaires annually. The information gathered, reviewed, and suggested modifications are implemented as needed. The Waterbury Board of Education has monthly meetings in*
- ☐ *which families and community members offer ideas and are encouraged to engage in governance decisions.*
- ☐ *Staff and families are invited to reflect on the success of the Pre-K program by completing surveys prior to the end of each calendar year. The results of the surveys are shared with stakeholders in the Waterbury community, NAEYC, and local governing boards.*

### **Parent Liaison**

Each program site has a Board of Education designated Parent Liaison to provide onsite and hands on support services/advocacy/activities for families and students. A complete list of Liaisons can be found on our Waterbury Public Schools website: [www.waterbury.k12.ct.us](http://www.waterbury.k12.ct.us). If a parent/guardian experiences dis-satisfaction with the preschool program, an appointment may be made with the site administrator, parent liaison, or program supervisor to discuss the concern.

**When a complaint is made against a classroom teacher or staff member, conflict resolution procedures include the following:**

- A meeting with all parties to identify the problem/concern.
- Creation of a collaborative effort between parent and teacher to create an action plan
- solve the problem.
- Set a time period to re-meet to review progress and ensure everyone's voice has been heard.

### **DISTRICT PARENT ADVISORY COMMITTEE**

You are encouraged to take advantage of our District Parent Advisory Council. Parents play an integral role in their child's early education. As a member, you will share in the process of curriculum planning and revision, in addition to voicing ideas that promote your child's growth and development. This committee meets monthly with related information posted on the district web page,

**Please call the Office of Early Childhood if you are interested in becoming a committee member.**



### **PARENT/TEACHER CONFERENCES**

If a conference is needed with the classroom teacher, it is recommended that parents make an appointment rather than discussing concerns at an unscheduled time before, during or after the school day. The teacher needs time to review information regarding the student and compile any necessary documentation for the discussion. In order to allow for a successful conference, please make an appointment first. Report cards are distributed to families three times during the school year. This is an important time to talk with your child's teacher and understand his or her learning style.

### **OPEN HOUSE / PARENT TEACHER CONFERENCE SCHEDULE**

August 23th – Pre-K Orientation  
September 15<sup>th</sup> – 5-7p.m.-Early Dismissal  
Dec 8<sup>th</sup> – 5-7p.m.-Early Dismissal  
April 6<sup>th</sup> – Early Dismissal  
June-Last Day of School- TBD



### **SCHOOL MEALS**

School breakfasts and lunches are provided for all our students at each center through the National School Breakfast and School Lunch Program. The menu is printed in the Waterbury Republican-American, monthly newsletters and posted on the parent Board at each preschool site.

Meals may be served in the classroom with teachers and/or assistants present or in the cafeteria

Waterbury Public Schools Office of Early Childhood 232 Grand Street, Waterbury CT 06702

RFP 7183

with lunch room aides/teaching assistants/paraprofessionals. This is a time to engage the children in language-rich conversation and to model appropriate dining behavior/manners. All children are encouraged to try new foods.

**It is the responsibility of the parent to notify the staff of any dietary restrictions or food allergies that their child may have. Each child with documented food allergies/sensitivities must have a special care plan on file that is reviewed by administration and the school nurse.**

### **CELEBRATIONS**

Celebrations occur throughout the school year for children's birthdays or thematic lessons. Any food brought in for a classroom celebration must be store-bought and unopened. Please remember... we encourage healthy snacks for all our children.

The following food items are not acceptable as they present a choking hazard:

- hot dogs
- whole grapes
- nuts
- popcorn
- raw peas
- hard pretzels



### **PROGRAM EVALUATION AND EFFECTIVENESS**

To ensure quality programming is provided to all students, program administrators continually analyze curriculum and assessment data, survey responses and engage in a reflective process each year to address the needs of the Early Childhood education program. This reflection process includes administrators, family members, certified and non-certified staff who work in the pre-k programs. A summary of this information is shared with school families, staff, district administration and the School Readiness Liaison.



**Signature Page:**

**I acknowledge that I have read and understand the policies and procedures of the Early Childhood Education Program.**

**I understand that in the event of a medical emergency requiring hospitalization, my child will be transported to St. Mary's Hospital or Waterbury Hospital Health Center.**

**I give my permission for my child to participate in the bus program provided by the bus company contracted through the City of Waterbury Education Department for the 2021-2022 school year.**

**Child's Name: \_\_\_\_\_ Teacher's Name: \_\_\_\_\_**

**Parent/Guardian's Name:**

\_\_\_\_\_  
**Printed Name**

**Signature of Parent/Guardian**

\_\_\_\_\_  
**Date: \_\_\_\_\_**

**Early Childhood Education Program  
30 B Church Street  
Waterbury, CT 06702**





Office of Early Childhood  
30-B Church Street  
Waterbury, CT 06702  
Ph-203-574-8024/F-203-574-6709

***Maureen M. Bergin***  
Supervisor, Early Childhood Education

#### Item E3: Literacy Activities

- Morning/Afternoon Sign in promotes fine motor and letter writing.
- Morning/Afternoon Meetings: provides opportunity for oral language development that further increases vocabulary, comprehension and expressive language.
- Classroom transitions completed using name cards
- ABC Centers
- Library centers promoting retelling of stories with students using flannel boards, puppets, storybooks
- Writing Centers: Students can draw pictures and write about them
- Use of pictures from home that students can write and talk about
- Story time and short Read-a-Louds
- Word Walls
- Guest readers
- Poems and Nursery Rhymes
- Field trips to the library and book stores
- Poems and Nursery Rhymes
- Embedded instruction throughout the day of letters, oral language and shared writing experiences
- Development of class books based on current studies
- Shared family experiences with our curriculum dashboard
- Daily passwords to enter the class
- Name puzzles
- Digital story time



**WATERBURY**  
**PUBLIC SCHOOLS**

Office of Early Childhood

30-B Church Street

Waterbury, CT 06702

Ph-203-574-8024/F-203-574-6709

***Maureen M. Bergin***

Supervisor, Early Childhood Education

## **G2: Kindergarten Transition Activities**

### **1. Internal Procedure:**

- Office of Early Childhood confirms all updated registration materials for Kindergarten.
- Office of Early Childhood confirms demographic information of preschool students with families.
- Office of Early Childhood provides the WPS Welcome Center with names of students transitioning to Kindergarten.
- Preschool Teachers are notified of Kindergarten district school for the upcoming school year for all students.
- Elementary school receive names of students transitioning from preschool programs to their schools.

### **2. Curriculum**

- 4-year-old Preschool classrooms begin their final study of the year, 'Getting Ready for Kindergarten.'
- In this study, there is an emphasis on exploring changes the students can expect when they leave preschool.
- Shared celebration of learning for the final study with parents and students.
- Students and their families are invited to a Kindergarten Orientation with their families. The tour they building, meet new teachers and principals, explore a classroom and have an opportunity to ride a school bus with their parents/guardians.
- Students may be invited to participate in a story time with a kindergarten teacher while parents review policy and procedures with the parents/guardians.
- For children identified with developmental delays, transition meetings and formal Planning Placement Team meetings are held with parents/guardians, administrators, support staff and general education teachers to best plan for a student's entry into kindergarten. When necessary, nursing personnel are included in the planning for Kindergarten

STATEMENT OF ASSURANCES SIGNATURE PAGE

Program Name: Waterbury Public Schools

I, the undersigned authorized official; do hereby certify that these assurances shall be fully implemented.

Signature of Official:

Verna D. Ruffin

Name: (please type)

Verna D. Ruffin

Title: (please type)

Superintendent

Date:

3/2/2022

To be signed below **ONLY** if the Fiscal Agent is other than the program applying for the funds:

Signature of Fiscal Agent: \_\_\_\_\_ Date: \_\_\_\_\_

Name & Title (please print): \_\_\_\_\_

COMMUNITY NAME		Waterbury	SCHOOL READINESS PROGRAM SITE LOCATION			
DATE	3/8/2022	PROGRAM/SITE/SUBGRANTEE List each individual site with the THE NAME EXACTLY as it appears in Registry/on License	PROGRAM SITE LOCATION  STREET ADDRESS	PROGRAM SITE LOCATION  TOWN	ZIP	WAS THIS SITE APPROVED FOR FUNDING AT THIS SAME LOCATION IN FY22?  YES/NO
NEW PROGRAM SITE Not approved for funding in FY22 'X'	PROGRAM/SITE APPROVED FY22 Indicate Date SITE FIRST RECEIVED FUNDING					
	7/1/1999	abc 321	123 abc street	danbury	6810	yes
	8/28/2013	Waterbury BOE at Bucks Hill School	330 Bucks Hill Road	Waterbury	6704	Yes
	8/28/2013	Waterbury BOE at Carrington School	24 Kenmore Avenue	Waterbury	6708	Yes
	8/28/2017	Waterbury BOE at Chase School	40 Woodtick Road	Waterbury	6705	Yes
	12/5/2016	Waterbury BOE at Driggs School	77 Woodlawn Terrace	Waterbury	6710	Yes
	8/31/2011	Waterbury BOE at Duggan School	38 West Porter Street	Waterbury	6708	Yes
	9/1/2013	Waterbury BOE at Gilmartin School	94 Spring Lake Road	Waterbury	6706	Yes
	8/26/2012	Waterbury BOE at Reed School	33 Griggs Street	Waterbury	6704	Yes
	9/1/2016	Waterbury BOE at Sprague School	1443 Thomaston Avenue	Waterbury	6704	Yes
	8/28/2017	Waterbury BOE at Washington School	685 Baldwin Street	Waterbury	6706	Yes
		Waterbury BOE at Bunker Hill School	170 Bunker Hill Avenue	Waterbury	6708	
		Waterbury BOE at Maloney Magnet School	233 South Elm Street	Waterbury	6702	
		Waterbury BOE at Rotella Interdistrict Magnet School	380 Pierpont Road	Waterbury	6705	
		Waterbury BOE at Walsh School	55 Dikeman Street	Waterbury	6705	
		Waterbury BOE at Waterbury Career School	175 Birch Street	Waterbury	6704	
		Waterbury BOE at Wendell Cross School	1255 Hamilton Avenue	Waterbury	6706	

# SCHOOL READINESS PROGRAM AND CONTACT INFORMATION

COMMUNITY (Autofill)	Waterbury					
				DATE (Auto Fill)	3/8/2022	
PROGRAM NAME (AUTO FILL)	PRIMARY SITE CONTACT NAME	PRIMARY SITE CONTACT PHONE	PRIMARY SITE CONTACT EMAIL	SECONDARY SITE CONTACT NAME (optional)	SECONDARY SITE CONTACT PHONE	SECONDARY SITE CONTACT EMAIL
abc 321	mary smith	203123-4567	msmith@gmail.com	pat smith	203-123-5678	psmith@gmail.com
Waterbury BOE at Bucks Hill School	Maureen Bergin	203-574-8024	mbergin@waterbury.k12.ct.us	Nadine Grubbs	203-574-8024	ngrubbs@waterbury.k12.ct.us
Waterbury BOE at Carrington School	Maureen Bergin	203-574-8024	mbergin@waterbury.k12.ct.us	Nadine Grubbs	203-574-8024	ngrubbs@waterbury.k12.ct.us
Waterbury BOE at Chase School	Maureen Bergin	203-574-8024	mbergin@waterbury.k12.ct.us	Nadine Grubbs	203-574-8024	ngrubbs@waterbury.k12.ct.us
Waterbury BOE at Driggs School	Maureen Bergin	203-574-8024	mbergin@waterbury.k12.ct.us	Nadine Grubbs	203-574-8024	ngrubbs@waterbury.k12.ct.us
Waterbury BOE at Duggan School	Maureen Bergin	203-574-8024	mbergin@waterbury.k12.ct.us	Nadine Grubbs	203-574-8024	ngrubbs@waterbury.k12.ct.us
Waterbury BOE at Gilmartin School	Maureen Bergin	203-574-8024	mbergin@waterbury.k12.ct.us	Nadine Grubbs	203-574-8024	ngrubbs@waterbury.k12.ct.us
Waterbury BOE at Reed School	Maureen Bergin	203-574-8024	mbergin@waterbury.k12.ct.us	Nadine Grubbs	203-574-8024	ngrubbs@waterbury.k12.ct.us
Waterbury BOE at Sprague School	Maureen Bergin	203-574-8024	mbergin@waterbury.k12.ct.us	Nadine Grubbs	203-574-8024	ngrubbs@waterbury.k12.ct.us
Waterbury BOE at Washington School	Maureen Bergin	203-574-8024	mbergin@waterbury.k12.ct.us	Nadine Grubbs	203-574-8024	ngrubbs@waterbury.k12.ct.us
Waterbury BOE at Bunker Hill School	Maureen Bergin	203-574-8024	mbergin@waterbury.k12.ct.us	Nadine Grubbs	203-574-8024	ngrubbs@waterbury.k12.ct.us
Waterbury BOE at Maloney Magnet School	Maureen Bergin	203-574-8024	mbergin@waterbury.k12.ct.us	Nadine Grubbs	203-574-8024	ngrubbs@waterbury.k12.ct.us
Waterbury BOE at Rotella Interdistrict Magnet School	Maureen Bergin	203-574-8024	mbergin@waterbury.k12.ct.us	Nadine Grubbs	203-574-8024	ngrubbs@waterbury.k12.ct.us
Waterbury BOE at Walsh School	Maureen Bergin	203-574-8024	mbergin@waterbury.k12.ct.us	Nadine Grubbs	203-574-8024	ngrubbs@waterbury.k12.ct.us
Waterbury BOE at Waterbury Career School	Maureen Bergin	203-574-8024	mbergin@waterbury.k12.ct.us	Nadine Grubbs	203-574-8024	ngrubbs@waterbury.k12.ct.us
Waterbury BOE at Wendell Cross School	Maureen Bergin	203-574-8024	mbergin@waterbury.k12.ct.us	Nadine Grubbs	203-574-8024	ngrubbs@waterbury.k12.ct.us
Waterbury BOE at Wilson School	Maureen Bergin	203-574-8024	mbergin@waterbury.k12.ct.us	Nadine Grubbs	203-574-8024	ngrubbs@waterbury.k12.ct.us





## INTERAGENCY COLLABORATION

### LETTER OF AGREEMENT

July 1, 2022-June 30, 2023

The City of Waterbury School Readiness Council, on behalf of school readiness grant funded early childhood programs, would like to enter into a collaborative agreement with the Literacy Volunteers Inc., 267 Grand St. Waterbury, CT 06702 for the following services for fiscal year 2022-2023:

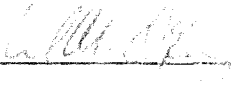
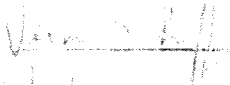
Provide literacy assistance to adult learners:

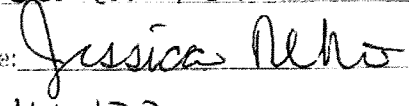
- Assistance with families to be able to understand and communicate with their children regarding their school work
- Provide ESL, basic literacy and citizenship classes
- Provide tutors
- Assist with resumes and job applications

#### **Responsibilities of Collaborating Agency**

Literacy volunteers will provide literacy enhancement services to the appropriate individuals (parents of the children enrolled) upon referral. These services will include, learning to read and write along with other programs offered by the agency.

Thank you for your support.

<u>PROPOSING AGENCY</u>
Waterbury School Readiness Council
Name: Mayor Neil M. O'Leary
Signature: 
Date: <u>3/22/22</u>
Name: Dr. Verna Ruffin
Signature: 
Date: <u>3/14/2022</u>

<u>COLLABORATING AGENCY</u>
Literacy Volunteers Inc.
Name: <u>Jessica Reho</u>
Signature: 
Date: <u>4/11/22</u>
Contact #: <u>203-754-1164</u>

Date of Contract

From: July 1, 2022

To: June 30, 2023

Waterbury School Readiness, 30-B Church St. Waterbury, CT 06702

**INTERAGENCY COLLABORATION**

**LETTER OF AGREEMENT**

**July 1, 2022-June 30, 2023**

The City of Waterbury School Readiness Council, on behalf of school readiness grant funded early childhood programs, would like to enter into a collaborative agreement with the Mattatuck Museum, 144 West Main Street, Waterbury, CT 06702 for the following services for FY 2022 and 2023.

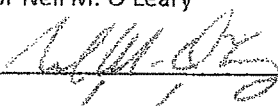
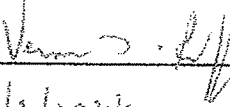
**Responsibilities of Proposing Agency:**

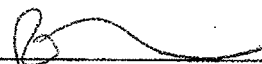
- A high quality, organized educational framework for preparing children for entry into kindergarten
- A supportive environment for families and community
- A staff and administration which prioritizes the health, education, and socio-economic needs of the child and family

**Responsibilities of Collaborating Agency:**

- To provide opportunities for children to visit the museum and become acquainted with the environment
- To consider age appropriate events to foster children's knowledge and love of history and art
- To encourage families to learn together

**Thank you for your support.**

<u>PROPOSING AGENCY</u>
Waterbury School Readiness Council
Name: Mayor Neil M. O'Leary
Signature: 
Date: <u>3/24/22</u>
Name: Dr. Verna Ruffin
Signature: 
Date: <u>3/2/2022</u>

<u>COLLABORATING AGENCY</u>
Mattatuck Museum
Name: <u>Robert Burns</u>
Signature: 
Date: <u>4/1/2002</u>
Contact #: <u>(203) 753-0381</u>
<u>X 114</u>

Date of Contract

From: July 1, 2022

To: June 30, 2023

Waterbury School Readiness, 30-B Church St. Waterbury, CT 06702

## INTERAGENCY COLLABORATION

### LETTER OF AGREEMENT

July 1, 2022-June 30, 2023


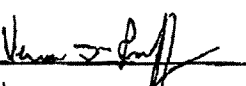
The City of Waterbury School Readiness Council, on behalf of school readiness grant funded early childhood programs, would like to enter into a collaborative agreement with Access Rehabilitation Center, 22 Tompkins St., Waterbury CT 06708 for the following services for fiscal year 2022-2023. Provide assistance to youth and families in all aspects of their lives.

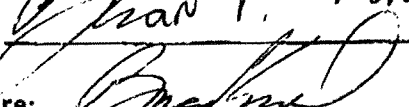
- ❖ A high quality, organized educational framework for preparing children into entry into kindergarten
- ❖ A supportive environment for families and community
- ❖ A staff and administration which prioritizes the health, education and socio-economic needs of the children and family

**Responsibilities of Collaborating Agency:**  
Rehabilitation/Developmental Services

Access Rehab Center will provide rehabilitation services to children referred. The services will include; physical therapy, occupational therapy, and speech therapy evaluation and treatment as indicated upon verification of reimbursement.

Thank you for your support.

<u>PROPOSING AGENCY</u>	
Waterbury School Readiness Council	
Name:	Mayor Neil M. O'Leary
Signature:	
Date:	3/24/22
Name:	Dr. Verna Ruffin
Signature:	
Date:	3/2/2022

<u>COLLABORATING AGENCY</u>	
Access Rehabilitation Center	
Name:	Brian P. Emerick
Signature:	
Date:	4/5/22
Contact #:	203 419 0381 EXT 222

Date of Contract

From: July 1, 2022

To: June 30, 2023

Waterbury School Readiness, 30-B Church St. Waterbury, CT 06702

**INTERAGENCY COLLABORATION**  
**LETTER OF AGREEMENT**  
**July 1, 2022-June 30, 2023**

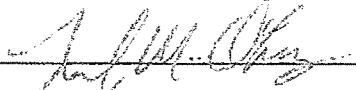
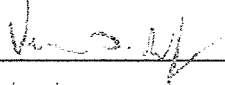
The City of Waterbury School Readiness Council, on behalf of school readiness grant funded early childhood programs, would like to enter into a collaborative agreement with the WIC, 185 South Main St. Waterbury, CT 06704, for the following services for fiscal year 2022-2023 a high quality, organized educational framework for preparing children for entry into kindergarten.

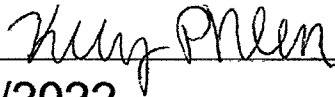
The Waterbury WIC Program aims to provide health leadership in promoting health and nutritious food and partnerships, and referrals to other public and private community groups.

**Responsibilities of Collaborating Agency:**

Supporting Women, Infant and Children with Federal funded nutrition assistance program administered by the U.S. Department of Agricultural (USDA) and Food and Nutrition Services (FNS). Services low-income, nutritional at-risk prenatal, post-partum breastfeeding and non-breastfeeding, and referrals to other public and private community groups.

**Thank you for your support.**

<b><u>PROPOSING AGENCY</u></b>	
Waterbury School Readiness Council	
Name: Mayor Neil M. O'Leary	
Signature:	
Date:	3/24/22
Name: Dr. Verna Ruffin	
Signature:	
Date:	3/2/2022

<b><u>COLLABORATING AGENCY</u></b>	
Department of Public Health	
Name: <b>Kelsey Phelan</b>	
Signature:	
Date:	4/6/2022
Contact #:	203-574-6785

Date of Contract

From: July 1, 2022

To: June 30, 2023

Waterbury School Readiness, 30-B Church St. Waterbury, CT 06702

## INTERAGENCY COLLABORATION

### LETTER OF AGREEMENT

July 1, 2022-June 30, 2023

The City of Waterbury School Readiness Council, on behalf of school readiness grant funded early childhood programs, would like to enter into a collaborative agreement with the Waterbury Adult and Continuing Education, 11 Draher Street Waterbury, CT 06708 for the following services for fiscal year 2022-2023.

#### Responsibilities of Collaborating Agency

- ❖ We will provide information and resources to families who can benefit from adult education/continuing education and other.
- ❖ We will post flyers and refer families to website and services (i.e. ESL)

#### Responsibilities of Collaborating Agency:

- ❖ Provide assistance in obtaining GED
- ❖ Share information on other adult education programs including ESL, Literacy Volunteers, etc.

Thank you for your support.

<u>PROPOSING AGENCY</u>
Waterbury School Readiness Council
Name: Mayor Neil M. O'Leary
Signature: <u>[Signature]</u>
Date: <u>7/1/22</u>
Name: Dr. Verna Ruffin
Signature: <u>[Signature]</u>
Date: <u>7/1/22</u>

<u>COLLABORATING AGENCY</u>
Waterbury Adult and Continuing Education
Name: <u>Antonio Musto</u>
Title: <u>Principal</u>
Signature: <u>[Signature]</u>
Date: <u>3-31-22</u>
Contact #: <u>(203) 574-8038</u>

Date of Contract

From: July 1, 2022

To: June 30, 2023

Waterbury School Readiness, 30-B Church St. Waterbury, CT 06702

**INTERAGENCY COLLABORATION**  
**LETTER OF AGREEMENT**  
**July 1, 2022-June 30, 2023**

The City of Waterbury School Readiness Council, on behalf of school readiness grant funded early childhood programs, would like to enter into a collaborative agreement with the Early Childhood Consultation Partnership (ECCP), 213 Court St, Middletown, CT 06457 for the following services for fiscal year 2022-2023

**ECCP Service Summary:**

The Early Childhood Consultation Partnership Program is an early childhood mental health consultation program that provides consultation services to early care and education settings throughout Connecticut and at no cost to the provider. ECCP is funded by the Department of Children and Families and is managed by Advanced Behavioral Health, the (ABH). ABH subcontracts with community based behavioral health care providers for Master's level consultants throughout Connecticut. Each ECCP Consultant provides services to a specific coverage area based on provider requests/need and therefore does not exclusively provide services to any one center or care provider

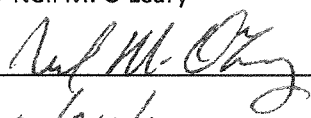
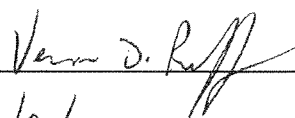
**Responsibilities of Proposing Agency:**

- Contact ECCP with referrals for classroom or child services related to social, emotional or behavioral concerns.
- Secure parent/guardian consent for services and their active participation in ECCP services.
- Attend/ Participate in partnership meetings to support the ECCP services provided
- Work closely with ECCP staff to implement Child and Classroom Action Plans.

**Responsibilities of Collaborating Agency-Wellmore Behavioral Health:**

- Social/Emotional & Behavioral Screenings on children referred
- Classroom social emotional assessments to aid in Action Plan development
- Child and Classroom Action Plans
- Child and Classroom Strategy implementation and support
- Team meetings to include directors, teachers, parents and ECCP Consultant
- Referrals and Resources for Child, family, and/or classroom staff

**Thank you for your support.**

<b><u>PROPOSING AGENCY</u></b>	
Waterbury School Readiness Council	
Name: Mayor Neil M. O'Leary	
Signature: _____	
Date: _____	<u>3/24/22</u>
Name: Dr. Verna Ruffin	
Signature: _____	
Date: _____	<u>3/2/2022</u>

<b><u>COLLABORATING AGENCY</u></b>	
Early Childhood Consultation Partnership- Wellmore Behavioral Health	
Name: <b>Kristin Pracitto, LCSW</b>	
Signature: _____	<div style="display: flex; justify-content: space-between;"><div>Kristin Pracitto, LCSW</div><div><small>Digitally signed by Kristin Pracitto, LCSW Date: 2022.04.01 16:09:53 -04'00'</small></div></div>
Title: <b>Vice President, Child Services</b>	
Date: _____	<b>04/01/2022</b>
Contact #: _____	<b>203-419-5476</b>

Date of Contract

From: July 1, 2022

To: June 30, 2023

Waterbury School Readiness, 30-B Church St. Waterbury, CT 06702

INTERAGENCY COLLABORATION

LETTER OF AGREEMENT

July 1, 2022-June 30, 2023

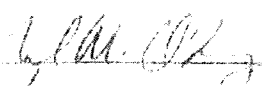

The City of Waterbury School Readiness Council, on behalf of school readiness grant funded early childhood programs, would like to enter into a collaborative agreement with Family Intake Center, 1 Jefferson Square, Waterbury CT 06702 for the following services for fiscal year 2022-2023: a high quality, organized educational framework for preparing children for entry into kindergarten.


- ❖ Provide assistance to programs and families with the kindergarten registration process
- ❖ Provide Kindergarten registration documents/packets
- ❖ Provide schedule of kindergarten registration dates

**Responsibilities of Collaborating Agency:**

To provide support to parents and the program with the Kindergarten Registration process. To provide kindergarten registration documents, open house information, and any other information pertinent to families to support a successful transition to kindergarten.

Thank you for your support.

<u>PROPOSING AGENCY</u>
Waterbury School Readiness Council
Name: Mayor Neil M. O'Leary
Signature: 
Date: <u>2/24/22</u>
Name: Dr. Verna Ruffin
Signature: 
Date: <u>3/1/2022</u>

<u>COLLABORATING AGENCY</u>
Family Intake Center
Name: <u>Margaret Williams</u>
Signature: 
Date: <u>3/28/22</u>
Contact #: _____

Date of Contract

From: July 1, 2022

To: June 30, 2023

Waterbury School Readiness, 30-B Church St. Waterbury, CT 06702

**INTERAGENCY COLLABORATION**  
**LETTER OF AGREEMENT**  
**July 1, 2022-June 30, 2023**

The City of Waterbury School Readiness Council, on behalf of school readiness grant funded early childhood programs, would like to enter into a collaborative agreement with the **Naugatuck Valley Community College Early Childhood Education Club**, 750 Chase Parkway, Waterbury, CT 06708 for the following services for FY 2022 and 2023

**Responsibilities of Proposing Agency:**

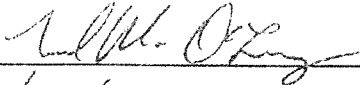
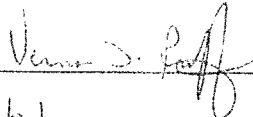
- A high quality, organized educational framework for preparing children for entry into kindergarten
- A supportive environment for families and community
- A staff and administration which prioritizes the health, education, and socio-economic needs of the child and family

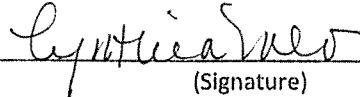
Items including but not limited to: children's clothes (infants-teenagers), children's books, board games, puzzles, baby care items, personal hygiene necessities (toothbrush, soap, powder, etc.), blankets and sheets, food (canned or dried), and store coupons.

**Responsibilities of Collaborating Agency:**

The Early Childhood Education Club will collect donations for families and will distribute collected donated items within their daycare centers to individuals in need.

Thank you for your support.

<b><u>PROPOSING AGENCY</u></b>	
Waterbury School Readiness Council	
Name: Mayor Neil M. O'Leary	
Signature:	
Date:	<u>3/24/22</u>
Name: Dr. Verna Ruffin	
Signature:	
Date:	<u>3/2/2022</u>

<b><u>COLLABORATING AGENCY</u></b>	
Naugatuck Valley Community College, Early Childhood Education Club	
Name: Cynthia Meo	
Title: ECE Coordinator & ECE Club Advisor	
Signature:	 (Signature)
Date:	<u>3-28-2022</u>
Contact #:	<u>263-596-2107</u>

Date of Contract

From: July 1, 2022

To: June 30, 2023

Waterbury School Readiness, 30-B Church St. Waterbury, CT 06702



## INTERAGENCY COLLABORATION

### LETTER OF AGREEMENT

July 1, 2022-June 30, 2023

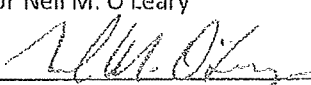
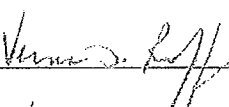
The City of Waterbury School Readiness Council, on behalf of school readiness grant funded early childhood programs, would like to enter into a collaborative agreement with Rehabilitation Associates of CT, Birth to Three 1931 Black Rock Turnpike, Fairfield, CT 06825 for the following services for fiscal year 2022 2023. The funded programs are part of a system to provide the following services to three and four year old children in the Waterbury area.

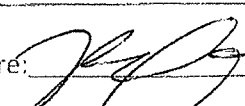
- ❖ A high quality, organized educational framework for preparing children into entry into kindergarten
- ❖ A supportive environment for families and community
- ❖ A staff and administration which prioritizes the health, education and socio-economic needs of the child and family
- ❖ Provide development for staff

#### Responsibilities of Collaborating Agency:

- ❖ Provide a transition plan into the school readiness program.
- ❖ Provide child specific information to the school readiness program to help ensure a smooth transition

Thank you for your support.

<u>PROPOSING AGENCY</u>
Waterbury School Readiness Council
Name: Mayor Neil M. O'Leary
Signature: <u></u>
Date: <u>3/24/22</u>
Name: Dr. Verna Ruffin
Signature: <u></u>
Date: <u>3/2/2022</u>

<u>COLLABORATING AGENCY</u>
Rehabilitation Associates of Connecticut Birth to Three
Name: <u>Kristina Gilbertie</u>
Signature: <u></u>
Date: <u>3/29/2022</u>
Contact #: <u>203-332-4383</u>

Date of Contract

From: July 1, 2022

To: June 30, 2023

Waterbury School Readiness, 30-B Church St. Waterbury, CT 06702

New Address: Rehabilitation Associates of CT  
1800 Bridgeport Avenue Suite 302  
Shelton, CT 06484

**INTERAGENCY COLLABORATION**  
**LETTER OF AGREEMENT**  
**July 1, 2022-June 30, 2023**

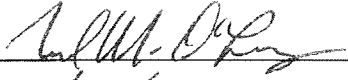
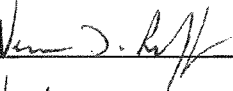
The **City of Waterbury School Readiness Council**, on behalf of school readiness grant funded early childhood programs, would like to enter into a collaborative agreement with the **Safe Haven of Greater Waterbury, P.O. Box 1503-Waterbury, CT 06721**, for the following services for fiscal year 2022-2023. The funded programs are part of a system to provide the following services to three and four year old children in the Waterbury area.

- A high quality, organized educational framework for preparing children for entry into kindergarten.
- A supportive environment for families and community
- A staff and administration which prioritizes the health, education, and socio-economic needs of the child and family

These programs may access services of Safe haven as follows:

- Up to 60 days of shelter to battered women and their children
- Advocacy for the special needs of children
- A unique legal advocacy program
- Community education
- Family violence victim advocacy
- All service is free, confidential and available to Spanish speaking clients.

**Thank you for your support.**

<b><u>PROPOSING AGENCY</u></b>	
Waterbury School Readiness Council	
Name: Mayor Neil M. O'Leary	
Signature: _____	
Date: _____	<u>3/24/22</u>
Name: Dr. Verna Ruffin	
Signature: _____	
Date: _____	<u>3/2/2022</u>

<b><u>COLLABORATING AGENCY</u></b>	
Safe Haven of Greater Waterbury	
Name: <u>Lee R. Schlesinger</u>	
Signature: _____	Lee Schlesinger <small>Digitally signed by Lee Schlesinger Date: 2022.03.28 13:04:35 -04'00'</small>
Date: _____	<u>3/28/2022</u>
Contact #: _____	<u>203.575.0388</u>

Date of Contract

From: July 1, 2022

To: June 30, 2023

Waterbury School Readiness, 30-B Church St. Waterbury, CT 06702

# **BOARD OF EDUCATION**

*Waterbury, Connecticut*

## **COMMITTEE ON SCHOOL PERSONNEL**

Item #13.1

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Committee on School Personnel moves that the Waterbury Board of Education approve the appointment of \_\_\_\_\_ as Supervisor of Talent and Professional Development, as recommended by the Superintendent of Schools, effective immediately.

# **BOARD OF EDUCATION**

*Waterbury, Connecticut*

## **SUPERINTENDENT'S NOTIFICATION TO THE BOARD**

Item #14.1

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Superintendent of Schools notifies the Board of Education of the following athletic appointments:

Abate, Jason – KHS Golf Coach, effective 04/11/22.  
Harris, Marquis – WHS Assistant Outdoor Track Coach, effective 03/29/22.  
Meringer, Cynthia – WMS Softball Coach, effective 04/13/22.  
Morrison, Terrance – KHS Assistant Boys Basketball Coach, effective 12/01/22.  
Morrison, Terrance – KHS Head Boys Tennis Coach, effective 04/04/22.  
O'Leary, Ronan – NEMS Flag Football Coach, effective 05/01/22.  
Piselli, Damon – WCA Head Baseball Coach, effective 03/29/22.  
Shurtleff, Christian – CHS Assistant Indoor Track Coach, effective 11/28/22.  
Shurtleff, Christian – CHS Girls Tennis Coach, effective 03/21/22.

Respectfully submitted,

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Dr. Verna D. Ruffin  
Superintendent of Schools

# **BOARD OF EDUCATION**

*Waterbury, Connecticut*

## **SUPERINTENDENT'S NOTIFICATION TO THE BOARD**

Item #14.2

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Superintendent of Schools notifies the Board of Education of the following miscellaneous appointments effective immediately:

Cybart-Persenaire, Alena – Extended Academic Support (EAS) Middle School Summer Program Site Administrator/WSMS.

Dombrowski, Jason – EAS Elementary School Summer Program Site Sub-Admin/Maloney.

Ferrare, Patricia – Extended School Year (ESY) Summer Program Administrator.

Fidanza, Carla – EAS Elementary School Summer Program Site Administrator/Duggan.

Finley, Alison – ESY Summer Program Coordinator.

Gittings, Stacey – EAS Elementary School Summer Program Site Administrator/Maloney

Gomez, Bridgett – EAS Elementary School Summer Program Site Administrator/Carrington.

Irrera, Ray – EAS High School Summer Program Coordinator.

LaBonte, Stephanie – EAS Middle School Summer Program Site Administrator/WMS.

Lavoie, Sharyn – WMS's Commissioners Network After School (STAR) Program.

Mancini, Dana – EAS Middle School Summer Program Site Administrator/NEMS.

McGuire, Elona – EAS Elementary School Summer Program Site Administrator/Reed.

Rosa, Jennifer – EAS Middle School Summer Program Coordinator.

Sanzone, Ashley – ESY Summer Program Administrator.

Sazo, Gustavo – WMS's Commissioners Network After School (STAR) Program.

Vargas, Melissa – EAS Elementary School Summer Program Site Administrator/Gilmartin.

Wallace, Dana – EAS Site Administrator/Rotella.

Respectfully submitted,

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Dr. Verna D. Ruffin  
Superintendent of Schools

# BOARD OF EDUCATION

*Waterbury, Connecticut*

## SUPERINTENDENT'S NOTIFICATION TO THE BOARD

Item #14.3

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Superintendent of Schools notifies the Board of Education of the following Extended Academic Support (ESA)/Summer School appointments:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Barbieri, Katie	Teacher	MMS
Buonocore, Taylor	Teacher	MMS
Cancro, Dana	Sub. Teacher	MMS
Card, Katherine	Teacher	MMS
Colangelo, Esther	Teacher	MMS
Dunn, Andrew	Teacher	MMS
Gilmore, Hayley	Teacher	MMS
Grabowski, Leah	Teacher	MMS
Hibbs, Jenn	Teacher	MMS
Parker, Marlene	Teacher	MMS
Caruso, Anthony	English	High School
DeVeau, Heather	English	High School
Donahue, Kelly	English	High School
Drewry, Emily	English	High School
Salcito, Arianne	History	High School
Sarlo, Christopher	History	High School
Muslli, Zamira	Math	High School
Purnawasi, Muniram	Math	High School
Scialla, Marlana	Math	High School
Sullivan, Carly	Math	High School
Xhaferi, Manjola	Math	High School
Paradis, Sara	Phys Ed	High School
Soucey, David	Phys Ed	High School
Clark, Meredith	Science	High School
Ortiz, Alyson	Science	High School
van Wyk, Cornelis	Science	High School
Kearns, Maura	Spanish	High School

Respectfully submitted,

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Dr. Verna D. Ruffin  
Superintendent of Schools

# BOARD OF EDUCATION

*Waterbury, Connecticut*

## SUPERINTENDENT'S NOTIFICATION TO THE BOARD

Item #14.4

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Superintendent of Schools notifies the Board of Education of the following grant funded appointments:

<u>Name</u>	<u>Position/Location</u>	<u>FT/PT</u>	<u>Rate</u>	<u>Union</u>	<u>Funding Source</u>	<u>Effective</u>
Kalen Marshall	Behavior Counselor/WHS	FT	\$25.00/hr	Follows UPSEU 69	SIG 5 Wilby 21-23	01/20/22
Pamela Worthy	Tutor/Children's Community	PT	\$25.00/hr	NonNOE	Title I Part A 20-22	02/03/22
Janett Paguay	Parent Liaison/WMS	FT	\$15.88/hr	UPSEU69	Title I Part A 21-23	02/03/22
Brandon Scott	Network Spec./Bucks Hill	FT	\$19.00/hr	UPSEU69	Title II Part A District 21-23	02/03/22
Evelyn Ortiz	Parent Liaison/Driggs	FT	\$15.88/hr	UPSEU69	Title I Part A 21-23	02/3/22
Kimberly Pabey-Rivera	Tutor/International	PT	\$25.00/hr	NONBOE	Title II Part A District 20-22	02/3/22
Brian Hackett	Maintenance/Adult Education	PT	\$15.54/hr	NONBOE	Adult Education Provider 21-22	02/17/22
Alexsandra Gouveia-Ribeiro	Lang. Assessor/Bilingual Dept	FT	\$17.00/hr	UPSEU69	Title III 20-22	03/03/22
Antonio Coles	Audio, Lighting & Video Tech/RMS	FT	\$21.00/hr	NONBOE	Operating Grant 21-22	03/10/22
Luis Castro	Hall Monitor/WAMS	PT	\$91.00/day	NONBOE	Operating Grant 21-22	03/17/22
Kierstin Eraybar	Behavior Counselor/WSMS	FT	\$27.50/hr	Follows UPSEU 69	Title I Part A 21-23	03/03/22
Ashley Skipp	School Social Worker	PT	\$33.00/hr	NONBOE	Title I Part A 20-22	02/15/22
Michael Monroe	Hall Monitor/WHS	PT	\$91/day	NONBOE	ECS-Alliance 21-22	03/28/22

Respectfully submitted,

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Dr. Verna D. Ruffin  
Superintendent of Schools

# BOARD OF EDUCATION

*Waterbury, Connecticut*

## SUPERINTENDENT'S NOTIFICATION TO THE BOARD

Item #14.5

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Superintendent of Schools notifies the Board of Education of the following academic achievements effective March 1, 2022:

<u>Last Name</u>	<u>First Name</u>	<u>Degree/Step From</u>	<u>Degree/Step To</u>	<u>University</u>
Barbieri	Katie	MA/8	M+15/8	Un of Bridge./ Loyola Marymount Un
Burns	Cynthia	6TH/8	6+15/8	Augustana Un
Byron	Emily	MA/8	M+15/8	Dominican Un of CA
Card	Katherine	M+15/8	6TH/8	Loyola Marymount Un
Comeau- Russell	Siobhan	6TH/13	6+15/13	Un of St Joseph
Crespo	Cristina	BA/7	MA/7	Western CT SU / Southern CT SU
Farrell	Jaimie	M+15/21	6TH/21	Southern New H. Un / Un of Bridge.
Feld	Roseann	6TH/13	6+15/13	Un of Bridge./Augustana Un / Colorado State Un
Fiore	Patience	M+15/13	6TH/13	Un of New England
Grabowski	Haley	M+15/3	6TH/3	Central CT SU
Grabowski	Leah	MA/4	M+15/4	Loyola Marymount Un / Un of Bridge.
Hubeny	Danielle	M+15/10	6+15/10	Western Governors Un
Ijomah	Kathryn	M+15/8	6TH/8	Loyola Marymount Un
Larkin	Brian	BA/4	MA/4	Post Un
Lee	Amanda	6TH/8	6+15/8	Augustana Un
Lillian	Jennifer	MA/7	M+15/7	Post Un
Martinez	Kristina	MA/13	6TH/13	Un of Bridgeport
Munoz	Trevor	BA/3	MA/3	Western Governors Un
O'Brien	Kendra	MA/5	M+15/5	Lindenwood Un
Ostrander	Charles	MA/8	M+15/8	Un of Bridgeport
Pratt	Colin	MA/8	M+15/8	Un of Bridge./ Dominican Un of CA



Radzimirski	Abigail	6TH/5	6+15/5	Augustana Un
Scapeccia	Stacey	M+15/3	6TH/3	Un of Bridgeport
Summerfield	Veronica	BA/10	MA/10	Un of St Joseph
Tanushi	Doruntina	6TH/7	6+15/7	Augustana Un / Colorado State Un
Valentin	Crystal	M+15/3	6+15/3	Grand Canyon Un

Respectfully submitted,

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Dr. Verna D. Ruffin  
Superintendent of Schools

# BOARD OF EDUCATION

*Waterbury, Connecticut*

## SUPERINTENDENT'S NOTIFICATION TO THE BOARD

Item #14.6

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Superintendent of Schools notifies the Board of Education of the following new teacher hires:

<u>Name</u>		<u>Position</u>		<u>Effective</u>
Cherry	Tarah	Science	Duggan	04/07/2022
Clarke	Krystle	School Counselor	Sprague	04/25/2022
Guerrier	Joanne	Early Childhood	Wendell Cross	04/07/2022
Marji	Samantha	Special Education	Wilson	04/11/2022
Montes	Jorge	ROTC	Wilby	03/17/2022
Murtaza	Saima	Science	Gilmartin	03/07/2022
Reeve	Evelyn	Library Media	Sprague	04/25/2022
Rodríguez	Anirak	Bilingual	International	02/08/2022
Sauro	Leonard	Elementary Teacher	Gilmartin	05/05/2022

Respectfully submitted,

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Dr. Verna D. Ruffin  
Superintendent of Schools

# BOARD OF EDUCATION

*Waterbury, Connecticut*

## SUPERINTENDENT'S NOTIFICATION TO THE BOARD

Item #14.7

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Superintendent of Schools notifies the Board of Education of the following resignations:

<u>Name</u>	<u>Position</u>	<u>Effective</u>
Scapeccia, Stacey	W. Cross Science	04/08/22
Casas, Efren (1 <sup>st</sup> Sergeant)	Wilby Senior ROTC	06/30/22
Fortier, Joseph	WAMS School Counselor	04/24/22
Jacobs, Tashida	KHS Guidance Counselor	04/18/22
LaBrie, Nina	International Grade 1 English	06/30/22
Langner, Amanda	Duggan Grade 8 ELA	04/01/22
Miller, Alexandra	Bucks Hill Annex PreK	04/29/22
Sullivan, Marianne	Regan Literacy Facilitator/TVP	04/22/22
Birtwistle, Ashley	Sprague Grade 3	06/21/22
Hofler, Gregory	WAMS Dance	06/30/22
Opalenik, Michelle	WHS PE/Health	04/08/22

Respectfully submitted,

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Dr. Verna D. Ruffin  
Superintendent of Schools

# **BOARD OF EDUCATION**

*Waterbury, Connecticut*

## **SUPERINTENDENT'S NOTIFICATION TO THE BOARD**

Item #14.8

April 26, 2022

To the Board of Education  
Waterbury, CT

Ladies and Gentlemen:

The Superintendent of Schools notifies the Board of Education of the following retirements:

Carr, Denise – Special Education Supervisor, effective 07/15/22.

Kirschner, Suzanne – WAMS Art, effective 09/30/22.

Miller, Terri – Rotella Grade 3/TVP, effective 06/30/22.

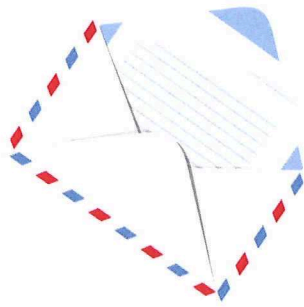
Shungu, Alex – WCA Science, effective 04/29/22.

Sterling, Phillip – WAMS Music-Instrumental, effective 06/30/22.

Respectfully submitted,

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Dr. Verna D. Ruffin  
Superintendent of Schools



# COMMUNICATIONS



**April 1, 2022 through  
April 22, 2022**



236 Grand Street  
Waterbury, CT 06702

(203) 574-6761

The City of Waterbury  
**Connecticut**  
*Department of Human Resources*  
Office of the Civil Service Commission

March 17, 2022

Mustapha Addoum  
11 Porter St.  
Waterbury, CT 06708

Dear Mr. Addoum:

Welcome to employment with the City of Waterbury. Your name is being certified to the Department of Education for the position of Painter II (Req. # 2021241) at \$22.17 per hour. Please contact Michal Konopka, School Inspector at (203) 574-8013 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, March 17, 2022 at 9:00 a.m. via zoom. Please refer to your email regarding instructions for the orientation via zoom. You must participate in this orientation session in order to work for the City. Your first day reporting to your new department/supervisor will be March 17, 2022 at your regular scheduled time.

At the orientation, we will provide you with a brief overview of the City, review its employment practices and complete all required paperwork. In addition, if you are an employee eligible for benefits, it is useful to bring the social security numbers and birth dates of your spouse and children in order to complete the insurance enrollment forms.

Please call us prior to the orientation session if you should have any questions regarding the process.

***Your new probationary period in accordance with your applicable contract will be 9 months in duration. The department head will be responsible for executing your probationary evaluation no later than 9 months from your first day in your new position.***

Again, welcome to the City of Waterbury.

Sincerely,

Nicholle West

Human Resources Generalist  
NW/sd

cc Board of Education  
Dr. Ruffin, Supt. of Schools  
Mike Konopka, School Inspector  
File



236 Grand Street  
Waterbury, CT 06702

(203) 574-6761

**The City of Waterbury**  
**Connecticut**  
*Department of Human Resources*  
Office of the Civil Service Commission

March 17, 2022

Timothy Brown  
23 Mountain Rd.  
Woodbury, CT 06798

Dear Mr. Brown:

This is to inform you that you are being transferred to the position of Carpenter in the Department of Education (Req #2021589). Your rate of pay will remain the same.

Your start date in this new position will be March 17, 2022.

I hope that you are happy in your new assignment.

Sincerely,

Nicholl West  
Human Resources Generalist

NW/sd

cc: Board of Education  
Dr. Ruffin, Supt. of Schools  
Michal Konopka, School Inspector  
File



236 Grand Street  
Waterbury, CT 06702

(203) 574-6761

The City of Waterbury  
**Connecticut**  
*Department of Human Resources*  
Office of the Civil Service Commission

March 18, 2022

Tamara Hernandez  
8 Westport Dr.  
Waterbury, CT 06706

Dear Ms. Hernandez:

We are pleased to receive your acceptance of our offer of employment for the position of Food Service Worker for the Department of Education – Food Service (Requisition #2022581) at \$14.80 per hour.

This is a part-time position working in the Waterbury School System 10 months a year during school hours up to 19 hours per week.

This position does not provide health insurance benefits. Please refer to the CSEA – LOCAL 2001 contract for other available fringe benefits by visiting our website at [www.waterburyct.org](http://www.waterburyct.org).

Your first day reporting to your new department/supervisor will be March 21, 2022 at your regular scheduled time. Please call Sonia at 203-574-8195 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, March 31, 2022 at 9:00 a.m. via zoom. Please refer to your email regarding instructions for the orientation via zoom. You must participate in this orientation session in order to work for the City.

At the orientation, we will provide you with a brief overview of the City, review its employment practices and complete all required paperwork.

Please call us prior to the orientation session if you should have any questions regarding the process.

We look forward to working with you.

Again, welcome to the City of Waterbury.

Sincerely,

Nicholle West  
Human Resource Generalist

NW/sd

cc: Board of Education  
Dr. Ruffin, Supt. of Schools  
Linda Franzese, Food Serv. Director  
file





236 Grand Street  
Waterbury, CT 06702

(203) 574-6761

The City of Waterbury  
**Connecticut**  
*Department of Human Resources*  
Office of the Civil Service Commission

March 25, 2022

Neldys Rangel  
1710 Meriden Rd., 18  
Waterbury, CT 06705

Dear Ms. Rangel:

Welcome to employment with the City of Waterbury. Your name is being certified to the Education Department for the position of Paraprofessional @ State Street School (Req. #2021565) at \$17.02 per hour. Please contact Miguel Pabon, Director of Pupil Services at (203) 574-8049 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, March 31, 2022 at 9:00 a.m. via zoom. Please refer to your email regarding instructions for the orientation via zoom. You must participate in this orientation session in order to work for the City. Your first day reporting to your new department/supervisor will be March 31, 2022 at your regular scheduled time.

At the orientation, we will provide you with a brief overview of the City, review its employment practices and complete all required paperwork. In addition, if you are an employee eligible for benefits, it is useful to bring the social security numbers and birth dates of your spouse and children in order to complete the insurance enrollment forms.

Please call us prior to the orientation session if you should have any questions regarding the process.

***Your new probationary period in accordance with your applicable contract will be 6 months in duration. The department head will be responsible for executing your probationary evaluation no later than 6 months from your first day in your new position.***

Again, welcome to the City of Waterbury.

Sincerely,

Nicholle West  
Human Resources Generalist

NW/sd

cc Board of Education  
Miguel Pabon, Director of Pupil Services  
Dr. Ruffin, Supt. of Schools  
File



236 Grand Street  
Waterbury, CT 06702

(203) 574-6761

The City of Waterbury  
**Connecticut**  
*Department of Human Resources*  
Office of the Civil Service Commission

March 25, 2022

Antoinette Badillo  
18 Ronald Dr.  
Waterbury, CT 06708

Dear Ms. Badillo:

Welcome to employment with the City of Waterbury. Your name is being certified to the Education Department for the position of Paraprofessional @ State Street School (Req. #2021558) at \$17.02 per hour. Please contact Miguel Pabon, Director of Pupil Services at (203) 574-8049 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, March 31, 2022 at 9:00 a.m. via zoom. Please refer to your email regarding instructions for the orientation via zoom. You must participate in this orientation session in order to work for the City. Your first day reporting to your new department/supervisor will be March 31, 2022 at your regular scheduled time.

At the orientation, we will provide you with a brief overview of the City, review its employment practices and complete all required paperwork. In addition, if you are an employee eligible for benefits, it is useful to bring the social security numbers and birth dates of your spouse and children in order to complete the insurance enrollment forms.

Please call us prior to the orientation session if you should have any questions regarding the process.

***Your new probationary period in accordance with your applicable contract will be 6 months in duration. The department head will be responsible for executing your probationary evaluation no later than 6 months from your first day in your new position.***

Again, welcome to the City of Waterbury.

Sincerely,

Nicholle West  
Human Resources Generalist

NW/sd

cc Board of Education  
Miguel Pabon, Director of Pupil Services  
Dr. Ruffin, Supt. of Schools  
File



236 Grand Street  
Waterbury, CT 06702

(203) 574-6761

The City of Waterbury  
**Connecticut**  
*Department of Human Resources*  
Office of the Civil Service Commission

March 25, 2022

Barbara Solano  
345 Circular Ave.  
Waterbury, CT 06705

Dear Ms. Solano:

Welcome to employment with the City of Waterbury. Your name is being certified to the Education Department for the position of Paraprofessional @ Wilson Elementary School (Req. #2021561) at \$17.02 per hour. Please contact Miguel Pabon, Director of Pupil Services at (203) 574-8049 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, March 31, 2022 at 9:00 a.m. via zoom. Please refer to your email regarding instructions for the orientation via zoom. You must participate in this orientation session in order to work for the City. Your first day reporting to your new department/supervisor will be March 31, 2022 at your regular scheduled time.

At the orientation, we will provide you with a brief overview of the City, review its employment practices and complete all required paperwork. In addition, if you are an employee eligible for benefits, it is useful to bring the social security numbers and birth dates of your spouse and children in order to complete the insurance enrollment forms.

Please call us prior to the orientation session if you should have any questions regarding the process.

***Your new probationary period in accordance with your applicable contract will be 6 months in duration. The department head will be responsible for executing your probationary evaluation no later than 6 months from your first day in your new position.***

Again, welcome to the City of Waterbury.

Sincerely,

Nicholle West  
Human Resources Generalist

NW/sd

cc Board of Education  
Miguel Pabon, Director of Pupil Services  
Dr. Ruffin, Supt. of Schools  
File



236 Grand Street  
Waterbury, CT 06702

(203) 574-6761

The City of Waterbury  
**Connecticut**  
*Department of Human Resources*  
Office of the Civil Service Commission

March 28, 2022

Maria Rivera  
67 Sylvan Ave., Apt. #8  
Waterbury, CT 06706

Dear Ms. Rivera:

We are pleased to receive your acceptance of our offer of employment for the position of Food Service Worker for the Department of Education – Food Service (Requisition #2021584P) at \$14.80 per hour.

This is a part-time position working in the Waterbury School System 10 months a year during school hours up to 19 hours per week.

This position does not provide health insurance benefits. Please refer to the CSEA – LOCAL 2001 contract for other available fringe benefits by visiting our website at [www.waterburyct.org](http://www.waterburyct.org).

Your first day reporting to your new department/supervisor will be March 31, 2022 at your regular scheduled time. Please call Sonia at 203-574-8195 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, March 31, 2022 at 9:00 a.m. via zoom. Please refer to your email regarding instructions for the orientation via zoom. You must participate in this orientation session in order to work for the City.

At the orientation, we will provide you with a brief overview of the City, review its employment practices and complete all required paperwork.

Please call us prior to the orientation session if you should have any questions regarding the process.

We look forward to working with you.

Again, welcome to the City of Waterbury.

Sincerely,

Nicholle West  
Human Resource Generalist

NW/sd

cc: Board of Education  
Dr. Ruffin, Supt. of Schools  
Linda Franzese, Food Serv. Director  
file





236 Grand Street  
Waterbury, CT 06702

(203) 574-6761

**The City of Waterbury**  
**Connecticut**  
*Department of Human Resources*  
Office of the Civil Service Commission

March 30, 2022

Chun Dwyer  
61 Cathy Lane  
Waterbury, CT 06704

Dear Ms. Dwyer:

This is to inform you that you are being transferred to the position of Payroll Clerk in the Department of Education – School Inspector's Office (Req. #2022857). Your rate of pay in this position will remain the same.

Your official start date in this position was March 24, 2022

I hope that you are happy in your new assignment.

Sincerely,

Nicholle West  
Human Resources Generalist

NW/sd

cc: Michael LeBlanc, Finance Director  
Shari Kostka, Asst. Finance Director  
Board of Education  
Dr. Ruffin, Supt. of Schools  
Michal Konopka, School Inspector  
File



236 Grand Street  
Waterbury, CT 06702

(203) 574-6761

The City of Waterbury  
**Connecticut**  
*Department of Human Resources*  
Office of the Civil Service Commission

March 31, 2022

Chastity Hernandez  
136 Leffingwell Ave.  
Waterbury, CT 06710

Dear Ms. Hernandez:

Your name is being certified to the Department of Education for the position of Administrative Associate I @ Crosby High School (Req. #2022774) at \$15.06 per hour.

Your official start date will be April 7, 2022. Please call Michael Veronneau, Principal @ Crosby High School to discuss the details of the position. The telephone number is (203) 574-8060.

Failure to call the above named individual by April 7, 2022 will result in your name being removed from the eligibility list.

Under the Civil Service Rules, your name will be removed from the eligibility list if you refuse this offer of appointment unless, within seven days from today, you furnish satisfactory evidence acceptable to me justifying such refusal. Please call the Civil Service Office at (203) 574-6761 if you are not interested in the position so that another candidate can be certified. If you have any questions, please do not hesitate to contact us.

***Your new probationary period in accordance with your applicable contract will be 6 months in duration. The department head will be responsible for executing your probationary evaluation no later than 6 months from your first day in your new position.***

Sincerely,

Nicholle West  
Human Resources Generalist

NW/sd

cc: Board of Education  
Dr. Ruffin, Supt. of Schools  
Michael Veronneau, Princ @ Crosby  
file



236 Grand Street  
Waterbury, CT 06702

(203) 574-6761

The City of Waterbury  
**Connecticut**  
*Department of Human Resources*  
Office of the Civil Service Commission

April 5, 2022

Eugenie Tortice-Davis  
8 Vernon St., Apt. B  
Waterbury, CT 06708

Dear Ms. Tortice-Davis:

We are pleased to receive your acceptance of our offer of employment for the position of Food Service Worker for the Department of Education – Food Service (Requisition #2021739E) at \$14.80 per hour.

This is a part-time position working in the Waterbury School System 10 months a year during school hours up to 19 hours per week.

This position does not provide health insurance benefits. Please refer to the CSEA – LOCAL 2001 contract for other available fringe benefits by visiting our website at [www.waterburyct.org](http://www.waterburyct.org).

Your first day reporting to your new department/supervisor will be April 7, 2022 at your regular scheduled time. Please call Sonia at 203-574-8195 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, April 14, 2022 at 9:00 a.m. via zoom. Please refer to your email regarding instructions for the orientation via zoom. You must participate in this orientation session in order to work for the City.

At the orientation, we will provide you with a brief overview of the City, review its employment practices and complete all required paperwork.

Please call us prior to the orientation session if you should have any questions regarding the process.

We look forward to working with you.

Again, welcome to the City of Waterbury.

Sincerely,

Nicholle West  
Human Resource Generalist

NW/sd

cc: Board of Education  
Dr. Ruffin, Supt. of Schools  
Linda Franzese, Food Serv. Director  
file



236 Grand Street  
Waterbury, CT 06702

(203) 574-6761

The City of Waterbury  
**Connecticut**  
*Department of Human Resources*  
Office of the Civil Service Commission

April 6, 2022

Danjela Caka  
133 Rosewood Ave., Apt. 9  
Waterbury, CT 06706

Dear Ms. Caka:

Welcome to employment with the City of Waterbury. Your name is being certified to the Education Department for the position of Paraprofessional @ Maloney Magnet School (Req. #2021527) at \$17.02 per hour. Please contact Miguel Pabon, Director of Pupil Services at (203) 574-8049 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, April 14, 2022 at 9:00 a.m. via zoom. Please refer to your email regarding instructions for the orientation via zoom. You must participate in this orientation session in order to work for the City. Your first day reporting to your new department/supervisor will be April 7, 2022 at your regular scheduled time.

At the orientation, we will provide you with a brief overview of the City, review its employment practices and complete all required paperwork. In addition, if you are an employee eligible for benefits, it is useful to bring the social security numbers and birth dates of your spouse and children in order to complete the insurance enrollment forms.

Please call us prior to the orientation session if you should have any questions regarding the process.

***Your new probationary period in accordance with your applicable contract will be 6 months in duration. The department head will be responsible for executing your probationary evaluation no later than 6 months from your first day in your new position.***

Again, welcome to the City of Waterbury.

Sincerely,

Nicholle West  
Human Resources Generalist

NW/sd

cc Board of Education  
Miguel Pabon, Director of Pupil Services  
Dr. Ruffin, Supt. of Schools  
File





236 Grand Street  
Waterbury, CT 06702

(203) 574-6761

The City of Waterbury  
**Connecticut**  
*Department of Human Resources*  
Office of the Civil Service Commission

April 6, 2022

Debora Gizzie  
201 Anna Ave.  
Waterbury, CT 06708

Dear Ms. Gizzie:

Welcome to employment with the City of Waterbury. Your name is being certified to the Education Department for the position of Paraprofessional @ Bunker Hill Elementary School (Req. #2020736) at \$17.02 per hour. Please contact Miguel Pabon, Director of Pupil Services at (203) 574-8049 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, April 28, 2022 at 9:00 a.m. via zoom. Please refer to your email regarding instructions for the orientation via zoom. You must participate in this orientation session in order to work for the City. Your first day reporting to your new department/supervisor will be April 28, 2022 at your regular scheduled time.

At the orientation, we will provide you with a brief overview of the City, review its employment practices and complete all required paperwork. In addition, if you are an employee eligible for benefits, it is useful to bring the social security numbers and birth dates of your spouse and children in order to complete the insurance enrollment forms.

Please call us prior to the orientation session if you should have any questions regarding the process.

***Your new probationary period in accordance with your applicable contract will be 6 months in duration. The department head will be responsible for executing your probationary evaluation no later than 6 months from your first day in your new position.***

Again, welcome to the City of Waterbury.

Sincerely,

Nicholle West  
Human Resources Generalist

NW/sd

cc Board of Education  
Miguel Pabon, Director of Pupil Services  
Dr. Ruffin, Supt. of Schools  
File



236 Grand Street  
Waterbury, CT 06702

(203) 574-6761

The City of Waterbury  
**Connecticut**  
*Department of Human Resources*  
Office of the Civil Service Commission

April 6, 2022

Nigerie Minchenko  
222 Bradley Ave., Bldg 7-4D  
Waterbury, CT 06708

Dear Ms. Minchenko:

We are pleased to receive your acceptance of our offer of employment for the position of Food Service Worker for the Department of Education – Food Service (Requisition #2022192) at \$14.80 per hour.

This is a part-time position working in the Waterbury School System 10 months a year during school hours up to 19 hours per week.

This position does not provide health insurance benefits. Please refer to the CSEA – LOCAL 2001 contract for other available fringe benefits by visiting our website at [www.waterburyct.org](http://www.waterburyct.org).

Your first day reporting to your new department/supervisor will be April 7, 2022 at your regular scheduled time. Please call Sonia at 203-574-8195 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, April 14, 2022 at 9:00 a.m. via zoom. Please refer to your email regarding instructions for the orientation via zoom. You must participate in this orientation session in order to work for the City.

At the orientation, we will provide you with a brief overview of the City, review its employment practices and complete all required paperwork.

Please call us prior to the orientation session if you should have any questions regarding the process.

We look forward to working with you.

Again, welcome to the City of Waterbury.

Sincerely,

Nicholle West  
Human Resource Generalist

NW/sd

cc: Board of Education  
Dr. Ruffin, Supt. of Schools  
Linda Franzese, Food Serv. Director  
file



236 Grand Street  
Waterbury, CT 06702

(203) 574-6761

The City of Waterbury  
**Connecticut**  
*Department of Human Resources*  
Office of the Civil Service Commission

April 6, 2022

Iris Perez  
136 Jersey St., 4  
Waterbury, CT 06706

Dear Ms. Perez:

We are pleased to receive your acceptance of our offer of employment for the position of Food Service Worker for the Department of Education – Food Service (Requisition #2021514H) at \$14.80 per hour.

This is a part-time position working in the Waterbury School System 10 months a year during school hours up to 19 hours per week.

This position does not provide health insurance benefits. Please refer to the CSEA – LOCAL 2001 contract for other available fringe benefits by visiting our website at [www.waterburyct.org](http://www.waterburyct.org).

Your first day reporting to your new department/supervisor was April 4, 2022 at your regular scheduled time. Please call Sonia at 203-574-8195 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, April 14, 2022 at 9:00 a.m. via zoom. Please refer to your email regarding instructions for the orientation via zoom. You must participate in this orientation session in order to work for the City.

At the orientation, we will provide you with a brief overview of the City, review its employment practices and complete all required paperwork.

Please call us prior to the orientation session if you should have any questions regarding the process.

We look forward to working with you.

Again, welcome to the City of Waterbury.

Sincerely,

Nicholle West  
Human Resource Generalist

NW/sd

cc: Board of Education  
Dr. Ruffin, Supt. of Schools  
Linda Franzese, Food Serv. Director  
file



236 Grand Street  
Waterbury, CT 06702

(203) 574-6761

The City of Waterbury  
**Connecticut**  
*Department of Human Resources*  
Office of the Civil Service Commission

April 8, 2022

Barbara Fullenwiley  
44 MacArthur Dr.  
Waterbury, CT 06704

Dear Ms. Fullenwiley:

We are pleased to receive your acceptance of our offer of employment for the position of Food Service Worker for the Department of Education – Food Service (Requisition #2021584X) at \$14.80 per hour.

This is a part-time position working in the Waterbury School System 10 months a year during school hours up to 19 hours per week.

This position does not provide health insurance benefits. Please refer to the CSEA – LOCAL 2001 contract for other available fringe benefits by visiting our website at [www.waterburyct.org](http://www.waterburyct.org).

Your first day reporting to your new department/supervisor will be April 11, 2022 at your regular scheduled time. Please call Sonia at 203-574-8195 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, April 14, 2022 at 9:00 a.m. via zoom. Please refer to your email regarding instructions for the orientation via zoom. You must participate in this orientation session in order to work for the City.

At the orientation, we will provide you with a brief overview of the City, review its employment practices and complete all required paperwork.

Please call us prior to the orientation session if you should have any questions regarding the process.

We look forward to working with you.

Again, welcome to the City of Waterbury.

Sincerely,

Nicholle West  
Human Resource Generalist

NW/sd

cc: Board of Education  
Dr. Ruffin, Supt. of Schools  
Linda Franzese, Food Serv. Director  
file

## Carrie Swain

---

**From:** Tim Moynahan <tconstant@moynahanlawfirm.com>  
**Sent:** Friday, April 8, 2022 1:40 PM  
**To:** Tim Moynahan  
**Subject:** Heritage Foundation School Board Training

**EXTERNAL MAIL- Think before you Click. More than 90% of successful cyber attacks start with a phishing email. This email originated from outside the District.**

All, This is a great building block. Information is power, success is predicated on facts, "the truth shall make us free."

Please feel free to forward this email flyer to people in your network who may be interested in this opportunity. If you're looking for a quick link to our program site, this is the best one to use: <https://herit.ag/3uOTqAU>.

Thanks for your help in spreading the word! Please let me know if I can be a resource to you in the future.

Tim Moynahan

**Timothy C. Moynahan, Esq.**

The Moynahan Law Firm, LLC

255 Bank St., Suite 2-A

P.O. Box 2242

Waterbury, CT 06722

Phone: (203) 597-6364

Fax: (203) 597-6365

Email: [tconstant@moynahanlawfirm.com](mailto:tconstant@moynahanlawfirm.com)

Website: [www.moynahanlaw.com](http://www.moynahanlaw.com)

CONFIDENTIALITY NOTICE: This e-mail transmission (and/or the attachments accompanying it) may contain confidential information, protected by the attorney-client and/or attorney work product privileges. The information is only for the use of the intended recipient. If you are not the intended recipient, you are hereby notified that any disclosure, copying or distribution of any information in this transmission is strictly prohibited. Any unauthorized interception of this transmission is illegal under the law. If you have received this transmission in error, please promptly notify the sender by reply e-mail, and then destroy all copies of this transmission. Thank you.



## Carrie Swain

---

**From:** ANN SWEENEY  
**Sent:** Saturday, April 9, 2022 11:38 AM  
**To:** Dr. Verna D. Ruffin; Carrie Swain  
**Subject:** Fwd: Please opt out of program

Carrie, for the record.

Sent from my iPhone

Begin forwarded message:

**From:** Franchelee Brito <francheleeb20@gmail.com>  
**Date:** April 9, 2022 at 9:18:44 AM CDT  
**To:** ELIZABETH BROWN <ebrown@waterbury.k12.ct.us>, JUANITA HERNANDEZ <jhernandez@waterbury.k12.ct.us>, AMANDA NARDOZZI <amanda.nardozzi@waterbury.k12.ct.us>, Rocco Orso <rorso@waterbury.k12.ct.us>, CHARLES PAGANO <cpagano@waterbury.k12.ct.us>, MELISSA SERRANO ADORNO <mserranoadorno@waterbury.k12.ct.us>, ANN SWEENEY <asweeney@waterbury.k12.ct.us>, "THOMAS VAN STONE SR." <tvanstone@waterbury.k12.ct.us>  
**Subject:** Please opt out of program

**EXTERNAL MAIL- Think before you Click. More than 90% of successful cyber attacks start with a phishing email. This email originated from outside the District.**

Good morning,

My name is Franchelee Rivera, a concerned parent. I am emailing you today to please opt out of the sex Ed health content that is suppose to begin in schools for the 2022-2023. Children should not be exposed to this kind of information at such a young age. A child's innocence and childhood is slowly being taking away from them with this new agenda people have. It will destroy this country. So many Obsessed with sexualizing kids instead of advancing them in English math and science. Please I beg you opt out of this program.

<https://portal.ct.gov/-/media/SDE/Health-Education/Exemplary-SHE/Standards/Healthy-and-Balanced-Living-Curriculum-Framework---Health-and-Safety-Education.pdf>

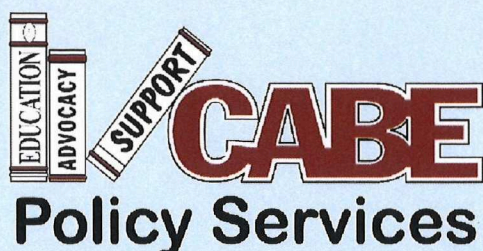
Thank you for your time  
Franchelee Rivera

This email message, including any attachment(s), is for the exclusive use of the intended recipients and may contain confidential and/or privileged information under applicable federal and state laws, including, but not limited to, the Family Educational Rights and Privacy Act (FERPA). If the reader of this message is not an intended recipient, you are hereby directed to delete and destroy this message and any copies of the same and to contact the sender immediately. Any unauthorized review, use, disclosure or distribution of this message, including any of its attachment(s), is strictly prohibited.



**From:** noreply@cabe.myenotice.com on behalf of tdemars@cabe.org <noreply@cabe.myenotice.com>  
**Sent:** Friday, April 15, 2022 7:01 AM  
**To:** Carrie Swain  
**Subject:** CABA Policy Highlights 4-15-2022

**EXTERNAL MAIL- Think before you Click. More than 90% of successful cyber attacks start with a phishing email. This email originated from outside the District.**



## CABA Policy Highlights

*Vincent A. Mustaro, Senior Staff Associate for Policy Service*

April 15, 2022

Volume 21 Issue 19

**For a PDF version of this Policy Highlights, [Click Here](#)**

**U.S. Supreme Court Upholds an Elected Board's Ability to Censure a Member:** Boards of education can be faced with a member who may be counterproductive, or even disruptive, to the board's work. And the question is sometimes asked: what can be done to deal with such a "rogue" member? One answer is censure of the disruptive member, and although it may be considered a drastic action, the U.S. Supreme Court recently upheld this as permissible under the First Amendment.

On March 24, the U.S. Supreme Court issued its decision in *Houston Community College System v. Wilson* and upheld an elected board's ability to censure one of its own members. The board in question was a public Board of Trustees that governs various community colleges. It is important to note that the Court found the censure to be permissible in a context where the censure did not tangibly limit the member's ability to speak or work in his role as a board member, and did not involve "expulsion, exclusion, or any other form of punishment." Further, the Court was careful to note that this was a narrow ruling, and that it was only considering doctrines of a First Amendment retaliation claim.

In Connecticut, boards may have a policy on censure, typically found in the board bylaws. And in light of the *Wilson* decision, boards and board policy committees should ensure that



their censure policy (CABE designates it as Bylaw 9222) does not include any form of tangible punishment or limitation on the member's ability to carry out his or her duties.

Further, a board's bylaw on censure may contain language stating that a censure has no legal effect and that there is still an unanswered legal question as to whether a censure violates an individual's First Amendment rights. *Wilson* appears to have offered strong guidance, if not a comprehensive answer, at least when the individual being censured is an elected member of the same board and his or her official duties have not been impeded.

However, when the board is considering the censure of a member, it is important that before taking such a drastic step, the board discusses the potential action with legal counsel and thoroughly reviews the board's bylaws and policies. Although the decision in *Wilson* offers guidance on the legality of censure under the First Amendment, the application to board members in Connecticut should be analyzed by the district's attorney before the board pursues the censure.

Importantly, the board, through censure, cannot limit the individual board member's ability to carry out his or her duties as a publicly elected official. Censure, as a public reprimand, should specifically address the offenses concerning any violations of federal, state, or local laws and regulations as well as board policies and bylaws, including board conduct and ethics and/or the violation of board standards, if the board has adopted such a document. Censure can only take place through the action of the board voting to endorse a resolution concerning the matter. And again, such action should not take place without seeking legal counsel.

It is important to note that while not legally binding, censure may prove useful for shaping public perceptions to better understand the effect of a disruptive member's actions and at some point may be preferable to trying to ignore unacceptable behavior. In short, censure is more or less a symbolic gesture that the board as a whole does not approve of the activities of one of its board members. However, it has no teeth, and given the *Wilson* case, it should continue to not have teeth.

Further, dealing with a rogue member is a board problem, not an administrative one. If a rogue member causes problems for the administration, it can be the impetus for action on the part of the board.

Of course, the ideal would be to not get to a point where censure is considered. But how can this be achieved? The most effective way to maintain a civil and productive board of education is to identify community members who would make a positive contribution to



the board and encourage them to run for a position on the board. The board should consider developing a profile of desirable board member attributes and qualifications which would be shared widely in the community. Such dissemination could be accomplished by board member presentations at meetings of the chamber of commerce, service clubs, civic organizations and school parent organizations. A strong recruitment process can bring new board members into a strong board culture.

The qualifications to be included on the profile could include service on other boards, a passionate commitment to public education, active participation in a PTO/PTA, volunteer experiences in the district and the attributes of open-mindedness and being a collaborative team player. The goal is to interest qualified people to run for the board to do high-impact governing work, and to limit the likelihood that censure is ever necessary to contemplate.

Further, the board should provide newly elected board members with professional development on roles and responsibilities, parliamentary procedure and civility. Experienced board members can serve as mentors to those who are newly elected. And, importantly, the board chair has an ongoing responsibility to maintain decorum and civility in board meetings.

**Policy Implications:** Regardless of the *Wilson* decision, dealing with a rogue board member presents a difficult, not easily solved problem, for boards of education. A multi-faceted approach is suggested, beginning with steps taken to recruit future board members, to having a strong board culture based on its bylaws and adherence to them, to the use of censure.

A number of bylaws and/or policies pertain to this issue and can contribute to the manner in which board members conduct themselves, with [Bylaw 9222](#) addressing censure directly. The overall relevant policies and bylaws include the following:

- #9005 ??? Statement of Integrity
- #9010 ??? Limits of Authority
- #9012 ??? Legal Responsibilities of Boards of Education
- #9020 ??? Public Statements
- #9121 ??? Chairperson
- #9030.1 ??? Conflict in Public Education
- #9222 ??? Resignation/Removal from Office/Censure
- #9223 ??? Board Succession Planning
- #9230 ??? New Board Member Orientation
- #9240 ??? Board Member Development



#9270 ??? Conflict of Interest

#9271 ??? Code of Ethics

#9273 ??? Civility

#9274 ??? Board Member Code of Conduct

#9325 ??? Meeting Conduct

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## Carrie Swain

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**From:** Tim Moynahan <tconstant@moynahanlawfirm.com>  
**Sent:** Friday, April 22, 2022 10:17 AM  
**To:** Tim Moynahan  
**Subject:** Former McDonald's CEO sets up group to fight back against woke corporations

EXTERNAL MAIL- Think before you Click. More than 90% of successful cyber attacks start with a phishing email. This email originated from outside the District.

The pendulum is swinging back. Every action has its corresponding reaction. Here, the former CEO of McDonald's establishes the paradigm for "adult education" which must be implemented among public leaders and institutions, presently demoralized by the widespread infiltration of wokeism.

Elected and appointed officials, the military, the police, and educational institutions, including members of Boards of Education, have been the objects of a vast propaganda effort to subvert their efficacy and undermine their proper functioning.

The jackals have had their day. Now is the time for their comeuppance. Leaders from the corporate sector, by organizing to fight in hand-to-hand combat against a rancorous ideology exemplify the conduct required of leaders, present and rising, among the beleaguered defenders of freedom of thought and speech, law and order.

Let the insanity dwindle into the shrinking shadows as our emerging leaders grow toward the light, heliotropically.

The assault on policing is instructive. Complaints of racially motivated actions are rampant, inevitable triggering Internal Affairs Investigations which sap the Esprit de corps of law enforcers. Surely, every complaint must be taken with utmost seriousness, labeled by a racially neutral designation such as a Citizen Complaint. The investigation must be as speedy as it is thorough. If the inquiry survives the smell test of a streamlined procedure, roughly the equivalent of a determination of probable cause, the scrutiny must continue with a deeper probe. If not, it should be summarily dismissed with full transparency.

Let us unite as ally's, private and public, to take back our independence in the spirit of 1776. In so doing we become partners in the sacred mission to fulfill the ideals of our Constitutional government. United we stand! "If you go woke you go broke."

<https://www.dailymail.co.uk/news/article-10736805/Former-McDonalds-CEO-sets-group-fight-against-woke-corporations>.

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