

Board of Education

REGULAR MEETING

Thursday, October 21, 2021 – 6:30 p.m.

Virtual Meeting via ZOOM

In an effort to adhere to social distancing guidelines, this meeting will be held without normal in-person public access. However, the meeting will be broadcasted live on the City of Waterbury's Government Access Channel (Comcast 96, Frontier 6096), streamed live on YouTube at <https://youtu.be/nMfmZuBq-RQ> or listened to via teleconference by calling 1-203-590-9756.

For information regarding agenda items please visit www.waterbury.k12.ct.us/board and refer to the October 21, 2021 Meeting Agenda AND October 7, 2021 Workshop Agenda which will provide additional backup materials for agenda items.

If you wish to address the Board during the public portion of the meeting please call 1-203-590-9756 between 6:00 and 6:15 p.m. and provide your name, address, and phone number. You will then need to participate via the above teleconference call information at 6:30 p.m. The Board President will call upon you to address the Board during the public speaking portion of the meeting.

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 September 1, 2021 from Civil Service certifying Josh Stollings for the position of Maintainer I.
- b) Copy of communications dated September 8, 2021 from Civil Service to Terra Saunders and Mamie Parker regarding offer of employment for the position of Food Service Worker and copy of communication certifying Douglas Pelletier for the position of Maintainer I.
- c) Copy of communication dated September 9, 2021 from Civil Service certifying Toni Piccochi for the position of Paraprofessional.
- d) Copy of communication dated September 9, 2021 from NEASC to KHS regarding their Decennial Accreditation Report.
- e) Email communication dated September 14, 2021 from CABA regarding letter on behalf of the State Board of Education.
- f) Copy of communication dated September 14, 2021 from Civil Service to Sean Azeez regarding temporary and at will employment as Maintainer I.
- g) Email communication dated September 15, 2021 from Tim Moynahan regarding defeat of CRT at the polls.
- h) Email communication dated September 16, 2021 from Tim Moynahan regarding CRT.
- i) Email communication dated September 16, 2021 from Civil Service to Juan Crespo, Jr. regarding transfer to Food Service/School Inspector's Office.
- j) Email communication dated September 17, 2021 from CABA regarding Policy Highlights.
- k) Email communication dated September 19, 2021 from Drew Serrano regarding boosters and vaccines.
- l) Email communication dated September 20, 2021 from Tim Moynahan regarding destructive ideology.
- m) Email communication dated September 21, 2021 from Tim Moynahan regarding 1776 United.
- n) Email communication dated September 21, 2021 from Tim Moynahan regarding defunding police.
- o) Copy of communication dated September 21, 2021 from Civil Service to Che Sampson regarding transfer to Wilby High School
- p) Email communication dated September 22, 2021 from Brenda Marrero regarding bussing issues.
- q) Communication from CABA regarding the Board's Resolution Proposal.

- r) Copy of communications dated September 24, 2021 certifying Michael Konopka for the position of School Inspector/School Maintenance Supervisor and offer of employment to Ines Nieves as Office Aide.
- s) Email communication dated September 27, 2021 from Tim Moynahan regarding The Carol Swain Story.
- t) Email communication dated September 28, 2021 from Jaylee Feliciano regarding bathrooms.
- u) Email communication dated September 29, 2021 from Tim Moynahan regarding Walter Williams, Black Education Decline.
- v) Email communication dated September 30, 2021 from CABA regarding election of CABA Officers.
- w) Email communication dated October 1, 2021 from CABA regarding Policy Highlights.
- x) Email communication dated October 4, 2021 from Tim Moynahan regarding Why we fight.
- y) Email communication dated October 4, 2021 from Drew Serrano regarding Pfizer video.
- z) Email communication dated October 5, 2021 from Tim Moynahan regarding his concern.
- aa) Email communication dated October 6, 2021 from Tim Moynahan regarding Merrick Garland's daughter.
- bb) Email communication dated October 7, 2021 from Tim Moynahan regarding CRT.
- cc) Email communication dated October 7, 2021 from Christian Acevedo regarding his address to the Board.
- dd) Email communication dated October 7, 2021 from Robert Goodrich regarding his address to the Board.
- ee) Email communication dated October 8, 2021 from Tim Moynahan regarding Columbus Day.
- ff) Copy of communications dated October 8, 2021 from Civil Service to Margaret Hazen, David Fortier, Yety Vidal, Kayla Maldonado, Stephanie Ortiz, Elvira Rascoe and Dalynes Segarra regarding offer of employment of Food Service Worker.
- gg) Email communication dated October 11, 2021 from Tim Moynahan regarding our woke national icons.
- hh) Email communication dated October 13, 2021 from Tim Moynahan regarding we are the American healers.
- ii) Email communication dated October 14, 2021 from Tim Moynahan regarding Biden and nothingness.
- jj) Email communication dated October 14, 2021 from Tim Moynahan regarding why the left tells lies about Christopher Columbus.
- kk) Email communication dated October 15, 2021 from CABA regarding Policy Highlights.
- ll) Email communications dated October 18, 2021 from Tim Moynahan regarding the child is not the mere creature of the state and Columbus article in the Providence Journal.

5. *Approval of Minutes:* September 16, 2021 Regular Meeting, October 7, 2021 Workshop, and October 7, 2021 Special Meeting.

6. *Public Addresses the Board* (see instructions above) - 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/Program Acknowledgment with Connecticut Military Department for STARBASE CT.

10.2 *Committee of the Whole:* Request approval of an Agreement with Naugatuck Valley Community College for the GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) Program.

10.3 *Committee of the Whole:* Request approval of a Memorandum of Agreement with SERC regarding Alternative Schools Pilot Project.

- 10.4 *Committee of the Whole*: Request approval of the Board of Education's 2022 Meeting Schedule.
- 10.5 *Committee on Finance*: Request approval to apply for the Connecticut State Department of Education 2021-22 Carl D. Perkins Grant.
- 10.6 *Committee on Finance*: Request approval of a Professional Services Agreement with Great Schools Partnership for mastery based learning and assessment.
- 10.7 *Committee on Finance*: Request approval of FY 2022 Alliance and Priority Schools grant.
- 10.8 *Committee on Policy & Legislation*: Request approval of new policy "Professional Standards for Food Service Personnel" - #3542.41.
- 10.9 *Committee on Building & School Facilities*: Use of school facilities by school organizations and/or City departments.
- 10.10 *Committee on Building & School Facilities*: Use of school facilities by outside organizations and/or waiver requests.

11. Items removed from Consent Calendar

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

12. Committee on School Personnel – Commissioner Stango

- 12.1 Appointment of Reading/English/Language Arts Supervisor 6 – 12.

13. Superintendent's Notification to the Board

13.1 Athletic appointments:

Aftowski, Michael – WCA Assistant Football Coach, effective 10/14/21.
 Fox, Rachel – KHS Assistant Girls Swimming Coach, effective 10/08/21
 O'Brien, Nicholas – KHS Cross Country Coach, effective 10/06/21.
 Rousseau, Jonas – CHS Assistant Football Coach, effective 10/04/21.
 Singley, Paul – WHS Cross Country Coach, effective 09/21/21.

13.2 ESSER II Grant funded appointments:

Moriarty, Shea – Waterbury COVID Safety and Communications Coordinator, after hours/weekend hours, funded by ESSER II.

13.3 Grant funded and/or part time appointments:

<u>Name</u>	<u>Position/Location</u>	<u>FT/PT</u>	<u>Rate/Union</u>	<u>Funding</u>	<u>Effective</u>
Stinson, Rebecca	Instructor Adult Education	PT	\$33.00/hr Non-union	Adult Ed	8/23/21

LeVasseur, Lindsay	Secretary 3/Educational Grants Office – Prom.	FT	\$17.22/hr UPSEU69	Priority	9/02/21
Giorgio, Tracy	Grants Coordinator Facilitator/Rotella	FT	\$22.00/hr UPSEU69	RMS	8/30/21
Lopez, Melissa	Classroom Assistant Wilson	FT	\$13.00/hr UPSEU68	Title I	8/26/21
Vilorio, Mindris	Classroom Assistant International School	FT	\$13.00/hr UPSEU68	Smart Start	8/30/21
Feliciano, Barbara	Classroom Assistant Sprague	FT	\$13.00/hr UPSEU68	School Read.	8/26/21
Selmanaj, Edlira	Tutor/Children’s Community School	PT	\$25.00/h Non-union	Title I	8/30/21
Medina Martinez, Migdalia	Classroom Aide Adult Education	PT	\$21.50/hr Non-union	Adult Ed	8/30/21
Sinclair, Kenneth	Hall Monitor WCA	PT	\$90.00/Day Non-union	Alliance	8/30/21
Acevedo, Ernesto	Security Guard Adult Education	PT	\$20.00/hr Non-union	Adult Ed	8/30/21
Molina, Sydney	Office Manager Academic Office – Prom.	FT	\$23.00/hr UPSEU69	Alliance	9/06/21
Parker, Winsome	Tutor Alpha & Omega	PT	\$25.00/hr Non-union	Title I	9/16/21
Moriarty, Gail	Tutor Yeshiva K’Tana	PT	\$33.00/hr Non-union	Title I	9/16/21
Ogurick, Paula	Tutor WAMS – MS	PT	\$33.00/hr Non-union	Title I	9/16/21
Likorama, Robert	ESL Instructor Nights Adult Education	PT	\$33.00/hr Non-union	Adult Ed	9/13/21
Carey, David	Accountant 2 Business Office	FT	\$23.72/hr UPSEU69	IDEA	9/23/21
Tata, Lisa	Tutor Chase	PT	\$33.00/hr Non-union	Title I	9/02/21
Gibson, Jerry	Behavior Counselor Holy Cross HS	FT	\$25.00/hr UPSEU69	Gen. Fund	9/30/21
Jones, Percy	Hall Monitor Wilby HS	PT	\$91/day Non-union	Alliance	9/30/21
Jones, Kimberly	Attendance/Truancy Counselor/WAMS	FT	\$18.14/hr Non-union	WAMS	9/30/21
Rivera, Maria	Computer Instruct. Asst./Chase	FT	\$15.00/hr Non-union	Gen. Fund	10/07/21
Thompson, Brittany	Family Resource Coordinator/Wilson	FT	\$24.72/hr Non-union	FRC	10/21/21
Buonauto, Melissa	Accountant 2 School Bus. Office	FT	\$23.72/hr UPSEU69	Title I	9/27/21
Matulis-Sarasin, Pamela	Tutor/Children’s Community School	PT	\$33.00/hr Non-union	Title I	9/27/21

McCloud, Tyneka	Hall Monitor Crosby	PT	\$91/day Non-union	Title I	10/07/21
Mancini, Tiffany	Tutor Chase	PT	\$25.00/hr Non-union	Gen. Fund	10/14/21
Murphy, Rhiana	Magnet School Specialist/WAMS	FT	\$20.00/hr Non-union	WAMS	10/07/21

13.4 Teacher new hires:

<u>Name</u>		<u>Position</u>	<u>School</u>	<u>DOH</u>
Robert	Aresti	School Counselor	Tinker	08/30/21
Elona	Bala-McGuire	School Counselor	Crosby	09/13/21
Steve	Bamberg	Fine Arts	Wilby	08/23/21
Rudi	Bardhollari	Special Education	Walsh	09/22/21
Taylor	Buonocore	Elementary	Maloney	08/23/21
Laura	Campagna	Elementary	Sprague	10/14/21
Jonathan	Carroll	Math	Wilby	08/23/21
Ryan	Chiasson	PE/Health	Carrington	09/27/21
Els	Cortney	PE/Health	Annex	08/19/21
Aida	Curevac	Special Education	Maloney	09/22/21
Sulzman	Dario	English	Crosby	08/19/21
Marissa	DiCarlo	Cons./Family Sciences	Wilby	08/23/21
Kathleen	DiChello	Math	Crosby	09/23/21
Jennifer	Estrella Vanterpool	School Counselor	Kingsbury	09/23/21
Hayley	Gilmore	Elementary	Maloney	08/23/21
Mark	Haller	PE/Health	WAMS	08/19/21
Cynthia	Hernandez-Santiago	Special Education	WMS	08/23/21
Catherine	Jones	Library Media	Wilson	08/23/21
Salamanca	Kristine	Elementary	Reed	08/19/21
Elizabeth	Lanter	SLP	Reed	08/30/21
Stephen	Lyons	Fine Arts	WSMS	08/19/21
Mark	Magas	Special Education	Wilby	09/13/21
Carlane	Mattson Riston	Special Education	WMS	09/13/21
Aimee	McKirryher	PE/Health	Wilby	09/07/21
Michael	McManus	School Counselor	Generali	09/23/21
Glowa	Michael	PE	Bucks Hill	10/25/21
Patrick	Murphy	Elementary	Sprague	10/07/21
Nicholas	Napp	Family/Cons. Science	State Street	08/30/21
Dianna	Norton	Computer Technology	W. Cross	09/20/21
Dannah	Ortiz	World Languages	Crosby	10/14/21
DeVonne	Parker	Special Education	Wilby	08/23/21
Jessica	Pineda	Bilingual	Hopeville	08/19/21
Kayla	Rinaldi	Elementary	Rotella	08/23/21
Anirak	Rodríguez	Bilingual	International	08/19/21
Kaitlyn	Samuelson	Social Studies	NEMS	09/20/21
Emanuel	Santiago	Special Education	WSMS	10/15/21
Matthew	Scalzo	Reading/ELA	Crosby	10/12/21
Jolene	Thibeault	Elementary	Rotella	10/14/21

Kyle	Ungar	School Counselor	WMS	09/20/21
Kaaren	Violante	Special Education	Gilmartin	10/14/21
Richard	Williams	Science	WMS	09/09/21

13.5 Resignations:

Banner, Raffaele – Rotella Grade 1, effective 10/14/21.
 Bayouth, Betzaida – Sprague ESL, effective 09/21/21.
 Brayton, Katie – Bunker Hill Social Worker, effective 10/22/21.
 Brotman, Nicole – Carrington ELA, effective 11/03/21.
 Cartelli, Kerriann – Bucks Hill Special Education, effective 09/17/21.
 Driscoll, Timothy – Bucks Hill PE, effective 10/15/21.
 Elnemr, Shiren – Generali Grade 4, effective 10/01/21.
 Gomez, Andrea – NEMS Technology Education, effective 09/17/21.
 Jamilkowski, Jaclyn – WHS Special Education, effective 09/21/21.
 Michaud, Bryan – RMS Tech Ed Audio & Visual, effective 10/08/21.
 Michaud, Christina – RMS Grade 3, effective 10/24/21.
 Morhous, Jennifer – CHS Special Education, effective 11/24/21.
 Murphy-Gilmore, Jill – Washington PreK Regular Ed/Co-taught, effective 10/19/21.
 Orsini-Tint, Marie – Generali Grade 4, effective 09/24/21.
 Pelletier, Kyle – Reed Social Studies, effective 09/17/21.
 Rinaldi, Audra – WMS ESL, effective 11/04/21.
 Rua, Jill – Maloney Special Education, effective 10/26/21.
 Salamanca, Kristine – Reed Grade 2, effective 10/29/21.
 Scurso, Steven – WHS Math, effective 10/22/21.
 Spiegel, Felice – WSMS ESL, effective 10/15/21.
 Stango, Kerry – Washington Special Education, effective 10/20/21.
 Webb, George – WSMS SEL Counselor, effective 11/12/21.

14. Adjournment

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE OF THE WHOLE

Item #10.1

October 21, 2021

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/Program Acknowledgment with the Connecticut Military Department for STARBASE CT Academic Year 2021-2022.

Approved

Karen E. Harvey

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE OF THE WHOLE

Item #10.2

October 21, 2021

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

The Committee of the Whole moves that the Waterbury Board of Education approve an Agreement with Naugatuck Valley Community College to provide, develop, organize, administer, and evaluate services as outlined in the United States Department of Education Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP CT) grant.

Approved

Karen E. Harvey

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE OF THE WHOLE

Item #10.3

October 21, 2021

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 Agreement with the State Education Resource Center (SERC) regarding Alternative Schools Pilot Program.

Approved

Karen E. Harvey

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE OF THE WHOLE

Item #10.4

October 21, 2021

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

The Committee of the Whole moves that the Waterbury Board of Education approve the Board of Education's 2022 Meeting Schedule.

Approved

Karen E. Harvey

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE ON FINANCE

Item #10.5

October 21, 2021

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 Connecticut State Department of Education's 2021-22 Carl D. Perkins Grant.

Approved

Rocco F. Orso

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE ON FINANCE

Item #10.6

October 21, 2021

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 Great Schools Partnership, Inc. for Mastery Based Learning and Assessment.

Approved

Rocco F. Orso

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE ON FINANCE

Item #10.7

October 21, 2021

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

The Committee on Finance moves that the Waterbury Board of Education approve the submittal of FY 2022 Alliance and Priority Schools Grants.

Approved

Rocco F. Orso

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE ON POLICY & LEGISLATION

Item #10.8

October 21, 2021

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

The Committee on Policy & Legislation moves that the Waterbury Board of Education approve the new policy "Professional Standards for Food Service Personnel" - #3542.41.

Approved

Ann M. Sweeney

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE ON BUILDING & SCHOOL FACILITIES

Item #10.9

October 21, 2021

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
N. Toucet	Rotella aud.: Fri., Oct. 1, 12:00 – 3:00 pm (Elem. Sch. Counselor Professional Learning)
W.C.E.A. S. McCasland	Rotella café & lobby: Wed., Oct. 27, 5:30 – 8:00 pm (annual white collar union membership meeting)
Human Resources C. Lamb	Wilby aud. & classrooms: Sat., October 30, 7am – 2pm (Police Detective exam)
S. Walsh	Wilby gym: Fri., Oct. 1, 9am to 3pm (Wtby. Public Schools First Aid and CPR Training)
S. Moriarty	Rotella gym: Wednesdays, 10/6 – 11/3, 5:00-7:00 pm (Crosby volleyball practice) Chase gym: Mon. – Thurs., 9/29 – 11/3, 5:30-7:30 pm (Wallace M/S volleyball practice)
*Human Resources M. Davino	Kennedy café: Tuesday, Oct. 26, 2:00-5:00 pm (Customer Service Rep. exam)
*Sch. Business Office	W. Cross School: Sat., Oct. 30, 11:00am – 1:00pm (Ribbon Cutting/Dedication ceremony)
*WAMS	WAMS Dance Studio: Dec. 16 and 17, 9am – 10am and 12:30pm to 1:30pm (Winter Dance Showcase)
*M. Pogodzienski	Wallace media ctr.: Oct. 22, Nov. 15 and 19 ^t 3:30 pm to 9:00pm (staff training/CPR/AED and 1 st Aid)
*V. Balsamo	Wilby & North End: March 11, 12, 13, 7am to 10pm (Annual Robotics Competition)

Approved:

Ann M. Sweeney

Book

SCHOOL PERSONNEL USE ONLY

OCT - 8 2021

DATE: 10/8/21

TO: SCHOOL BUSINESS OFFICE

FROM: Meredith Davino, HR Assistant

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: Tuesday, Oct 26th

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

We will arrive at 2 pm for set up

FOR THE FOLLOWING PURPOSES:

Customer Service Representative Exam

* We will need a podium w/ microphone

+ a table set up
outside the cafeteria
doors.

Meredith Davino
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.

Hook

SCHOOL PERSONNEL USE ONLY

DATE: 10-4-21

TO: SCHOOL BUSINESS OFFICE

FROM: SBO

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

NAME OF SCHOOL REQUESTED: W. Cross

☐

AUDITORIUM

☒

GYMNASIUM

☐

SWIMMING POOL

☒

CAFE/ROOMS

DATES REQUESTED: Saturday, Oct. 30, 2021

FROM 11:00

am/pm

TO 1:00

am/pm

FOR THE FOLLOWING PURPOSES:

Ribbon Cutting / Dedication

SM
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.

mark

SCHOOL PERSONNEL USE ONLY

DATE: 10/6/21

TO: SCHOOL BUSINESS OFFICE

FROM: Dance Dept. (Dea Dlian, Cheryl Wirth, Greg Hofler)

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

NAME OF SCHOOL REQUESTED: Waterbury Arts Magnet School

☐ Auditorium

☐ Gymnasium

☐ Swimming Pool

☐ Café/Rooms

☒ Large
Dance Studio

DATES REQUESTED: 12/16 - 12/17

space in use
7-2, 7-2

FROM: 9 AM am/pm
12:30 PM

TO: 10 AM am/pm
1:30 PM

FOR THE FOLLOWING PURPOSES:

Winter Dance Showcase
(performance)

[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 the police and fire headquarters.

Book

SCHOOL PERSONNEL USE ONLY

DATE: October 11, 2021

TO: SCHOOL BUSINESS OFFICE

FROM: Marcy Pogodzienski

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

NAME OF SCHOOL REQUESTED: Wallace Middle School- Media Center

☐ Auditorium ☐ Gymnasium ☐ Swimming Pool ☐ Café/Rooms

DATES REQUESTED: Fri, 10/22, Mon 11/15, and Friday 11/19

FROM: 3:30 pm am/pm TO: 9:00 pm am/pm

FOR THE FOLLOWING PURPOSES:

21st Century/SDE After School staff training- CPR/AED and 1st Aid certification training.


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

SCHOOL PERSONNEL USE ONLY

DATE: October 12, 2021

TO: SCHOOL BUSINESS OFFICE

FROM: Vincent J. Balsamo

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

NAME OF SCHOOL REQUESTED: Wilby High School / North End Middle School

☐

Auditorium

☒

Gymnasium

☐

Swimming Pool

☒

Café/Rooms

DATES REQUESTED: 3/11/22, 3/12/22, 3/13/22

FROM: 7 ☐am☒pm

TO: 10 ☐am☒pm

FOR THE FOLLOWING PURPOSES:

Annual FIRST Robotics Competition. 3/11 is a set up day in the gym. Cafes will be used
once school lunches are complete on 3/11.


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 #10.10

October 21, 2021

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
USA Wildcats C. Thomes	Crosby gym: Sunday Nov. 14 th 9:00am – 3:00pm (cheerleading showcase)

REQUESTING WAIVERS:

Wtby. Knights Cheer C. Jones	Crosby gym, aud, café, lobby: Sat., Oct. 23 rd . 9am to 9pm (cheerleading competition)	(\$ 1,638.)
East Mt. Sports	W. Cross gym: 11/6/21 – 3/26/22, Sat. & Sun., 9am – 6pm	(\$15,120.)
R. Godsil	Gilmartin gym: 11/6/21 – 3/26/22, Sat. & Sun., 9am – 6pm	(\$15,120.)
	Rotella gym: 11/6/21 – 3/26/22, Sat., 6pm – 9pm	(\$ 3,024.)
	Rotella gym: 11/7/21 – 3/26/22, Sun., 9am – 6pm	(\$ 7,560.)
	Generali gym: 11/6/21 – 3/26/22, Sat., 3pm – 6pm	(\$ 3,024.)
	Generali gym: 11/7/21 – 3/26/22, Sun, 1pm – 6pm	(\$ 4,536.)
Bunker Hill Sports	Bunker Hill gym: 11/13-3/26, Sat., 9am – 1pm	(\$ 3,780.)
N. Meglio	Carrington gym: 11/13-3/26, Sat., 9am – 3pm	(\$ 5,292.)
	West Side gym: 11/20-3/26, Sat., 9am – 1pm	(\$ 3,780.)
Hoops for Life	West Side gym: 10/9 – 11/13, Sat. 10am – 2pm	(\$1,050.)
D. Fryer	Reed gym: 10/9 – 11/13, Sat., 10am – 2pm	(\$1,050.)
Neighborhood Housing Services of Wtby. K. Taylor	Reed café: Saturdays, 11/13/21 & 5/14/22, 12:00-3:00 pm (neighborhood safety training)	(\$336.)
Knights of Lithuania M. Warren	St. Joe's gym: Sunday, Oct. 17, 10:00-11:30 am (meeting)	(\$105.)

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

East Mt. Sports R. Godsil	Rotella lobby: Oct. 14, 21, and 28, 5:00 to 7:00 pm (basketball sign ups)
East Mt. Sports R. Godsil	W. Cross gym: 11/8/21 – 3/26/22, Mon. thru Fri., 6pm – 9pm Rotella gym: 11/8/21 – 3/26/22, Mon. thru Fri., 6pm – 9pm
Bunker Hill Sports N. Meglio	Bunker Hill gym: 11/8/21-3/25/22, Mon. thru Fri., 5pm - 8:30pm Carrington gym: 11/8/21-3/25/22, Mon. thru Fri., 5pm – 9pm West Side gym: 11/15/21-3/21/22, Mondays, 5pm – 9pm

Hoops for Life D. Fryer	West Side gym: 10/8/21-12/17/21, Tues, Thurs, Fri., 5:30-9:00pm Reed gym: 10/8/21-10/29/21 Mon. thru Fri., 5:30-9:00pm Reed gym: 11/1/21-12/15/21 Mon. thru Fri., 5:30-9:00pm
Wtby. Ballers T. Lott	Sprague gym: 10/22/21 - 5/1/21 Mon. thru Fri. 5:30-9:00pm
Lithuanian Sports Club A. Gelazauskas	Gilmartin gym: 10/27/21-5/25/22, Wednesdays, 7:00-9:00 pm (basketball practice/exercise)
*Bouley Manor Neighborhood Assoc.	Chase café: Jan. 2022 thru Dec. 2022, Monthly meetings 6:00 pm – 8:00 pm

Approved:

Ann M. Sweeney

DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT

SCHOOL BUSINESS OFFICE

236 GRAND ST., WATERBURY, CT 06702

CONTRACT#

USE OF BUILDING PERMIT

TYPE OR USE PEN AND PRESS FIRMLY

APPLICANT Laraine Mills NAME OF ORGANIZATION Bouley Manor Neighborhood Assoc.ADDRESS 66 Hinsdale Ave., Waterbury CT 06705 TELEPHONE # 203-753-7172
(street) (city) (state) (zip code)SCHOOL REQUESTED Chase Elem. DATES See attached letter ROOM(S) CafeteriaOPENING TIME 6pm CLOSING TIME 8pm PURPOSE Monthly Association MeetingADMISSION (if any) None CHARGE TO BE DEVOTED TO _____APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 20-25 CHILDREN NoneSIGNATURE OF APPLICANT Laraine Mills DATE August 2, 2021

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

Charles Coretto, Jr., 73 Altyre St, Waterbury, CT 06705 203-759-7176In 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. lu (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES: _____

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.



September 3, 2021

Dear Members of the Board of Education,

The Bouley Manor Neighborhood Association (BMNA) thanks you for allowing us to use Chase Elementary School for our monthly meetings. Our last in-person meeting at Chase was on March 12, 2020, with all schools being closed the next day, March 13, 2020. As the COVID-19 pandemic continued we cancelled the remainder of our 2020 meetings but submitted our paperwork for BMNA 2021 meetings which the Board of Education (BOE) approved contingent on the status of the pandemic. We were thrilled when told we could return to Chase starting with our September 9, 2021, meeting and that our November meeting was okayed to change from November 11 (Veterans Day) to November 10, 2021.

BMNA is requesting your permission to continue using the cafeteria at Chase Elementary School for our 2022 meetings. Staying as close to the Bouley Manor area as possible is important to us and Chase has been the perfect place with off-street parking and handicap accessibility if needed. On a couple of occasions we have asked for and received your permission to use the gymnasium instead of the cafeteria for a "special" meeting when we anticipate a much larger group of people to attend.

We meet on the second Thursday of each month January through December (except no July and August meetings) from 6:30 p.m. to 8:00 p.m. (BMNA officers arrive around 6:00-6:15 p.m. to set up the room and stay a little later to clean up). Average monthly attendance is 20 people. We occasionally do "coffee and" at a meeting but do not need kitchen facilities as we bring everything with us. Some guest speakers give slide presentations so we need access to electrical outlets and a screen (or a clear, light-colored wall). We have our own projector.

2022 Meeting Dates:	January 13	September 8
	February 10	October 13
	March 10	November 10
	April 13*	December 8
	May 12	
	June 9**	

*Changed to Wednesday, April 13, since April 14 is Holy Thursday

**Last day of school if no snow days

I can be reached at 203-753-7172 (home) if you need more information or have any questions

Thank you for considering our request.

Laraine Mills

Treasurer

On Behalf of the BMNA Executive Board

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE ON SCHOOL PERSONNEL

Item #12.1

October 21, 2021

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 Reading/English/Language Arts Supervisor 6 – 12, as recommended by the Superintendent of Schools.

Approved

Charles L. Stango

BOARD OF EDUCATION

Waterbury, Connecticut

SUPERINTENDENT'S NOTIFICATION TO THE BOARD

Item #13.1

October 21, 2021

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

The Superintendent of Schools notifies the Board of Education of the following athletic appointments:

Aftowski, Michael – WCA Assistant Football Coach, effective 10/14/21.
Fox, Rachel – KHS Assistant Girls Swimming Coach, effective 10/08/21
O'Brien, Nicholas – KHS Cross Country Coach, effective 10/06/21.
Rousseau, Jonas – CHS Assistant Football Coach, effective 10/04/21.
Singley, Paul – WHS Cross Country Coach, effective 09/21/21.

Respectfully submitted,

Dr. Verna D. Ruffin
Superintendent of Schools

BOARD OF EDUCATION

Waterbury, Connecticut

SUPERINTENDENT'S NOTIFICATION TO THE BOARD

Item #13.2

October 21, 2021

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

The Superintendent of Schools notifies the Board of Education of the following ESSER II Grant funded appointments:

Moriarty, Shea – Waterbury COVID Safety and Communications Coordinator,
after hours/weekend hours, funded by ESSER II.

Respectfully submitted,

Dr. Verna D. Ruffin
Superintendent of Schools

BOARD OF EDUCATION

Waterbury, Connecticut

BOARD OF EDUCATION

Waterbury, Connecticut

SUPERINTENDENT'S NOTIFICATION TO THE BOARD

Item #13.3

October 21, 2021

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

The Superintendent of Schools notifies the Board of Education of the following Grant funded and/or part time appointments:

<u>Name</u>	<u>Position/Location</u>	<u>FT/PT</u>	<u>Rate/Union</u>	<u>Funding</u>	<u>Effective</u>
Stinson, Rebecca	Instructor Adult Education	PT	\$33.00/hr Non-union	Adult Ed	8/23/21
LeVasseur, Lindsay	Secretary 3/Educational Grants Office – Prom.	FT	\$17.22/hr UPSEU69	Priority	9/02/21
Giorgio, Tracy	Grants Coordinator Facilitator/Rotella	FT	\$22.00/hr UPSEU69	RMS	8/30/21
Lopez, Melissa	Classroom Assistant Wilson	FT	\$13.00/hr UPSEU68	Title I	8/26/21
Vilorio, Mindris	Classroom Assistant International School	FT	\$13.00/hr UPSEU68	Smart Start	8/30/21
Feliciano, Barbara	Classroom Assistant Sprague	FT	\$13.00/hr UPSEU68	School Read.	8/26/21
Selmanaj, Edlira	Tutor/Children's Community School	PT	\$25.00/h Non-union	Title I	8/30/21
Medina Martinez, Migdalia	Classroom Aide Adult Education	PT	\$21.50/hr Non-union	Adult Ed	8/30/21
Sinclair, Kenneth	Hall Monitor WCA	PT	\$90.00/Day Non-union	Alliance	8/30/21
Acevedo, Ernesto	Security Guard Adult Education	PT	\$20.00/hr Non-union	Adult Ed	8/30/21
Molina, Sydney	Office Manager Academic Office – Prom.	FT	\$23.00/hr UPSEU69	Alliance	9/06/21
Parker, Winsome	Tutor Alpha & Omega	PT	\$25.00/hr Non-union	Title I	9/16/21

Moriarty, Gail	Tutor Yeshiva K'Tana	PT	\$33.00/hr Non-union	Title I	9/16/21
Ogurick, Paula	Tutor WAMS – MS	PT	\$33.00/hr Non-union	Title I	9/16/21
Likorama, Robert	ESL Instructor Nights Adult Education	PT	\$33.00/hr Non-union	Adult Ed	9/13/21
Carey, David	Accountant 2 Business Office	FT	\$23.72/hr UPSEU69	IDEA	9/23/21
Tata, Lisa	Tutor Chase	PT	\$33.00/hr Non-union	Title I	9/02/21
Gibson, Jerry	Behavior Counselor Holy Cross HS	FT	\$25.00/hr UPSEU69	Gen. Fund	9/30/21
Jones, Percy	Hall Monitor Wilby HS	PT	\$91/day Non-union	Alliance	9/30/21
Jones, Kimberly	Attendance/Tuancy Counselor/WAMS	FT	\$18.14/hr Non-union	WAMS	9/30/21
Rivera, Maria	Computer Instruct. Asst./Chase	FT	\$15.00/hr Non-union	Gen. Fund	10/07/21
Thompson, Brittany	Family Resource Coordinator/Wilson	FT	\$24.72/hr Non-union	FRC	10/21/21
Buonauto, Melissa	Accountant 2 School Bus. Office	FT	\$23.72/hr UPSEU69	Title I	9/27/21
Matulis-Sarasin, Pamela	Tutor/Children's Community School	PT	\$33.00/hr Non-union	Title I	9/27/21
McCloud, Tyneka	Hall Monitor Crosby	PT	\$91/day Non-union	Title I	10/07/21
Mancini, Tiffany	Tutor Chase	PT	\$25.00/hr Non-union	Gen. Fund	10/14/21
Murphy, Rhiana	Magnet School Specialist/WAMS	FT	\$20.00/hr Non-union	WAMS	10/07/21

Respectfully submitted,

Dr. Verna D. Ruffin
Superintendent of Schools

BOARD OF EDUCATION

Waterbury, Connecticut

SUPERINTENDENT'S NOTIFICATION TO THE BOARD

Item #13.4

October 21, 2021

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

The Superintendent of Schools notifies the Board of Education of the following teacher new hires:

<u>Name</u>		<u>Position</u>	<u>School</u>	<u>DOH</u>
Robert	Aresti	School Counselor	Tinker	08/30/21
Elona	Bala-McGuire	School Counselor	Crosby	09/13/21
Steve	Bamberg	Fine Arts	Wilby	08/23/21
Rudi	Bardhollari	Special Education	Walsh	09/22/21
Taylor	Buonocore	Elementary	Maloney	08/23/21
Laura	Campagna	Elementary	Sprague	10/14/21
Jonathan	Carroll	Math	Wilby	08/23/21
Ryan	Chiasson	PE/Health	Carrington	09/27/21
Els	Cortney	PE/Health	Annex	08/19/21
Aida	Curevac	Special Education	Maloney	09/22/21
Sulzman	Dario	English	Crosby	08/19/21
Marissa	DiCarlo	Cons./Family Sciences	Wilby	08/23/21
Kathleen	DiChello	Math	Crosby	09/23/21
Jennifer	Estrella Vanterpool	School Counselor	Kingsbury	09/23/21
Hayley	Gilmore	Elementary	Maloney	08/23/21
Mark	Haller	PE/Health	WAMS	08/19/21
Cynthia	Hernandez-Santiago	Special Education	WMS	08/23/21
Catherine	Jones	Library Media	Wilson	08/23/21
Salamanca	Kristine	Elementary	Reed	08/19/21
Elizabeth	Lanter	SLP	Reed	08/30/21
Stephen	Lyons	Fine Arts	WSMS	08/19/21
Mark	Magas	Special Education	Wilby	09/13/21
Carlane	Mattson Riston	Special Education	WMS	09/13/21
Aimee	McKirryher	PE/Health	Wilby	09/07/21
Michael	McManus	School Counselor	Generali	09/23/21
Glowa	Michael	PE	Bucks Hill	10/25/21
Patrick	Murphy	Elementary	Sprague	10/07/21
Nicholas	Napp	Family/Cons. Science	State Street	08/30/21
Dianna	Norton	Computer Technology	W. Cross	09/20/21
Dannah	Ortiz	World Languages	Crosby	10/14/21
DeVonne	Parker	Special Education	Wilby	08/23/21

Jessica	Pineda	Bilingual	Hopeville	08/19/21
Kayla	Rinaldi	Elementary	Rotella	08/23/21
Anirak	Rodríguez	Bilingual	International	08/19/21
Kaitlyn	Samuelson	Social Studies	NEMS	09/20/21
Emanuel	Santiago	Special Education	WSMS	10/15/21
Matthew	Scalzo	Reading/ELA	Crosby	10/12/21
Jolene	Thibeault	Elementary	Rotella	10/14/21
Kyle	Ungar	School Counselor	WMS	09/20/21
Kaaren	Violante	Special Education	Gilmartin	10/14/21
Richard	Williams	Science	WMS	09/09/21

Respectfully submitted,

Dr. Verna D. Ruffin
Superintendent of Schools

BOARD OF EDUCATION

Waterbury, Connecticut

SUPERINTENDENT'S NOTIFICATION TO THE BOARD

Item #13.5

October 21, 2021

To the Board of Education
Waterbury, CT

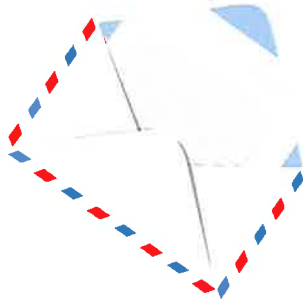
Ladies and Gentlemen:

The Superintendent of Schools notifies the Board of Education of the following resignations:

Banner, Raffaele – Rotella Grade 1, effective 10/14/21.
Bayouth, Betzaida – Sprague ESL, effective 09/21/21.
Brayton, Katie – Bunker Hill Social Worker, effective 10/22/21.
Brotman, Nicole – Carrington ELA, effective 11/03/21.
Cartelli, Kerriann – Bucks Hill Special Education, effective 09/17/21.
Driscoll, Timothy – Bucks Hill PE, effective 10/15/21.
Elnemr, Shiren – Generali Grade 4, effective 10/01/21.
Gomez, Andrea – NEMS Technology Education, effective 09/17/21.
Jamilkowski, Jaclyn – WHS Special Education, effective 09/21/21.
Michaud, Bryan – RMS Tech Ed Audio & Visual, effective 10/08/21.
Michaud, Christina – RMS Grade 3, effective 10/24/21.
Morhous, Jennifer – CHS Special Education, effective 11/24/21.
Murphy-Gilmore, Jill – Washington PreK Regular Ed/Co-taught, effective 10/19/21.
Orsini-Tint, Marie – Generali Grade 4, effective 09/24/21.
Pelletier, Kyle – Reed Social Studies, effective 09/17/21.
Rinaldi, Audra – WMS ESL, effective 11/04/21.
Rua, Jill – Maloney Special Education, effective 10/26/21.
Salamanca, Kristine – Reed Grade 2, effective 10/29/21.
Scurso, Steven – WHS Math, effective 10/22/21.
Spiegel, Felice – WSMS ESL, effective 10/15/21.
Stango, Kerry – Washington Special Education, effective 10/20/21.
Webb, George – WSMS SEL Counselor, effective 11/12/21.

Respectfully submitted,

Dr. Verna D. Ruffin
Superintendent of Schools



COMMUNICATIONS



For the period of
October 6, 2021 through October 19, 2021



NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.
COMMISSION ON PUBLIC SCHOOLS

Director for Accreditation and School Improvement

ALYSON M. GEARY
781-425-7736
ageary@neasc.org

Executive Assistant to the Director

DONNA M. SPENCER-WILSON
781-425-7719
dspencerwilson@neasc.org

Associate Directors for Accreditation and School Improvement:

FRANCIS T. KENNEDY
781-425-7749
fkennedy@neasc.org

KATHLEEN A. MONTAGANO
781-425-7760
kmontagano@neasc.org

BRUCE R. SIEVERS
781-425-7716
bsievers@neasc.org

WILLIAM M. WEHRLI
781-425-7718
bwehrl@neasc.org

September 9, 2021

Robert A. Johnston
Principal
John F. Kennedy High School
422 Highland Avenue
Waterbury, CT 06708

Dear Mr. Johnston:

On behalf of the Commission on Public Schools, I am pleased to submit the final version of the Decennial Accreditation Report which you discussed with me in its draft form.

As the chair of the visiting team, I am the one individual authorized to make changes in the report. Therefore, based on our mutual review of the draft, this final version includes all of the revisions judged to be appropriate. The Commission has asked that I remind you that, in accordance with its policy, no further changes will be made to the report.

Commission policy requires that the Decennial Accreditation Report be sent to the following persons or offices within 60 days of its receipt from the CPS office:

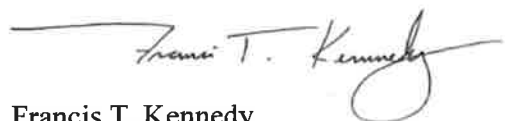
- superintendent of schools
- board of education
- members of the faculty
- state department of education
- public library or city/town office
- appropriate news media

Following the official release of the Decennial Accreditation Report, the Commission office will send the report to each member of the visiting team.

Robert A. Johnston
September 9, 2021
Page Two

I congratulate you and the entire John F. Kennedy High School community for the time and effort you have invested in the Accreditation process. It is our sincere hope that this report will provide a valuable blueprint for school improvement.

Sincerely,

A handwritten signature in dark ink, appearing to read "Francis T. Kennedy". The signature is fluid and cursive, with a long horizontal line extending from the start of the name.

Francis T. Kennedy

FTK/mv

cc: Dr. Verna D. Ruffin, Superintendent, Waterbury Public Schools
Francis T. Kennedy Jr., Chair of the Visiting Team

**New England Association of
School and Colleges, Inc.**

Commission on Public Schools



Commission on Public Schools

**Report of the Visiting Team for
John F. Kennedy High School**

Waterbury, CT

May 16, 2021 - May 19, 2021

**Mr. Francis Kennedy Jr., Chair
Ms. Julia Chaffe, Assistant Chair
Robert Johnston, Principal**

School and Community Summary

School and Community Summary

John F. Kennedy High School (commonly called Kennedy High School or KHS) is located in the city of Waterbury, Connecticut, at the junction of Route 8 and Interstate 84, 33 miles southwest of Hartford. John F. Kennedy High School's District Reference is Group I along with Windham, New Britain, New London, New Haven, Bridgeport, and Hartford.

The current population of Waterbury is 106,458, with a median income of \$42,401.00 and a per capita income of \$23,128.00. The percentage of families below the poverty level accounts for 23.4 percent of the community, and the average cost of a home is \$135,000.00. As of 2021, the current unemployment rate in Waterbury is 10.8 percent, compared to the state rate of 8.5 percent.

The Waterbury School District currently serves a total student population of 18,867. As of March 2021, there are currently 1,231 students enrolled at the school. English is the primary language spoken in 61.73 percent of students' homes, followed by Spanish (30.19 percent), Albanian (4.48 percent), and Other (3.61 percent).

In addition to Kennedy High School's enrollment of 1,231, four additional public high schools having a total enrollment of 3,443. There are four public middle schools with an enrollment of 3,292 and 20 public elementary schools with an enrollment of 9,254.

The Waterbury School District is ranked in the lower 30 percent of school districts in the state in terms of per-pupil expenditures and expended \$15,932.00 per pupil in 2019-2020, compared to an average state expenditure of \$16,592.00 in 2019-2020. In the 2019 fiscal year, per the 2018-2019 budget, Waterbury has appropriated approximately \$228,234,514.00 toward local public education from both government grants and local taxation. Local taxation appropriated for public education has accounted for approximately 50 percent of the expenses, or \$139,734,697.00. Kennedy High School includes students in grades 9-12, with a current population of 1,231 students: 684 males and 547 females. The school population has remained stable for the last ten years. Kennedy High School hosts a richly diverse cultural population that is 55.6 percent Hispanic or Latino, 20.1 percent Black or African-American, 19.8 percent White, 1.68 percent Asian, and 0.88 percent American Indian, with 1.92 percent of the student population representing two or more races. The Class of 2019 graduation rate was 83.9 percent, an increase of 19 percentage points since 2012. The dropout rate has remained the same during this time period at 1 percent.

There are approximately 117 staff members at Kennedy High School consisting of 1 principal, three assistant principals, 83 certified teachers, five guidance counselors, two social workers, one school psychologist, two speech pathologists, one attendance counselor, 14 paraprofessionals/teacher aides, one behavioral technician, one parent liaison, one school nurse, one media specialist, one school resource officer, and one teacher of the hearing impaired. With 83 certified teachers on staff, this has created a student-to-teacher ratio of roughly 14:1. Individual teachers carry an average load of 110 students, with an average class size of 25. Students attend school 181 days and for a minimum of 982 hours. The daily attendance rate has steadily increased throughout the past three years, increasing to 92 percent.

All freshmen are placed in teams concentrating on four core academic areas: English, mathematics, social studies, and science. Students may select classes from three levels: Academic Core, Honors, Accelerated Advanced Placement. Fifty-four percent of students are enrolled in Academic Core courses, 22 percent in Honors, 12 percent in Accelerated classes, 12 percent in Advanced Placement courses, and 12 percent in the SOAR Accelerated Program. Approximately 21 percent of students receive special education services. Students routinely have classes in multiple levels of study. As of the graduating Class of 2023, all students are required to take nine credits of Humanities, nine credits in STEM, one credit in world language, one credit in physical education and wellness, one credit in safety and health education, one credit in mastery-based diploma assessment, and three credits of open electives.

Among the Class of 2020, 40 percent of graduates attended four-year colleges, with 44 percent enrolling in two-year colleges, 2 percent enrolling in business and technical schools, 12 percent entering the workforce, and 2 percent entering the military.

Kennedy High School has established partnerships with local businesses, including an annual Community Day program, which brings together students, their families, and the community. Student clubs organize and lead community-based events, such as food drives for local shelters, fundraisers, blood drives, winter clothing collections, and walks for cancer. The Eagle Flyer is a monthly award-winning publication with print and digital platforms produced by students that informs both the school and community of building, city, state, and global news or issues.

Kennedy High School has also established effective partnerships with two local institutions of higher education, UConn and Naugatuck Valley Community College. Additionally, there is a partnership that has recently begun with Post University. Juniors and seniors may enroll in college courses for credit free of charge. The school counselors and Upward Bound are working collaboratively to increase the number of students applying to colleges and universities. Kennedy, along with other Waterbury public high schools, partnered with the Taft School (a private school in Watertown, Connecticut) on The Global Leadership Institute (GLI). GLI is a competitive and rigorous co-curricular program that brings students from Taft and Waterbury public schools together both in and out of the classroom for shared learning and leadership experiences. The program's mission is to develop a generation of global leaders with a genuine concern for world problems, multiple perspectives on global issues, and the knowledge and skills needed to impact worldwide change.

Students are recognized for their accomplishments through the superintendent's and principal's awards, given annually to students in each grade level. Likewise, the Positive Behavior Interventions and Supports (PBIS) recognizes students of the month and students of academic, behavioral, and attendance excellence for each semester. The school also holds an annual Super Senior dinner and an Awards Night that honors students for individual achievement in academics as well as outstanding behavior.

In March of 2020, due to COVID-19, Kennedy High School and all Waterbury public schools implemented distance/virtual and hybrid learning models at the district's direction. Additionally, the district went fully remote and asynchronous at the end of the 2019-20 school year. Beginning in September 2020, the district went to a hybrid schedule consisting of half days with teacher professional learning in the afternoon sessions, coupled with asynchronous learning. The district moved to a fully remote learning model from November of 2020 until February 2021. In February 2021, the schedule returned to a hybrid model but on a full-day schedule, with students being given options to learn remotely or in person. In order to continue to provide teachers with professional learning opportunities, students have a half-day on Wednesdays.

A Portrait of a Graduate has been implemented. It consists of eight attributes including Communicator, Collaborator, Life-Long Learner, Knowledgeable, Problem Solver, Growth Mindset, Grit, and Social and Emotional Intelligence. The Portrait of a Graduate expects students to be able to communicate ideas effectively through both written and spoken word. Students are expected to work cooperatively with others to accomplish goals and tasks. Students are expected to understand, appreciate and model a lifelong love of learning. Students must prepare themselves with the knowledge and skills necessary for life beyond the classroom. Students must be able to generate and recognize original ideas, seek alternative solutions and make connections. Students must be able to work through challenges showing perseverance, resilience, and self-advocacy. Students must sustain interest and put effort towards short and long-term goals in spite of obstacles. Finally, the portrait of a graduate expects students to respect the ideas, cultures, and differences of people.

Core Values, Beliefs, and Vision of the Graduate

The mission of John F. Kennedy High School is to promote academic excellence, individual opportunities, and critical thinking for each student. In collaboration with parents and families and our community, we commit to the

following set of core values and beliefs about learning to ensure that each student is prepared for the 21st century.

Our core values include and emphasize:

- Personal Responsibility
- Respect
- Integrity
- Determination
- Excellence

Our beliefs about learning include and develop our instructional practices:

- All students have the potential to achieve.
- All graduates will be college or career-ready and are capable of resolving real-world challenges.
- Each student has something unique to offer our school and community.
- Students are diverse learners; therefore, instruction and assessment need to be differentiated, personalized, and varied allowing them to become willing and productive thinkers.
- Students need timely, regular, and meaningful feedback.
- Students learn best when instruction ensures they are active, self-directed, and inquisitive.
- Students learn best when instruction provides opportunities to use appropriate skills within and across disciplines.
- Students learn best when instruction ensures they have equal opportunities to work alone, to reflect on their learning, and to work collaboratively in realistic settings.

Our learning expectations for each student include the following:

- Students will work effectively and productively both individually and collaboratively.
- Students will evaluate information critically, use information accurately from a wide variety of sources, and understand the ethical issues surrounding the use of information.
- Students will read, write, and communicate effectively.
- Students will be emergent thinkers who demonstrate originality and creativity.
- Students demonstrate respect, responsibility, honesty, and integrity while developing skills and qualities to succeed professionally and personally.

Our Portrait of a Graduate:

- Communicator
 - Speak and write effectively to communicate ideas
- Collaborator
 - Work collaboratively with others to accomplish goals and tasks
- Life-Long Learners
 - Understand, appreciate and model a life-long love of learning
- Knowledgeable
 - Prepare self with the knowledge and skills necessary for life beyond high school
- Problem Solver
 - Generate and recognize original ideas, seek alternatives, make connections
- Growth Mindset
 - Work through challenges showing perseverance, resilience, and self-advocacy
- Grit
 - Sustain interest in and put effort towards short and long term goals in spite of obstacles
- Social and Emotional Intelligence
 - Respect the ideas, cultures, and differences of people

LEARNING CULTURE

Learning Culture

The school provides a safe learning culture that ensures equity and fosters shared values among learners, educators, families, and members of the school community. These shared values drive student learning as well as policy, practice, and decision-making while promoting a spirit of collaboration, shared ownership, pride, leadership, social responsibility, and civic engagement. The school community sets high standards for student learning, fosters a growth mindset, and facilitates continuous school improvement to realize the school's core values, beliefs about learning, and vision of the graduate.

1. The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.
 - 1a. The school community provides a safe environment.
2. The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.
 - 2a. The school has a written document describing its core values, beliefs about learning, and vision of the graduate.
3. The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.
4. The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.
5. The school's culture promotes intellectual risk taking and personal and professional growth.
6. The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.
7. The school culture fosters civic engagement and social and personal responsibility.

STUDENT LEARNING

Student Learning

The school has a vision of the graduate that includes the attainment of transferable skills, disciplinary/interdisciplinary knowledge, understandings, and dispositions necessary to prepare learners for their future. Students are assured consistent learning outcomes through a defined curricular experience and have the opportunity to demonstrate their skills and knowledge in a variety of creative ways. Students actively participate in authentic learning experiences while practicing the skills and habits of mind to regularly reflect upon, and take ownership of, their learning.

1. The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.
2. There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.
- 2a. There is a written curriculum in a consistent format for all courses in all departments.
3. Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.
4. Instructional practices are designed to meet the learning needs of each student.
5. Students are active learners who have opportunities to lead their own learning.
6. Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.
7. Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.
8. Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.
9. Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

PROFESSIONAL PRACTICES

Professional Practices

The school maintains and implements a school improvement/growth plan, organizational practices, and productive community relationships to meet and support student learning needs. Educators engage in ongoing reflection, collaboration, and professional development to improve their practice and examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, programs, and services.

1. The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.
 - 1a. The school has a current school improvement/growth plan.
2. Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.
3. Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.
4. Collaborative structures and processes support coordination and implementation of curriculum.
5. School-wide organizational practices are designed to meet the learning needs of each student.
6. Educators develop productive student, family, community, business, and higher education partnerships that support learning.

LEARNING SUPPORT

Learning Support

The school has timely, directed, and coordinated interventions for all students. The school provides targeted supports to meet each student's individual needs, including counseling services, health services, library/information services, and other appropriate support services to assist each student in meeting the school's vision of the graduate.

1. All students receive appropriate intervention strategies to support their academic, social, and emotional success.
 - 1a. The school has intervention strategies designed to support students.
2. All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.
3. All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.
4. All students receive library/information services that support their learning from adequate, certified/licensed personnel.
5. Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.

LEARNING RESOURCES

Learning Resources

The school has adequate and appropriate time, funding, and facilities to support the realization of its core values, beliefs about learning, and vision of the graduate. The school and school community provide time, funding, and facilities for student learning and support; teacher collaboration and professional growth; and full implementation of curricular and co-curricular programs in the school. The school has appropriate plans, protocols, and infrastructure in place to ensure consistent delivery of its curriculum, programs, and services.

1. The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.
 - 1a. The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.
2. The school/district provides time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.
3. The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.
4. The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.
5. The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

Introduction

Introduction

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees, which supervises the work of three Commissions: the Commission on Independent Schools (CIS); the Commission on Public Schools (CPS), which is composed of the Committee on Public Elementary, Middle, and High Schools (CPEMHS), and the Committee on Technical and Career Institutions (CTCI); and the Commission on International Education (CIE).

As the responsible agency for matters of the evaluation and accreditation of public school member institutions, CPS requires visiting teams to assess the degree to which schools align with the qualitative Standards for Accreditation. The Standards are *Learning Culture*, *Student Learning*, *Professional Practices*, *Learning Support*, and *Learning Resources*.

The accreditation program for public schools involves a five-step process: the self-reflection conducted by stakeholders at the school; the Collaborative Conference visit, conducted by a team of peer educators and NEASC representatives; the school's development and implementation of a growth/improvement plan; the Decennial Accreditation visit conducted by a team of peer educators and NEASC representatives; and the follow-up program carried out by the school to implement the findings of its own self-reflection, the recommendations of the visiting team, and those identified by the Committee in the follow-up process. Continued accreditation requires that the school participate in the accreditation process over the ten-year cycle and that it shows continued progress addressing identified needs.

Preparation for the Accreditation Visit

Accreditation coordinators and a steering committee composed of the professional staff were appointed to supervise the school's Accreditation process which includes the self-reflection, the Collaborative Conference visit, the development and implementation of a growth plan, and the Decennial Accreditation Visit. At John F. Kennedy High School, a committee of ten members, including the principal, supervised all aspects of the Accreditation process.

Public schools seeking Accreditation through the Commission on Public Schools must complete appropriate materials to assess their alignment with the Standards for Accreditation and the quality of their educational offerings in light of the school's core values, beliefs, vision of the graduate, and unique student population. In preparation for the decennial visit, schools are required to complete a Decennial Summary Report to inform the team about their progress since the time of the Collaborative Conference visit.

In addition, the professional staff was required to read and come to consensus on the summary report to ensure that all voices were heard related to the school's progress on their priority areas for growth.

The Process Used by the Visiting Team

A visiting team of eight members was assigned by the Commission on Public Schools to conduct a Decennial Accreditation visit to John F. Kennedy High School in Waterbury, Connecticut. The visiting team members spent four days conducting a virtual visit to the school; reviewed the self-reflection, Collaborative Conference report, and Decennial Summary Report documents; met with administrators, teachers, other school and system personnel, students, and parents; and visited classes to determine the degree to which the school aligns with the Committee on Public Secondary Schools' and Public Elementary and Middle Schools' Standards for Accreditation and the degree to which the school is making progress toward its identified priority areas for growth.

as indicated in the school's improvement/growth plan.

Each conclusion in the report was agreed to by visiting team consensus. Sources of evidence for each conclusion drawn by the visiting team are included within each section of the report. The report includes commendations and recommendations that, in the visiting team's judgment, will be helpful to the school as it works to improve teaching and learning and implement its plan for growth and improvement. The report also includes an analysis of the conceptual understanding, commitment, competency, and capacity (4Cs), which is a framework used to evaluate the school's ability for continuous growth and improvement as a learning organization.

This report of the findings of the visiting team will be forwarded to the Commission on Public Schools, which will make a decision on the Accreditation of John F. Kennedy High School.

Foundational Element 1.1a - Learning Culture

Foundational Element 1.1a

The school has built and continues to maintain a safe, positive, respectful, and supportive culture that supports shared ownership, pride, and high expectations for all. The school has a resource officer who, in conjunction with the police and fire departments, assists in conducting fire, lockdown, and shelter-in-place drills. All staff members are issued identification badges feature magnetic strips, which they must use to enter the school building and wear in a visible fashion while in the building and on campus. The school has interior and exterior security cameras, and exterior doors remain locked. There are multiple cameras throughout the building and the school has a plan to upgrade the entire security camera system for the 2021-2022 school year. Since the advent of the global pandemic in March 2020, the school and district initiated COVID-19 safety protocols and procedures, including shields in heavily frequented areas, rearranged classrooms to accommodate six feet social distancing, one-way hallway traffic, a stock of sanitizer and disinfectant spray, an isolation room, water refill stations in lieu of water fountains, and the mandating of and provision of masks. There are five school counselors, two social workers, a school psychologist, an attendance counselor, a parent liaison, and a behavior technician available to help ensure the social and emotional well-being of students. The school-wide advisory program addresses personal, social, and civic responsibility.

Rating

Meets the Standard

Foundational Element 1.2a - Learning Culture

Foundational Element 1.2a

The school engaged in a dynamic and inclusive process informed by current research to reexamine its core values and beliefs about learning, and the district engaged in a comparable process for its K-12 portrait of the graduate. The school renewed its long-term commitment to research-based, values-driven education. The elements of the portrait of the graduate include Communicator: work cooperatively with others to accomplish goals and tasks; Life-Long Learner: understand, appreciate, and model a life-long love of learning; Knowledgeable: prepare self with the knowledge and skills necessary for life beyond high school; Problem-Solver: generate and recognize original ideas, seek alternatives, make connections; Growth Mindset: work through challenges showing perseverance, resilience, and self-advocacy; Grit: sustain interest in and put effort towards short- and long-term goals in spite of obstacles; Social and Emotional Intelligence: respect the ideas, cultures, and differences of people. The school's recent inclusive work on the core values and beliefs about learning and the district's portrait of a graduate has provided fertile ground as the school incorporates it to drive student learning and professional practices. The reexamination and updating of the core values, the reaffirmation of beliefs about learning, and the adoption of the portrait of a graduate have already benefitted the school's learning community. The core values and beliefs include and emphasize the behaviors of personal responsibility, respect, integrity, determination, and excellence - as represented by the acronym PRIDE. The school's core values, learning expectations, and the portrait of a graduate also reflect a commitment to respect and inclusion and are displayed in hallways, office spaces, and classrooms. The portrait of a graduate is displayed in all classrooms and high-traffic areas throughout the school. The school has begun to ensure that the faculty's professional practices consistently include the portrait of a graduate, and this is tracked by the Instructional Data Team (IDT). Teachers have begun to create lesson plans, activities, and other professional practices to incorporate the elements of the portrait of a graduate. Student handbooks and instructional learning goals are provided to make student expectations clear to all stakeholders. There are many clubs, activities, athletic teams, and programs that enable students to immerse themselves and display their pride in their school community. Many students and staff members participate in charity and community outreach organizations, events, and programs.

Rating

Meets the Standard

Foundational Element 2.2a - Student Learning

Foundational Element 2.2a

There is not a written curriculum in a consistent format for all courses in all departments. Most departments are in the process of creating a written curriculum that is in a consistent format as directed by the district's academic office. Each content area is at a different stage in curriculum development and revision. While there is a basic curriculum currently in place for core courses in social studies, English, science, math, and world language, all curricula do not yet have a consistent format in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's portrait of a graduate. Since the Collaborative Conference, content area supervisor positions have been added and restructured, which has started to positively impact curriculum development and improve student learning. There has been a major focus on updating and revising the curriculum in all content areas, including the addition of the SpringBoard program. The curriculum underwent some revisions in core math classes with a focus on updating and producing district-wide assessments, and the school continues its efforts to determine appropriate pacing for these math courses. English teachers across the district are streamlining the curriculum and modifying the order of units to accommodate the hybrid learning model. Science teachers, districtwide, are integrating the New Generation Science Standards (NGSS) into the existing curriculum. The social studies teachers have been revising the curriculum for all core courses at the district level. In response to the new State of Connecticut mandates that all public high schools offer courses in Latin American studies and African American history, the school will soon implement the respective state curriculums. The curricula for Spanish 1, Spanish 2, Italian 1, and Italian 2 have been revised at the district level, and the school's world language department is revising the curriculum for Spanish 3 and Italian 3. The school offers multiple opportunities for students to earn the Connecticut Council of Language Teachers' Seal of Biliteracy. Pathways have been created to afford students the opportunity to explore various careers and graduate with certifications. A variety of new courses are being offered as part of these pathways. In fine arts, the school has added Music Appreciation 1, Music Appreciation 2, and Symphonic Band. An additional art teacher has been hired this year, increasing the school's capacity to offer more opportunities for students. Physical education and health classes have been renamed and categorized by grade level. The school offers several special education programs tailored to the individual needs of students, based upon their IEPs. Such programs include Behavior Disorder Learning Center (BDLC), Community Based Training (CBT), and Independent Work Experience (IWE), which follows a district-based curriculum to allow students to gain hands-on work experience during school hours while earning credits. Most Advanced Placement (AP) teachers use the units provided by the College Board to ensure course content is aligned for student success. There has been an emphasis on making the library/media center more accessible to students before and after school hours. Social-emotional learning (SEL) and advisory lessons are presented to students from a newly developed curriculum. Due to COVID-19, a strong emphasis has been placed on the importance of social and emotional awareness and how to access available resources.

Rating

Does Not Meet the Standard

Foundational Element 3.1a - Professional Practices

Foundational Element 3.1a

The school has a current school improvement/growth plan that includes school-specific goals. The school improvement/growth plan is aligned with the district's improvement plan and reflects the school's individual core values and beliefs and portrait of a graduate. The improvement plan outlines instructional practices and learning expectations for students. Administrators and school leadership team members use annual data to inform decision-making, and the school's improvement/growth plan is updated yearly. The current school improvement plan focuses on two main areas of concern: academics as well as school culture and climate. For each goal, there are objectives that outline the evidence that suggests the need for the goal, the staff actions that will impact the achievement of the goal, how the evidence will be monitored and implemented, and the professional learning/support that is needed. Additionally, the district's hybrid learning plan was created to address distance/virtual and hybrid learning models as of March 2020 in response to the COVID-19 pandemic.

Rating

Meets the Standard

Foundational Elements 4.1a - Learning Support

Foundational Elements 4.1a

The school has intervention strategies designed to support the academic and social-emotional needs of all students. The professional staff provides a range of intervention strategies for students and has a process to identify and refer students who need additional assistance, inclusive of academic, social, and emotional student needs. The Early Intervention Process (EIP) Team ensures academic, behavioral, social, and emotional success for students. The EIP team collaborates with school staff, teachers, students, and families in gathering information in order to make data-driven decisions based upon specific areas of concern for students' individual needs and assists in developing, reviewing, and monitoring an action plan on a scheduled basis in order to achieve desired outcomes. The Chronic Absenteeism Team (CAT) has been created with the purpose of reducing the number of students who are chronically absent. Advisory is a specified time when teachers present newly developed social-emotional learning (SEL) lessons tailored for high school students. The Positive Behavioral Intervention and Supports (PBIS) team meets regularly and promotes building-wide reinforcement and recognition. The school's newly developed Prevention Team includes all school counselors and school social workers, as well as the school psychologist, behavior technician, attendance counselor, parent liaison, and school resource officer. The team meets weekly to review student referrals and to afford opportunities for the various disciplines to consult, collaborate, and determine the need for Tier 2 interventions. The school now has five school counselors who have been reassigned to students based on their grade level and follow those students each year throughout their high school careers. One school counselor is assigned to the specialized programs, including the Behavior Disorder Learning Center (BDLC), Community Based Training (CBT), Independent Work Experience (IWE), and the School of Academic Renown (SOAR). The professional staff has begun participating in culturally relevant equity training which will continue through a series of professional development opportunities provided by the district.

Rating

Meets the Standard

Foundational Element 5.1a - Learning Resources

Foundational Element 5.1a

The school implements learning resources that are adequate and provide appropriate time, funding, and facilities to support the realization of the school's core values, beliefs about learning, and portrait of a graduate. The school and school community provide time, funding, and facilities for student learning and support; teacher collaboration and professional growth; and full implementation of curricular and co-curricular programs. Innovative and transformative practices support the school's appropriate plans, protocols, and infrastructure in place to ensure the delivery of its curriculum, programs, and services. The school follows CDC, state, and district COVID-19 protocols. All district teachers and students have been provided with laptops to participate in hybrid learning. This 1:1 policy will continue in the post-COVID-19 learning environment at the school. There is a newly created district capital improvement plan that will assess and address long-term operational and physical plant needs for regular updates and improvements, including such items as heating and cooling and roof repairs.

Rating

Meets the Standard

Foundational Elements Ratings

Foundational Element Ratings

Foundational Elements	Collaborative Conference School's Rating	Collaborative Conference Visitors' Rating	Decennial School's Rating	Decennial Visitors' Rating
1.1a - Learning Culture	Meets	Meets	Meets	Meets
1.2a - Learning Culture	Meets	Meets	Meets	Meets
2.2a - Student Learning	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet
3.1a - Professional Practices	Meets	Meets	Meets	Meets
4.1a - Learning Support	Meets	Meets	Meets	Meets
5.1a - Learning Resources	Meets	Meets	Meets	Meets

Priority Area 1

Priority Area

Teachers will engage in ongoing reflection, formal and informal collaboration, and professional development to improve and apply the skills and knowledge gained through professional learning to their practice.

Action, Impact, and Growth

Since the Collaborative Conference, the school has administered two different surveys, one at the start of and the other later during the pandemic, for faculty members to identify needs for improvement in professional learning (PL) and collaborative time. In addition, the school created and implemented a professional development (PD) Google classroom through which various teachers have provided school-based professional development by posting useful websites, resources, and optional professional development videos and workshops. At the district level, professional development has largely shifted due to the hiring of content supervisors for most subject areas as well as a talent and professional development supervisor. Throughout the pandemic, the Professional Learning Plan (PLP) was updated monthly, which gave teachers the opportunity to choose their professional learning for that month or continue previously started PD. This approach may continue on the school level. Members of the professional staff are able to choose from professional development options developed by the central office. Faculty members are actively engaged in PL opportunities, such as training for Kami and Google 1 and 2 certifications; social and emotional learning (SEL) courses, e.g., YaleCenter for Emotional IntelligenceSEL training and Sanford Inspire; ACES Win Wednesdays; and other individual learning fields, such as Biliteracy, Pivot Interactives, and the Connecticut Association for Health, Physical Education, Recreation and Dance (CTAHPERD) on-demand courses. The district also offers incentives outside school hours for Google 1 and Google 2 certification. Faculty members providing PL opportunities for other faculty members are considered by the school's professional staff to be effective and preferred over a district-wide PL program. The planned move to a block schedule with eight periods promises to more easily facilitate the prioritization of common planning time and professional learning.

Additional teacher collaboration time has been included in teachers' schedules with instructional support but for less time than it was during COVID-19 hybrid schedules. Not all departments, such as world language, have collaborative planning time for shared content other than the time built into Wednesday schedules during which the teachers discuss such topics as the impact of culture, responsive/relevant cultural practices, and the journey to becoming an anti-racist system. The positive impact of common planning time can be readily observed in departments, such as math and English in which specific curricula are aligned to state standards. Grade 9 teams meet weekly to discuss the progress of students, identify problem areas, and develop action plans. Additional subject area and grade level teams have been able to meet as an entire district, and, during these meetings, teachers share and refine best practices in order to guide students toward higher achievement gains. The PD and Common Planning Time Committees would like to see more school-based professional learning time in the future, in direct alignment with Principle of Effective Practice 3.2, so that teachers can engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.

Since the Collaborative Conference, the impact on the students and staff of the additional planning time has resulted in growth yielding many positive outcomes. Teachers can now regularly meet with their colleagues to plan common assessments and to develop new materials. The changing nature of education due to the pandemic has made this growth even more important for providing optimum educational experiences for the students. District-wide meetings that had not previously happened now occur and facilitate collaboration throughout the multiple schools. The additional certifications in technology achieved by members of the professional staff have both aided in classroom instruction and inspired the creation of teacher-led PL for the faculty. The school has shown an admirable ability to adapt to the transformative demands and new challenges created by the pandemic. This flexibility will continue to be an asset if the school transitions to a block schedule as additional collaboration time would become available.

Recommended Next Steps

Ensure that all teachers are afforded common planning time

Collaborate between district leadership and the school's professional staff to allow for professional development workshops that are created by the teachers and are specific to the school

Create a yearly calendar for professional learning to facilitate teacher planning

Sources of Evidence

- central office personnel
- department leaders
- school leadership
- teacher interview

Priority Area 2

Priority Area

The school will have a written curriculum in a consistent format for all courses in all departments.

Action, Impact, and Growth

Kennedy High School does not have a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's portrait of a graduate. Aligned with the work being conducted at the district level, the school has taken many action steps toward this goal, including creating a common unit template, crafting a school-wide rubric that reflects the portrait of a graduate, and providing time for teachers to work collaboratively with their building colleagues as well as with teachers across the district.

To support curriculum development, the district hired content supervisors. Using the expertise of content teachers, they are updating and revising district-wide curriculum and rolling it out to teachers across the district. Kennedy High School's teachers access and study the new curricula frameworks, meet regularly with their school content colleagues, and personalize instruction for their students, specific classrooms, and individual instructional strengths.

The district has purchased SpringBoard and components of the program are being implemented in English language arts and mathematics courses. Teachers have common planning time to use SpringBoard to create instructional units, pacing guides, sequencing of instruction, and common formative assessments. During content meetings, teachers assessed that students were missing foundational knowledge needed for them to implement the SpringBoard platform. Together, the teachers created supplemental lessons to address the learning gaps. Their practice of collaboration and professional discourse has standardized the delivery of content but still allows for craft knowledge and teacher strengths.

The science department has also made strides in curriculum revision, as it is working on aligning its curriculum with the Next Generation Science Standards. The science teachers are assessing current courses and transforming them to be engaging and hands-on. For instance, Physical Science has become an integrated science course, emphasizing the cross-connection of sciences rather than teaching them in isolation. The progress is slow but steady, and the teachers know that their careful review and revision of content will ensure teaching will be more purposeful and learning more relevant.

The social studies department is working on revising curricula for all its courses. All core courses have been revised and include units with essential questions, pacing guides, and common assessments. The department has also created common syllabi and learning plans that are being used across the department. Much of the work is focused on including the state mandates of Latin American studies and African American studies. The school currently offers an African American History course and is considering the best way to implement Latin American studies. The teachers are reviewing the suggested curriculum from the state and are making adjustments. The department meets weekly to work collaboratively on curriculum, instruction, and assessment. Through this intense teamwork, there is expanded teacher buy-in, resulting in teachers teaching the curriculum with greater fidelity.

The world language department has completed course revisions for level 1 and level 2 courses and is working on revising level 3 courses. The world language teachers are working toward eliminating outdated textbooks and purchasing new ones with online resources. Their schedule does not allow for common planning time, so this work is being conducted in isolation.

While still in developmental stages, Kennedy High School has clearly experienced growth toward its goal to have a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's portrait of a graduate. The

school has gone from having no curriculum or substantially outdated curriculum to making updating curricula a major focus. Most departments have completed a curriculum audit and are in the process of creating a written curriculum in a consistent format. Many core courses in social studies, English, math, science, and world languages have written curricula, but not all are consistent in format and curricular components. Many courses still lack units of study that include guiding questions, concepts, content, and skills. Much curriculum work still needs to be done in CTE, the arts, and other electives.

Considering input from students, staff, and community, the Waterbury Board of Education has adopted an impactful portrait of a graduate. Kennedy High School has extensively messaged this portrait and is working to instill the portrait's eight attributes in all aspects of school. While there is a school-wide rubric that reflects the portrait of a graduate, not all subjects have the graduate attributes purposefully embedded in the curriculum, and the rubric is not yet used in most classes.

Recommended Next Steps

Create and publish a schedule for curriculum writing, implementation, feedback, and revision

Schedule time to allow for common planning and collaboration within the school departments and across the district in order to align teaching strategies and best practices with new curricula

Finish and adopt a fully articulated curriculum for all courses including electives

Embed the attributes of the portrait of the graduate to purposefully compliment the curriculum for every course

Sources of Evidence

- classroom observations
- department leaders
- priority area meetings
- school board
- school support staff
- school summary report
- student work
- students
- teachers

Priority Area 3

Priority Area

The school and district will ensure that teachers and students have updated and reliable technology across all curricular areas and student services to enhance student learning and well-being.

Action, Impact, and Growth

Teachers and students use technology to enhance student learning and growth. Teachers and students use technology across all curricular areas to support, enhance, and demonstrate their learning. Properly functioning technology impacts student achievement and success. Success will be measured by student demonstrated growth through the school-wide rubrics as well as showing growth on assessments in each of their academic classes. Students have access to the school-wide rubrics on the school website.

The school has made substantial progress in improving its technology, expanding available hardware and devices to staff and students, and providing professional learning opportunities to integrate technology. The hybrid schedule resulted in additional time on Wednesdays for professional development opportunities. Professional Learning about new technologies was provided by the district in thirty-minute sessions as an option on Wednesdays. Teachers were required to provide an artifact after the PD presentation during this thirty-minute period. The school is striving to maintain the additional Professional Development time during the school days for staff.

Prior to the pandemic, the school had two computer labs of laptops in the library/media center for student use. During the 2020-2021 year, the school provided laptops or Chromebooks to any students needing a device. While the pandemic posed a number of obstacles, it also resulted in the district having 1:1 devices for each staff and student.

The school also provided Wi-Fi hotspots to students in need. Student learning, as a result of changing to hybrid and virtual learning, impacted the necessity for immediate and widespread use of technology. The school ensures that all students and members of its professional staff have internet access and a device that can run the appropriate software needed for instruction and learning. The district has bought licenses for the Google Education Suite, Pear Deck, and Kami to further integrate technology into enriched experiences for digital learning within the school. Each student now has access to a school-provided Gmail account. Furthermore, the district added the Thought Exchange digital platform, so that the school's staff, students, and the community can give input and feedback.

The district is continuing to update the network infrastructure which will impact the school's networking functioning. It is currently on a 10 GBPS fiber-optic network. The wireless network infrastructure has been moderately updated, and continued work on the infrastructure is needed to ensure all students and staff can adequately access the network anywhere on the grounds. Inconsistent network performance in different areas of the building impacts student learning. Further development of the technology infrastructure is needed to sustain long-term growth, especially upon the return to in-person learning in the building. The user-end experience of the network is inconsistent.

Professional Development opportunities for technology should be longer than 30 minutes to allow for further development of skills with more opportunities for teacher-led technology sessions.

Recommended Next Steps

Increase bandwidth and internet connectivity to reach all areas of the building to minimize the potential for learning loss time for users

Elevate the skill sets of the members of the faculty in the use and implementation of technology

Provide a robust technology help service to teachers and students so they can have real-time streamlined assistance in times of technical need and eliminate the need for the assistant principals' servicing technology needs in the school

Sources of Evidence

- central office personnel
- classroom observations
- department leaders
- school leadership
- school support staff
- school summary report
- students
- teacher interview

Priority Area 4

Priority Area

The school will fully develop its graduates through core values, beliefs about learning, and the portrait of the graduate and ensure these guiding documents are actively reflected in the school culture and drive the curriculum, instruction, and assessment in every classroom.

Action, Impact, and Growth

Since the Collaborative conference in the fall of 2018, the school adopted and adapted the district-wide portrait of a graduate to make it its own to be applicable to its students and faculty. Initially, district leaders created the district portrait of a graduate with input from various stakeholders, such as students, teachers, community partners, parents, school administrators, and members of the board of education. In the spring of 2019, the school created a "Vision of the Graduate (VOG) Committee" composed of 19 members of the professional staff to align the district's portrait of a graduate to the school's mission, core values, and beliefs about learning. The membership of this committee consists of department heads, an administrator, and other staff members. The committee meets twice per month, while the co-chairs meet three to four times per month. Smaller sub-groups of the committee focus on finding inspirational quotes, creating future murals for the building outlining various career paths, and generating ideas to communicate the portrait of a graduate attributes to students, families, and local businesses through social media, ParentSquare, and other forms of communication. The department heads reported to their teachers the work of the committee and received feedback in making the district's portrait of a graduate relevant to the John F. Kennedy High School community. In addition, the committee received feedback from parents, students, and staff members through several public forums to finalize the portrait of a graduate model for the school. The portrait of a graduate consists of eight attributes: communicator, collaborator, life-long learner, knowledgeable, problem-solver, growth mindset, grit, and social and emotional intelligence.

In March of 2020, the VOG Committee distributed a survey for students and from September through December of 2021 to the faculty in order to gain their perspective and understanding of the school's adaptive portrait of a graduate model. Specifically, the committee wanted to establish a baseline interpretation of the portrait of a graduate and to determine the next steps for integrating the eight attributes into the curriculum. The results from the surveys informed the committee that a portrait of a graduate advisory session needs to be scheduled at the beginning of the 2021-2022 school year in order to educate students in understanding the portrait of the graduate attributes. Likewise, the teacher survey results informed the committee that a professional learning opportunity geared toward the portrait of a graduate attributes driving instruction, curriculum, and assessment is also needed in the 2021-2022 school year.

Despite the pandemic, the adapted portrait of a graduate model is shared in various formats throughout the school community: large posters are hung in all classrooms, bulletin boards, and school hallways, and it is posted on the district's and school's social media accounts and websites. The model has been shared with the faculty and staff via email and ParentSquare; with students via Google Classroom, ParentSquare, and Advisory lessons; and with parents via ParentSquare. Currently, the co-chairs meet monthly to discuss the next steps for the portrait of a graduate.

The impact of the beginning stages of the portrait of a graduate at the school has been the faculty's beginning to integrate some of the eight portrait of a graduate attributes in lessons. For instance, the business teacher includes teaching workforce communication skills, such as how to be interviewed, how to write a professional email message, and how to participate in a business video conference. Many teachers include the social and emotional attributes interspersed with their content material. Also, the advisory sessions have been revised this year with a social-emotional focus which has helped students feel more connected and supported by the faculty and administration. Besides preparing students for enrollment in college, the faculty and administration also provide resources in the trades and workforce. For example, in addition to the dual enrollment programs at the University of Connecticut and Naugatuck Valley Community College, initial connections with the New England Trade Association (NELTA) offer students training in the construction trades.

Teachers are demonstrating growth in integrating the portrait of the graduate and beginning to incorporate transferable skills in their lesson plans as a result of the portrait of the graduate introduction. Students are also demonstrating an increasing understanding of the portrait of that graduate. When asked about the school's portrait of a graduate, one student boasted that "it captures who we have been all along," and the other students in the class agreed and were able to cite examples of the attributes in their courses. Some freshmen are learning the portrait of the graduate attributes in small chunks. Students appreciate the social and emotional priority this year and, as a result, know that teachers care about them and that their emotional well-being is important. Students want more real-world learning opportunities, more dual enrollment offerings, and a variety of courses that teach transferable skills. The professional staff knows that, once the faculty participates in a portrait of a graduate professional development and the attributes are connected to the curriculum, students will be more exposed to the portrait of the graduate attributes. Nevertheless, some of the portrait of a graduate attributes are demonstrated in the school's Community Day, a large community event in May every year. Students and their clubs are invited to participate, and there are well over 100 student volunteers and over 50 community partners. Some examples of booths and exhibits from previous Community Days include the Italian Club's setting up a cappuccino cafe, the Physics Club's setting up experiments, and world language classes presenting regions of the world that they have studied.

An opportunity for growth exists as the district begins the next phase of the portrait of a graduate initiative: to develop a way to measure and evaluate the students' progress and success in achieving the portrait of the graduate so that the results can be reported back to the families and district. The district's commitment to the portrait of a graduate further supports the school's goal to incorporate the attributes of the portrait of a graduate in the rubrics, lesson plans, and all discipline curricula. Offering professional development in the portrait of a graduate to teachers, continuing to disseminate the portrait of a graduate model to students and parents, and employing a method to measure the success of portrait of a graduate, will increase the successful implementation of the portrait of a graduate. Students and parents will be able to know if they are attaining the transferable skills needed for success after high school.

Recommended Next Steps

Align the adapted profile of the graduate with the curriculum, so that its attributes drive instruction, learning, and assessment

Provide ongoing professional learning for teachers and staff in how to fully integrate the profile of the graduate

Share the adapted profile of the graduate with students and parents through multiple venues to attain understanding and acceptance

Schedule a profile of the graduate advisory session to educate students in understanding the portrait of the graduate attributes

Include elements of the profile of the graduate attributes in lessons to drive student learning and professional growth across all disciplines

Combine the profile of the graduate with the capstone project to be included as graduation requirements

Implement profile of the graduate attributes in the rubrics across all disciplines

Repeat the portrait of the graduate questionnaire with students, teachers, and staff in order to determine growth and understanding of the portrait

Sources of Evidence

- central office personnel
- classroom observations
- department leaders
- facility tour
- priority area meetings
- school board
- school leadership
- school summary report
- students
- teacher interview

Part 3 - Reflection on Student Learning

Reflection on Student Learning

While instructional practices are employed in consideration of meeting the learning needs of each student, much of the instruction is whole class and only sometimes specifically designed to be differentiated or individualized for student learning needs; nevertheless, there are instances where scaffolds are used. For example, in Visual Art Drawing, the teacher creates a step-by-step guide with video supports in Google Classroom. The students are able to progress at their own pace and the teacher models a gradual release strategy for the students. Students ask questions about the process in the chat during their Google Meet session, and the teacher shares the process on their screens so all students can review alongside the teacher as needed. In U.S. History 2, the teacher provides students with a specific structure for each task to scaffold the learning opportunity for all students, e.g., Task 1: Identify an issue related to the Industrial Revolution, Task 2: Create a labor union to protect workers from the issue that you identified, etc. Additionally, in a class for English language learners, the students share their Google Slide presentations on career exploration with the class. Based on the level of language acquisition, students present their information in a variety of ways, including as a narrative, using visual cues, and using graphic organizers. The school provides structure and support to provide all learners with access to rigorous learning opportunities; for instance, To promote access to learning opportunities, the school offers an inclusive, open-enrollment process for all students who wish to participate in advanced coursework, including honors-level, University of Connecticut Early College Experience (ECE), or Advanced Placement courses. Also, teachers provide opportunities for student choice and organized group learning in their classrooms and through the student work they assign. The school offers additional support and alternative strategies within the structure of the regular classroom by providing alternate assignments, rotating stations of inquiry, and language stems for students learning a new language.

The school offers some opportunities for students to engage as active learners who lead their own learning in addition to some opportunities to engage in inquiry, problem-solving, and higher-order thinking skills. Examples based on in-person learning at the time of the Collaborative Conference include students' project-based learning opportunities and the creation of their own musical compositions. In addition, students are afforded the opportunity to personalize their learning by choosing their own topics for presentations. In some science classes, students create their own physics experiments using ramps and blocks to study force and friction. There are also multiple examples of diverse learning experiences, indicating that active learning strategies and inquiry-based learning are employed under normal circumstances. While these learning opportunities are not offered equally across all grades and disciplines, they are evident. Some students experience learning that is personalized, relevant, and authentic. For example, in an English 10 class, students develop a thesis statement on the topic of getting a vaccine. Students support their choice from a variety of sources and materials. In Modern World History, students use a Pear Deck to identify flags from around the world. Students recognize the flags that connect to their own personal interests or from the personal knowledge they may have of countries around the world. In a Video Production, students engage in a personalized learning experience as they develop a digital portfolio of the work they created during the class. The TAG class helps students make connections and causes the research to be personalized, relevant, and authentic, e.g., a student researched and presented a comparison of Jews during the Holocaust to the student's own family. Occasionally, learners experience project-based learning as an application of knowledge and skills to an authentic task. In addition, some learners experience student choice and opportunities for creative expression. For example, in a SOAR Italian 2, students apply their knowledge of Italian vocabulary to an authentic task of creating a restaurant menu. The students create the menu using a digital platform. Students select the name of their restaurant, the menu items they wish to offer in their restaurant, the price of their items, and photos of their items. Students then present their menu to the class. In U.S. History 2, the teacher reviews the project-based learning rubric by which students create their own labor union. The project includes a speech writing component to recruit new members of their union and a marketing component that allows students to choose how to spread the word about their union and explain what it is all about. Some other student choice options include creating a flyer or making a podcast. Students in the SOAR program have several project-based learning experiences. For example, the Talented and Gifted (TAG) project of developing a product and creating a YouTube video to market the product allows the students in this Talented and Gifted course to choose a product to create. The mental health project in Psychology also offers students

voice and choice. According to the NEASC survey, 93.9 percent of teachers indicate that they use projects to help students learn course material deeply, and 79 percent of students agree. Ninety-nine percent of teachers indicate they help students apply their content knowledge to real-life situations, and 83.2 percent of students agree.

Learners occasionally engage in inquiry and problem-solving. In some areas, learners engage in problem-solving skills via questioning. For example, in Algebra I, the teacher models how to solve an algebraic equation with a graphic organizer by typing in the explanation on the screen and stating it orally. The in-person learners engage in problem-solving when they answer the teacher's questions. In an African American History, students receive primary sources and authentic texts, including a video of a Martin Luther King speech to analyze and synthesize. Students determine what character traits make specific historical figures impactful. Graphic organizers and question and answer worksheets are available for students to collect their information and take notes. The teacher asks concept-based questions and students engage in discourse. While learners rarely engage in higher order thinking skills, there are instances in which the teacher deliberately designs a learning and assessment experience that requires learners to exercise a full range of thinking skills. For example, in a senior English class, students listen to an audiobook in which the character is an urban high school senior. The teacher stops the audiobook and clarifies vocabulary. The teacher asks the students key questions and seeks higher order feedback from student responses. The students answer orally in-person and remotely. Some remote students answer via the Google Meet chat. In some areas, learners engage in inquiry activities that prioritize analysis and synthesis to deepen their understanding. For example, in English 10 Honors, students use information from multiple sources on the Measles vaccine. With a partner, students create a T chart to compare and contrast getting the vaccine and ultimately take a stance on the issue. The teacher instructs the students to synthesize their work and support their thoughts from evidence from the text. In English 9, students analyze how authors develop complex characters. The teacher pulls a quote from Harper Lee's, *To Kill a Mockingbird*. Students orally compare their answer to the question, "What does the quote tell us about Atticus as a person?" According to the NEASC survey, 100 percent of teachers indicate that they emphasize problem-solving, and 81.6 percent of students agree. One-hundred percent of teachers indicate they emphasize higher order thinking rather than just learning facts, and 85.3 percent of students agree, while 89.4 percent of students report that teachers want students to use their thinking skills, not just memorize things.

Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum. Some effective assessment practices are employed, including the use of formative assessments. For example, in World History 9, students use Pear Deck to analyze various components of the Declaration of Human Rights. Students respond to a teacher prompt via Pear Deck and then participate in a discussion about the class' responses. In co-taught English 9, students listen to an audiobook to support their comprehension. The teacher regularly pauses the audiobook to check for understanding of character development and plot progression. In co-taught Biology, the teacher uses a Kahoot as a formative review for a test the class will have the next day. After the students answer the Kahoot question, both the students and the teacher are able to see the number of correct responses. For one question, half the students respond correctly and the other half incorrectly. The teacher takes time to review the concept for all students before moving on to the next Kahoot question. Some disciplines, including mathematics, English, science, social studies, and CTE, have common formative assessment (CFA) teams that meet once per week for 45 minutes. Due to scheduling conflicts, some teachers are unable to attend CFA meetings. Teachers in some areas use a variety of online platforms, such as Pear Deck, Jamboard, and Google Forms as effective assessment tools in the hybrid learning model. According to the NEASC survey, 91 percent of students indicate that teachers ask questions to ensure students are following along when teaching, and 90 percent report that teachers make students explain their answers and explain why they think what they think. Ninety-nine percent of teachers indicate they use a variety of assessments to understand student learning, and 90.9 percent of students agree.

Learners rarely have opportunities to demonstrate their learning, receive corrective feedback and use this feedback in meaningful ways to support their learning. One example of timely feedback with an opportunity for students to improve their work is in Modern World History. The teacher uses Pear Deck to solicit initial responses on the differences between a declaration and a treaty. After showing student responses and input on the shared screen, the teacher asks students to go back and refine their initial thinking. According to the NEASC survey, 97.9 percent of teachers indicate they provide students with timely feedback, and 81.8 percent of students agree. One-hundred percent of teachers indicate they provide students with useful feedback, and 83 percent of students agree.

Learners use technology across all curricular areas to support, enhance, and demonstrate their learning. Learners often use technology in effective ways to document their learning, create, and collaborate digitally to support learning. Across the school, teachers use shared screen technology to support learning and encourage digital collaboration. For example, in Modern World History, the teacher uses Pear Deck to enhance student interaction and engagement and to promote digital collaboration. In SOAR Italian 2, students use the digital platform of their choice to apply their knowledge of vocabulary for Italian food and beverages in an authentic task of creating a restaurant menu. In CTE Video Production, students create Google Slide presentations to demonstrate their understanding of different camera angles, zooms, and camera techniques. In History Honors, students use a parking lot feature in Google Meet to answer a warm-up question in Jamboard. Students also use Pear Deck to actively participate in the lesson and demonstrate knowledge of the learning target. In an Art class, students use Google Docs and images to “build” a virtual sculpture. In some areas, learners use technology in an effective way to engage in learning beyond the constraints of the school building. For example, in Italian 3, students participate in a cultural exchange experience known as the Key Pal Project. In this intercultural citizenship project, the students are paired up with a student in a high school in Italy. The students engage in conversations in Italian about school, life in Italy, and music using the chat feature of Google Meet. The students present their learning digitally to the teacher via screenshots of their conversations and pictures they exchanged with the students in Italy. Some learners face challenges with using technology in some content areas, due to many sites being blocked by firewalls. For example, some students are not able to access some Italian websites for their Italian world language classes, while other students are not able to access some websites for scholarships.

Part 4 - Capacity for Continuous Growth as a Learning Organization

Conceptual Understanding

At John F. Kennedy High School, stakeholders understand the Priority Areas of Growth, i.e., having professional learning and common planning time; providing access to written curricula across content areas; supporting the use of instructional technology; and ensuring engagement with the portrait of the graduate developed with input from all stakeholders.

Teachers meet weekly in instructional data teams to analyze data from student assessments, plan instructional strategies, and revise and adjust the curriculum as needed. There is a written curriculum in place for which teachers have access in some content areas. Teachers have regular professional development time weekly to receive support with the use of instructional technology. The community, teachers, staff, and students had input with the development of the portrait of the graduate which is posted throughout the building.

Teachers have access to a written curriculum in some content areas. Teachers and staff are working on implementing the adopted curricula across content areas in the core academic areas. District curriculum supervisors have supported the development of a written curriculum, particularly in the core content areas; however, there is not a set written curriculum in the areas of career and technical education or world languages. Both English language arts and mathematics use Springboard to determine benchmarks and assessments in their content areas. Core content areas have established regular benchmark assessments to monitor student progress.

Supervisors and central office administrators provide support and professional development in the effective use of instructional technology, such as the Google Suite, Kami, and other resources as needed. Teachers have regular common planning time of forty-five minutes per week to collaborate in all areas of instruction, including the use of technology. As a result, many teachers have become more adept at effectively using technology to support student learning. One challenge this year has been the shift to hybrid learning with the majority of students learning remotely while teachers also instruct students in person.

The school recently completed its portrait of the graduate, which focuses efforts to align curricula to standards and address student learning and teacher professional development needs. The portrait of the graduate was developed with input from all stakeholders and serves as the framework for focusing work on curriculum development and instructional practices. The school leaders plan to employ the portrait of the graduate as the focus of their work on developing a capstone project for graduation.

Commitment

Stakeholders at John F. Kennedy High School are committed to adopting a growth mindset as they face the challenges of teaching and learning in both in-person and virtual settings. Through professional development, supported by common planning time, teachers demonstrate a dedication to addressing and supporting a growth mindset for students. This commitment is shown through the ongoing development of a written curriculum across most content areas, as well as leadership support for technology infrastructure and school-wide rubrics, is further reflected through the school's portrait of the graduate.

The professional development offered to teachers, especially during the last year, has addressed the needs of teachers, particularly in the area of technology, as the staff seeks to address the learning needs of the diverse student body at the high school. Common planning time has been valuable in supporting this focus on technology proficiency. Teachers in core content areas have regularly scheduled weekly instructional data team time of forty-five minutes per week to plan instruction and review student assessment. The district is progressing toward having a written curriculum available in all areas, although only core content areas have made demonstrable progress toward this goal. In the area of technology use, teachers employ the Google learning suite to share

resources and gain valuable technical expertise, and, additionally, have half days on Wednesdays to support their professional learning for which they are required to submit evidence of their individual learning. This commitment to professional growth is reflected in the use of not only the Google learning suite but also the use of other applications, such as Pear Deck and Kami. The use of school-wide rubrics is inconsistent across content areas. Working with all stakeholders, including the board of education, students, and families, school and district leaders have facilitated the creation of a portrait of the graduate which reflects the values and priorities of the community.

Teachers and administrators have welcomed the opportunity to collaborate with colleagues within subject areas, including some vertical articulation. Professional development has addressed teacher proficiency in technology, allowing both new and veteran educators to access applications in ways to meaningfully address student learning needs. Both teachers and administrators report that the common planning time implemented this past school year has supported the effective use of educational technology, allowing teachers to share resources and plan for instruction within their instructional data teams. The development of a written curriculum across content areas has supported the focus of teachers on specific student learning objectives and allowed for communication with content area colleagues both across disciplines and vertically within content areas. Using a variety of funds, including state education cost-sharing, the district and building leaders have moved toward having devices available to all students, which has proved important in the transition to a hybrid learning model which the school has employed during the current school year. While the use of school-wide rubrics guides instruction and assessment in some areas, their use is not consistent or clear in all areas. School leaders have worked toward disseminating the adoption and understanding of the portrait of the graduate and plan to continue to support the alignment of the objectives of the portrait with curricular, instructional, and assessment goals as the school continues to revise its learning mission.

The goal of developing a consistent, written curriculum across all content areas has provided a focus on teaching and learning, but this goal has not consistently or adequately reached all departments. Staff and students have access to devices and applications in the area of technology, and this access has allowed the entire Kennedy High School learning community to effectively use technology to address learning goals; however, the inconsistent adoption and understanding of the use of school-wide rubrics prevents teachers from effectively using technology to target specific skills and standards. While the portrait of the graduate developed by the school community guides teaching and learning, the concepts addressed in the portrait do not consistently reflect the learning needs of the school and the challenges faced in achieving those goals. More effective communication of the portrait is needed.

Competency

While common planning time has supported teachers' efforts to support student learning, professional development has not had the same focus. The curriculum supervisors have supported staff in the understanding and use of assessment data and data teams have provided teachers the opportunity to learn from colleagues; however, professional development content and oversight are often disconnected from the learning needs of building staff. Stakeholders at all levels, from central office staff and teachers to board members and students, have developed a clear understanding of the challenges the school community faces in order to adequately address the learning needs of students and educators. Through targeted professional development and scheduled collaboration time, educators have made progress toward developing a written curriculum to allow all stakeholders to understand the skills and capacities required of learners in both in-person and remote learning settings. School-wide rubrics and other assessment tools have had some success in identifying specific academic and technology skills and knowledge to allow teachers to support the social-emotional and other needs identified in the portrait of a graduate. This document is embedded throughout many aspects of the learning ecosystem of the school community and will guide all stakeholders in continuing to identify and support the learning needs of students and the professional needs of teachers, staff members, and administrators.

Professional development and common planning time have provided teachers with the opportunity to pursue individualized learning in line with the learning goals of the district. For example, many teachers have taken advantage of the opportunity afforded by the Wednesday half days to articulate content curriculum and even pursue certification in the Google learning suite. While the written curriculum is not fully completed, educators have a keen understanding of the importance of completing this vital task in aligning the larger conceptual learning goals of the school community. Teachers, staff members, and administrators show competence in the

use of technology, as demonstrated in the use of a variety of learning applications in classroom instruction. However, there is a lack of consistency in technology support and training, as evident in the unclear system of identifying and addressing problems with connectivity. There is significant confusion concerning how the school-wide rubrics are incorporated into instruction and assessment, although some teachers report using elements of the rubrics in targeting specific skill areas in their content subjects. While many stakeholders praise the district leadership for its collaborative and inclusive approach to developing the portrait of the graduate, there is still room for growth in incorporating all elements of the portrait into daily and ongoing curriculum, instruction, and assessment.

District and building leaders have placed an emphasis on professional development, particularly as it relates to technology, and have supported the model of professional collaboration to build teacher capacity. Professional development time has allowed for teachers to pursue training relevant to their specific content areas and assignments, and many teachers report that learning from their peers has been particularly helpful in addressing the challenges of teaching in a hybrid model. The lack of an organized and accessible written curriculum in all content areas has hindered the capability of the school community to fully articulate and address the learning needs of all students, particularly in light of the impending change in graduation requirements. School and central office leaders have supported teacher capacity in the area of technology, allowing for teachers to address the learning needs of both in-person and remote learners, and veteran teachers report a more inclusive approach on the part of central office leaders than in years past for supporting the professional needs of teachers. Elements of the school-wide rubrics are noted as driving instruction and assessment in some content area teams. While only recently completed, the portrait of the graduate guides much of the capacity of the school toward addressing the future challenges of meeting the goals outlined in the document.

Instructional specialists in the content areas have provided much-needed support for achieving the concepts articulated in the portrait of the graduate, and the building of capacity brought about by the expansion of these positions has allowed teachers to pursue meaningful and relevant professional development. As the school transitions toward a block schedule next year, the school's leaders have determined that continuing to provide common planning time will be a priority in terms of building competency. While there is a need to complete the work of developing a written curriculum for all content areas, it is evident that all stakeholders recognize this need and support the efforts to complete the work. Additionally, there is an understanding at all levels that teachers will continue to require support in technology and that elements of the school-wide rubrics will need to continue to be analyzed and understood as a means by which to formulate and deliver engaging instruction, meaningful assessment, and a rich curriculum. The clear and focused portrait of a graduate, with an emphasis on both critical thinking skills and relevant dispositions to support those skills, will continue to serve as a guide for addressing the identified professional needs of teachers and the academic needs of students.

Capacity

The members of professional staff have the conceptual understanding, commitment, and competency with the support of building and district leaders to build on their expertise and experience to address student learning and well-being in a manner consistent with the portrait of the graduate. With the skills developed during the recent shift to hybrid learning, teachers have begun to develop technological expertise, in conjunction with a professional learning community, to address the specific academic and social-emotional needs of Kennedy High School students. There are concerns with the reliability of the broadband network capacity at the school and with stakeholder access to technology support. Nonetheless, with a base of conceptual understanding and capacity, the school will be able to address the need to complete the written curricula in all subject areas and implement school-wide rubrics in a purposeful manner in order to successfully achieve the goals delineated in the portrait. Stakeholders have a clear understanding of the strengths of the practitioners and the challenges of the learning environment, and this understanding will support the continued development and growth begun under the strength of the leadership of the superintendent and her support staff across the district and in the school.

Additional Information

Additional Information

Standard 1 Principle 1

School's rating in the Self-Reflection report: Developing

School's rating in the Summary Report: Implementing

Explanation from the School

Kennedy High School provides a safe, positive, and respectful learning culture that ensures equity and honors diversity in identity and thought. There is a comprehensive district equity policy that addresses cultural responsiveness. The purpose of this policy is to establish a framework for educational equity for all students that promotes the elimination of bias, particularly institutional racism and cultural bias, as factors affecting student achievement and learning experiences. In addition, the equity policy promotes teaching, learning, and work environments that welcome, respect, and value strength in diversity. The district has an equity leadership team that includes one of the school's assistant principals. The purpose of the equity leadership team is to lead the equity training for the entire staff in the district. Equity training started two years ago in the elementary and middle schools and this year began in the high schools. This year, teachers, administrators, paraprofessionals, and other staff members have participated in a one-and-a-half-day equity training. Equity training will continue to be implemented through professional learning provided by the district.

Standard 2 Principle 8

School's rating in the Self-Reflection report: Initiating

School's rating in the Summary Report: Developing

Explanation from the School

Kennedy High School students have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning. With the Google Education Suite and the 1:1 laptops that were issued to all students and teachers, students are able to demonstrate their learning through multiple technology platforms, such as Pear Deck, Whiteboardfi, Google Classroom, and Kami. Through the use of the school-wide rubrics, students are provided with clear expectations, and teachers are able to provide feedback to students in relation to school-wide expectations for learning.

Standard 2 Principle 9

School's rating in the Self-Reflection report: Developing

School's rating in the Summary Report: Implementing

Explanation from the School

Learners at Kennedy High School use technology across all curricular areas to support, enhance, and demonstrate their learning. The district has implemented a 1:1 technology policy where all students and teachers have received a Chromebook to integrate technology into daily lessons, activities, and professional practices. Additionally, the newly implemented Google Education Suite has increased student achievement and engagement. Students are able to demonstrate their learning through multiple technology platforms such as Pear Deck, Whiteboardfi, Google Classroom, and Kami among others. Some SmartBoards have been upgraded and replaced with Interactive Smart TVs, while the remaining SmartBoards are scheduled to be replaced prior to the 2021-2022 school year in all classrooms. School-wide rubrics are digitally accessible to all stakeholders on the schoolwide website and integrated into content areas quarterly.

Standard 3 Principle 2

School's rating in the Self-Reflection report: Initiating

School's rating in the Summary Report: Developing

Explanation from the School

Teachers engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being. Due to COVID-19, the district adopted a hybrid model for learning. Professional learning has been built into the schedule. At the beginning of the school year, all students were on a half-day schedule, and time was given to teachers for professional learning of their choice daily. Since the return to the full-day schedule, teachers continue to be given professional learning time once per week. The teachers choose the type of professional development they want to complete. There are incentives for teachers who complete the professional learning, such as reimbursement for Google Level 1 and 2 certifications. Also, Instructional Data Teams (IDT) have been embedded in the schedule during both the hybrid model and the full-day schedule. Teachers in the same content area can meet weekly to plan lessons, discuss activities, design ways to engage students, and create common formative assessments. Additionally, teachers are able to differentiate lessons with honors and academic core levels as well as discuss student data in regard to district benchmarks and plan accordingly. Given that the school is still in the planning stages of a block schedule for next year, it is still in the developing stage because it is unknown if IDT time and professional learning time can feasibly be built into the schedule. All staff members have begun participating in cultural responsiveness and equity training which will continue through a series of professional learning opportunities provided through the district.

Standard 3 Principle 5

School's rating in the Self-Reflection report: Initiating

School's rating in the Summary Report: Developing

Explanation from the School

At Kennedy High School, school-wide organizational practices are designed to meet the learning needs of each student. The school provides a range of intervention strategies for students and has a process to identify and refer students who need additional assistance. This is inclusive of academic, social, and emotional student needs. The Early Intervention Process (EIP) ensures academic, behavioral, social, and emotional success for students. The EIP team collaborates with school staff, teachers, students, and families in gathering information in order to make data-driven decisions based upon specific areas of concern for students' individual needs and assists in developing, reviewing, and monitoring an action plan on a scheduled basis in order to achieve desired outcomes. The Chronic Absenteeism Team (CAT) has been created with the purpose of reducing the number of students who are chronically absent. Advisory is a specified time when teachers present newly developed social-emotional learning (SEL) lessons tailored for high school students. Positive Behavioral Intervention System (PBIS) meets as a team and promotes building-wide reinforcement and recognition on a regular basis. Kennedy High School's newly developed Prevention Team includes all school counselors and school social workers, as well as the school psychologist, behavior technician, attendance counselor, parent liaison, and resource officer. The Prevention Team meets weekly to review student referrals and is given the opportunity for the various disciplines to consult, collaborate, and determine the need for Tier 2 interventions. Since the Collaborative

Conference, the school has expanded to five school counselors who have been reassigned to students based on their grade level. The school counselors will follow those students each year throughout their high school careers. One school counselor is assigned to the specialized programs, including the Behavior Disorder Learning Center (BDLC), the Community Based Training (CBT), the Independent Work Experience (IWE), and the School of Academic Renown (SOAR).

Standard 4 Principle 2

School's rating in the Self-Reflection report: Developing

School's rating in the Summary Report: Implementing

Explanation from the School

All students at Kennedy High School receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel. With the guidance counselor turnover and the restructuring of how students are assigned, there has been major progress in the school counseling department. Since the Collaborative Conference, the school has expanded to five school counselors who have been reassigned to students based on their grade level and will follow those students each year throughout their high school careers. One school counselor is assigned to the specialized programs, including the Behavior Disorder Learning Center (BDLC), the Community Based Training (CBT), the Independent Work Experience (IWE), and the School of Academic Renown (SOAR). Due to COVID-19, all school counselors and social workers have created Google classrooms for their students, giving them the opportunity to check on their personal, social, emotional, and academic needs. Through the Google classroom, they are able to meet with students and parents individually, complete daily check-ins, create action plans to help students succeed, and give them support in areas of concern. Office hours are held daily. The district has hired a new director of college and career readiness. This position will coordinate counseling, mentoring, and school counseling so that staff can help children chart a course for college or a career. This addition will continue to support the attributes presented in the portrait of the graduate.

Standard 4 Principle 5

School's rating in the Self-Reflection report: Developing

School's rating in the Summary Report: Implementing

Explanation from the School

Identified English Learners (EL) and students with special needs or 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel at Kennedy High School. The EIP team collaborates with school staff, teachers, students, and families in gathering information in order to make data-driven decisions based upon specific areas of concern for students' individual needs and assists in developing, reviewing, and monitoring an action plan on a regular basis in order to achieve desired outcomes. Counselors are available to meet with students on a more frequent basis. There are several programs in place for students identified with special needs: Behavior Disorder Learning Center (BDLC), Community Based Training (CBT), Independent Work Experience (IWE), and the School of Academic Renown (SOAR). The STEP 2 Naugatuck Valley Community College program is for special education students who have completed their graduation requirements. Students will take one course in the fall and one in the spring and receive job-site experience. Another opportunity is the Transition Academy which is designed for students with intellectual disabilities. They receive community training skills, gain job-site experience, and receive life skills training. These students must complete 5 years at their district school and obtain all of their credits for graduation. EL students are identified at the Waterbury Intake Center through the completion of a language survey. Students identified as EL have not passed the Language Assessment Scale Test (LAS Links) in reading, writing, listening, and speaking when they became enrolled in Waterbury Public Schools. As a result, they qualify for language support services in the bilingual program. Some parents opt for sheltered instruction, which means students take history, science, and math in a class that follows the mainstream courses in English with support in Spanish while modifying their approach to learning academic language, vocabulary, and content. Other EL students prefer to take an English as a Second Language (ESL) course offered at three different levels: Beginners, Intermediate, or

Advanced 1 and 2. However, the majority of the school's English Learners are fully mainstreamed where teachers modify instruction and help students succeed. Kennedy High School has about 200 EL students, with about 70 who are in at least one sheltered or ESL class. EL students are tested yearly through the LAS Links test to determine progress and readiness to be exited from the program.

Commendations

Commendation

The school's ability to adapt to the transformative demands and new challenges created by the pandemic

The school's use of teacher surveys to obtain an honest assessment of needs

The faculty's commitment to being certified in multiple platforms such as Google 1, Google 2, Kami, and Pear Deck

The use of collaboration time to provide a high level of support for students' emotional and social well-being during the pandemic

Commendation

The professional development opportunities that were maximized during the half-day hybrid schedule and used to engage in foundational curriculum work within school departments and across the district

The Professional Learning Plan (PLP) updated monthly that gave teachers the opportunity to choose their professional learning

The commitment of district curriculum supervisors and building administrators to keep the art of education in the hands of the teachers

The common vision for curriculum revision from the board of education, community, and teachers emphasizing how to change the curriculum to best support the next generation of students and beyond

The curriculum audits that have been completed for each department

The purchase of SpringBoard to launch the curriculum revision for ELA and math and align it with SIP goals for improved SAT scores

Commendation

The 1:1 student and staff devices

The provision of Wi-Fi hot spots to families without an internet connection

The security measures, including TRAPS endpoint security, to prevent current real-world cyber attacks to student data and school devices

The replacement cycle schedule for new devices for next school year

Commendation

The office hours offered to students for social-emotional support and academic support

The project-based lessons that teach transferable skills

The belief among students that John F. Kennedy High School is like a family

The collaboration throughout the school as well as in sports, clubs, small group lessons, and classes

The trades and workforce opportunities

The Allied Health and CTE Career Pathways

The Community Day which brings together students, their families, and the community

Commendation

The teacher engagement with professional development options and the pursuit of Google certification by 750 teachers

The classroom culture and teacher rapport that supports students of diverse backgrounds in accessing challenging curricula

The school leadership and district support for meaningful professional development and access to technology

The support for teachers and engagement of the community under the leadership of the new superintendent

The rigorous and clear vision of learning goals as articulated by the school portrait of the graduate document

The honest and empathetic understanding of the challenges and potential of students with a variety of learning dispositions

The diverse and accessible curricular opportunities for students in a wide variety of fields and endeavors, including the partnerships with the local community college and other community agencies and resources

Commendation

The technology that is effectively used to support student learning through a variety of platforms, including Google Suite, Pear Deck, Kami, and Kahoot

The ample opportunities for project-based learning and application of knowledge and skills to authentic tasks for students enrolled in the SOAR program

Commendation

Additional Recommendations

Recommendation

Expand professional development related to technology and current trends, and provide opportunities for teachers to have a voice in options for professional development

Increase opportunities for teachers to pursue outside professional learning

Recommendation

Ensure funding for materials, supplies, and technology needed to effectively implement new curricula

Facilitate collegial walk-throughs so teachers can observe their colleagues implementing new curricular elements

Recommendation

Ensure that firewalls allow students to remain secure yet still access needed information

Add power charging locations and chargers for student devices throughout the building

Recommendation

Develop and implement a formal process to assess and communicate individual learner and whole-school progress toward achieving the school's profile of the graduate

Ensure that all faculty members are actively assessing students' progress toward achieving the profile of the graduate

Actively reflect the adapted profile of the graduate attributes in the school culture

Create frequently scheduled activities for the attributes of the portrait of the graduate in classes

Recommendation

Complete clear and consistent curriculum documents in a common format for all courses

Ensure ongoing and consistent support and resources to build the capacity of technology to meaningfully support all learners, both students, and educators

Ensure the efficacy of school-wide rubrics in assessing student learning and guiding teacher instruction through deeper reflection and understanding

Develop clear channels of communication between the different layers of leadership, and fully clarify roles and responsibilities of supervisors, building administrators, and department heads

Recommendation

Prioritize professional development on and implementation of differentiated instruction across all disciplines and grade levels

Ensure learners are regularly afforded multiple opportunities to demonstrate their learning and receive consistent, systematic, specific, and timely feedback

Recommendation

FOLLOW-UP RESPONSIBILITIES

This Initial/Decennial Accreditation Report of the Visiting Team reflects the findings of the school's Summary Report and those of the visiting team. It provides a blueprint for the faculty, administrators, and other officials to use to improve the quality of programs and services for the students in this school. The faculty, school board, and superintendent should be apprised by the building administrators yearly of progress made in aligning with the Standards for Accreditation.

A school's initial/continued Accreditation is based on satisfactory progress implementing the school's improvement/growth plan based on the Priority Areas validated by the visiting team and recommendations identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle.

To monitor the school's progress, the Commission requires that the principal submit a First Report of Progress and Planning and routine Three- and Six-Year Reports of Progress and Planning describing the school's progress implementing the Priority Areas as well as submitting an updated improvement/growth plan. The Commission may request additional Special Progress Reports if one or more of the Standards or Priority Areas for Growth are not being met in a satisfactory manner, if additional information is needed on matters relating to the school's alignment with the Standards for Accreditation, or substantive changes occur in the school.

To ensure that it has current information about the school, the Commission has an established Substantive Change Policy requiring that principals of member schools report to the Commission within sixty days of occurrence any substantive change which impacts the school's alignment with the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself and detail the impacts the change has had on the school's ability to meet the Standards for Accreditation. The Commission's Substantive Change Policy is included on the next page. All other substantive changes should be included in the Reports on Progress and Planning and/or the Annual Information Report (AIR) which is required of each member school to ensure that the Commission office has current statistical data on the school.

The visiting team would like to express thanks to the community for the hospitality and welcome. The school community completed a Self-Reflection that clearly identified the school's strengths and areas of need, hosted a Collaborative Conference, developed an improvement/growth plan, and completed a Summary Report. The time and effort dedicated to the Accreditation process, school improvement/growth, the Summary Report, and the preparation for the visit ensured a successful Initial/Decennial Accreditation visit.

SUBSTANTIVE CHANGE POLICY

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES Commission on Public Schools

Principals of member schools must report to the Commission within sixty days of occurrence any substantive change in the school which has an impact on the school's ability to meet any of the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding - cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

Roster of Team Members

Chair(s)

Chair: Mr. Francis Kennedy Jr. - New England Association of Schools & Colleges

Assistant Chair: Ms. Julia Chaffe - Guilford High School

Team Members

Mr. Christopher Darby - Middletown High School

Judy Fairfull - Doherty Memorial High School

Teresa Hartling - Torrington High School

Ellen Maust - New Haven Public Schools

John Sand - Wethersfield High School

Melanie Whitcher - Daniel Hand High School

Carrie Swain

From: Tim Moynahan <tconstant@moynahanlawfirm.com>
Sent: Tuesday, October 5, 2021 5:06 PM
To: Tim Moynahan
Cc: Amy Guandalini
Subject: My Concern

EXTERNAL MAIL- This email originated from outside the District. Do not click on links or open attachments unless you recognize the sender and know the content is safe.

This is shocking!!...but I wouldn't send it to Board of Ed of Ed Members and others, parents, elected and appointed official, citizens of every political persuasion if the good news was not attached....the cavalry is on when way in the form of .. see Todays Foundation.com.....and more good news coming to you soon.....in fact, this week..... we are not of the roll over Beethoven school when it comes to the free exercise of speech.....counting on y'all

Now it's the FBI investigating threats? And how broadly will "threat" be interpreted...it is a slippery slope and a distressing trend like accusing lawyers of harassing speech..... this creeping intrusion upon the first amendment is chilling ...and if an actual threat occurs, what then, do we call in the marines???...look at Today Foundation.com)..... I don't know about anyone else but as bad as I think it is....it's worse!!

<https://www.foxnews.com/politics/biden-politicization-doj-new-effort-combat-school-boards-legal-experts>

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

Website: 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: Tim Moynahan <tconstant@moynahanlawfirm.com>
Sent: Wednesday, October 6, 2021 12:37 PM
To: Tim Moynahan
Subject: AG Merrick Garland's Daughter Married to Co-Founder of Education Company Selling Critical Race Theory Resource Material to School Districts - The Last Refuge

EXTERNAL MAIL- This email originated from outside the District. Do not click on links or open attachments unless you recognize the sender and know the content is safe.

https://timothybcb.substack.com/p/ag-merrick-garlands-daughter-married?r=eh14d&utm_campaign=post&utm_medium=web&utm_source=

And He said, Let there Be Light and we saw the light and it was not good. Our job, among many others, is to provide larger shovels and let them dig faster and deeper. An eureka moment.

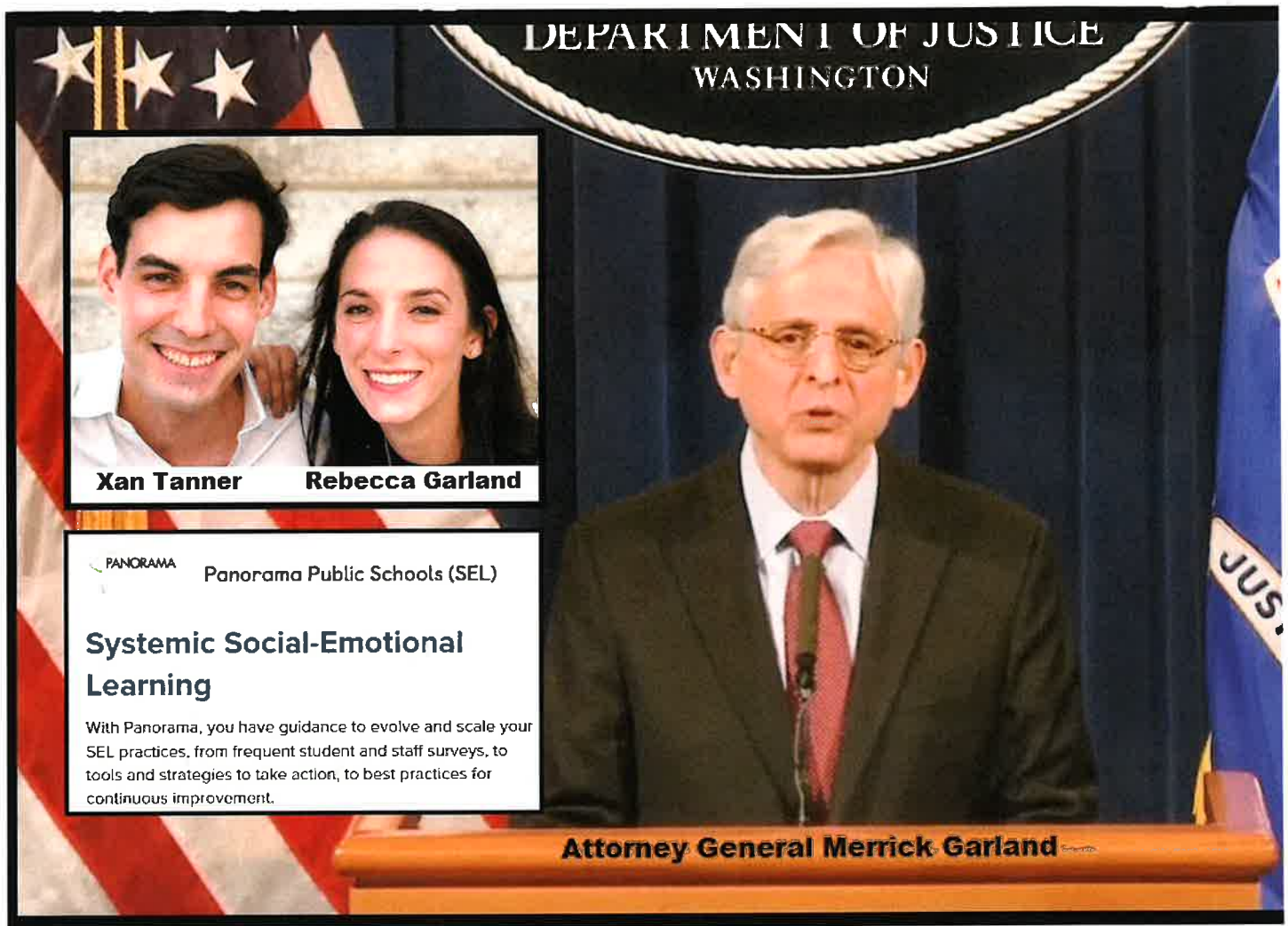
<https://theconservativetreehouse.com/blog/2021/10/05/ag-merrick-garlands-daughter-married-to-co-founder-of-company-selling-critical-race-theory-resource-material-to-school-districts/>

AG Merrick Garland's Daughter Married to Co-Founder of Education Company Selling Critical Race Theory Resource Material to School Districts

October 5, 2021

Well, well, well... This is interesting. U.S. Attorney General Merrick Garland recently instructed the FBI to begin investigating parents who confront school board administrators over *Critical Race Theory* indoctrination material. The U.S. Department of Justice issued [a memorandum](#) to the FBI [instructing them to initiate investigations](#) of any parent attending a local school board meeting who might be viewed as confrontational, intimidating or harassing.

Attorney General Merrick Garland's daughter is **Rebecca Garland**. In 2018 Rebecca Garland married **Xan Tanner** [\[LINK\]](#). Mr. Xan Tanner is the current co-founder of a controversial education service company called **Panorama Education**. [\[LINK\]](#) and [\[LINK\]](#) Panorama Education is the "[social learning](#)" resource material provider to school districts and teachers that teach **Critical Race Theory**.



Conflict of interest much?

Yes, the Attorney General is instructing the FBI to investigate parents who might pose a financial threat to the business of his daughter's husband.

Screen-grabs and citations below:

Rebecca Garland, Xan Tanner



Zita Aradi

June 17, 2018

Rebecca Garland and Alexander Newman Tanner were married June 16. Rabbi Brian D. Field officiated at the St. Vrain, an events space in Longmont, Colo. The bride's father, Judge Merrick B. Garland, took part in the ceremony, giving a tribute to the couple.

Ms. Garland, 27, is to begin as a clinic manager in Boston for DaVita, the dialysis provider in September. She graduated cum laude from Yale and received an M.B.A. from Harvard in May.

She is also a daughter of Lynn Rosenman Garland, who lives with the bride's father in Bethesda, Md. The bride's father is the chief judge of the United States Court of Appeals for the District of Columbia Circuit, in Washington. Her mother advises government

and nonprofit groups on voting systems security and accuracy issues.

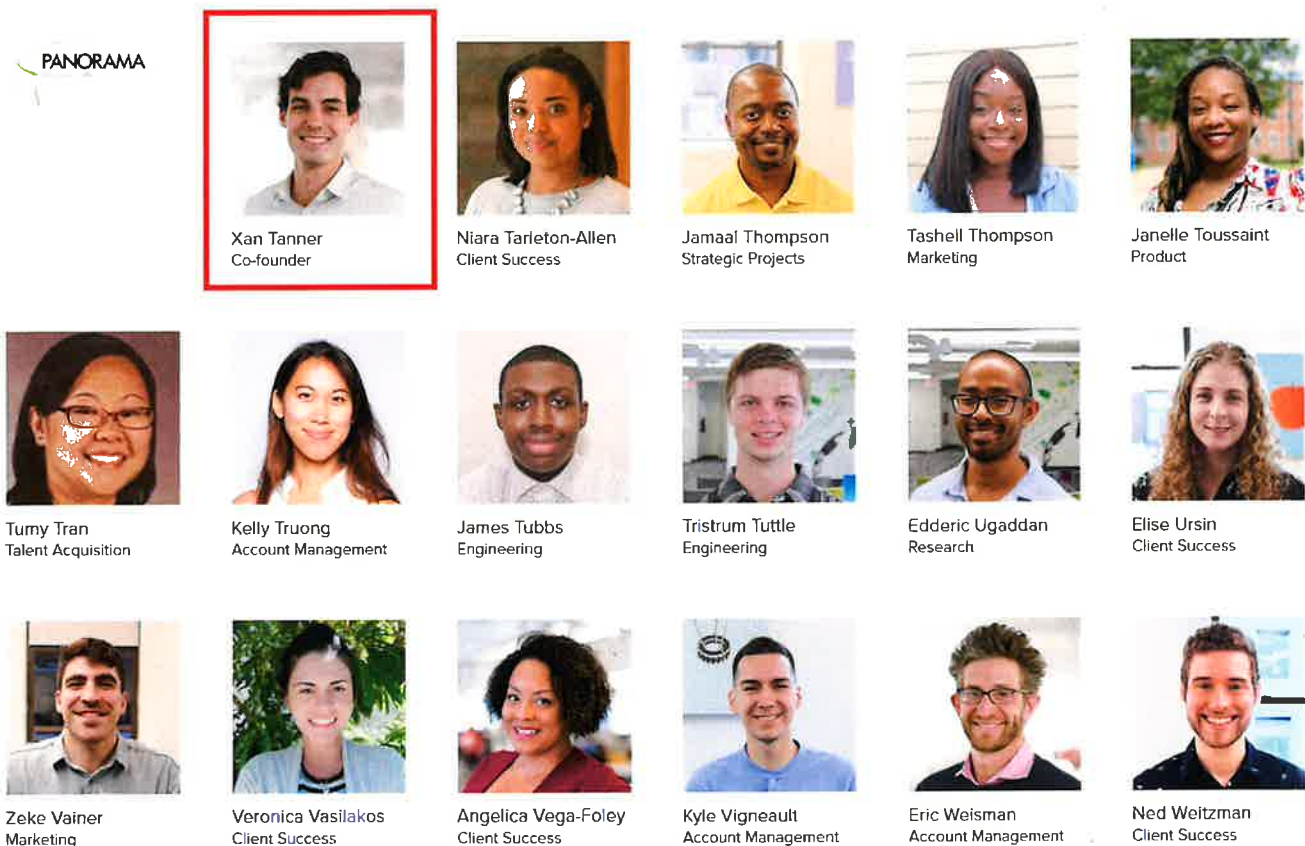
Mr. Tanner, 27, is known as Xan. He is a founder and the president of Panorama Education, an analytical software and services company in Boston. He also graduated from Yale.

He is a son of Catherine M. Allegra and James M. Tanner of Boulder, Colo. The groom's mother is a managing director, in Boulder, for IHS Markit, a British financial technology company, and is a trustee of Bryn Mawr College. His father is the founder and president, also in Boulder, of Just Good Advice, a company that automates advice for individual investors.

The couple first met in 2003 at summer camp in Estes Park, Colo., when they were 13, and reconnected at the end of their first year in college when they bumped into each other on campus and Mr. Tanner recognized Ms. Garland.

A version of this article appears in print on June 17, 2018, Section ST, Page 12 of the New York edition with the headline: Rebecca Garland, Xan Tanner. [Order Reprints](#) | [Today's Paper](#) | [Subscribe](#)

([New York Times LINK](#))



([Panorama Education Services Link](#))

PANORAMA FOR SOCIAL-EMOTIONAL LEARNING

Measure and understand social-emotional learning

Panorama helps schools and districts support student and adult SEL with research-backed surveys and actionable data reports.

Explore Our SEL Dashboards Download SEL Survey

Equip your district to strengthen adult social-emotional learning and mindsets this year: ADULT SEL TOOLKIT FOR 2021-22

© 2021 Panorama, Inc. Student Growth in SEL Woodridge School District 68 (IL)

Proud to partner with leading districts & organizations nationwide



[\(Panorama. Social Learning Link\)](#)

September 2021 – [Panorama Education](#), which has built out a K-12 education software platform, **has raised \$60 million** in a Series C round of funding led by General Atlantic.

*Existing backers Owl Ventures, Emerson Collective, Uncork Capital, the **Chan Zuckerberg Initiative** and **Tao Capital Partners** also participated in the financing, which brings the Boston-based company's total raised since its 2012 inception to \$105 million.*

Panorama declined to reveal at what valuation the Series C was raised, nor did it provide any specific financial growth metrics. CEO and co-founder Aaron Feuer did say the company now serves 13 million students in 23,000 schools across the United States, which means that 25% of American students are enrolled in a district served by Panorama today.

*Over 50 of the largest 100 school districts and state agencies in the country use its platform. In total, more than 1,500 school districts are among its customers. Clients include the **New York City Department of Education**, **Clark County School District in Nevada**, **Dallas ISD in Texas** and the **Hawaii Department of Education**, among others.*

Since March 2020, Panorama has added 700 school districts to its customer base, nearly doubling the 800 it served just 18 months prior, according to Feuer. [...] Former Yale graduate students Feuer and Xan Tanner started the company in an effort to figure out the best way for schools to collect and understand feedback from their students ([read more](#))

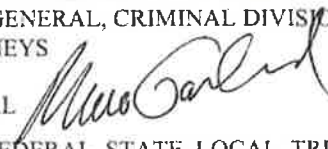
September 2021, Panorama Education, Xan Tanner, raised \$60,000,000 to expand operations. October 4, 2021, Xan Tanner's father-in-law, U.S. AG Merrick Garland, tells the FBI to investigate any potential parental interference/disruption that might impede his son-in-law's business interests....



Office of the Attorney General
Washington, D. C. 20530

October 4, 2021

MEMORANDUM FOR DIRECTOR, FEDERAL BUREAU OF INVESTIGATION
DIRECTOR, EXECUTIVE OFFICE FOR U.S. ATTORNEYS
ASSISTANT ATTORNEY GENERAL, CRIMINAL DIVISION
UNITED STATES ATTORNEYS

FROM: THE ATTORNEY GENERAL 
SUBJECT: PARTNERSHIP AMONG FEDERAL, STATE, LOCAL, TRIBAL,
AND TERRITORIAL LAW ENFORCEMENT TO ADDRESS
THREATS AGAINST SCHOOL ADMINISTRATORS, BOARD
MEMBERS, TEACHERS, AND STAFF

In recent months, there has been a disturbing spike in harassment, intimidation, and threats of violence against school administrators, board members, teachers, and staff who participate in the vital work of running our nation's public schools. While spirited debate about policy matters is protected under our Constitution, that protection does not extend to threats of violence or efforts to intimidate individuals based on their views.

Threats against public servants are not only illegal, they run counter to our nation's core values. Those who dedicate their time and energy to ensuring that our children receive a proper education in a safe environment deserve to be able to do their work without fear for their safety.

The Department takes these incidents seriously and is committed to using its authority and resources to discourage these threats, identify them when they occur, and prosecute them when appropriate. In the coming days, the Department will announce a series of measures designed to address the rise in criminal conduct directed toward school personnel.

Coordination and partnership with local law enforcement is critical to implementing these measures for the benefit of our nation's nearly 14,000 public school districts. To this end, I am directing the Federal Bureau of Investigation, working with each United States Attorney, to convene meetings with federal, state, local, Tribal, and territorial leaders in each federal judicial district within 30 days of the issuance of this memorandum. These meetings will facilitate the discussion of strategies for addressing threats against school administrators, board members, teachers, and staff, and will open dedicated lines of communication for threat reporting, assessment, and response.

The Department is steadfast in its commitment to protect all people in the United States from violence, threats of violence, and other forms of intimidation and harassment.

[\(DOJ Memo to FBI LINK\)](#)

Any questions?

Posted in [1st Amendment](#), [Big Government](#), [Big Stupid Government](#), [Conspiracy ?](#), [Deep State](#), [Dem Hypocrisy](#), [Dept Of Justice](#), [FBI](#), [media bias](#), [Professional Idiots](#), [propaganda](#), [Uncategorized](#)

Sent from my iPad

Carrie Swain

From: Tim Moynahan <tconstant@moynahanlawfirm.com>
Sent: Thursday, October 7, 2021 2:55 PM
To: Tim Moynahan
Cc: Amy Guandalini
Subject: FW: DO NOT DELETE TO BE SEND TO BOE

Importance: High

EXTERNAL MAIL- This email originated from outside the District. Do not click on links or open attachments unless you recognize the sender and know the content is safe.

The best things in life are free, the moon and the stars ,
Flowers in the spring and robins that sing

And now this eBook published by the Heritage Foundation which ought to be a manual of instruction for members of our Boards of Education, local elected and appointed public officials, teachers , parents, school administrators and all of us passionate about the education of our youth from K-12 and beyond, virtually all of us.

As Alexander Pope admonished:

“Drink Deep , or taste not the Pierian Spring;

These shallow draughts intoxicate the brain, and drinking largely sobers us again.”

It is incumbent to understand that among our adversaries on the issue of the highest and best education for our young people are included our friends and neighbors who have been lured by the siren song of “victimhood,” and “entitlement without accountability” and “white guilt.” It is precisely because they are well intentioned that they present us with harder matter to fight than those Theorists with malign motives who offer CRT in protean disguises. After all those of good will are transparently convinced they are “virtuously” pursuing the rights of blacks, Hispanics, Native American and women and express indignation when petitioned to analyze curricula for the indoctrination embedded within which denigrates the principles of the Declaration of Independence. Of course, “they do not know what they do,” when they espouse the racist agenda of CTR which initially entered the precincts of our institutions by stealth, but now brazenly boast of pre-eminent status with the power to seduce even the most capacious minds and generous hearts.

Our efforts must be addressed to the best among us, those who have been misled, but whose motives are pure and who are highly motivated to follow the right course of action even though what we assert is against their first inclination when receiving this message. Let us trust in them to open their minds and join us in the battle we are waging to rediscover the heart and soul of America.

Dear Timothy,

Critical race theory has taken our nation by storm.

For a long time, it had been mostly isolated to law schools, colleges, and universities. But in recent years, it has invaded our K-12 schools, workplaces, state and federal governments, and even the military.

There’s a good chance that you—and your children—have encountered it. And there’s an even better chance that you didn’t realize it.

That's why I'm emailing you today. I want to make sure you receive a free copy of our latest eBook, *Knowing Critical Race Theory When You See It and Fighting It When You Can*.

Critical race theorists are really good at disguising their indoctrination. But inside this eBook, you'll not only learn what critical race theory is, you'll also discover 5 ways you can spot it and 4 practical things you can do to stop it.

If you're concerned about the growing indoctrination we're seeing and what it could mean for the future of our country, **get your free copy of this eBook right now at this link:** <https://secured.heritage.org/critical-race-theory-ebook-offer/>

And please feel free to share it with your family and friends.

Critical race theory is growing. And it's vital that we inform as many people as possible about the harm it causes.

So, please use this link to get instant access to this important eBook right now.

Regards,

Kay C. James
President, The Heritage Foundation



The Heritage Foundation | 214 Massachusetts Avenue, NE | Washington, D.C. 20002 | (800) 546-2843

Carrie Swain

From: Robert Goodrich <rgoodrich@racce.net>
Sent: Thursday, October 7, 2021 4:06 PM
To: CHARLES PAGANO; KAREN HARVEY; Carrie Swain; THOMAS VAN STONE SR.; ELIZABETH BROWN; JUANITA HERNANDEZ; MELISSA SERRANO ADORNO; ANN SWEENEY; AMANDA NARDOZZI; CHARLES L. STANGO; Rocco Orso; MICHAEL PUFFER
Cc: Edwin Stubbs
Subject: Public Address: Waterbury BOE Mtg 10/7/2021
Attachments: RACCE_BOE_ADDRESS_10721.pdf

EXTERNAL MAIL- This email originated from outside the District. Do not click on links or open attachments unless you recognize the sender and know the content is safe.

Mr. Pagano and Vice President Harvey

I have attached my public testimony for tonight's board meeting. Ms. Swain please provide copies for all commissioners and district staff attending the meeting tonight.

Regards,

Robert M. Goodrich

[/he-him-his/](#)

Co-Founder

R.A.C.C.E.

Radical Advocates for Cross-Cultural Education

(203) 597-7456

rgoodrich@racce.net

Like us on Facebook: www.facebook.com/RACCEWtby

Twitter: [@raccewtby](#)

Website: racce.net

Donate:

VENMO: @RACCE

“The obligation of anyone who thinks of himself as responsible is to examine society and try to change it and to fight it – at no matter what risk. This is the only hope society has. This is the only way societies change...”

~James Baldwin~



14 Stanrod Ave.
Waterbury, CT 06704
(203) 597-7456
info@racce.net
www.raccc.net

Charles Pagano
President
Waterbury Board of Education
236 Grand St
Waterbury, CT 06708

October 7, 2021

RE: Excessive Use of Force BY School Resource Officer and Gender-Neutral Bathrooms and Safe School Environments for LGBTQIA+ Students

Mr. Pagano and Fellow Board Members

I am Robert Goodrich, executive director of R.A.C.C.E. a local advocacy organization fighting for racial justice in our schools. Tonight I would like to address three issues. The first is the most recent use of excessive force by a Waterbury Police Officer on a child who attends West Side Middle School. The video of the confirmed incident is disturbing and should outrage us all. No police officer, especially a School Resource Officer should ever use this type of force and potentially deadly tactics on a child. I attached a screenshot of this. While not a perfect image it clearly shows the officer with his hand on the back of the child's head and his knee on the side of the neck of this student. This is unacceptable. Furthering this dilemma is our police chief's denial of this happening. As a board you must investigate this incident and provide clear recommendations to the police department to end these practices.

Second, at the last Policy Committee meeting the idea and usefulness of implementing gender neutral bathrooms was forwarded but that was tainted by Commissioner Stango's bigoted and intolerant views of gender-minority students. As a board you must keep a clear record of your meetings and his comments were so offensive and unspooled that they must be noted in the minutes verbatim, as they are not currently. Mr. Stango should recuse himself from this process and seek training and support to address his bias both implicitly and explicitly towards the LGBTQIA+ community.

Finally, I want to thank the board members and the district leadership who have taken on the responsibility of upholding state and federal laws that ensure a safe learning environment for gender-minority students. However I must urge you all to make a transformative change by substantially providing bathrooms, locker rooms, and other safe spaces for our LGBTQIA+ student. This means fully funding and collaboratively designing these spaces in every school. Anything less is a failure.

Respectfully,

Robert M. Goodrich
Executive Director
RACCE
rgoodrich@racce.net
(203) 597-7456



The Waterbury Observer

We were contacted this morni...



0:09 / 0:20



Carrie Swain

From: Christian Acevedo <cacevedo@racce.net>
Sent: Thursday, October 7, 2021 4:50 PM
To: CHARLES PAGANO; Carrie Swain; THOMAS VAN STONE SR.; ELIZABETH BROWN; JUANITA HERNANDEZ; MELISSA SERRANO ADORNO; ANN SWEENEY; AMANDA NARDOZZI; CHARLES L. STANGO; Rocco Orso; Mpuffer@rep-am.com
Cc: Edwin Stubbs; Robert Goodrich
Subject: Public Address: Waterbury BOE Mtg 10/7/2021
Attachments: RACCE_letter_Head_2021 .docx.pdf

EXTERNAL MAIL- This email originated from outside the District. Do not click on links or open attachments unless you recognize the sender and know the content is safe.

President Pagano and Vice President,

Below I have attached my public testimony for tonight's meeting. I look forward to attending the meeting today and making my statement orally.



14 Stanrod Ave.
Waterbury, CT 06704
(203) 597-7456
info@racce.net
www.racce.net

Charles Pagano
President
Waterbury Board of Educationon
236 Grand St
Waterbury, CT 06708

October 7, 2021

RE: Gender-Neutral Bathrooms and Safe School Environments for LGBTQIA+ Students

President Pagano and Fellow Board Members

My name is Christian Acevedo. I am one of RACCE's Youth Organizers and I am here today speaking to you as a Waterbury Public Schools graduate about an issue that should have been addressed years ago. In 2019, I asked my former principal if there was a possibility of having gender neutral bathrooms in my school. My former principal stated I would have to ask the district because there is just simply not enough money.

Here we are today with copious amounts of money given to the school district by the Biden Administration. What excuse do you have today? We have the funds to do so and I know we have the capacity to do it. The question is does this board and our current district leadership staff have the courage to do it the right way. State law allows students to use whichever bathroom or locker in which they identify with and makes them feel safe. We need to go one step further and align this process with our values and produce a robust and just solution.

A question I want to ask this board is: As a non-binary student which bathroom would I be allowed to use? The answer for students like me and others is, "we don't know," and "it shouldn't be the nurse's office or a staff bathroom." Therefore, I am here to demand that there is at least one bathroom in **EVERY** school that is gender neutral where trans, gender non-conforming, transitioning students and others would be allowed the privilege that their cisgendered counterparts have with feeling comfortable in the bathrooms in which they use. The Waterbury Schools District vision is that "ALL Waterbury Public Schools students will graduate ready to transform their world." So here I am changing the world starting with a city in the state of Connecticut that is yet to realize the damaging effects it has caused to some of its LGBTQIA+ students. We will not accept anything short of what we have asked of you today. Anything less would be a failure. Thank you for your time and consideration.

Respectfully,

Christian Acevedo
RACCE
Youth Organizer

Carrie Swain

From: ANN SWEENEY
Sent: Friday, October 8, 2021 10:55 AM
To: Carrie Swain
Subject: Fwd: HAPPY COLUMBUS DAY
Attachments: image001.jpg; Why Columbus Day is Worth Defending and Celebrating--SS Powell 10-03-2020 (002).docx

Carrie, for the record.
Ann

Sent from my iPhone

Begin forwarded message:

From: Tim Moynahan <tconstant@moynahanlawfirm.com>
Date: October 8, 2021 at 10:02:54 AM EDT
To: Tim Moynahan <tconstant@moynahanlawfirm.com>
Subject: HAPPY COLUMBUS DAY

EXTERNAL MAIL- This email originated from outside the District. Do not click on links or open attachments unless you recognize the sender and know the content is safe.

Speaking colloquially, those of us who actually read history know that Columbus got a bad rap even unto beheadings in front of city halls, town squares and hamlets across the land. He has been called a racist, a fraud and a misogynist. We are acutely aware that the truth is always the first casualty of missions espoused by the “woke” crowd. In some circles to be “woke” is a compliment intended to identify “social justice warriors.” A tactic of the “woke” is to redefine words and concepts from their customary meaning into those that support their superficial and mostly false sense of superiority. So there is no misunderstanding, my reference to “woke” is meant to accurately depict a culture which is a constellation of infantile beliefs and attitudes that have been carefully cultivated in people in collusion with the main stream media. They come not to praise us but to bury us.

Christopher Columbus has been a long standing target of the defamatory agenda of the “woke.” He needs a defense and in the person of the noted historian Scott Powell a most worthy defender has come to the fore. The Columbus he champions is an iconic figure not a villain. An accurate accounting of his role in history is a duty we owe to his memory, but, even more so, we are obliged to young people who must be inoculated against the pernicious lies about his life that abound in their classrooms. Columbus is one of many of American stalwarts who will stir their souls and lift their aspirations by his exemplary conduct. It is the purpose of the “woke” to rewrite history in a manner designed to “erase our appreciation of our profoundly unique and virtuous story.” We have not challenged them sufficiently to date but consider this article as a throwing down of the gauntlet and a warning issued that we are coming for them.

Scott has written a book entitled Rediscovering America which is due to be published on **February** 1st. It is incumbent upon us to proudly celebrate Columbus Day under the mantle of leadership he has provided and to REDISCOVER the “faith and hope that animated the

creation” of our blessed nation. Thus, we enter a new age of discovery with ourselves as the discoverers and the “GREAT Discoverer” as our inspiration. Happy Columbus Day....let’s make it so.

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.



236 Grand Street
Waterbury, CT 06702

(203) 574-6761

The City of Waterbury
Connecticut
Department of Human Resources
Office of the Civil Service Commission

October 8, 2021

Margaret Hazen
92 Edin Ave.
Waterbury, CT 06706

Dear Ms. Hazen:

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 #2021584) 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.

Your first day reporting to your new department/supervisor will be October 14, 2021 at your regular scheduled time. Please call Sonia at 203-574-8035 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, October 14, 2021 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.

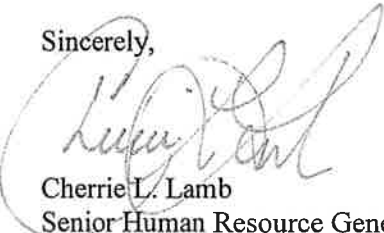
At the orientation, we will provide you with a brief overview of the City, review its employment practices and complete all required paperwork.

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,


Cherrie L. Lamb
Senior Human Resource Generalist

CLL/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

October 8, 2021

David Fortier
452 Peach Orchard Rd.
Waterbury, CT 06706

Dear Mr. Fortier:

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 #2021739C) 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.

Your first day reporting to your new department/supervisor will be October 12, 2021 at your regular scheduled time. Please call Sonia at 203-574-8035 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, October 14, 2021 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.

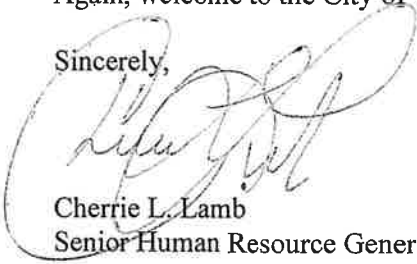
At the orientation, we will provide you with a brief overview of the City, review its employment practices and complete all required paperwork.

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,


Cherrie L. Lamb
Senior Human Resource Generalist

CLL/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

October 8, 2021

Yety Vidal
244 Northridge Dr.
Waterbury, CT 06708

Dear Ms. Vidal:

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 #2021584A) 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.

Your first day reporting to your new department/supervisor will be October 14, 2021 at your regular scheduled time. Please call Sonia at 203-574-8035 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, October 14, 2021 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.

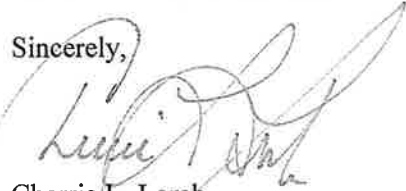
At the orientation, we will provide you with a brief overview of the City, review its employment practices and complete all required paperwork.

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,


Cherrie L. Lamb
Senior Human Resource Generalist

CLL/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

October 8, 2021

Kayla Maldonado
37 Maplerow Ave.
Waterbury, CT 06705

Dear Ms. Maldonado:

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 #2022161) 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.

Your first day reporting to your new department/supervisor will be 10/21/2021 at your regular scheduled time. Please call Sonia at 203-574-8035 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, 10/28/2021 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.

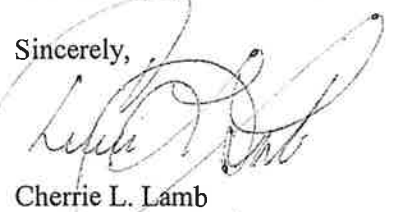
At the orientation, we will provide you with a brief overview of the City, review its employment practices and complete all required paperwork.

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,


Cherrie L. Lamb
Senior Human Resource Generalist

CLL/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

October 8, 2021

Stefanie Ortiz
144 Jersey St., Apt. 4
Waterbury, CT 06706

Dear Ms. Ortiz:

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 #2021739L) 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.

Your first day reporting to your new department/supervisor will be 10/14/21 at your regular scheduled time. Please call Sonia at 203-574-8035 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, 10/14/21 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.

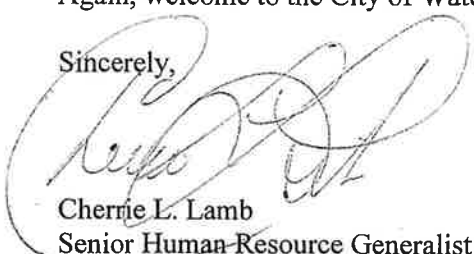
At the orientation, we will provide you with a brief overview of the City, review its employment practices and complete all required paperwork.

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,


Cherrie L. Lamb
Senior Human Resource Generalist

CLL/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

October 8, 2021

Elvira Rascoe
1784 Baldwin St.
Waterbury, CT 06706

Dear Ms. Rascoe:

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 #2021739I) 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.

Your first day reporting to your new department/supervisor will be October 14, 2021 at your regular scheduled time. Please call Sonia at 203-574-8035 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, October 14, 2021 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,

Cherrie L. Lamb
Senior Human Resource Generalist

CLL/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

October 8, 2021

Dalynes Segarra
326 Knollwood Circle
Waterbury, CT 06704

Dear Ms. Segarra:

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 #2021739F) 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.

Your first day reporting to your new department/supervisor will be October 14, 2021 at your regular scheduled time. Please call Sonia at 203-574-8035 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, October 14, 2021 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,

Cherrie L. Lamb
Senior Human Resource Generalist

CLL/sd

cc: Board of Education
Dr. Ruffin, Supt. of Schools
Linda Franzese, Food Serv. Director
file

Carrie Swain

From: ANN SWEENEY
Sent: Monday, October 11, 2021 3:54 PM
To: Carrie Swain
Subject: Fwd: Our Woke National Icons

Carrie, for the record.
Ann

Sent from my iPhone

Begin forwarded message:

From: Tim Moynahan <tconstant@moynahanlawfirm.com>
Date: October 11, 2021 at 11:20:52 AM EDT
To: Tim Moynahan <tconstant@moynahanlawfirm.com>
Cc: Amy Guandalini <amyg@moynahanlawfirm.com>
Subject: Our Woke National Icons

EXTERNAL MAIL- This email originated from outside the District. Do not click on links or open attachments unless you recognize the sender and know the content is safe.

Freedom Loves everywhere!!!! Happy Columbus Day...

Happy Columbus Day...the true story....an American hero....Attached is the brilliant summation of the inimitable Victor David Hansen ,and rolled into one, my introductory remarks about the Paul Revere each of us harbors in our hearts: "the Critical Race theorists are coming, the systemic racists are coming, Howard Zinn is coming"to the barricades!!!...and to the well intended educators in our midst..... If " A History of the American People " by Howard Zinn is part of your curriculum your students are being fed claptrap propaganda and those teaching it either do not know better or are dealing under the table from a deck of their own making. Root them and him out!

Here is the opportunity for participatory democracy in real time, and each of us are potentially , in the full exercise of our free wills, Paul Revere.

America is a land of opportunity for those who love independence, liberty and equality. Our part is not to grouse and complain, grumbling that it is not perfect, but to make it so on our own initiative. Sometimes by leaps and bounds, at others by inches and incrementally. And so we have for 245 years. That is our history to be taught in contrast to what is being abysmally distorted beyond recognition, surreptitiously with full force.

The grievous error incubated and now proliferating is based on treating single and separate facts of our past as if they contain a full

explanatory interpretation of who and what we are . History is not “ one damn fact after another,” but is only comprehended “ with Space for warp and Time for woof.” The image of weaving a fabric on a loom is our reference point for visualizing the panorama of American history in all its glory and all its anguish. It is both, it is unique, it is to be revered in its totality.

During a particularly harrowing moment during a criminal trial as a young defense counsel and confronted personally by the intimidating power of the State a colleague said to me,” you are in the middle of the Yalu River, you might as well be John Wayne.” It took some time but a happy ending was achieved. It was good advice that became a North Star. As individuals we all have our Yalu River moments. Today we are having a National Yalu River crises, “testing whether this nation or any nation so conceived can long endure.” We are not Woody Allen. We get to decide who we are.

Do not succumb to the temptation that the situation is hopeless or that our adversaries are so empowered by a collaborating media that the forces arrayed against are overwhelming. We stand between our two best allies, our right and left hands. We must stand proudly and wherever we are and regardless of how capacious or circumscribed our sphere, we stand upright to chant our clarion call.... “I am Paul Revere, The Critical Race Theorists are coming, the systemic racists are coming, Howard Zinn is coming! I am Paul Revere.” To the barricades.

Our Woke National Icons

**Milley,
Fauci, and
Biden are
soulless
men who
reveal the
bankruptcy
of our
ruling
class.**

By Victor Davis
Hanson

October 3, 2021

As we watch events unfold in 2021, obvious questions about the fitness of our national leaders present themselves. Who are these new woke national icons and how did they come to lord it over the rest of us? Here are some observations by way of preliminary explanation.

The Strategist

Chairman of the Joint Chiefs of Staff Mark Milley conceded to Congress last week that he has been an anonymous source to controversial “inside” progressive muckrakers detailing the supposed dysfunctions of the prior administration. He strangely characterizes such anonymous, self-serving, behind-the-scenes leaking as some sort of public-service transparency. Evidently, it is now a part of the chairman’s duties to serve the media.

Among the many “background” quotes that Milley

provided to meet his journalistic obligations were his various comparisons of his commander-in-chief to Nazis—a violation of Article 88 of the Uniform Code of Military Justice. He reportedly offered further allegations to journalists that news outlets like the Epoch Times and Newsmax were “terrorist” organizations. When pressed on such details the usually punctilious Milley shrugs, in the fashion of James Comey’s under-oath testimonies, that he does “not recall” such specifics. Such is the honor of the nation’s most visible military officer.

Although by statute Milley lacks operational command, he admittedly has intervened in the operational protocols concerning the use of nuclear weapons. At one point, after a conversation with, and on the apparent prompting of, HouseSpeaker Nancy Pelosi (D-Calif.), he redirected normal decision-making

channels
concerning the
potential use of
nuclear weapons
through his own
person. That is
forbidden by law—
despite what his
beltway apologists
have pleaded.

More interestingly,
though, Milley took
it upon himself to
call up the major
military leaders of
Communist China,
and to apprise them
that (in his opinion)
the United States
was in crisis
("messy"). No
worryes, though: the
freelancing Milley
assured the People's
Liberation Army
heads that they
should not worry
about any
preemptive attack
or aggression, since
Milley himself
apparently was in
de facto charge of
such strategic
decision-making
and would warn
them in advance if
his country seemed
dangerously
aggressive. Thus far
in the imbroglio,
the Pentagon and
the retired military
apparently seem
comfortable with
such a radically new
role for the
chairman of the
Joint Chiefs.

Milley ignored that Trump was the first president in memory who did not initiate a major new military engagement. And when pressed under oath, Milley himself later confessed that he did not think Trump was likely to start a war against anyone—which raises the question of why he even made such a peremptory call to our adversaries? Much of what Milley has testified to under oath before Congress is flatly contradicted by transcripts of his phone call with Pelosi, is in utter conflict with statements made by President Biden and the State Department and cannot be reconciled with his own frequent prior disclosures to journalists.

In sum, America's highest-ranking honorific military officer has violated the Uniform Code of Military Justice, has violated the law concerning his own advisory role as chairman of the Joint Chiefs, and has either serially not told the truth, or assumes that

Nancy Pelosi, Joe Biden, several journalists (and various earlier incarnations of himself) are all not telling the truth.

Milley has set a new precedent for the leadership of the Joint Chiefs of Staff: it is now permissible to be overtly political, to leak confidential conversations to progressive book-writing journalists, to freelance and warn likely enemies if and when the U.S. military might take action against them, and to pick and choose when to exercise (illegally) operational command, and when (legally) to refrain, or at least to remain “only” an advisor, when culpability for a disaster, like the one in Afghanistan, is determined.

Historians will later ponder why this officer has not resigned and what his continued tenure says about the status of the current U.S. military.

The Health Wizard

Our pandemic czar,
Anthony Fauci,
early on in the
COVID-19 crisis
praised the efforts
of China to work
with the world in
containing the
virus. Yet the
Chinese did not
disclose accurate
information about
the nature, origins,
and spread of the
virus. Indeed,
Beijing had locked
down the ground-
zero Wuhan
metropolis from all
internal travel,
while allowing its
possibly infectious
residents to fly
freely to the United
States and Europe.

China then
criticized Western
travel bans as
xenophobic and
warped the World
Health
Organization to the
point that its
director initially
assured the United
States that COVID-
19 was not a global
threat and would be
contained.

Fauci himself
insisted that the
virus's most likely
origins were
natural, to be found
in animals sold in a
Wuhan "wet"
market. He also still
cannot quite
concede that the
"science" favors the

idea that naturally acquired COVID-19 immunity is comparable or superior to the protection provided by vaccinations. And thus, Fauci cannot adequately explain why someone with antibodies from a prior infection must be vaccinated—other than the assumption of his past use of the “noble lie,” or the idea that grantees must sometimes not tell the truth in a public-spirited effort to prevent ignorant American citizens from doing something not approved by our elites—such as some with natural antibodies not wishing to be vaccinated after recovering from COVID-19.

Fauci has dismissed increasing scientific objections that the virus bore evidence of being engineered, that there were dissident reports from Chinese sources that the virus most likely was released, if accidentally, from the Wuhan top-security virology research lab, and that the Chinese military and

government went to great efforts to silence any Chinese scientist or medical professional who connected the Wuhan creation of the SARS-CoV-2 virus to the nearby government lab.

Fauci adamantly denied under congressional oath that he had funded any “gain-of-function” viral research in Wuhan. Yet he admitted that his National Institute of Allergy and Infectious Diseases, along with the National Institute of Health, had given several hundred thousand dollars for Wuhan virology research, apparently much of it focused on alterations of viruses (in grantese: “further altering the mutant viruses”) to discover levels of infectiousness and transmissibility. And he had routed much of such aid to the Chinese Wuhan lab through the EcoHealth Alliance, an organization run by Dr. Peter Daszak.

Daszak himself headed a “global” medical investigation that strangely enough found no human

role in the outbreak of the new SARS-CoV-2 virus. Yet he was later recused from his investigatory leadership, apparently due to failure to disclose his own conflicts of interest in Chinese-Western viral research. Quis custodiet ipsos custodes?

In the end, we are left with the fact that the controversial, media-obsessed, and highly visible Dr. Anthony Fauci praised Chinese cooperation in containing the virus. He has admitted that a federal agency under his direction had channeled viral research grants to the likely source of the outbreak in a Wuhan virology lab. And yet he has denied the lab itself was either engaged in gain-of-function research or received U.S. dollars to pursue such research, although much of the scientific community now disagrees with his flat-out

**definition that
American
subsidized
research at
Wuhan could not
possibly be seen
as artificially
enhancing the
lethality or
transmissibility
of natural
viruses.**

The Moral Leader

In the past week,
Joe Biden did what
he now seems to do
every week: He told
a series of untruths
that the media
simply ignored or
reported as true.
Within the space of
a few days, he lied
when he said his
own border patrol
agents whipped
illegal aliens trying
to enter the United
States illegally. He
lied when he said
only 4 million had
been vaccinated
when he entered
office—although
that was not quite
as bold a lie as when
he earlier entered
office claiming that
no one had been
vaccinated (it was
17 million actually).
And he lied about
“trillionaires” (none
exist) not paying
their fair share.

Collate Biden’s
accounts of the
advice he says he

got from the chairman of the Joint Chiefs and the defense secretary with what the latter two swore to under oath, and either Biden or his military advisors or both are simply not telling the truth.

Biden says that as vice president and as a candidate for president, he never knew of, much less participated in, or profited from, his son Hunter's various multimillion-dollar shakedowns of foreign governments.

Hunter's schemes included Ukraine (the Burisma rip-off) and China (his "real estate" partnership bankrolled by \$1.5 billion in Chinese investment money). Despite earlier promises, Hunter apparently still has not disposed of his 10-percent stake in an investment company related to the Chinese Communist government that has ties to companies sanctioned by the U.S. government.

Most recently the younger Biden

dreamed up a
fraudulent art con
to hock his
paintings to
anonymous buyers,
who are more
interested in buying
his father's clout
than investing in
Hunter's lack of
artistic ability.
Hunter, remember,
has no business
talent to speak of,
other than his name
and leveraging his
father's influence
on behalf of foreign
interests. But he
does have a long
history of serial
drug use, reckless,
anti-social behavior,
and general
unethical conduct.

Joe Biden,
remember, flew on
Air Force Two with
Hunter, just two
weeks before the
huge deal with
Hunter's Chinese
partners was
announced. The
statement by Joe
Biden that he knew
nothing of Hunter's
quid pro quo
imbroglios is belied
by his son's trips
with him on
government flights,
by photos of Joe
Biden with Hunter's
foreign associates,
by references in
emails to Joe's cut,
and by testimony
from Hunter's own
associate Tony
Bobulinski that

Biden was fully involved in and knowledgeable of his son's grifting

Indeed, from his son's own emails, we know that Joe Biden was referred to by Hunter's grifting associates as "the Big Guy," with a reference to a 10 percent cut (e.g., "10 held by H for the big guy?"). So, from Hunter's own associate we hear that Joe received monies for the use of his name and position to leverage foreign connections. We also know from Joe's own braggadocio that he leveraged Ukraine officials to stop investigating the very firm that his son was so assiduously milking for money. And we know that Joe has used Hunter's profits for his own personal expenses. In sum, without Joe Biden's complicity, the Bidens' corrupt empire would never have existed.

None of this apparently matters. Few worry over Joe Biden's inability to tell the truth, his reliance on the fusion media to disguise his serial mendacity, his overt

refusal to be
questioned
regularly by the
press, and his
disastrous and
unpopular policies
concerning
Afghanistan, the
border, inflation
and deficits, and
reduced oil and gas
development.

Why?

In a strange way,
Biden's cognitive
dysfunction and
age-related
befuddlement serve
as prophylactics.
The understood
contextualization of
his serial fantasies
and lies goes
something like,
**"Well, you might
lie too, or get
confused, if you
were 78, given a
president's
schedule and
past serious
brain
operations."**

Or perhaps a cruder
form of apologetics
is intended:
**"Damned right
he lies constantly
and of course he
seems addled.
So, what exactly
are you going to
do about it—
replace him with
Kamala Harris?"**

How do these
people continue to
exercise such power

and influence?
There are at least
four likely reasons:

1) D.C. Deference Culture.

As creatures of government and Washington, they, and legions like them, understand that there are zero consequences for not telling the truth. When trapped in “misstatements” and “I don’t recall” fibs, they tend to resort to an argument from authority, whether that be leveraged by the initials following their name, their titles, or their ribbons and medallions. They have enjoyed life-long impressive government remuneration and their obsequious fealty understandably seems to be first toward the permanent beltway corporate, media, and government class that protects and abets them.

2) Careerism.

They understand America’s academic, cultural, and corporate institutions—the media, Wall Street, academia, Silicon Valley, the federal bureaucracy,

Hollywood, and
now professional
sports—are
monopolized by
leftists. And so, they
make the necessary
adjustments to
ingratiate
themselves with
such centers of
power, often virtue
signaling their
anger against the
supposedly
Neanderthal and
deplorable Right.

Thus, Hollywood's
heartthrob Fauci's
constant
sermonizing about
the unvaccinated
(that carefully
avoids any allusion
to the least
vaccinated of all
demographics,
African Americans,
and illegal aliens).
Thus, Milley
mounts a crusade
not against the
Taliban, but against
"white rage." Thus,
Joe Biden's
invective against
"chumps," "dregs,"
the "fat," and "lying
dog-faced pony
soldier(s)."

3) **China.** As good
globalists, they have
a surreal, if not
dangerously
familiar,
relationship with
their communist
Chinese
counterparts,
whether in the
highest echelons of

the People's
Liberation Army,
the military-
affiliated
researchers at the
Wuhan lab, or the
government-
controlled
companies that
have invested in the
Biden family's
various grifts.

4) The Shadow of
Trump. All three of
these careerists
came to greater
prominence as
progressive anti-
Trump mascots, as
part of their
acquiring woke
insurance.

Once Milley
apologized to the
nation for
appearing next to
Trump, it was but a
short devolution to
assuring Michelle
Obama that he too
was delighted that
Trump lost the
election or making
sure that
Washington insider
journalists knew
that he too
considered Trump a
Hitlerian figure.
That was a wise
career move for
Milley, since legions
of Washington
grandees and
reporters are now
lining up in his
defense. And likely
greater rewards
await Milley upon
retirement: what

the public sees as embarrassing behavior, corporate defense contractors likely will welcome as properly positioned assets.

Likewise, it did not take Fauci too long to see he would be damaged goods if he continued as an advisor to the hated Trump Administration. **So in back channels, he made his own odium known and began appearing exclusively on left-wing television to erase the earlier stain of appearing next to Trump in his supposedly nonpartisan role as COVID-19 advisor.**

Again, that hedge was smart. As a result, the now angelic St. Fauci became a veritable deity on the Left—in the manner it had once briefly canonized a Ruth Bader Ginsburg or Robert Mueller, before inevitably turning on both as disappointments.

Finally, Joe Biden had little to recommend him as president, as his

past two failed
campaigns, and his
early dismal 2020
effort attested. But
once Biden
rebooted himself as
having no ideas or
policies other than
hating Trump and
being the only
“centrist” leftist
who could beat him,
he too was
consecrated.

All his racist slurs
and looney
statements were
forgiven—at least as
long as he seems to
offer some utility
before abdicating to
Kamala Harris.

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.

Carrie Swain

From: Tim Moynahan <tconstant@moynahanlawfirm.com>
Sent: Wednesday, October 13, 2021 12:13 PM
To: Tim Moynahan
Subject: We are THE American Healers

Importance: High

EXTERNAL MAIL- This email originated from outside the District. Do not click on links or open attachments unless you recognize the sender and know the content is safe.

We are The American Healers: This is our Credo:

We are the Peaceful and Persistent Protestors.

Let our voices be heard. We are not BLM, we are not Antifa, we are not the Proud Boys. We eschew the alt left, we shun the far right, we deplore and condemn violence in all its ugly demonstrations, we disdain the cancel culture, we abhor "Critical Race Theory." We denounce the propagation of race victimization allegedly perpetuated by white supremacy presented as endemic to society.

We reject censorship and we revere the First Amendment as our North Star, we celebrate free speech as the heart and soul of a freedom loving people.

Our Credo is indelibly ingrained in our belief of the Brotherhood of Man. We are committed to honoring and enforcing the equality of opportunity guaranteed by our Constitution which embraces persons of every race, color, creed and gender, and which instructs us to judge each person "on the content of their character not the color of their skin."

We yearn for peace. We will sacrifice ourselves, but not appease or abrogate our principles, to achieve it. In service of this cause we pledge our lives, our fortunes and our sacred honor. We desire unity but not at the price of capitulation. We are the New Americans. We are American Healers.

Carrie Swain

From: ANN SWEENEY
Sent: Thursday, October 14, 2021 4:24 PM
To: Carrie Swain
Subject: Fwd: Biden and Nothingness-----A KEEPER!

Carrie for the record.
Ann

Sent from my iPhone

Begin forwarded message:

From: Tim Moynahan <tconstant@moynahanlawfirm.com>
Date: October 14, 2021 at 8:44:49 AM EDT
To: Tim Moynahan <tconstant@moynahanlawfirm.com>
Subject: FW: Biden and Nothingness-----A KEEPER!

EXTERNAL MAIL- This email originated from outside the District. Do not click on links or open attachments unless you recognize the sender and know the content is safe.

" I don't know my right from my left

My hat from my glove 🧤"

But I'm not misty and it's not because "I'm so much in love." It's a cold calculation based on a strategic policy of " double-speak."

Critical Race Theorists are leading exponents of redefining and reinterpreting American history. (our cause is to Restore it... we are American Healers)

Christopher Columbus is a victim of an altered reality.

The United States Constitution is a casualty they aim to lay on a stretcher in an emergency room requiring life support.

Read " Rules for a Revolutionary" and the Chapter on "Euphemisms" which explains Press Secretary Jen Psatki's statement " President Biden wants to transform our economy. Translation " transform our economy"= dismantle America."

I made that up but he said as much and more. Let the Healing begin.

OPINION
WONDER LAND

Biden and Nothingness

Costless spending, the 'closed' border and other manufactured alternative realities.

By Daniel Henninger
Oct. 13, 2021 6:39 pm ET

Meet Joe Biden, existentialist philosopher.

Another of the world's famous existentialist philosophers, Jean-Paul Sartre, wrote a book called "Being and Nothingness." Extending Sartre's ideas on nothingness, Mr. Biden recently said:

"Every time I hear, 'This is going to cost A, B, C or D,' the truth is, based on the commitment that I made, it's going to cost nothing."

Overnight, Mr. Biden's belief that his \$3.5 trillion spending bill will "cost nothing" became what fellow intellectuals call a "meme," a thought adopted and repeated by other people.

The most notable Biden "cost nothing" meme was created by House Speaker Nancy Pelosi, who while repeating it days later held up her hand to form a zero. **Some journalists then wrote elaborate explanations of how Mr. Biden was correct that his trillions in new spending would "cost nothing."**

Our purpose here is not to refute the president's assertion that spending \$3.5 trillion is cost-free. Instead, we want to recognize the Biden statement as a tipping point in the way Americans conceive reality, or what philosophers like Mr. Biden call consciousness.

All the time now, one hears people say, “I don’t know what’s going on anymore.” Or: “Maybe it’s me, but I just don’t get it.” They don’t mean only in Washington. They mean everything. We’re in a crisis of consciousness.

Let me explain.

The reason many have come to feel cut off from reality is that **so many others spend their days creating alternative realities.**

Washington, to be sure, has become a round-the-clock supplier of manufactured realities.

Many Americans, for instance, watch scenes on television of thousands of migrants crossing the Rio Grande River into the United States. Nonetheless, Mr. Biden’s secretary of homeland security, Alejandro Mayorkas, says the border is “closed” and “no less secure than previously.”

Mr. Biden’s press secretary, Jen Psaki, said in August the evacuation of Kabul couldn’t be called “anything but a success.” Ms. Psaki’s skill at reordering reality for Mr. Biden is mesmerizing, and I say without irony **that she will be seen as an important figure in the transformation from believing what is real to believing what we’re told is real.**

Reality resets have become commonplace. In Chicago some days ago, Cook County State’s Attorney Kim Foxx declined to prosecute any of the gang members who staged a broad-daylight shootout in a residential neighborhood. **Among the reasons her office gave for not bringing charges was that the gangs were engaged in consensual “mutual combat,” like in the movie “Fight Club.”**

The relevant point here is that in our time more and more people—and not just in politics—think they can

say anything. We're living in a Peter Pan world: "You just think lovely wonderful thoughts and they lift you up in the air." The credibility cost is zero.

The political class, a lagging indicator, is assimilating changes in the general culture, which has been transitioning for years from old-fashioned lies ("I didn't do it") to self-delusion ("What's your problem?"). Donald Trump inhabited both worlds.

Social media platforms such as Facebook and Instagram enabled people to assemble personal alternative universes, which became "real" when their friends embraced the fake persona. A similar manipulation away from plain reality has happened to politics on Twitter.

At Facebook's scale, these reality-shifting habits and forces are unprecedentedly powerful. Conspiracy theories proliferate, from QAnon to the Russia-collusion narrative.

Euphemisms are an important tool for asserting alternative realities. Two of the most important are "reframe" and "reimagine."

The New York Times's "1619 Project" said its purpose was to "reframe the country's history." **Reframing is about displacing a proven reality with mere assertion, something previously difficult but now normalized.**

Wokeness, in its many manifestations, says it is about "reimagining" the status quo. **It has reimagined sex by asserting new pronouns;** reimagined race as a national "DNA" problem ("1619" again); reimagined merit in college admissions; and reimagined crime control from Seattle to New York.

Most recently, the Art Institute of Chicago fired its staff of 82 volunteer docents because most of them are older white women. The museum is going to reimagine the docent function through “an income equity-focused lens.”

Can the constant assertion of alternative realities on such a scale endure? Maybe. They got this far. But cracks in this facade are starting to appear.

We began with Joe Biden because he is president—the object of nearly universal focus by the public and as such a constant national referendum. His statement that \$3.5 trillion will cost zero may have been born in the plausible view that many people today think anything is possible. But let us agree: What he said did test the limits.

The most striking number in the recent, bleak Quinnipiac poll on Mr. Biden was the 23% support for his border policy. He says the border is “closed.” But virtually everyone in America says, “No it isn’t.”

All those people who today say they just don’t get it may—in reality—be a majority. And they do get it.

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.

Carrie Swain

From: Tim Moynahan <tconstant@moynahanlawfirm.com>
Sent: Thursday, October 14, 2021 4:44 PM
To: Tim Moynahan
Subject: Why The Left Tells Lies About Christopher Columbus – Issues & Insights

EXTERNAL MAIL- This email originated from outside the District. Do not click on links or open attachments unless you recognize the sender and know the content is safe.

This accounting is rich with instructive material for k-12 students and teachers, therefore, it is incumbent upon educators, teachers, Board of Education Members and all other elected and appointed public officials, to be aware of and to implement in classrooms thought our city. Transparency is of cardinal importance and PARENTS must always be included and consulted on matters of curriculum. (inclusion and exclusion of subject matter is where the rubber meets the road.) Not only so they can be fully informed of what their children are chewing upon and digesting, but, also, so that they their assessments and contributions are given 'full faith and credit."

Due diligence, above and beyond the Columbus narrative, regarding the curriculum's content, is an obligation of utmost importance. If Howard Zinn's ""A People's History of the United States" is being taught as factual, or more likely, if it's lies are gift wrapped for student consumption, there is a positive obligation to identify and extract it with the advise and consent of parents, who are the primary caregivers for their children. Accountability is our common denominator: it applies in full measure to teachers and parents, to Board of Education members, to Mayors, to police officers and community members. In our "shinning city on a hill," there are no exemptions, it is personal responsibility that separates, the disciplined participating citizens of every rank and role from the snarling Idiots. (Idiotes, Gr.)

<https://issuesinsights.com/2021/10/11/why-the-left-tells-lies-about-christopher-columbus/>

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
Website: 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.

From: noreply@cabe.myenotice.com on behalf of tdemars@cabe.org
<noreply@cabe.myenotice.com>
Sent: Friday, October 15, 2021 7:01 AM
To: Carrie Swain
Subject: CABA Policy Highlights 10-15-2021

EXTERNAL MAIL- This email originated from outside the District. Do not click on links or open attachments unless you recognize the sender and know the content is safe.



CABE Policy Highlights

Vincent A. Mustaro, Senior Staff Associate for Policy Service

September 17, 2021

Volume 21 Issue 6

For a PDF version of this Policy Highlights, [Click Here](#)

Federal School Cybersecurity Act Enacted: President Biden, on October 8, signed the K-12 cybersecurity Act of 2021, requiring the federal government to examine the state of cybersecurity in K-12 schools and provide recommended actions. The Act is P.L. 117-47.

The new law will result in more information for school leaders related to cybersecurity and online safety. However, it will require no actions or impose new requirements for state or local educational agencies.

The legislation drew bipartisan support from congress. Bill proponents cited the growing number of cybersecurity threats to schools, including a spate of ransomware attacks as well as a significant increase in exposure to threats during the COVID-19 pandemic and the shift to remote learning that made schools more vulnerable and added new challenges.

The new law requires the director of the Cybersecurity and Infrastructure Security Agency to conduct a study within 120 days of enactment to examine "how identified cybersecurity risks specifically impact K-12 educational institutions," with evaluations of challenges related to securing systems and implementing protocols, challenges related to remote learning, and the best methods to communicate cybersecurity resources and tools.

Within 60 days after completion of the study, the agency is required to issue recommendations for K-12 institutions on cybersecurity using the information gathered during the study, with an online training toolkit to be available 120 days after completion of the study.

The recommendations are not binding and K-12 institutions are not required to use the tools or other information.

Source: "President Biden Signs K-12 Cybersecurity Act to Better Defend Schools Online," by Matt Zalaznick, *DA District Administration*, October 8, 2021.

Policy Implications: Educational institutions are on a pace for a record year of ransomware attacks in 2021, with K-12 schools the primary targets. While contributing to better educational outcomes, successful one-device ???per-student and learn-from-anywhere programs have expanded the attack surface for cyber threats of various kinds. Schools are particularly vulnerable to ransomware attacks, especially considering the number of devices used in schools rose 74% from 2019 to 2020, according to Absolute software reported in *VentureBeat*. A typical endpoint device in a school has 5.4 security controls in it, compared with an average of 11.7 on a corporate device.

Bad actors prioritize elementary schools because they're underfunded when it comes to cybersecurity staff and systems, and administrators are often impatient to put attacks behind them and resume classes.

It has been reported that the typical educational institution pays an average \$112,435 ransom payment to get data back and networks running again. In addition, bad actors encrypt the personal identities and financial data of students, parents and administrators as part of the ransom attacks, at times threatening to publicly release such data to further pressure victims into paying the ransom.

A survey conducted by the Education Week Research Center and the Consortium for School Networking, or CoSN, found that K-12 information-technology leaders are underestimating the dangers they face. The survey found that such leaders don't see cybersecurity threats such as ransomware attacks, phishing schemes, and data breaches as a significant problem. Basic steps to secure networks and data have been taken in few districts.

As districts embrace and exploit the wonders of the digital age, vulnerability increases. Costs for improving a district's cybersecurity are increasing due to staffing, software, and training needs. Most districts pay more attention to what technology can do in terms of educating students or running a district than in how to protect it. That may be natural and reasonable, but it's also problematic.

Good cybersecurity programs in a school district should cover three basic elements:

1. *Back-up systems.* Any data that's important is backed up onsite in a different location. If it's really important, it's backed up offsite too.
2. *Redundancy and more redundancy.* This is particularly true of critical systems, such as those maintaining student records. Redundant systems don't necessarily have to be as robust as the main system, but they should be sufficient to allow school district business to go on while repairs are made.
3. *Practice crises.* Everybody needs to know what has to be done in a real emergency and that the emergency plans actually work.

Policy, #P3520.14, "Cybersecurity" with an accompanying administrative regulation are available for consideration. This is in addition to several existing policies related to this topic. They include the following, and are available.

- P3520 - Data Processing Services
- P3520.1 - Information Security Breach and Notification
- P3520.11 - Electronic Information Security
- P3520.12 - Data-Based Information Management System
- P3520.13 - Student Data Protection and Privacy/Cloud-Based Issues

Largest Crowdfunding Platform Analyzed: "America's education system is rife with resource inequality," says Sarah Wolff and Deven Carlson (University of Oklahoma) in this article in *Educational Researcher*. Expenditures per pupil range from under \$9,000 to more than \$20,000, and there is variation within states, with some schools spending two or three times more than others. "Such realities," say Wolff and Carlson, "regularly lead to scenarios where students in well-off districts have access to state-of-the-art technology, while their peers in less-affluent districts work with tattered textbooks and struggle to gain access to basic supplies."

As a direct response to these inequities, crowdfunding platforms have sprung up, serving as a "shadow financing" mechanism. Many teachers in under resourced schools are writing proposals to procure essential classroom supplies and technology. Wolff and Carlson gathered data on DonorsChoose, the largest education-focused crowdfunding organization in the U.S., to learn more about supplementary funding. Here's what they found:

- Over the last two decades, more than 80 percent of U.S. public schools have posted a project with DonorsChoose (it was founded in 2000 by a New York City teacher).
- More than 4.3 million individual donors have contributed almost \$1 billion to schools.
- Each year, about one-third of schools post a project on DonorsChoose.

- The teachers most likely to post projects are working in schools that serve less-advantaged students, in states with the lowest spending for public schools.
- Most projects focus on reading and math, but those proposals are slightly less likely to reach full funding than those in other subjects.
- Schools enrolling economically disadvantaged students are less likely have expensive projects funded.

Wolff and Carlson have several thoughts about these findings:

- Teachers who apply for crowdfunding are making a laudable effort to level the playing field for their students, but the hours they spend writing proposals are hours not spent on their students. "Teachers in more-advantaged environs," say Wolff and Carlson, "have the luxury of focusing almost exclusively on instruction, rather than procuring materials."
- "DonorsChoose is serving a purpose that should arguably be the responsibility of states' school finance systems," say the researchers. "There are both legal and moral cases to be made that teachers should have ready access to such materials to educate our nation's youth."
- The generous contributions made by crowdfunding donors unwittingly mask the continuing problem of inadequate funding by school districts and states. "Teachers' crowdfunding efforts," say Wolff and Carlson, "may mitigate discontent among parents and the public that would have otherwise been directed at public officials."

Source: "Who Chooses DonorsChoose? Submission and Funding Patterns on the Nation's Largest Education Crowdfunding Platform," by Sarah Wolff and Deven Carlson in *Educational Researcher*, August/September 2021 (Vol. 50, #6, pp. 355-3670), as summarized in *Marshall Memo 905*, October 4, 2021.

Policy Implications: Public Schools have long used donations to enrich students' academic experiences and to fund materials that school district budgets cannot always afford. Historically, schools have raised such donations from the local community, often through PTO/PTA fundraisers. In many instances teachers also spend their own money on needed school supplies. Today, online crowdfunding makes it possible for teachers to generate donations from beyond their local

community. By tapping into a wider network of donors, schools can raise more funding for classroom resources, giving rural and low-income communities equal access.

Policy #3281.2, "Crowdfunding" with an accompanying administrative regulation pertain to this topic. Multiple versions are available for your consideration. These materials are considered optional for inclusion in the district's policy manual.

As teachers use crowdfunding to access resources for their classrooms, K-12 leaders are prioritizing those crowdfunding sites that provide transparency, integrity, and security throughout the process. Some of the best practices from crowdfunding sites identified by the American Association of School Administrators (AASA) follow. ("Crowdfunding in K-12 Education: Best Practices for District Leaders," AASA)

Characteristics of Best-in-Class Crowdfunding Sites:

Financial Transparency and Accountability

Materials, not cash - Crowdfunding sites that purchase and send resources directly to verified schools, instead of depositing cash into teachers' personal bank accounts are best at ensuring accountability and integrity.

Transparency at every step - Crowdfunding sites should publicly display details about each material that was funded (unit cost, vendor, etc.) and provide easy-to-understand explanations of fees and overhead costs.

Capturing impact - For every request funded, crowdfunding sites should require teachers to report how the resources were used in the classroom and how students benefited.

Integrity Controls

School ownership of funded materials ??? While teachers should be given discretion over the use of resources for which they earned funding,

crowdfunding sites should designate that the school, rather than the teacher, ultimately owns the funded resources.

District visibility and reporting ??? The best crowdfunding sites notify principals when items are being shipped to schools, and provide line-by-line reporting to districts upon request.

Privacy and Safety

Student Protection ??? Crowdfunding sites used by teachers should have mechanisms for protecting student privacy, as well as a privacy policy tailored to the unique needs of students in public schools.

Connecticut Association of Boards of Education

81 Wolcott Hill Road

Wethersfield, Connecticut 06109

800-317-0033 or 860-571-7446

Fax 860-571-7452

www.cabe.org



[Unsubscribe](#) from this eNotice.

From: Tim Moynahan <tconstant@moynahanlawfirm.com>
Sent: Monday, October 18, 2021 2:53 PM
To: Tim Moynahan
Subject: 'The Child Is Not the Mere Creature of the State'

EXTERNAL MAIL- This email originated from outside the District. Do not click on links or open attachments unless you recognize the sender and know the content is safe.

We grow weary, but absent a diminishment of our rational exuberance, when we are repeatedly scorned for insisting that America is not systemically racist and that society is not divided into oppressors and the oppressed. We encourage, indeed we demand, that our school children receive instruction on our history which is not sugar coated but revelatory of our aspirational nature, not excluding our flaws and failings, but also not omitting the storied fulfillment of the dreams of hundreds of millions of inhabitants, born here, and those who gleefully and gratefully emigrated to our shores.

We concur that we are imperfect and that we are a work in progress but we insist that our progress in the short span of 235 years has been extraordinary. Our nation was founded on liberty in 1776 not in 1619 when we were still a British colony. These are the 'truths we hold self evident,' and when we say we expect nothing less from our educators we are not idly passing the time to hear ourselves talk, rather, we are advocating for the rights embedded in our human nature and enforced by our laws.

We refuse to allow the nuclear family to be cast aside as if a relic of bygone days, and we uncompromisingly assert it's indispensable value to the state, in conjunction with its undeniable role as primary care giver and educator for its children. It is our intention to restore the family unit to its rightful place in the order of worthy societal ends: to encourage its formation and to proclaim its indissolubility. Our United states is the home of the brave and the land of the family. Let the family reign, long live the family. The child is not a mere creature of the State.

(It must be very embarrassing for the AG/former Federal Appeals Judge to be unaware of the Pierce case)

OPINION

LETTERS

'The Child Is Not the Mere Creature of the State'

Parents have rights, even before local school boards.

Oct. 17, 2021 10:08 am ET

Attorney General Merrick Garland at the Justice Department in Washington, Sept. 9.

PHOTO: J. SCOTT APPLEWHITE/ASSOCIATED PRESS

Gerard Baker appeals to Article 26.3 of the U.N. Declaration of Human Rights in affirmation of a parent's right to direct the learning of their children ("Merrick Garland Has a List, and You're Probably on It," Free Expression, Oct. 12), **but there is more poignant support closer to home.**

Nearly 100 years ago, the governor of Oregon sought to require that all students attend public schools, effectively putting Catholic schools out of business. This provoked *Pierce v. Society of Sisters* (1925), in which the U.S. Supreme Court held that "the fundamental theory of liberty upon which all governments in this Union repose excludes any general power of the State to standardize its children by forcing them to accept instruction from public teachers only. The child is not the mere creature of the State; those who nurture him and direct his destiny have the right, coupled with the high duty, to recognize and prepare him for additional obligations."

John T. James

Webster Groves, Mo.

APPELLANT

Walter M. Pierce, Governor

APPELLEE

Society of Sisters of the Holy Names of Jesus and Mary

LOCATION

Oregon State Legislature

DOCKET NO.

583

DECIDED BY

Taft Court

LOWER COURT

Federal district court

CITATION

268 US 510 (1925)

ARGUED

Mar 16 - 17, 1925

DECIDED

Jun 1, 1925

ADVOCATES

Willis S. Moore

for the appellants in No. 583 and the appellant in No.
584

William D. Guthrie

for the appellee in No. 583

J. P. Kavanaugh

for the appellee in No. 583

George E. Chamberlain

for Pierce as appellant in No. 584

John C. Veatch

for the appellee in No. 584

Albert H. Putney

for Pierce as appellant in No. 584

Facts of the case

The Compulsory Education Act of 1922 required parents or guardians to send children between the ages of eight and sixteen to public school in the district where the children resided. The Society of Sisters was an Oregon corporation which facilitated care for orphans, educated youths, and established and maintained academies or schools. This case was decided together with *Pierce v. Hill Military Academy*.

Question

Did the Act violate the liberty of parents to direct the education of their children?

Conclusion

Sort: by seniority by ideology

UNANIMOUS DECISION FOR SOCIETY OF SISTERS

MAJORITY OPINION BY JAMES C. MCREYNOLDS
The Oregon statute arbitrarily set private schools off
limits violating the liberty protected by due process of
the Fourteenth Amendment

James C. McReynolds

McReynolds

William Howard Taft

Taft

Oliver W. Holmes, Jr.

Holmes

Willis Van Devanter

Van Devanter

Louis D. Brandeis

Brandeis

George Sutherland

Sutherland

Pierce Butler

Butler

Edward T. Sanford

Sanford

Harlan Fiske Stone

Stone

**Yes. The unanimous Court held that "the
fundamental liberty upon which all
governments in this Union repose excludes any
general power of the State to standardize its
children by forcing them to accept instruction
from public teachers only."**

From: Tim Moynahan <tconstant@moynahanlawfirm.com>
Sent: Monday, October 18, 2021 4:24 PM
To: Tim Moynahan
Subject: Patrick Conley -- Columbus article in the Providence Journal....

EXTERNAL MAIL- This email originated from outside the District. Do not click on links or open attachments unless you recognize the sender and know the content is safe.

Dear Seekers of Veritas,

Education is not everything but it is a cure for many things. we need to enlist the vigorously active support of the Knights of Columbus to rwtynr him to the pedestals where he belongs.

Providence Journal | Page A27 Sunday, 10 October 2021

Statues may topple, but Columbus' name endures

Patrick T. Conley

Those historically ignorant vandals around America who tear down statues of Christopher Columbus on the mistaken belief that this deeply religious, intrepid explorer personally sought to enslave Native Americans have a huge task before them.

As historian and former Brown University research scholar Dr. Carol Delaney persuasively documents in her book 'Columbus and the Quest for Jerusalem,' 'religion drove the voyages that led to America.' Delaney shows that Columbus was inspired to find a western trans-Atlantic route to the Orient not only to satisfy his navigational theory and obtain riches for the Spanish Crown but primarily to fund a new crusade to reclaim Jerusalem (the Holy Land) from the Muslims.

Thinking he had made landfall in the East Indies southeast of China, he called the natives he encountered 'Indians.' Being a zealous Catholic, Columbus sought their conversion to Christianity and their 'salvation' rather than their enslavement. Some Native Americans such as the Arawak responded positively to these religious overtures, others, such as the Carib, forcefully resisted them. When battles occurred, captured Caribs were transported to Spain as slaves. Such a brutal fate dealt to humans in 1500 shocks us in 2021, but enslavement of an enemy was common practice at that time in Europe, Asia, Africa, and among most Native American tribes.

Even papal pronouncements, such as the 1462 address of Pope Pius II, permitted enslavement of those captured in a 'just war,' which the pope then proceeded to define. The first captured natives Columbus sent to Spain were man-eating Caribs for whom the sea is named. The members of that tribe got their revenge three decades later in 1528 by killing and eating Italian explorer Giovanni da Verrazano. This unfortunate navigator had gotten a much more cordial welcome from local Native Americans when he visited Narragansett Bay in 1524 — a voyage that eventually gave Rhode Island its name.

Because Columbus made four pioneering voyages to the New World that sparked the 'Age of Discovery,' the United States (initially England's 13 colonies) has been referred to as 'Columbia' since the 18th century in deference to Columbus, who actually never set foot on the North American continent.

The mythical Lady Columbia, whose statues are also numerous, is called 'the goddess of liberty' and 'the personification of America.' She is the feminized version of Columbus who first appears in the poetry of patriot Phillis Wheatley during our War for Independence. Wheatley, an African-American, had been transported to Boston as a slave when she was only seven years of age. She was freed in 1774.

The nation's capital is the District of Columbia, the state capitals of South Carolina and Ohio are Columbia and Columbus, respectively, and there are about 20 municipalities and six counties in the United States bearing the name 'Colombia' or 'Columbus.' There is even an Ivy League University named Columbia.

The Columbia River, named in 1792 by the intrepid Rhode Island mariner Robert Gray for his ship, is the main interior waterway of the American Northwest with its source in the Canadian province of British Columbia.

'Hail Columbia,' a song composed by Philip Phile for the inauguration of George Washington in 1789, was given lyrics by Joseph Hopkinson in 1798 and became our de facto national anthem during the 19th century. Today, this patriotic march is played for the ceremonial entrance of the vice president of the United States. Another patriotic tune, 'Columbia, the Gem of the Ocean,' composed in 1843 by David Shaw and Thomas A. Beckett, became a standard melody in the repertoire of the U.S. Marine Corps Band.

Also notable are the Knights of Columbus, a huge Roman Catholic fraternal order. They need to be more vigorous in defending their patron and should not remain silent knights.

In America, the names and presence of Columbus and Columbia are ubiquitous. There is even a federal holiday on the second Monday of October to celebrate his achievement and his Italian heritage. The witless, iconoclastic protesters and defacers can never erase Columbus, regardless of how many statues they topple and gazetteers they burn. They operate under the idiotic delusion that had the three ships commanded by Columbus in 1492 sank in an ocean storm, the world would be a better place.

Patrick T. Conley is Rhode Island's historian laureate.

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

Website: 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.