-LEAP INTO YOUR A NATIVE SPEAKER IS WAITING TO

Japanese Language Education Assistant Program



J-LEAP pairs Japanese Assistant Teachers (AT) with U.S. K-12 schools for a period up to two academic years. This program was created in an effort to address the need for increased dialogue between Japanese and American youth, as stated during the Japan-U.S. Summit 2010. The goal of this program is to strengthen Japanese programs by providing a native speaking AT to team teach with the Lead Teacher (LT) in their classes.

The program is funded by The Japan Foundation (JF) and jointly administered with The Laurasian Institution (TLI).

#### **Host Organizations must:**

- Offer Japanese language courses in U.S. K-12
- Be willing to expand and invigorate their Japanese language courses with a Japanese AT
- Find a host family for the AT for the first 3.5
- Provide a basic working environment (i.e. desk, parking, etc.) for AT
- Appoint a Japanese language teacher as the AT's Lead Teacher
- The AT's compensation is fully covered by J-LEAP.

#### Matched with Assistant Teachers who:

- Are young Japanese native speakers
- Majored or minored in Japanese language education at the undergraduate level or higher, or have passed the Japanese Language Teaching Competency Test, or have successfully completed a standard 420-hour course on teaching the Japanese language
- Have a strong desire to work as ATs in the U.S. with the intention of continuing their teaching career
- Are physically and mentally prepared to work in the U.S. for two years
- Are independent, active, and collaborative
- Hold a valid international driver's license

Stipends and Financial Support: Assistant Teachers' airfare, living stipend, housing stipend, vehicle purchase/insurance support, and health insurance coverage will be provided. In addition, the Host Organization will receive funds for purchasing educational materials. All stipend support and funds will be provided according to the Japan Foundation regulations.

#### J-LEAP Team Teaching Experiences



Lead Teacher Ms. Isabel Espino de Valdivia Taylor Allderdice High School Pittsburgh, PA

Year1 (Aug.2011~Jun.2013)

Assistant Teacher 鉾之原 秀平 Mr. Shuhei Hokonohara



J-LEAP AT Shuhei Hokonohara helped to consolidate the program, injecting energy and Japanese culture with music, events, celebrations, and technology. Every day, students were eager to come to class to try a new activity or game we prepared for them. As the only Japanese teacher in the school for years, it was a lot of fun to have another teacher in the classroom to brainstorm and support the development of a better Japanese curriculum for our students. He was also the liaison for a community learning service program where Allderdice Japanese students volunteered at the Carnegie library teaching Japanese to children.

Since Hokonohara Sensei came to Allderdice High School, the Japanese program has changed forever. One of my responsibilities was to conduct activities related to Japanese culture. I tried my best to provide as many experiences in traditional Japanese customs as possible. For the customs to be fully embraced by the students, I introduced a variety of activities including making "Nengajo" for New Year's, "Hina dolls" for "Hinamatsuri," and "Kabuto" for children's day. I was very excited to see our students positively engaged although they were surprised by some of the cultural differences.

Furthermore, I want to point out the most important aspect of J-LEAP, which is the team teaching opportunity with a lead teacher—beginning with creating lesson plans, making teaching materials, managing the classroom and participating in assessment. If I didn't understand something, my lead teacher would send me in the right direction. This collaborative process was ideal in building up our classes.



Lead Teacher Ms. Junko Agena Aina Haina Elementary School Honolulu, HI

Year1 (Aug. 2011 ~ Jun. 2013)

Assistant Teacher 山本 史織 Ms. Shiori Yamamoto



I believe participating in the J-LEAP program was beneficial for all involved: for the school to maintain the quality of the program; for the students to use Japanese with another native speaker and to listen to authentic Japanese conversation; for the Lead Teacher to learn new ideas from the Assistant Teacher ("AT") and improve her/his teaching and managing skills; for the AT to grow as an effective teacher and as an individual; and for the host family to experience the Japanese language and culture firsthand.

J-LEAP and The Japan Foundation have been contributing to the expansion of Japanese education in the U.S. and to the schools' effort to prepare young students for the global society. Thank you!

I was an AT from August 2011 until June 2013. It was better than great, being an AT at Aina Haina Elementary School in Hawaii for two years with the enthusiastic children, experienced teachers, and wonderful families!

The experience as a J-LEAP participant gave me unforgettable memories and a firm belief in being a teacher. The J-LEAP program, students, teachers (especially my LT), and the families supported me a lot by giving me different perspectives on education. Everything that I learned through this program will not end with my J-LEAP contract, but will definitely stay with me when I teach Japanese. I hope a lot more ATs and LTs can feel exactly how my supervisor and I felt. Thank you!

#### **I-LEAP Timeline**

#### **Selection Process**

Oct: School application available Dec: AT application available Jan-Feb: Applicant selection Feb-Mar: Interviews Apr: School & AT matching



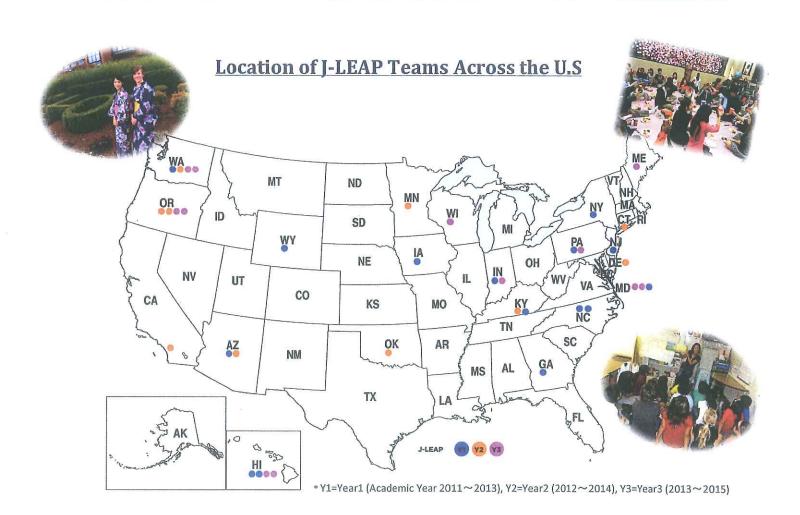
#### **First Year**

May: Pre-departure training(AT)

Aug: ATs arrive in U.S. Arrival Training (LT&AT) Oct: Site visit by JF and TLI staff Nov: Follow-up Training (AT)



#### **Second Year**



#### For more information



(Headquarters) The Japan Foundation Japanese-Language Course Section 4-4-1 Yotsuya, Shinjuku-ku, Tokyo 160-0004 TEL: +81-3-5369-6066 Email: jfkouza@jpf.go.jp

(U.S. office) The Japan Foundation, Los Angeles 5700 Wilshire Boulevard, Suite 100, Los Angeles, CA 90036 TEL: 323-761-7510 (Ext: 105) Email: jflajleap@jflalc.org



The Laurasian Institution 12345 Lake City Way N.E. #151 Seattle WA 98125 TEL: 206-367-2152 Email: jleap@laurasian.org

For more information: http://www.laurasian.org/Programs.htm http://www.jflalc.org/jle-j-leap.html

# 地方の教室で -LEAP

生きた日本語を教えませんか



J-LEAP は、意欲のある若手日本語教員を米国の初中等教育機関に最長2年間派遣する事業で、若手 日本語教員(アシスタントティーチャー(AT))を派遣し、リードティーチャー(LT)と一緒にチー ムティーチングを行うことで、現地校での日本語の授業を更に盛り上げ、日本語プログラムを強化す ることを目的としています。この事業は、2010年の日米首脳会談で合意された日米の文化・人物交 流、及び米国内の日本語教育支援強化のために立ち上げられたもので、国際交流基金とローラシアン 協会の共催で行っています。

#### こんな受入機関を求めています

- 日本語プログラムを持つ米国の初中等教育機関
- AT と共に日本語プログラム・クラスをより充実さ せたい機関
- ・派遣当初3ヵ月半ATにホストファミリーを提供で きる機関
- AT のオフィススペース、駐車場など基本勤務環境 が整えられる機関
- ATの活動支援のため、日本語教師を LT として任命 できる機関

※ AT 受入にかかる諸費用は J-LEAP が全て補助します。

#### こんな若手日本語教員(AT)を派遣します

- 日本語を母語とし日本国籍を有する方
- 大学または大学院で日本語教育を主専攻、もしくは副専 攻として修了した方、日本語教育能力検定試験に合格し た方、または日本語教育養成講座(420時間)を修了し
- 日本語教員として活躍するために米国でアシスタント経 験を積む意欲のある方
- ・ 心身ともに健康で2年間の米国内の活動に従事できる方
- 自立性、積極性に富み、責任感をもって周囲と協調して 活動できる方
- 普通自動車第一種運転免許(国際免許証)を取得してお り、米国での運転に困らない方

待遇:AT の渡航費、基本生活費、住居経費、自動車購入補助費、自動車保険補助費、海外旅行保険費等を規定に基づき支給いたします。その 他、受入機関に対しては、規定額の教材購入補助費を支給いたします。





#### J-LEAP (Japanese Language Education Assistant Program) 2015 – 2017

#### Goal of the program:

J-LEAP was created out of a November 2010 dialogue between former Prime Minister Naoto Kan and President Barack Obama. They shared the view that further enhancement of mutual understanding among wide range of people between Japan and the U.S. is necessary for deepening the Japan-U.S. Alliance. J-LEAP serves that goal by creating opportunities through teaching assistantships to nurture a new generation of qualified teachers of Japanese language. These young teaching assistants not only serve as native speakers in the U.S. classroom, but also add young adult voices in the school and the community to further strengthen the exchange between Japan and the U.S. By participating, host sites will develop even stronger programs and classes as well as promote international exchange between the United States and Japan.

#### **Outcomes of J-LEAP**

At the end of the second year of J-LEAP, lead teachers will be able to create and deliver Standards-Based Unit/Lesson Plans using backward design, teach in the target language, and effectively assess students' performance.

At the end of the second year of J-LEAP, assistant teachers will be able to team-teach by utilizing the knowledge and skills acquired during this experience and return to Japan to share their understanding of the American educational system and life in the United States.

#### **Program Administrators:**

J-LEAP is made possible through a partnership between The Japan Foundation (JF) and The Laurasian Institution (TLI). JF provides full funding of this program and TLI sponsors the visa for the teaching assistants in the Program. These two institutions jointly administer J-LEAP.

#### Eligibility and Qualifications: Assistant Teachers (ATs)

The ATs participating in J-LEAP all possess the following qualifications:

- (1) Are native Japanese language speakers
- (2) Hold a Bachelor's degree (or higher) in Japanese language education as a major or minor or Japanese-language teaching competency certification; or have completed a 420-hour professional development program for teachers of Japanese language
- (3) Have proven expertise in Japanese language education and have been interviewed on their pedagogy and experience
- (4) Licensed to drive in Japan and/or the U.S.

  Note: These ATs do not hold the appropriate state certifications and endorsements to teach their own classes in the U.S. Therefore, J-LEAP expects ATs to teach together with the Lead Teacher

#### Eligibility and Qualifications: Host Sites and Lead Teachers (LTs)

Any K-12 site offering Japanese language education or local K-12 educational agencies is eligible to apply. K-12 Japanese language programs that are vibrant, have the support of the site, district administration and community, and have Japanese language teachers who are committed to improving their teaching skills will be given priority. J-LEAP is also looking for teachers who are interested in nurturing a new group of teachers as well as demonstrate leadership in their field.

Furthermore, the LT must be flexible when working with the AT, be willing to participate in various proessional development activities and have a strong desire to improve his or her teaching.

JF and TLI will review and select the host sites.

#### Benefits of this Program

- (1) The host site's Japanese language teacher can strengthen the Japanese language program by co-teaching with the AT, up to two years
- (2) The AT's compensation is *fully* covered by JF; therefore, participation in the program is a cost-effective way to provide additional support to a Japanese language and culture program
- (3) A \$1,000 grant will be provided to the host sites to enable the purchase of teaching materials and support activities
- (4) Bringing an AT into the classroom gives students the opportunity to hear and learn authentic Japanese language from a different Japanese speaker, to interact with a native Japanese speaker (or a different native speaker), and to be exposed to authentic communication between the Japanese language teacher and AT
- (5) The community gains an AT who can also serve as a cultural promoter, engaging in cultural events and activities in the area
- (6) Professional development for the LT
- (7) LT receives high quality of care and professional support from specialists throughout the program.

#### **Host Site's Responsibilities:**

- (1) Sign a contract with TLI agreeing to the terms and conditions of J-LEAP
- (2) Assign an assistant position to the AT. Responsibilities may include: assisting teachers of Japanese language for approximately 15-20 hours/week of student contact hours. In addition to these contact hours, ATs may also be expected to take part in developing curricula and programming, creating teaching materials, grading, and planning cultural enrichment activities. Working more than 40 hours/week should not become the norm.
- (3) Provide a host family with whom the AT will live until November 30, 2015. After this period has expired, the AT and host family may continue the homestay experience, if mutually agreeable. If the AT prefers other living arrangements, such arrangements are the responsibility of the AT. Should the host family situation not work out after reasonable effort on the AT's side, the host site and LT are responsible for finding an alternate host family.
- (4) Recognize the Japanese language teacher as the AT's supervisor. This person will support the AT with professional matters at work and also help the AT adjust to the community
- (5) Send the LT to Arrival Training to meet and work with the AT. (New Lead Teacher Training will be held in Los Angeles, July 27-August 1, 2015 (approximate dates) and In-service Training for second year LTs will be held in Los Angeles, July 28-August 1, 2015 (approximate dates). The LT's travel, lodging and most meal expenses will be covered by J-LFAP.
- (6) Provide for any non-travel costs incurred in order to support the LT's attendance at Arrival Training in the 1<sup>st</sup> year and In-service training in the 2<sup>nd</sup> year (e.g. covering substitute costs)
- (7) Verify the site's intent to continue the Japanese program beyond the AT's 2-year term
- (8) Provide a working space in the classroom or department office and a parking space at no cost

#### Lead Teacher's Responsibilities:

- (1) Attend Arrival Training from July 27-August 1, 2015 (excluding travel) in the first year; In-service training at the beginning of the 2<sup>nd</sup> year from July 28-August 1, 2015. (Dates are approximate but attendance at both are mandatory.)
- (2) Guide AT in goals and expectations of the Japanese language program
- (3) Maintain contact with TLI as needed and through a written reporting mechanism
- (4) Provide regular feedback to the AT (at least once a week during the first 3-4 months)
- (5) Assist the AT in acclimating to the community and find someone to help AT with "settling in" issues (e.g. purchase of car and car insurance)
- (6) Agree to serve as "mentor" to future LTs
- (7) Understand that AT is not a certified teacher; thus, ATs are not allowed to teach alone in the classroom.

#### Compensation of ATs:

JF provides the ATs with the following compensation:

- (1) Relocation Cost: airfare (economy class) and moving costs between Japan and the host site
- (2) Housing Cost: The ATs will provide \$500/month compensation to the host family. This compensation is for room, board, and sharing the Host Family's American life with the AT. When living independently in an apartment or house, the AT will receive up to \$800/month as a housing allowance
- (3) Transportation Cost: Stipend to defray the cost of a car and auto insurance
- (4) Health Insurance: the ATs will receive funds to cover full health insurance. Each AT is responsible for understanding his or her policy (J-LEAP does not provide dental coverage.)

Program Timetable	
October 2014	Host site, AT recruiting
January 21, 2015	Host site application deadline
February-March 2015	JF and TLI review applications, conduct video (Skype) interviews with potential LTs; conduct in- person interviews with potential ATs
April 2015	ATs are selected Host sites announced; approved host sites review and sign program contracts with TLI. Sites are notified of their AT in order to begin host family search. (LTs/Host Families should not contact AT until after Pre-departure training in May/June.)
May/June 2015	Pre-departure training (only for new ATs), school assignments announced. ATs sign program contract and apply for (J-1 exchange visitor) visas
July 1, 2015	Host family interview form, information sheet, photos due
July 26, 2015 July 26-August 1, 2015	ATs arrive in the United States. Arrival Training in Los Angeles LTs join Arrival Training; second year participants join in-service training
October/November 2015	Site Visits to New J-LEAP Sites; Follow-up training (only for new ATs)
October/November 2015	JF and TLI staff visit new host sites to observe a few classes as well as meet with the LT, AT, and others as needed
Approx late July 2016	In-service training
Summer 2017	End of the 2015-2017 cycle

#### Conditions

- (1) Host sites may apply for only one AT. Host sites may apply for another AT in the future, but the applying LT will need to participate in the selection process again, with no guarantee of selection.
- (2) The AT's contract is 1 year, renewable (if mutually agreeable) once, for 2 year maximum. The AT will work at the host site from the summer of 2015 until the end of the contract period (no later than two weeks after the last day of school in contracted year).
- (3) ATs are provided a visa which enables them to stay in the U.S. for no more than two years. They must return to Japan after completing the Program. This Program is designed as a short-term solution to the shortage of assistance to Japanese teachers in the United States and the needs of young adult exchange between Japan and the U.S. The ATs shall not be expected to permanently fill any full or part-time positions. Participating schools are required to certify that the ATs will not permanently replace full- or part-time employees. The Program is not designed to recruit and train non-citizens for permanent employment in the U.S.
- (4) Participating schools and districts, under contract with TLI, serve as host sites. In compliance with J-1 exchange visitor regulations, ATs can only be assigned to teach K-12 students in accredited primary or secondary schools.
- (5) The Japanese ATs' strengths and expertise are in language teaching. They are most qualified to assist Japanese language and culture classes. They may also serve as cultural resources to support other subjects such as social studies, art, music, international studies, etc.
- (6) The AT is eligible for all holidays observed by the host site. In the case of emergencies, the AT is allowed to return to Japan with consent from the host site, JF and TLI. Salary will be adjusted by JF based on the number of days that the AT will be absent from school.
- (7) If an applicant moves to the interview round, J-LEAP will ask for contact information of a reference who can attest to the applicant's capacity as a teacher or mentor.

#### Additional Support Provided during the Program

- (1) TLI organizes arrival, follow-up, and in-service training for program participants. Training is designed to introduce the ATs to living and working in the United States, the U.S. education system, cross-cultural communication. LT/AT pairs also work to develop a strong teamwork ethic.
- (2) TLI and The Japan Foundation Los Angeles design professional development training that covers topics related to curriculum development, teaching methodologies, and practices in the U.S.

- (3) JF and TLI provide ongoing support to the ATs by offering professional guidance and resources.
- (4) JF and TLI maintain ongoing communication with all the ATs through email and by phone to check on their work progress in the U.S.

#### **Testimonials from Current and Past Participants**

Without the J-LEAP program, I would not have had the experience of working with such an AT as Ms. Okuda. Also, the J-LEAP program does an excellent job in finding high-caliber participants and preparing them for what they will be doing in the coming year(s). I also think that the stipulations that J-LEAP offers (monetary compensation, ability to drive, possibility of staying for two years as opposed to one, etc.) allows ATs to dedicate more time to the job and, thus, their output is far richer and thorough compared to that of someone without these stipulations. I think J-LEAP is a one-of-a-kind program.

— Ms. Shiomi, Elementary School Teacher

Mina has brought many ideas which we have incorporated. She brings a young, new energy. She has a lot of knowledge and adds to each lesson! For example, she knows the roots of kanji and how they are derived. She is the best after-school tutor that I have ever seen! She has participated in everything from homecoming chaperone to prep rally eating contest! The school, students and I love her and I often feel like Japan has brought me a life-long friend!

— Ms. Olson, High School Teacher

I was in a bit of a rut before J-LEAP. J-LEAP had forced me out of my shell and has made me examine my teaching in a different way. This has re-enforced some of the good things I do, but has also helped me become more aware of things I can do to improve. I believe one definition of a good teacher is someone who doesn't stop learning. J-LEAP has given me so many new avenues to explore that I doubt I will get to fully understand a fraction, but it has helped me see new ideas possibilities that will help me grow.

—Mr. Smith, High School Teacher

#### Program Administrators:

The Japan Foundation 4-4-1 Yotsuya, 4th Floor Shinjuku-ku, Tokyo 160-0004 Tel: 011-81-3-5369-6066

The Japan Foundation, Los Angeles 5700 Wilshire Boulevard, Suite 100 Los Angeles, CA 90036 Tel: 1-323-761-7510

The Laurasian Institution 12345 Lake City Way NE, #151 Seattle, WA 98125 Tel: 1-206-367-2152

# Waterbury Public Schools

### Request for Renaming of School Buildings

Date: December 2, 2014
Pr oposed building or facility to be renamed: Crosby High School gymnasium an
pasketball court
Re questor's Name: Albert Chabot II
Requestor's Address: 18-2 Bennett Avenue
Requestor's Phone Number(s): 203.528.6933
Proposed individual(s) or group for whom the building or facility is to be renamed:
Nick Augelli, Crosby Boy's Basketball Coach
Rea sons for renaming (attach any additional information to this form):
Please see attached
If a pplicable, materials needed (signage, plaque, etc.) and cost of materials (please note any costs associated with this request are the sole responsibility of the requestor):
\$2000 which will be paid with donations

Please submit this form and any attachments to the Clerk of the Board of Education at 236 Grand Street, 3<sup>rd</sup> floor, Waterbury, Connecticut 06702 or via email at <a href="mailto:cswain@waterbury.k12.ct.us">cswain@waterbury.k12.ct.us</a>

Good Evening Board of Education, distinguished guests, and citizens of Waterbury.

I am here this evening to request something that is very dear to me and many other people associated with Waterbury, our school district, and more directly the Crosby basketball family.

Although not a father himself, Coach Augelli, or Coach, as he is affectionately known by many, is a father figure to a myriad numbers of student athletes over the past forty-five years. He has given himself to the betterment of turning young boys into men and preparing them for the rest of their lives. I can attest to this personally, and I can honestly say that I would not be the person I am today without the guidance and tutelage of Coach Augelli. As a rough estimate, I believe that he has coached hundreds of players during his tenure, all of which are better for crossing his path. Coach Augelli has always been a selfless individual that prides himself more with his former players walking through the gym door than he does with all of the records he has set. He was won more games, awards, and state titles, as well as NVL titles than would be necessary to be considered for this honor.

Too often people are rewarded for their service long after they have the opportunity to enjoy it. I, along with countless others believe that it is appropriate for the gymnasium and basketball court at the Palace to bear his name. It would be fitting to see the man that so many admire to be able to see how much the community appreciates his service while he is still able to appreciate it himself. I can give you examples of worthy figures from our cities past that have had a gymnasium or court bear their name, but unfortunately some didn't garner the acknowledgement until they had passed.

I debated as to whether or not to mention his statistical achievements to bolster his candidacy. A part of me didn't want to mention his 45 years of service, or his 601 career wins (3<sup>rd</sup> most all time for active coaches), or his NVL record of 61 straight wins, city record of 27 straight wins, 10 NVL titles in the past 11 years (15 overall), or 3 state titles, because I don't think he only merits this recognition due to his numerous achievements. I also wasn't going to mention that he coached the boys and girls tennis teams, which included an undefeated season and another 100 career wins. I believe these achievements to be secondary, and his service, mentorship, and humility should be the leading attributes to be considered.

To be clear, this isn't something that Coach Augelli has ever asked for nor even mentioned. However, this should not come as a surprise to anyone who knows him. He has always put the interests of others before his and has spent more time and dedication to what he loves than anyone could ever quantify. This year is probably the 20<sup>th</sup> year that people have wondered whether or not Nick was going to hang up his whistle for good. Unfortunately, he won't be able to do this forever, and one of these years will be his last. I am here to request to the board that they approve the gym and court to be named in his honor while he is still active, even though

this may be unprecedented, nobody is more deserving. If the criterion is wins and losses, the deliberations between the board should be short. If the criterion is service to the people of this community and his players, it will be even shorter. Coach Augelli has coached professional basketball players, teachers, principals, lawyers, police officers, and many other successful people. Most of who go back to their memories of high school basketball, of playing for Coach Augelli, of learning discipline, teamwork, and leadership that has served them for the rest of their lives. Coach Augelli has his fingerprint all over this city, this state, and beyond, and I believe he should be rewarded for putting others first and for being one of the most successful coaches this school, city, and state have ever seen.

If I could describe Coach in only a few words, the first that come to mind is humble, generous, and deserving, and I hope you agree. I can't think of someone more worthy to have a gym and court, a place where he has spent so much of his life, to bear his name. He doesn't view his position as head coach as a job for a few months of the year, but rather year round. He has helped just as many players after they have graduated from Crosby, if not more. He is involved in his student-athletes grades in and out of season, and always goes the extra mile to help out a player or former player. The impact that he has had is too large to measure, as is his commitment to every player that has ever walked through the gym door. I doubt too many people think of Crosby basketball without thinking of him, and this honor will see that notion through posterity.

In honor of his legacy, one that is still being written, we request that the name of the gymnasium and court formally be called Coaches Court at Nick Augelli's Crosby Palace.

On behalf of all of us, we would like to thank the board for their time and consideration.

# Waterbury Public Schools

7551/7552 FORM

## Request for Naming of School Buildings and/or School Spaces

Date: December 10, 2014
Facility or Building Name: Crosby High School
Proposed building or space to be named: Crosby High School gymnasium
and basketball court
Requestor's Name: Albert A. Chabot II
Requestor's Address: 18-2 Bennett Avenue, Waterbury, CT 06708
Requestor's Phone Number(s): 203.528.6933
Proposed individual(s) or group for whom the building or space is to be named:  Nick Augelli, Crosby Boy's Basketball Coach
Reasons for naming (attach any additional information to this form):
Please see attached letter
If applicable, materials needed (plaque, etc) and cost of materials (please note any costs associated with this request are the sole responsibility of the requestor):  The costs of the plaque and materials will cost about \$2000, all of which will be paid for with donations
Will be baid for with donations

Please submit this form and any attachments to the Clerk of the Board of Education at 236 Grand Street, 3<sup>rd</sup> floor, Waterbury, Connecticut 06702 or via email at <a href="mailto:cswain@waterbury.k12.ct.us">cswain@waterbury.k12.ct.us</a>

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Albert Chabot II 18-2 Bennett Avenue Waterbury, CT 06708 203.528.6933

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Too often people are rewarded for their service long after they have the opportunity to enjoy it. I, along with countless others believe that it is appropriate for the gymnasium and basketball court at the Palace to bear his name. It would be fitting to see the man that so many admire to be able to see how much the community appreciates his service while he is still able to appreciate it himself. I can give you examples of worthy figures from our cities past that have had a gymnasium or court bear their name, but unfortunately some didn't garner the acknowledgement until they had passed.

I debated as to whether or not to mention his statistical achievements to bolster his candidacy. A part of me didn't want to mention his 45 years of service, or his 601 career wins (3rd most all time for active coaches), or his NVL record of 61 straight wins, city record of 27 straight wins, 10 NVL titles in the past 11 years (15 overall), or 3 state titles, because I don't think he only merits this recognition due to his numerous achievements. I also wasn't going to mention that he coached the boys and girls tennis teams, which included an undefeated season and another 100 career wins. I believe these achievements to be secondary, and his service, mentorship, and humility should be the leading attributes to be considered.

To be clear, this isn't something that Coach Augelli has ever asked for nor even mentioned. However, this should not come as a surprise to anyone who knows him. He has always put the interests of others before his and has spent more time and dedication to what he loves than anyone could ever quantify. This year is probably the 20th year that people have wondered whether or not Nick was going to hang up his whistle for good. Unfortunately, he won't be able to do this forever, and one of these years will be his last. I am here to request to the board that they approve the gym and court to be named in his honor while he is still active, even though this may be unprecedented, nobody is more deserving. If the criterion is wins and losses, the deliberations between the board should be short. If the criterion is service to the people of this community and his players, it will be even shorter. Coach Augelli has coached professional basketball players, teachers, principals, lawyers, police officers, and many other successful people. Most of who go back to their memories of high school basketball, of playing for Coach Augelli, of learning discipline, teamwork, and leadership that has served them for the rest of their lives. Coach Augelli has his fingerprint all over this city, this state, and beyond, and I believe he should be rewarded for putting others first and for being one of the most successful coaches this school, city, and state have ever seen.

If I could describe Coach in only a few words, the first that come to mind is humble, generous, and deserving, and I hope you agree. I can't think of someone more worthy to have a gym and court, a place where he has spent so much of his life, to bear his name. He doesn't view his position as head coach as a job for a few months of the year, but rather year round. He has helped just as many players after they have graduated from Crosby, if not more. He is involved in his student-athletes grades in and out of season, and always goes the extra mile to help out a player or former player. The impact that he has had is too large to measure, as is his commitment to every player that has ever walked through the gym door. I doubt too many people think of Crosby basketball without thinking of him, and this honor will see that notion through posterity.

In honor of his legacy, one that is still being written, we request that the name of the gymnasium and court formally be called Coach's Court at Nick Augelli's Crosby Palace.

On behalf of all of us, we would like to thank the board for their time and consideration.

Regards,

Albert A. Chabot II



#### **MEMORANDUM**

TO:

Paul F. Guidone, Chief Operating Officer & Chief of Staff

FROM:

Chris M. Butterfield, Program Manager

SUBJECT:

Proposed Agreement between the City of Waterbury, CT and

**Richards Corporation** 

**Crosby High School Science Room Improvements** 

DATE:

December 8, 2014

On December 5, 2014 responses to the Crosby High School Science Room Improvements Invitation to Bid, ITB #5132, were received by Purchasing on behalf of the Waterbury Department of Education. The science room improvements defined in the ITB include: replacement of an existing fume hood and exhaust fan, relocation of existing student desk GFI power outlets in five classrooms, installation of marker boards at the teaching wall in three classrooms and painting, ceiling tile replacement and marker board installation in one classroom.

A total of three (3) bids were received ranging from \$105,545.00 to \$131,175.00. A copy of the bid tabulation is attached. Each bid carried a 10% contingency. The budget for this scope of work was \$128,000. The lowest bid was submitted by Richards Corporation. Richards recently completed the Walsh School Improvements. A scope review meeting was held with Richards. Their bid was responsive to the ITB.

An Agreement between the City and Richards is in process. The Agreement value will be \$115,140 which is the sum of Richards' Base Bid amount of \$95,950 plus a contingency of \$19,190 for potential change orders. This Agreement is being funded by the State's Low Performing Schools Bond for Crosby.

Due to the timing of Board meetings, we would like to obtain BOE approval of the Agreement at the next Regular Board Meeting on December 18, 2014.

Feel free to call me if you have any questions regarding the above.

CC: File

OSG INDUSTRIES, INC. PROGRAM MANAGER

# City of Waterbury Invitation to Bid #5132

#### Crosby High School Science Room Improvements

#### Bid Tabulation 12/5/2014

Description		Bidders	
	Richards Corporation	Sarazin General Contractors	Millennium Builders, Inc.
Base Bid	\$105,545	\$121,132	\$131,175
A STATE OF THE STA			

#5

#### **AMENDMENT NUMBER 2**

to

#### OTHER PROFESSIONAL SERVICES AGREEMENT RFP No. 4596

for

District Transformation for Teaching and Learning
Improvement/Professional Development
between
The City of Waterbury, Connecticut
and
The Connecticut Center for School Change

**THIS AMENDMENT**, effective on the date signed by the Mayor, is by and between the City of Waterbury, 236 Grand Street, Waterbury, Connecticut (the "City") and The Connecticut Center for School Change, located at 151 New Park Avenue, Suite 203, Hartford, CT 06106, a State of Connecticut duly registered domestic corporation (the "Consultant/Vendor").

WHEREAS, the parties hereto entered into a Contract effective on November 23, 2012 for District Transformation for Teaching and Learning Improvement/Professional Development; and

WHEREAS, the City extended the term of said Contract from June 30, 2013 to June 30, 2014 by an Amendment Number 1 effective on July 16, 2013; and

**WHEREAS,** The City wishes to extend the term of said contract as amended from June 30, 2014 to June 30, 2015; and

**NOW THEREFORE**, the City and Consultant/Vendor hereby agree and covenant to amend the term of the Contract from June 30, 2014 to June 30, 2015, by this Amendment Number 2:

- 1) <u>Contract Time.</u> The parties hereto agree to further amend the contract dated November 23, 2012, by this Amendment Number 2, upon the following terms, and conditions:
  - a) Contract Time. Section 5, of the November 23, 2012 contract is hereby further amended to extend the termination date from June 30, 2014 to June 30, 2015, by this Amendment Number 2, to allow for the completion of the work contemplated under said contract.
- 2) Except as expressly modified, all the terms, conditions and provisions of the November 23, 2012, as amended by Amendment Number 1, remain in full force and effect and binding upon the parties.

[Signature page follows.]

AMENDMENT NUMB	ER 2	Other	Professional	Services	Agreement	between	City	of	Waterbury,	Connecticut	and	Th
Connecticut Center for So							-					

IN WITNESS WHEREOF, the parties hereto executed this contract on the dates signed below.

Witness Sign and Print two Witness names	THE CONNECTICUT CENTER FOR SCHOOL CHANGE
	By:
	Date:
Witness Sign and Print two Witness names	CITY OF WATERBURY
Neil M. O'Leary, Mayor	By:
	Date:



#### Discipline Policy Changes:

Yellow highlight and strikethrough are "deletions"

Red highlight and bold are changes or additions.

- #1 deleted language, per Elaine Skoronski, does not apply.
- #2 added language, per Elaine Skoronski.
- #3 deleted language, per ES.
- #4 added language and codes, per IT Department/State reporting guidelines.
- #5 corrected code.
- #6 corrected code.
- #7 code deleted; see #4 above.
- #8 added description.
- #9 deleted code.
- #10 added code.

Students 5114(a)

#### **Discipline/Student Conduct Policy**

#### STUDENT CONDUCT

It is a privilege to be a part of the Waterbury School System. We expect all students to observe the basic rules for maintaining order and decorum while in the educational environment. The adherence to the rules and expectations will encourage the development of good citizenship skills throughout the lives of our students. The Waterbury School System will provide opportunities for all students to maximize their skills and talents in an atmosphere where teaching and learning flourish under the never-wavering belief that all students can be exemplary. The articles and behavioral expectations are set forth for all members of the Waterbury School System.

#### These expectations include:

- Norms, values, and expectations that support people feeling socially, emotionally, physically and intellectually safe
- Members of the school community are engaged and respected
- Students, families and educators work together to develop, live and contribute to a shared school vision
- Educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning
- Each person contributes to the operations of the school and the care of its social, emotional, intellectual and physical environment

National School Climate Standards

The Waterbury Public School System is committed to providing the best possible education in the best possible environment for all of its students in an effort to fulfill this commitment, the Waterbury Public Schools have integrated the Positive Behavioral Interventions and Support (PBIS) program as a framework to further develop positive school climates and positive relationships throughout the district. PBIS reinforces the National School Climate Standards. The Crisis Prevention and Intervention (CPI) program has also been adopted by the Waterbury Public Schools to support and maintain safe and secure educational environments.

The development of good discipline practices is the concern of all persons involved in the education of youth. To this end, thoughtful and patient effort is required in order to reach pupils in a way which will help and guide them in achieving self-discipline. Such measures may involve, but are not limited to interventions, restorative measures, removal, suspension, or expulsion. Whatever measure is employed, it must always be fair, dignified, and consistent.

Inquiries and complaints concerning the applicability of the aforementioned laws and regulations may be referred to:

> U.S. Department of Education Office for Civil Rights (OCR) Lyndon Baines Johnson Department of Education Bldg. 400 Maryland Avenue, SW Washington, DC 20202-1100 Telephone: 800-421-3481 FAX: 202-453-6012; TDD: 877-521-2172

Email: OCR@ed.gov

Students 5114(n)

#### Discipline/Student Conduct Policy, continued

**4.** Procedures concerning students who are eligible or who have been identified as having one or more disabilities under Section 504 of the Rehabilitation Act, which student does not fit the criteria under the IDEA as described in subsection 1 above (a "student with disabilities") are set forth below.: Notwithstanding the foregoing, the following additional procedures apply to a student with disabilities as defined in this subsection: Omit students who have been identified as having one or more disabilities under Section 504 of the Rehabilitation Act:

- #3
- a. Notwithstanding any provision to the contrary, if suspension or expulsion is considered as a consequence of a student with disabilities' conduct, if an issue exists as to whether the conduct was the direct result of the district's failure to implement the Section 504 plan, or if the Board of Education is contemplating a change of placement for more than ten (10) school days per school year for a student with disabilities who has engaged in other behavior that violated any rule or code of conduct of the school district that applies to students with or without disabilities, the following procedures shall apply:
  - i. If a student with disabilities engages in conduct that would lead to a recommendation for suspension or expulsion:
    - a. the parents of the student must be notified of the decision to suspend or expel not later than on the date on which the decision to take that action was made.
    - b. the district shall convene the student's Section 504 Team (504 Team) as soon as possible but in no case later than ten (10) school days after the recommendation for such discipline was made, for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for such discipline and whether the conduct directly relates to any failure to provide Section 504 services set forth in the student's Section 504 plan, in order to determine whether the student's behavior was a manifestation of his/her disability.
  - ii. If the Section 504 Team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion. The Section 504 Team shall consider the student's misconduct and revise the Section 504 Plan to prevent a recurrence of the misconduct and to provide for the safety of other students and staff. If the 504 Plan of the student with disabilities does not contain a current behavior intervention plan, the Section 504 Team must develop a behavior intervention plan to address the behavior that led to the disciplinary action. If the Section 504 Plan of the student with disabilities contains a current behavior intervention plan, the 504 Team must consider the use of positive behavioral interventions to address the child's behavior and convene as necessary to review and/or modify the behavior intervention plan.
  - iii. If the Section 504 Team finds that the behavior was not a manifestation of the student's disabilities, the Administration may proceed with the recommended expulsion, to the extent that a student without disabilities would be subject to such discipline. Even if the behavior is a manifestation of the student's disability, the "student with disabilities" placement may change to an appropriate interim alternate setting as set forth under subsection 3a through 3e above.

#### Discipline/Student Conduct Policy, continued

The following rules violations, disruptive and offensive behaviors have been leveled according to severity. Recommended consequences are listed in the chart that follows. Consequences will be determined on an individual basis and will vary with the degree of the offense.

All incidents will be entered as a normal incident. All bullying incidents will be labeled with one of the following two codes (02 OR 03):

#### 02 Yes - Protected Class

This is a bullying incident based on one of the following protected classes:

Race, Color, Religion, Ancestry, National origin, Gender, Sexual orientation, Gender identity or expression, Mental/Physical/developmental/sensory disability, or the victim is associated with a group with one of these characterizes.

03 Yes - Non-protected class

This is a bullying incident not based on one of the protected classes listed above.

NOTE: Socioeconomic status, academic status, and physical appearance are not protected classes

#### **Decision Making Guide**

This guide will be used when determining the consequence for inappropriate student behavior.

Questions to consider:

- 1. Does the behavior markedly interrupt are severely impede the day-to day operation of the school?
- 2. Is there a pattern of frequent or recurring incidents versus a single incident?

Mitigating Factors to Weigh in the Determination:

- 1. Intensity of any or all offenses.
- 2. Age, grade level, and developmental stage of the student.
- 3. Learning/behavioral support provided to the student (e.g., though special education, Section 504, etc.)
- 4. Student's discipline history and likelihood of repetition.
- 5. Student's intent and expressed reasons for the behavior.
- 6. Student's academic progress and relative risk of lost instruction
- 7. Interpretation of culture and communication factors.
- 8. History of school and family collaboration in supporting positive behaviors.

Please refer to *ARTICLE 4: DISCIPLINARY PROCEDURES AND GUIDELINES* above. Note constraints: students with disabilities/students with 504 plans.

	Offense	Level	City Code	State Code
Ass	sault/Fighting			
1	Accessory to a Fight	3	18	[1713]



2	Assault/Battery	4	14	[1720]
3	Inciting a Fight/Riot	3	13	[1712]
4	Physical Aggression	3	10	[1700]
5	Physical Altercation	3	11	[1710]
6	Sexual Battery	4	31	[1910]
7	Sexual Offense	4	32	[1920]
8	Stabbing	4	41	[2100]
9	Throwing an Object, with intent	4	15	[1730]
10	Verbal Altercation	2	12	[1711]
Che	ating		1	
11	Cheating	1	52	[3604]
12	Forgery	1	53	[3605]
13	Plagiarism	1	54	[3606]

#### Students

5114(p)

#### Discipline/Student Conduct Policy, continued

Destruction of Property			
14 Arson	4	1	[1100]
Destruction of personal property such as	2	48	[3510]
clothing; book bag, etc.	32.77	0.2	[0010]
16 Reckless Burning	4	2	[1110]
17 Vandalism	3	47	[3500]
Disruption of the Learning Environment		11 121 1	
18 Disorderly Conduct	2	60	[3610]
19 Disruption/Disruptive Behavior	1.	58	[3628]
20 Excessive talking	11	78	[3689]
21 Failure to complete assigned work	1	79	[3690]
22 Serious Disorderly Conduct	3	59	[1740]
23 Tardiness	1	72	[3632]
24 Throwing Objects, no intent to harm	1	61	[3611]
District Policy Violation * refer to district policy	,		
25 Truancy	*	73	[3633]
26 Attendance Policy	*	70	[3630]
27 Dress Code Violation	*	83	[3638]
Insubordination			
28 Insubordination/Disrespect – major	2	51	[3601]
29 Insubordination/Disrespect – minor	1	51	[3601]
30 Refusal to Identify	1	87	[3642]
31 Skipping Class	2	71	[3631]
Obscenity			
32 Obscene Behavior	2	62	[3620]
33 Obscene Gestures	2	63	[3621]
34 Obscene Language/Profanity	2	66	[3624]
35 Obscene Written Messages	2	64	[3622]
Stealing			
48 Burglary/Breaking and Entering	4	5	[1400]
49 Possession of Stolen Property	4	8	[1430]
50 Robbery	4	7	[1420]
51 Sale or Intent to Sell Stolen Property	4.	9	[1431]
52 Theft/Stealing	4.	6	[1410]
School Policy Violation			



36	Candy/Food/Gum/ Beverage	1	56	[3684]
37	Displays of Affection	1	65	[3623]
38	Failure to Attend Detention - teacher	1	74	[3634]
39	Failure to Attend Detention - administration	2	74	[3634]
40	Failure to Attend ISS	3	74	[3634]
41	Failure to return school documents	1	77	[3686]
42	Leaving class without permission	1	75	[3648]
43	Leaving Grounds	2	80	[3635]
44	Loitering	1	81	[3636]
45	Lying	1	55	[3653]
46	Misuse of hall pass	1	76	[3685]
47	Unauthorized Area	2	86	[3641]

#6

Students

5114(q)

#### Discipline/Student Conduct Policy, continued

53	Bullying/Cyberbullying	3	23	[1812]
54	Harassment – Sexual	3	30	[1900]
55	Harassment (Non-Sexual) *	3	20	[1800]
56	Intentionally endangering an individual(s)	3	95	[1825]
57	Physical Intimidation	3	17	[1818]
58	Racial Slurs/Hate Crime	3	22	[1811]
59	Teasing	1	25	[1814]
60	Threat/Intimidation/Verbal Harassment	3//	21	[1810]
61	Threats of Bodily Harm	3	16	[1817]
Tecl	inology Violation * refer to district poli	cv	44-14 H	NOT WELL THE WAY
62	Camera	*	38	[3675]
63	Cell phone	*	34	[3671]
64	Electronic music device	*	36	[3673]
65	Grade Tampering	*	57	[3607]
66	Hand held gaming device	*	35	[3672]
67	Misuse of Technology	*	85	[3670]
68	Tape recorder/recording device/other electronic device	*	37	[3674]
69	Unauthorized use of computers	*	33	[3670]
Unle	awful Action		for the d	No.
70	Abduction	4	43	[2300]
71	Blackmail	4	42	[2200]
72	Breach of Peace	4	26	[1760]
73	Counterfeiting	4	88	[2800]
74	Drugs/Alcohol/Tobacco	4	91	[3800]
75	False fire alarm	4	44	[3650]
76	Foreign Substance (Illegal Drugs)	4	93	[1822]
77	Foreign Substance (Prescription Medications)	4	92	[1821]
78	Foreign substance onto a person	4	94	[1824]

#7

#### Discipline/Student Conduct Policy, continued

#### CT State Department of Education Weapon Codes (07/08/10)

Code	Description
3701	Knife 2 ½ Inches or Greater
3702	Knife Smaller than 2 ½ Inches
3703	Box Cutters
3704	Pencil/Pen
3705	Razor Blade
3708	Sword/Machete/Long knife
3710	Shank
3711	Handgun
3712	Rifle/Shotgun
3713	Toy Gun/Water Gun/Cap Gun
3714	Pellet/BB Gun/Air Gun
3715	Sling Shot
3716	Ammo
3717	Stun Gun
3718	Paint Gun
3719	Facsimile of Gun
3720	Explosive Devices
3721	Stink Bomb/Smoke Bomb
3722	Fireworks/Firecrackers
3723	Facsimile of bomb
3724	114 1 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4
3730	Flame Thrower  Defensive Device
3731	Any Object that can be thrown such as rocks, brick – high risk
3732	
3733	Rubber band to snap or to shoot paper wads — low risk
3734	Office School Supplies (Sharp)
	Office School Supplies (Blunt) Furniture
3735	
3736	Belt/Rope
3737	Pen Shocker/Zapper
3738	Chain, Wire, Rope, etc.
3740	Martial Arts Device
3741	Brass Knuckles
3742	Baton/Billy Club
3743	Blunt Tools
3744	Nail Gun
3745	Grooming Tools
3746	Sharp Tools
3750	School Supplies
3751	Flare Gun
3755	Hatchet/Axe
3760	Sport Equipment/Sticks
3771	Medical Equipment
3773	Pocketbook
3780	Butter Knife/Table Knife
3781	Plastic Knife
3782	Switch Blade
3791	Facsimile of Other Weapon
3792	Laser Pointer
3793	Lighter/Matches
3794	Suspicion of Weapon Possession
3795	Inappropriate Dangerous Clothing
3796	"Blackjack" or similar type weapon
3798	Possession of a Dangerous Instrument

#8

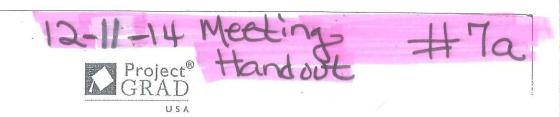
#9

#### Discipline/Student Conduct Policy, continued

#### CT State Department of Education Drug/Alcohol/Tobacco Codes (07/08/10)

Code	Description
3801	Alcohol Sale/Intent to Sell/Distribution
3802	Suspicion of Alcohol Sale
3803	Alcohol Use
3804	Suspicion of Alcohol Use
3805	Alcohol Possession
3806	Alcohol Sale/Distribution to Minor
3811	Drug Possession
3812	Drug Use
3813	Suspicion of Drug Use
3814	Drug Sale/Intent to Sell/Distribution
3815	Suspicion of Drug Sale
3816	Facsimile of Drug
3817	Drug Paraphernalia
3818	Drug Solicitation
3819	Inappropriate Talk About the Drug Use/Sale/Possess
3820	Sale of Prescription Medication Distribution/ Intent to sell
3821	Possession of Prescription Medication
3822	Use of Prescription Medication
3823	Possession of Over the Counter Drugs
3824	Use of Over the Counter Drugs
3825	Sale of Over the Counter Drugs/Distr/Intent to Sell
3829	In the Company of Person in Poss. of illegal Drugs
3830	Tobacco Possession
3831	Tobacco Use
3832	Suspicion of Tobacco Use
3833	Tobacco Sale/Intent to Sell/Distribution
3834	Suspicion of Tobacco Sale
3835	Tobacco Paraphernalia
3836	Facsimile of Cigarette/Cigar
3837	E-Cigarette
3840	Inhaling Harmful Substance
3897	Knowledge that an Individual is in Possession
3898	Under the Influence of an Unknown Substance

#10



**Background.** Since the early 1990s, Project GRAD USA ("GRAD") has worked to transform student opportunity in and out of school, opening doors to college and career success. Our support for students, schools, families and communities takes two forms: a management model (GRAD Academies) and a partnership model.

The GRAD Academies model was launched in 2012 when GRAD became an authorized school operator in the Commonwealth of Massachusetts and the Tennessee Achievement School District. GRAD currently operates public high schools in Holyoke, MA and in Memphis, TN. In January 2014, GRAD was named the Receiver of Morgan Full Service Community School, a K-8 feeder school for our high school in Holyoke, MA.

Each GRAD Academy is designed to promote student intellectual engagement and agency through a standards-aligned, rigorous, and relevant curriculum, along with individualized supports that enable students to meet challenging learning goals. GRAD Academy High Schools are part of the New Tech Network, emphasizing project-based learning supported by a 1:1 student to laptop ratio. Real-time data collection and analysis of practice enable teachers and leaders to monitor and respond effectively to student progress. GRAD USA brings substantial startup and early implementation support to its GRAD Academies, including financial and partnership development, research and design assistance, leadership and instructional coaching, and administrative and technical support.

The GRAD Academies model builds from the success of *GRAD's partnership model*, which has been in existence since 1991. GRAD is one of the nation's largest college access programs, supporting more than 130,000 low-income students in 205 schools nationally in locations including Atlanta, Houston, Knoxville, and Los Angeles. GRAD works with these schools to provide college access and success programming – hosting summer institutes, implementing college access centers, helping students with test preparation, providing scholarships, and more. In 2008, as a result of the successful implementation of the GRAD model nationally and with bipartisan support, GRAD became a federally authorized program of the United States Department of Education via the vehicle of the Higher Education Opportunity Act.

**Our Approach.** Anchoring our approach is an abiding belief that local stakeholder engagement is central to sustained improvement: effective strategies will be respectful of and responsive to local context, leveraging and building on community assets. In each community GRAD serves, Project GRAD mobilizes and aligns resources and expertise around five areas consistently identified by researchers and policy makers as critical for school improvement and excellence: *effective leadership, capable and collaborative teaching, rich family and community ties, supportive learning environment, and ambitious instruction.* We work closely with partners to design supports and monitor progress on a set of indicators associated with each dimension (see next page).

Impact. In the longest-served group of schools, GRAD scholars are completing college at a rate 92% above the national average for students from similar demographic backgrounds. A statistically significant sample of GRAD scholarship recipients who have completed college shows that the proportion of scholars who graduated with majors in science, technology, engineering, and mathematics, exceeded the national average for minority students by 71%. GRAD has sent high school graduates to more than 200 institutions of higher education, including some of the most highly selective schools in the nation. This academic year, GRAD has more than 7,500 students in college. In addition, GRAD Academy Memphis recently received the highest results on a survey of school culture of all the schools in the Achievement School District and double digit gains in student achievement on the State English Language Arts and Mathematics on End of Course exams.

Project GRAD

#### Five Essentials for GRAD Academies\*



#### Effective leadership

- Instructional focus: The principal sets high standards for teaching and student learning, and supports teachers
  in developing skills and resources to get there.
- *Program coherence:* School resources, strategies and programs are closely coordinated and consistent with goals for student learning.
- *Inclusive and distributed leadership:* The principal demonstrates a commitment to, and effective strategies for, engaging teachers and staff in school development and decision-making.
- Efficient management: Processes for daily operations (from student arrival and dismissal, to communications, to data management) are clearly articulated, understood, and implemented.
- Effective use of data: School leaders and faculty routinely collect, review, and use well-targeted data to inform instruction and operations.

#### Capable and collaborative teaching

- Teacher preparation and experience: Teachers are appropriately prepared for the age level and subject area(s) they are assigned to teach; as a group the faculty brings a wealth of professional experience to the school.
- Collective responsibility for student learning and success: Adults in the school share deep commitment to the learning and success of all students.
- Collegial relationships among teachers and administrators: Adults in the school maintain a professional climate characterized by mutual professional and personal respect and caring, and support for colleagues' ongoing learning and development.
- Learning in and through practice: The school has well-established structures and routines for professional learning through the shared examination of student work and teaching practice.

#### Robust School-Family-Community Ties

- Two-way relationships: In stepping out into the community and welcoming community members in, school leaders and teachers build respectful and trusting relationships with families and community stakeholders
- Leveraging family and community expertise: School leaders and faculty work to create a bridge between cultural knowledge and resources that families and communities have accumulated over time and the formal academic knowledge, skills, and practices that students must learn in school.
- Mobilizing local and national resources to support improvement: School leaders foster partnerships with local and national organizations to advance systemic and sustainable change at the school level.

#### Supportive Learning Environment

- · Safety and order: Students feel safe in and around the school building.
- · Supportive relationships: Interactions among adults and students are marked by mutual respect and trust.
- Academic press: Adults consistently communicate high expectations for student achievement and conduct, and provide strong supports for students to meet them.
- Peer academic norms: Students report that classroom peers act in ways that enable academic achievement.
- Future orientation: Ongoing conversation, activities, and school structures extend the learning horizon to students' college and career readiness and success.

#### Ambitious Instruction

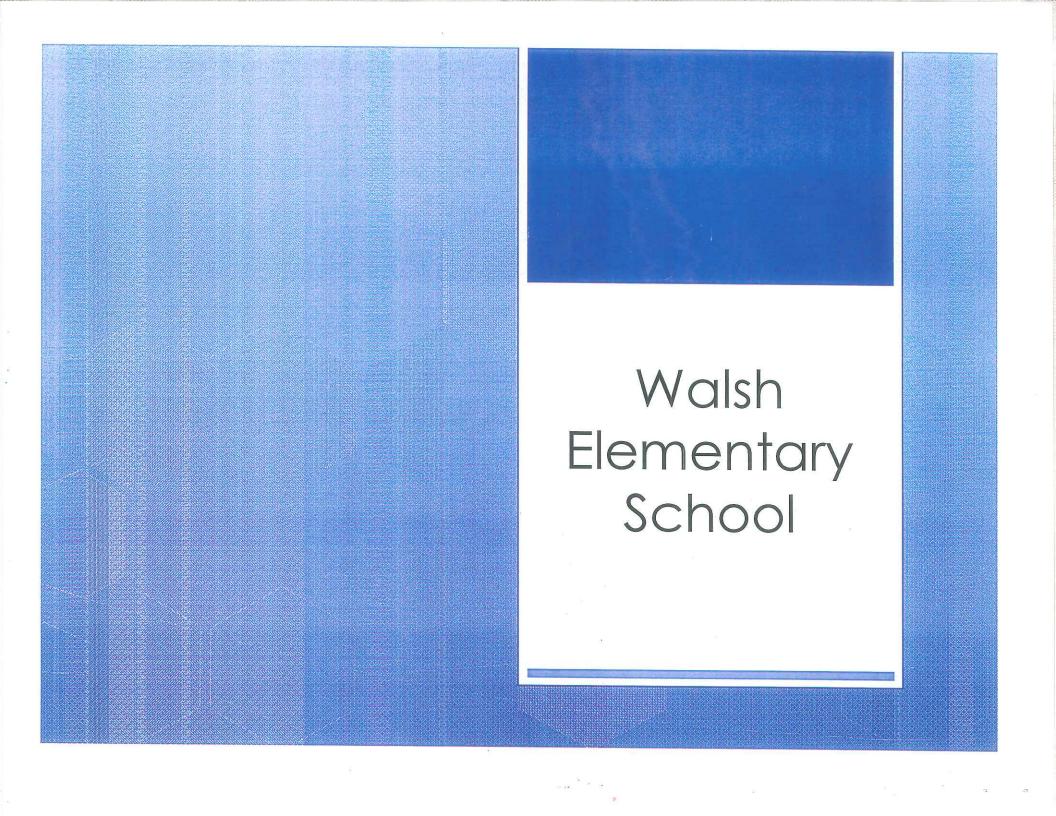
- Instructional clarity and focus: Instruction is clear, well-structured, interactive, and organized around important learning goals.
- Task content and structure: Learning activities are strategically designed to engage all learners in building and applying knowledge.
- Academic talk: Discussion is a central structure for learning students routinely explain, and justify their thinking about the subject matter, and make connections to others' ideas.

<sup>\*</sup> Language and constructs are adapted from the UChicago 5Essentials framework. See http://ccsr.uchicago.edu/

12-11-14 Meeting Handout #7a

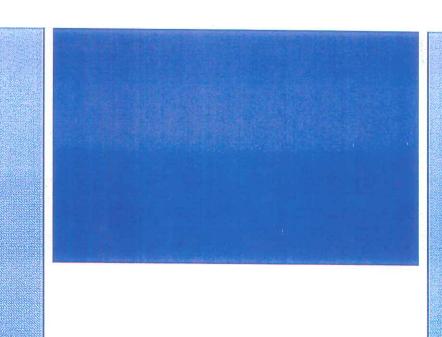
# Turnaround Update

December 11, 2014



# WALSH

- Implementation of Project Child
  - Teachers are content Experts in Reading, Writing, and Math/Science
  - Students rotate in 90 minute blocks
  - Students work at learning stations (small group activities) 2-3 days per week
- Reduction in number of suspension
  - 55% reduction in In School Suspension
  - 7.7% reduction in Out of School Suspension
    - Number of individual students suspended significantly down
- Chronic Absenteeism has dropped by 10% over same period last year
- Parental involvement has increased this year
  - Partnership with Dr. Shocki and the Parent Academy
  - 4 evening parent events have been held to date (in addition to district open house and parent conferences)
  - Babysitting for events provided by students from WCA
  - Daytime computer classes for parents (months of November and December)



Crosby High School

# Core Values and Beliefs

The Crosby High School community is committed to providing a safe and welcoming environment that promotes a creative, innovative and intellectually challenging learning experience to ensure that all students are prepared to become 21st century learners and productive members of a diverse society.

# Vision

Crosby High School, made up of four Small Learning Communities, strives to improve student academic achievement within our comprehensive high school. We achieve this by focusing on career interests, incorporating Project Based Curricula, relevant Career and Work Experiences, joint collaborative learning amongst staff, and progressive building of skills and knowledge as students move through the grades that lead to a rigorous and relevant Capstone Experience.

# Academy of Public Safety

**FOCUS:** The Public Safety Academy is focused on preparing students for college and career readiness. The academy experience will provide them opportunities to gain the necessary skills to succeed in fire safety, police investigation and emergency preparedness.

# Pathway: Police

#### Ninth Grade:

- English 9
- · Algebra I
- World History
- Physical Science
- Intervention/World Language
- Informational Technology
- Foundations & Health of Public Safety

#### Tenth Grade:

- English 10
- Geometry
- Roots of Amer./Us History I
- Biology
- Intervention/World Language/Elective
- Public Safety
- Emergency Procedures/Concepts of Emergency Medicine(MRT)

#### **Eleventh Grade:**

- English 11
- Algebra II
- US History II
- Forensics I
- World Language/Elective
- Intro to Law & Justice/Criminal Investigating
- Arts/Vocational Education

#### Twelfth Grade:

- English 12
- Linear Equations/Statistics
- Forensic Science & Lab
- Police Prep & Internship
- Law & Justice II
- Health/PE I
- CAPSTONE

# **Pathway: Fire**

#### Ninth Grade:

- English 9
- Algebra I
- World History
- Physical Science
- Intervention/World Language
- Informational Technology
- Foundations & Health of Public Safety

#### **Tenth Grade:**

- English 10
- Geometry
- Roots of Amer./Us History I
- Biology
- Intervention/World Language/Elective
- Public Safety
- Emergency Procedures/Concepts of Emergency Medicine(MRT)

#### **Eleventh Grade:**

- English 11
- · Algebra II
- US History II
- Forensics I
- World Language/Elective
- Fire & Technology I
- Arts/Vocational Education

- English 12
- Linear Equations/Statistics/Calculus
- Fire Science
- Fire Prep & Internship
- Fire & Technology II
- Health/PE II
- CAPSTONE

# **Public Safety**

- CPR Certification
- Telecommunications Center, Canines in Search and Rescue, Man Tracking, FEMA, Regional Response Teams, Land Navigation and Search, Medical Helicopters, Severe Weather Emergencies, Disaster Relief, The Academy Concept, The National Fire Academy, Presidential Fitness Program, etc.

# **Firefighter Technology Courses**

- Orientation and Safety, Fire Behavior, Portable Fire Extinguishers, Fire Hose, Alarms & Communications, Fire Prevention, Education & Cause, Streams & Appliances
- OSFM Certification
- Ropes, Ladders, Forcible Entry, Ventilation The Art of Reading Smoke, Water Supply Sprinklers, Foam Fire Streams
- Emergency Medical Care, Building Construction Salvage, Overhaul, Rescue, Fire Control

# Pathway: EMT

#### Ninth Grade:

- English 9
- Algebra I
- World History
- Physical Science
- Intervention/World Language
- Informational Technology
- Foundations & Health of Public Safety

#### Tenth Grade:

- English 10
- Geometry
- Roots of Amer./Us History I
- Biology
- Intervention/World Language/Elective
- Public Safety
- Emergency Procedures/Concepts of Emergency Medicine (MRT)

#### **Eleventh Grade:**

- English 11
- Algebra II
- US History II
- Chemistry
- World Language/Elective
- Anatomy & Physiology I
- Medical Terminology & Emergency & Preparedness

- English 12
- Linear Equations/Statistics
- Anatomy & Physiology II
- EMT Prep & Internship
- Arts/Vocational Education
- Health/PE I
- CAPSTONE

# Academy of Entrepreneurship

**FOCUS:** The Entrepreneurship Academy is focused on preparing students for college and career readiness. The academy experience will provide them opportunities to gain the necessary skills to succeed in business, finance and the culinary arts.

# **Pathway: Culinary**

#### Ninth Grade:

- English 9
- Algebra I
- World History
- Physical Science
- Intervention/World Language
- Informational Technology
- Intro to Business

#### Tenth Grade:

- English 10
- Geometry
- Roots of Amer./Us History I
- Biology
- Intervention/World Language/Elective
- Foods and Nutrition
- Advanced Foods I

#### **Eleventh Grade:**

- English 11
- Algebra II
- US History II
- Chemistry
- World Language/Entrepreneurship
- Culinary Arts I
- Advanced Foods II

- English 12
- Linear Equations/Statistics
- Arts/Vocational Education
- Marketing I
- Serve Safe/Restaurant Mgt.
- Culinary Arts II
- Health/PE
- CAPSTONE

# Pathway: Finance

#### Ninth Grade:

- English 9
- Algebra I
- World History
- Physical Science
- Intervention/World Language
- Informational Technology
- Introduction to Business

#### **Tenth Grade:**

- English 10
- Geometry
- Roots of Amer./US History I
- Biology
- Intervention/World Language/Elective
- Entrepreneurship
- Accounting 1

#### **Eleventh Grade:**

- English 11
- Algebra II
- US History II
- Chemistry
- World Language/Elective
- Accounting 2
- Personal Finance

- English 12
- Linear Equations/Statistics
- Arts/Elective
- · Finance Law
- Internship
- Business Ownership
- · Health/PE
- CAPSTONE

# **Pathway: Business**

#### Ninth Grade:

- English 9
- Algebra I
- World History
- Physical Science
- Intervention/World Language
- Informational Technology
- Introduction to Business

#### **Tenth Grade:**

- English 10
- Geometry
- Roots of Amer./US History I
- Biology
- Intervention/World Language/Elective
- Entrepreneurship
- Accounting 1

#### **Eleventh Grade:**

- English 11
- Algebra II
- US History II
- Chemistry
- World Language/Elective
- Business Law & Management
- Marketing 1

- English 12
- Linear Equations/Statistics
- Arts/Vocational Education
- Marketing 2
- International Business
- Personal Finance
- Health/PE
- CAPSTONE

# Academy of Science, Technology, Engineering, Arts and Math

FOCUS: The STEAM Academy is focused on preparing students for college and career readiness. The academy experience will provide them opportunities to gain the necessary skills to succeed in aviation, digital arts and computer science.

# **Pathway: Aviation**

#### Ninth Grade:

- English 9
- Algebra I
- World History
- Physical Science
- Intervention/World Language
- Informational Technology
- Introduction to Engineering

#### Tenth Grade:

- English 10
- Geometry
- Roots of Amer./US History I
- Biology
- Intervention/World Language/Elective
- · Health/PE
- Foundations of Aviation (NVCC H120)

#### **Eleventh Grade:**

- English 11
- Algebra II
- US History II
- Chemistry
- World Language III/Elective
- Air Transportation System (NVCC H130)
- Air Management I (NVCC H150)

- English 12
- Linear Equations/Statistics/AP Calculus
- Arts/Vocational Education
- Physics
- Air Management II (NVCC H151)
- Aerospace Safety (NVCC H140)
- CAPSTONE

# Pathway: Math & Science

#### Ninth Grade:

- English 9
- Algebra I
- World History/AP History
- Physical Science/Biology
- Intervention/World Language
- Informational Technology
- Introduction to Engineering

#### Tenth Grade:

- English 10
- Geometry
- · Roots of Amer./US History I
- Biology/AP Biology
- Chemistry
- World Language II/Elective
- Elective/Labs

#### **Eleventh Grade:**

- English 11/AP English
- Algebra II/Pre-Calculus
- US History II
- Physics
- World Language III
- AP Chemistry/AP Environmental
- Health/PE

- English 12/AP English
- Linear Equations/AP Statistics/AP Calculus
- Arts/Vocational Education
- AP Chemistry/AP Physics
- Technology
- Elective
- CAPSTONE

# **Pathway: Digital Arts**

#### Ninth Grade:

- English 9
- Algebra I
- World History
- Physical Science
- Intervention/World Language
- Informational Technology
- Introduction to Engineering Design

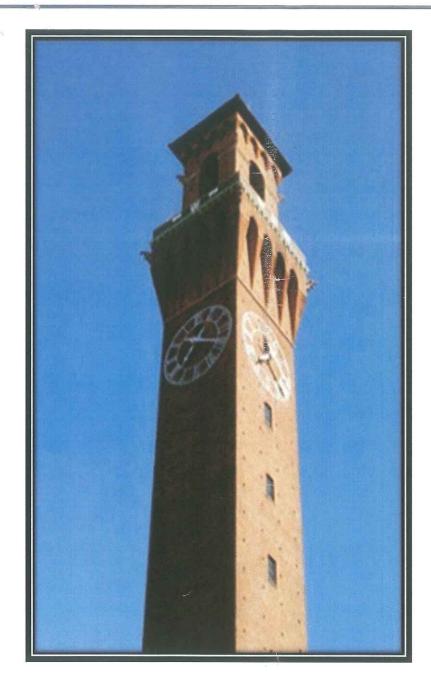
#### Tenth Grade:

- English 10
- Geometry
- Roots of Amer./US History I
- Biology
- Intervention/World Language/Elective
- Principles of Engineering
- Health/PE

#### **Eleventh Grade:**

- · English 11
- Algebra II
- US History II
- Chemistry
- World Language/Elective
- Graphic Communications
- Video Productions I

- English 12
- Linear Equations/Statistics
- Arts/Tech Elective
- Media Communications
- Video Productions II
- Advanced Graphic Communications
- CAPSTONE



# Waterbury Public Schools Blueprint for Change 2012-2017 Action Plan

#### Action Plan Committee

Dr. Kathleen M. Quellette Anne Marie Cullinan Pamela Baim Michelle Baker Michele Buerkle **Kevin Egan Ianet Frenis** Joseph Gorman **Paul Guidone** Adela Jorge-Nelson Patricia Moran Dena Mortensen Wendy Owen **John Reed** Darren Schwartz Steven Strand Dr. Shuana Tucker **Kevin Walston** Paul Whyte



# SIX TRANSFORMATIONAL DOMAINS

#### Waterbury Public School's Theory of Action

The primary goal for our educational leaders is to develop and sustain the essential skills and effective strategies necessary to assist all Waterbury students in achieving at high levels. Waterbury has identified Central Office Transformation as the innovation that will elevate the district from its current state, to a district marked by excellence in teaching and high achievement by all groups of learners.

At the heart of the work of Central Office Transformation is serving students' learning. Leaders acting to steward the work of central office transformation consistently convey that the work is successful only to the extent that it matters for improving learning for children and young people. All principals, in partnership with their district instructional leadership directors, receive leadership coaching from accomplished instructional leaders to increase their individual skill in guiding and supporting effective teaching for all students.

In the first year of the reform effort, we redesigned our central support to emphasize a school-based model using a school reform team structure with job-embedded support; we also began working cross-functionally as an organization. Everyone must now own the work, not only at the leadership level and principal's level, but at every level of the organization. We must all learn new ways to work differently, and sustain the reforms over time.

This foundational rationale—that improvement in teaching and learning across the entire system was incumbent on the central office playing a critical support role—was in contrast to the way business had been historically conducted in Waterbury, and required major changes in how people in the central office thought about their work. This foundational rationale, however, is consistent with the theory of action that redefined the central office as a service organization that exists to support reform in the schools.

We believe central office transformation moves beyond the existing culture in the school system about whether schools or the central office should be driving reform and shows that improving teaching and learning district-wide is a systems problem—a challenge that requires the participation of both central office and schools in leadership roles to realize reform outcomes.

Creating entire systems of excellent schools requires the exercise of leadership throughout district systems. Our close examination of central office practice clearly suggests that work at both levels is absolutely essential to the creation of a system of schools that can serve our students.

The central office transformation effort was crucial in the development of a theory of action that necessarily changed over time as the central office work unfolded.

- > If Instructional Leadership Directors work with principals individually and in learning networks to strengthen principals' instructional leadership, then all principals will strengthen their instructional leadership skills, encourage and promote high quality teaching in every classroom and significant improvements in teaching and learning district-wide will result.
- > If all principals become excellent instructional leaders with the capacity to encourage and promote high quality teaching in every classroom, then high quality teaching in every classroom will result and thus, all students will be achieving at high levels.
- > If Central Office leaders focus their attention directly on supporting improved principal instructional leadership and classroom practice, then powerful/highly effective instruction for all students will result.

- If Central Office creates "learning-focused partnerships" with principals through which all principals receive ongoing, personalized, differentiated supports for their development as instructional leaders from dedicated, executive-level central office staff, then all principals will strengthen their instructional leadership and we will achieve significant improvements in teaching and learning district-wide.
- If we provide embedded professional development for administrators and teachers related to key curriculum and instruction reforms, and design teacher evaluation, educational rounds, and school walk-throughs to identify both understanding and implementation of those key reforms, then teachers will improve their instructional practice and student achievement will increase.
- > If we organize central office to provide support for principals and teachers, and expect accountability by principals and teachers for the quality of teaching and learning in each classroom, then we will increase district-wide leadership capacity to support continuous improvement in teaching and learning, and ultimately improvement in student achievement.

Reference: Center for Educational Leadership, University of Washington, College of Education

# **KEY INITIATIVES FOR CHANGE**

- · Secure additional state funding and support for reform efforts as a state Alliance District
- · Partner with local, state and national experts to support the Blueprint for Change
- Sustain Instructional Leadership Director (ILDs) positions to support building principals as instructional leaders
- Refine the new administrator and teacher evaluation process that reflects the state framework
- Continue to provide district professional development for school network schools in order to provide differentiated instructional support and streamline the sharing of best practices
- Create district and school wide data teams to closely monitor student achievement
- · Create quality Student Success Plans (SSPs) beginning in grade 6 to assist all students to be career and college ready upon graduation
- Continue to implement a State Turnaround Plan for Crosby High School beginning 2014-2016 school years
- · Partner with Naugatuck Community College to support the "GEAR UP" college readiness program for Waterbury students in middle school through high school
- Continue to align Waterbury curriculum to the Common Core State Standards
- Define and strengthen Early Literacy program -preschool through grade 5
- · Continue to support embedded staff development coaching models
- Begin Focus Walks in each school to examine the sharing of BEST practices with district colleagues
- · Continue to administer the Comprehensive School Climate Inventory (CSCI) to gather feedback from students, parents and staff and set goals and action plans accordingly
- Continue Welcome School Visits in each school to examine school climate and family engagement
- · Continue to advocate and ensure students receive adequate support and wraparound services through both school and community agencies

# **ACTION PLAN FOR CHANGE**

# Goal 1: Provide all students with quality school principals and teachers who deliver rigorous and effective instruction

Objective 1: Develop instructional district-wide leadership capacity to support improvement of student achievement	Measurement	Anticipated Target Date	Status
Create school networks based on differentiated need	Network identified and assigned to ILDs	12/12	Completed
Organize central office to provide support and accountability for teachers and principals	Revise District Organizational Chart	12/12	Completed
Develop Theory of Action for District and School Improvement Plans	Creation of Superintendent's Theory of Action	12/12	Completed
	School Improvement Plans completed and SID Goals, Teacher goals, Alignment of all mClass, Common Core Standard tied to high leverage goal	12/12-12/17 Yearly Review	Completed & Monitoring Measurements
Develop communication strategies for internal and external stakeholders understanding of District Theory of Action	Creation of Stakeholder Surveys	03/13	Completed
Redefine the Department Chairperson job descriptions to focus on professional support for department teachers  1. Analyze current Department Chairperson job description based on need to deliver rigorous and effective instruction  2. Collect and analyze DRG job descriptions for Department Chairs  3. Collaborate with WTA for input  4. Revise WPS Department Chairperson job description to meet goal  5. Submit to BOE Personnel Committee for approval	Revise Job Descriptions	06/14-06/17 Yearly Review	Progressing

<sup>5| &</sup>quot;Moving Forward for Student Success"

Create and implement a tool for central office leaders to use in gathering	5D Assessment, Administration Evaluation,	06/13	Completed
evidence of principals' instructional leadership. CCSC will support the use	District Dashboard, mClass System,		
of this tool through embedded coaching with ILDs.	Chronic Absenteeism, District Data Team,		
	School Data Teams		
Update the vision and mission of Waterbury Public Schools to reflect yearly action plan	Revision completed	08/13	Completed
Objective 2: Provide embedded professional development for teachers and administrators	Measurement	Anticipated Target Date	Status
Develop a professional development calendar based on student, teacher	5D Assessment, Sequenced Calendar,	04/13	Completed
and administrator need beginning in 2013-2014 school year	Principals Forum redesigned, Instructional		
	Rounds Model, PD Structure tied to goals		
Partner with a consultant to develop instructional leadership with	5D Assessment,	04/13	Completed
district/building administrators	Scheduled Timeline		
Provide the protocols and tools necessary to facilitate instructional rounds	5D Assessment, Protocol, Scheduled Timeline,	04/14-04/17	Completed &
and make instructional rounds with central office leaders and principals	Principal Forums, ILD Network Meetings,	Yearly	Monitoring
	District/School Data Teams	Review	Measurements
Objective 3: Implement a new teacher & administrator evaluation system	Measurement	Anticipated Target Date	Status
Create or adopt a new teacher and administrator evaluation system aligned with the SEED model	Adoption of the Evaluation Systems revised 2014	06/13	Completed
Adopt an efficient software system to track and monitor teacher and orincipal evaluation	Adoption of the Evaluation Systems, Implemented BloomBoard	06/13	Completed
Provide professional development for teachers and administrators on the	PD Provided, Professional Practice,	08/13-08/17	Completed &
new evaluation system aligned with effective teaching and leading in the	ILD Networks, Principal Forums	Yearly	Monitoring
new tracking system		Review	Measurements
Objective 4: Use data to improve effective instruction	Measurement	Anticipated Target Date	Status
Develop a district data team to analyze district-level data to inform	Student performance, Chronic Absenteeism,	02/13	Completed
decisions	Staff Absenteeism, mClass, Acuity,		
	Instructional Development Training Standards		

<sup>6| &</sup>quot;Moving Forward for Student Success"

Ensure a common process for data teams is adopted, communicated and in	Data team minutes, Data Protocols, Feedback	04/13	Completed
place for all grade, content, school and district data teams	Loops		
Implement School-Wide Data Teams/School Leadership Teams	Surveys, Rubrics, Teaming Standards, Observations, Anecdotal Data, Data Team Agendas/Minutes	04/13	Completed
Design and implement school based action plans aligned with the goals in the blueprint for change and based on the need of each school	Action Plan, Student Performance Data	04/13	Completed
Monitor the effectiveness of the data team process with an agreed upon	Rubric Data, Teaming Standards, Instructional	05/13-05/17	Completed &
rubric	Data Team Rubrics, Data Team	Yearly	Monitoring
	Agenda/Minutes	Review	Measurements
Objective 5: Recruit and retain high quality teachers and administrators that reflect the diversity of the community	Measurement	Anticipated Target Date	Status
Develop a plan to recruit and retain high quality teachers and administrators that reflect the diversity of the community	Rates of recruitment, hiring, exit survey	04/13	Completed
Expand and sustain leadership development program	Leadership Development Program	09/13-09/17	Completed &
	Connecticut Lead, CAS Leadership Forum	Yearly	Monitoring
		Review	Measurements

## Goal 2: Ensure all students equal access to quality curriculum that is aligned to Common Core State Standards (CCSS)

Objective 1: Conduct a curriculum audit and create or adopt units of study that align to CCSS	Measurement	Anticipated Target Date	Status
Contract with consultant to conduct a literacy curriculum audit	Contract and Audit	12/12	Completed
Adopt curriculum aligned to Common Core State Standards in literacy and mathematics	Curriculum, Equip Rubrics, Management Cycle, BOE Adopted Curriculum/Curricular Maps/Pacing Guides	08/13-08/17 Yearly Review	Completed & Monitoring Measurements
<ol> <li>Ensure culturally responsive education is provided to identified network schools</li> <li>Professional development for administrators on culturally responsive education</li> <li>Expand training beyond core teams to entire staffs</li> <li>Provide professional development to facilitators and coaches to model culturally responsive and differentiated lessons</li> <li>Video exemplar models for use as professional development resources</li> <li>All curriculum templates to include culturally responsive and differentiated learning</li> <li>Inventory classrooms and purchase Common Core and culturally responsive aligned literature</li> </ol>	Professional Development, Intense Focus/Turnarounds Schools, SDE Consultant	09/15 09/16 09/17 Yearly Review	Progressing
Objective 2: Review assessment practices and align assessments with the CCSS and Smarter Balance assessment recommendations	Measurement	Anticipated Target Date	Status
Design a district assessment calendar specific to the needs of elementary and secondary	Calendar	08/13	Completed
Adopt benchmarks in literacy and math aligned with the Common Core State Standards	Assessments created and implemented, Assessment process through curriculum benchmarks, mClass, Completed/implemented Acuity	08/13	Completed

Objective 3: Integrate use of technology with curriculum development	Measurement	Anticipated Target Date	Status
Monitor each school's ability to effectively implement Smarter Balanced assessments and provide technological resource to ensure equity	Survey of current technology – 8,079 computers	08/13	Completed
Implement courses to meet student needs that incorporate 21st Century	Course Offering, Program of Studies,	09/13-09/17	Completed &
technology skills	Turnaround Committee	Yearly Review	Monitoring Measurements
Monitor and update the 2012-2015 Technology Plan based on	Assessment Tool	09/13-09/15	Completed &
implementation results	Plan Creation	Yearly	Monitoring
		Review	Measurements
Objective 4: Provide tiered support for English/Language Arts and Mathematics	Measurement	Anticipated Target Date	Status
Prioritize access to intervention based on each school's SPI and achievement	SPI 2012-2013,	08/13-08/17	Completed &
gaps	Student Achievement Data, 5D Assessment,	Yearly	Monitoring
	Student growth through SRBI Model	Review	Measurements
Implement Scientifically Research Based Instruction district-wide to ensure	SRBI Audit, Student Achievement	09/13-09/17	Completed &
consistency and fidelity	Academic and behavioral interventions	Yearly	Monitoring
		Review	Measurements
Expand preschool programs to address the diverse needs of all students	Increase number of pre-school students	08/14-08/17	Completed &
	participating, Alliance Plan	Yearly	Monitoring
		Review	Measurements

# Goal 3: Provide all students a safe and positive school climate that welcomes and actively engages all families

Objective 1: Create effective school climate plans for each school	Measurement	Anticipated Target Date	Status
<ol> <li>**Establish a district-wide structure to reduce chronic absenteeism</li> <li>Revised District Data Dashboard to monitor chronic absenteeism daily</li> <li>All school improvement plans include a chronic absenteeism goal</li> <li>District data team monitoring each school's chronic absenteeism on a monthly basis</li> <li>School data teams monitoring chronic absenteeism monthly</li> <li>Attendance counselors, parent liaisons, social workers and administrators meeting 2x/month</li> <li>Collaboration with outside agencies: Bridge to Success, Waterbury Youth Services, Gear Up, Restorative Justice, Truancy Clinic, School Readiness Council and The Greater Waterbury YMCA.</li> <li>Data being analyzed monthly with administrators at the network meeting</li> <li>Quarterly monitoring with the Connecticut State Department of Education</li> </ol>	District-wide Chronic Absenteeism, District data team minutes, monthly dashboard reports, SWDT minutes, School Improvement Plans	09/15	Progressing
Utilize data (SWIS, SET, TIC, Attendance, Comprehensive School Climate Inventory) to create school climate plans	School Climate Plan, Student Behavioral Data, District Data Team, School Climate Plan based on data	08/13-08/17 Yearly Review	Completed & Monitoring Measurements
Connect with community agencies and resources to support the school climate plan	GEAR UP, Bridge to Success, StayWell Health Center, Juvenile Justice Alliance, Restorative Justice MOU	08/13-08/17 Yearly Review	Completed & Monitoring Measurements
Objective 2: Increase parent involvement in schools	Measurement	Anticipated Target Date	Status
**Ensure each school has a parent survey target goal to improve upon previous year results.	Parent Survey Target Goals	10/14	Completed

Hold elections and establish School Governance Councils as required by legislation and conduct regular monthly meetings to review school improvements and achievements	Complete SGC, regularly scheduled meetings	03/13	Completed
**Establish a School Governance Council in each school  1. Add School Governance Councils so that all school are represented by 2017  2. Continue parent School Governance Council Training for all new and existing councils  3. Seek guidance as needed by the State Department of Education	Organization established	09/15 09/16 09/17	Progressing
Redesign the structure of the open house / parent conference format	Template created, Parent Participation	08/13	Completed
Redesign the "Parent Page" on the district and schools websites to engage parent use of Progress Book, progress reports, phone calls, emails or visits.	Up to date websites, New district website, Channel 16 audit	09/13	Completed
**Design school-based and district workshops on areas of interest to parents as part of school activities  1. Develop Parent Leadership Academy  2. Use data/information from parent survey to design parent workshops  3. Share model workshops among administrators  4. Monitor workshops via the administrator evaluation process with ILDs  5. Ensure district representation at school and district workshops/events  6. Develop Facebook and Twitter Feed to communicate with parents	School Climate Survey Scheduled Calendar	09/15 09/16 09/17	Progressing
Provide professional development on Welcoming Walk Through protocol in each school to examine school climate and family engagement  1. Identify cohorts 2. Contact with the CT SDE to perform school analysis 3. Identify differentiated need by school 4. Implement changes identified	PD provided, SDE Principals Forum Consultant	06/15 06/16 06/17	Progressing

Objective 3: Sustain and improve Positive Behavioral Intervention Supports Implementation	Measurement	Anticipated Target Date	Status
Use the School Evaluation Tool (SET) and the Team Implementation Checklist (TIC) to measure the effectiveness and implementation of PBIS	SET, TIC	06/13-06/17 Yearly Review	Completed & Monitoring Measurements
**Refine district and school-wide procedures for implementation of tiered support for at-risk students (Provide need-based differentiated professional development for each school)  1. School climate teams/PBIS teams to meet monthly 2. District data team to review data quarterly 3. Collaboration with University of Connecticut to ensure a consistent system is established and implemented 4. Monitor fidelity to the SRBI tiered levels of intervention 5. Professional development provided by District Collaborative Instruction Coach based on data	SWIS, Schools' Safe School Climate Meeting minutes, District PBIS Coaches Quarterly and Monthly Meeting minutes,	06/15-06/16 Yearly Review	Progressing
Review and implement PBIS recommendations and integrate recommendations into school climate plans	School Climate Plan, SET Data, TIC Data, SWIS Data, PBIS school based committee	08/13-08/17 Yearly Review	Completed & Monitoring Measurements

Goal 4: Ensure that all students who enter grade 9 are prepared to enter colleges or careers of their choice by graduation

Objective 1: Create and sustain programs that increase college graduation and college readiness	Measurement	Anticipated Target Date	Status
Develop evening secondary alternative program for social support and credit retrieval	Modified alternative evening programs/Wilby Night (single site),  Edgenuity	06/13-06/17 Yearly Review	Completed & Monitoring Measurements
Create a district team to oversee the implementation of student success plans	Creation of Team, 6 – 12 mandate Guidance Department	06/13	Completed
Implement the use of the Naviance web-based program in all middle schools	100% Implementation of program	08/13	Completed
Participate in the GEAR UP program with Naugatuck Valley Community College	766 middle school students and 1,171 high school students participating	09/12-09/17 Yearly Review	Completed & Monitoring Measurements
Objective 2: Create a middle and high school study team to review restructuring possibilities	Measurement	Anticipated Target Date	Status
Research size of schools and classes to analyze possibility of reducing each to research based levels.  1. Pilot smaller team model in middle schools (WSMS)  2. Examine unified arts selections in the middle schools  3. Reexamine program of studies 6-12  4. Conduct Facility Utilization and Redistricting Study  5. Analyze results and make recommendations to the BOE on restructuring the middle and high schools	Data collection class sizes and school sizes, Public School Facility Utilization and Redistricting Study	08/15-08/17 Yearly Review	Progressing
Hire Supervisor of Student Affairs or Behavioral Interventionist to support	Discipline data, dropout rates, retention	09/15	Completed

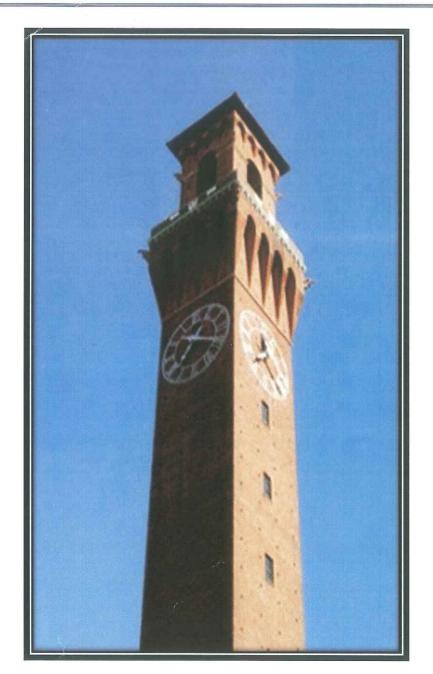
<sup>&</sup>quot;Completed" denotes action items have been fulfilled

<sup>&</sup>quot;Completed & Monitoring" denotes action items have been fulfilled and are being monitored and improved upon on a continual basis

<sup>&</sup>quot;Progressing" denotes action items have been addressed and are continuing to move forward

<sup>\*\*</sup> denotes strategy added

<sup>13 | &</sup>quot;Moving Forward for Student Success"



# **Waterbury Public Schools Blueprint for Change** 2012-2017 Action Plan

Action Plan Committee

Dr. Kathleen M. Quellette Anne Marie Cullinan Pamela Baim Michelle Baker Michele Buerkle **Kevin Egan Janet Frenis** Joseph Gorman Paul Guidone Adela Jorge-Nelson Patricia Moran Dena Mortensen Wendy Owen John Reed **Darren Schwartz Steven Strand** 

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The primary goal for our educational leaders is to develop and sustain the essential skills and effective strategies necessary to assist all Waterbury students in achieving at high levels. Waterbury has identified Central Office Transformation as the innovation that will elevate the district from its current state, to a district marked by excellence in teaching and high achievement by all groups of learners.

At the heart of the work of Central Office Transformation is serving students' learning. Leaders acting to steward the work of central office transformation consistently convey that the work is successful only to the extent that it matters for improving learning for children and young people. All principals, in partnership with their district instructional leadership directors, receive leadership coaching from accomplished instructional leaders to increase their individual skill in guiding and supporting effective teaching for all students.

In the first year of the reform effort, we redesigned our central support to emphasize a school-based model using a school reform team structure with job-embedded support; we also began working cross-functionally as an organization. Everyone must now own the work, not only at the leadership level and principal's level, but at every level of the organization. We must all learn new ways to work differently, and sustain the reforms over time.

This foundational rationale—that improvement in teaching and learning across the entire system was incumbent on the central office playing a critical support role—was in contrast to the way business had been historically conducted in Waterbury, and required major changes in how people in the central office thought about their work. This foundational rationale, however, is consistent with the theory of action that redefined the central office as a service organization that exists to support reform in the schools.

We believe central office transformation moves beyond the existing culture in the school system about whether schools or the central office should be driving reform and shows that improving teaching and learning district-wide is a systems problem—a challenge that requires the participation of both central office and schools in leadership roles to realize reform outcomes.

Creating entire systems of excellent schools requires the exercise of leadership throughout district systems. Our close examination of central office practice clearly suggests that work at both levels is absolutely essential to the creation of a system of schools that can serve our students.

The central office transformation effort was crucial in the development of a theory of action that necessarily changed over time as the central office work unfolded.

- > If Instructional Leadership Directors work with principals individually and in learning networks to strengthen principals' instructional leadership, then all principals will strengthen their instructional leadership skills, encourage and promote high quality teaching in every classroom and significant improvements in teaching and learning district-wide will result.
- > If all principals become excellent instructional leaders with the capacity to encourage and promote high quality teaching in every classroom, then high quality teaching in every classroom will result and thus, all students will be achieving at high levels.
- > If Central Office leaders focus their attention directly on supporting improved principal instructional leadership and classroom practice, then powerful/highly effective instruction for all students will result.
- If Central Office creates "learning-focused partnerships" with principals through which all principals receive ongoing, personalized, differentiated supports for their development as instructional leaders from dedicated, executive-level central office staff, then all principals will strengthen their instructional leadership and we will achieve significant improvements in teaching and learning district-wide.

- If we provide embedded professional development for administrators and teachers related to key curriculum and instruction reforms, and design teacher evaluation, educational rounds, and school walk-throughs to identify both understanding and implementation of those key reforms, then teachers will improve their instructional practice and student achievement will increase.
- If we organize central office to provide support for principals and teachers, and expect accountability by principals and teachers for the quality of teaching and learning in each classroom, then we will increase district-wide leadership capacity to support continuous improvement in teaching and learning, and ultimately improvement in student achievement.

Reference: Center for Educational Leadership, University of Washington, College of Education

This theory of action believes that efficacy, capacity, and sustainability for school improvement must be built and consistently evaluated in four research-based Core Transformational Areas: Vision, Instructional Core, Human Capital, and Infrastructure. School Climate and Family and Community Engagement are integral to school transformation, and thus encircle the core transformational areas. Core and encircling transformational areas are consistently adjusted through Ongoing Evaluation. This relationship is demonstrated in the diagram to the right.

- 1. <u>Vision</u> (V): Research has shown that transforming a school requires strong leadership. Strong leaders are not afraid of change. Leaders must be research-based and data driven. The analysis of data shall drive instructional, curricular, and programmatic vision and planning. The alignment of resources and systems to this vision and clear messaging are paramount when targeting school improvement for student success.
- 2. <u>Instructional Core</u> (IC): A strategic plan for curriculum, instruction, and assessment is the foundation of a successful school that yields high achievement. Ensuring a rigorous curriculum and challenging, engaging, and intentional instruction in all classrooms is vital for increasing student achievement.
- 3. <u>Human Capital</u> (HC): School leadership in the 21st century is a dynamic enterprise that requires leaders to be entrepreneurs, collaborators, and innovative thinkers. A leader must possess high expectations, strong core values, and a willingness to employ distributive leadership in order to build a culture of professionals committed to excellence. Teachers and support personnel must be highly effective and employ best and promising practices to actualize the vision of the school and ensure student success.
- 4. <u>Infrastructure</u> (I): Student performance is affected by the design and suitability of the facilities in which learning takes place. Infrastructure must promote effective teaching and learning, incorporate new technology, be environmentally sustainable, and support community involvement. Changes to existing infrastructure may include, but not be limited to enhancements to the physical plant, reconfiguration of the school day and year, use of time and schedule.
- 5. <u>School Climate</u> (SC): Successful schools maintain a positive and sustainable school climate. Schools need to create a positive environment where all constituencies are welcomed, supported, and nurtured in school- socially, emotionally, intellectually and physically.
- 6. <u>Family and Community Engagement</u> (FCE): An important factor in cultivating success for all students is family and community involvement. Building meaningful relationships with all stakeholders is an essential feature of the transformational model.
- \*\*Ongoing Evaluation (OE): Evaluation is interwoven into all of the Core Transformational Areas. Positive dramatic school change necessitates the deliberate and consistent use of data to make decisions and adjustments to all of the Core Transformational Areas.

# **KEY INITIATIVES FOR CHANGE**

- · Secure additional state funding and support for reform efforts as a state Alliance District
- Partner with local, state and national experts to support the Blueprint for Change
- · Sustain Instructional Leadership Director (ILDs) positions to support building principals as instructional leaders
- Refine the new administrator and teacher evaluation process that reflects the state framework
- Continue to provide district professional development for school network schools in order to provide differentiated instructional support and streamline the sharing of best practices
- · Create district and school wide data teams to closely monitor student achievement
- Create quality Student Success Plans (SSPs) beginning in grade 6 to assist all students to be career and college ready upon graduation
- Continue to implement a State Turnaround Plan for Crosby High School beginning 2014-2016 school years
- Partner with Naugatuck Community College to support the "GEAR UP" college readiness program for Waterbury students in middle school through high school
- Continue to align Waterbury curriculum to the Common Core State Standards
- Define and strengthen Early Literacy program -preschool through grade 5
- Continue to support embedded staff development coaching models
- Begin Focus Walks in each school to examine the sharing of BEST practices with district colleagues
- · Continue to administer the Comprehensive School Climate Inventory (CSCI) to gather feedback from students, parents and staff and set goals and action plans accordingly
- · Continue Welcome School Visits in each school to examine school climate and family engagement
- Continue to advocate and ensure students receive adequate support and wraparound services through both school and community agencies

# **ACTION PLAN FOR CHANGE**

# Goal 1: Provide all students with quality school principals and teachers who deliver rigorous and effective instruction

Objective 1: Develop instructional district-wide leadership capacity to support improvement of student achievement	Measurement	Anticipated Target Date	Status
Create school networks based on differentiated need	Network identified and assigned to ILDs	12/12	Completed
Organize central office to provide support and accountability for teachers and principals	Revise District Organizational Chart	12/12	Completed
Develop Theory of Action for District and School Improvement Plans	Creation of Superintendent's Theory of Action	12/12	Completed
	School Improvement Plans	12/12-12/17	Completed &
	completed and SID Goals, Teacher goals,	Yearly	Monitoring
	Alignment of all mClass, Common Core Standard tied to high leverage goal	Review	Measurements
Develop communication strategies for internal and external stakeholders understanding of District Theory of Action	Creation of Stakeholder Surveys	03/13	Completed
Redefine the Department Chairperson job descriptions to focus on professional support for department teachers  1. Analyze current Department Chairperson job description based on need to deliver rigorous and effective instruction  2. Collect and analyze DRG job descriptions for Department Chairs  3. Collaborate with WTA for input  4. Revise WPS Department Chairperson job description to meet goal  5. Submit to BOE Personnel Committee for approval	Revise Job Descriptions	06/14-06/17 Yearly Review	Progressing

<sup>5| &</sup>quot;Moving Forward for Student Success"

Create and implement a tool for central office leaders to use in gathering	5D Assessment, Administration Evaluation,	06/13	Completed
evidence of principals' instructional leadership. CCSC will support the use	District Dashboard, mClass System,		
of this tool through embedded coaching with ILDs.	Chronic Absenteeism, District Data Team,		
	School Data Teams		
Update the vision and mission of Waterbury Public Schools to reflect yearly	Revision completed	08/13	Completed
action plan			
Objective 2: Provide embedded professional development for teachers	Measurement	Anticipated	Status
and administrators	ivieasurement	Target Date	Status
Develop a professional development calendar based on student, teacher	5D Assessment, Sequenced Calendar,	04/13	Completed
and administrator need beginning in 2013-2014 school year	Principals Forum redesigned, Instructional		
	Rounds Model, PD Structure tied to goals		
Partner with a consultant to develop instructional leadership with	5D Assessment,	04/13	Completed
district/building administrators	Scheduled Timeline		
Provide the protocols and tools necessary to facilitate instructional rounds	5D Assessment, Protocol, Scheduled Timeline,	04/14-04/17	Completed &
and make instructional rounds with central office leaders and principals	Principal Forums, ILD Network Meetings,	Yearly	Monitoring
	District/School Data Teams	Review	Measurements
Objective 2. Implement a new teacher 2 administrator avaluation system	Measurement	Anticipated	Chohus
Objective 3: Implement a new teacher & administrator evaluation system	ivieasurement	Target Date	Status
Create or adopt a new teacher and administrator evaluation system aligned	Adoption of the Evaluation Systems revised	06/13	Completed
with the SEED model	2014		
Adopt an efficient software system to track and monitor teacher and	Adoption of the Evaluation Systems,	06/13	Completed
principal evaluation principal evaluation	Implemented BloomBoard		
Provide professional development for teachers and administrators on the	PD Provided, Professional Practice,	08/13-08/17	Completed &
new evaluation system aligned with effective teaching and leading in the	ILD Networks, Principal Forums	Yearly	Monitoring
new tracking system		Review	Measurements
Objective 4. Use data to improve offective instruction	Moscuroment	Anticipated	Chahua
Objective 4: Use data to improve effective instruction	Measurement	<b>Target Date</b>	Status
	Student performance, Chronic Absenteeism,	02/13	Completed
Develop a district data team to analyze district-level data to inform	Stadent periormance, emorne reserve	The state of the s	The second secon
decisions	Staff Absenteeism, mClass, Acuity,		

<sup>6| &</sup>quot;Moving Forward for Student Success"

Ensure a common process for data teams is adopted, communicated and in	Data team minutes, Data Protocols, Feedback	04/13	Completed
place for all grade, content, school and district data teams	Loops		
Implement School-Wide Data Teams/School Leadership Teams	Surveys, Rubrics, Teaming Standards, Observations, Anecdotal Data, Data Team Agendas/Minutes	04/13	Completed
Design and implement school based action plans aligned with the goals in the blueprint for change and based on the need of each school	Action Plan, Student Performance Data	04/13	Completed
Monitor the effectiveness of the data team process with an agreed upon	Rubric Data, Teaming Standards, Instructional	05/13-05/17	Completed &
rubric	Data Team Rubrics, Data Team	Yearly	Monitoring
	Agenda/Minutes	Review	Measurements
Objective 5: Recruit and retain high quality teachers and administrators that reflect the diversity of the community	Measurement	Anticipated Target Date	Status
Develop a plan to recruit and retain high quality teachers and	Rates of recruitment, hiring, exit survey	04/13	Completed
administrators that reflect the diversity of the community			
Expand and sustain leadership development program	Leadership Development Program	09/13-09/17	Completed &
	Connecticut Lead, CAS Leadership Forum	Yearly	Monitoring
		Review	Measurements

## Goal 2: Ensure all students equal access to quality curriculum that is aligned to Common Core State Standards (CCSS)

Objective 1: Conduct a curriculum audit and create or adopt units of study that align to CCSS	Measurement	Anticipated Target Date	Status
Contract with consultant to conduct a literacy curriculum audit	Contract and Audit	12/12	Completed
Adopt curriculum aligned to Common Core State Standards in literacy and mathematics	Curriculum, Equip Rubrics, Management Cycle, BOE Adopted Curriculum/Curricular Maps/Pacing Guides	08/13-08/17 Yearly Review	Completed & Monitoring Measurements
<ol> <li>Ensure culturally responsive education is provided to identified network schools</li> <li>Professional development for administrators on culturally responsive education</li> <li>Expand training beyond core teams to entire staffs</li> <li>Provide professional development to facilitators and coaches to model culturally responsive and differentiated lessons</li> <li>Video exemplar models for use as professional development resources</li> <li>All curriculum templates to include culturally responsive and differentiated learning</li> <li>Inventory classrooms and purchase Common Core and culturally responsive aligned literature</li> </ol>	Professional Development, Intense Focus/Turnarounds Schools, SDE Consultant	09/15 09/16 09/17 Yearly Review	Progressing
Objective 2: Review assessment practices and align assessments with the CCSS and Smarter Balance assessment recommendations	Measurement	Anticipated Target Date	Status
Design a district assessment calendar specific to the needs of elementary and secondary	Calendar	08/13	Completed
Adopt benchmarks in literacy and math aligned with the Common Core State Standards	Assessments created and implemented, Assessment process through curriculum benchmarks, mClass, Completed/implemented Acuity	08/13	Completed

Objective 3: Integrate use of technology with curriculum development	Measurement	Anticipated Target Date	Status
Monitor each school's ability to effectively implement Smarter Balanced assessments and provide technological resource to ensure equity	Survey of current technology – 8,079 computers	08/13	Completed
Implement courses to meet student needs that incorporate 21st Century technology skills .	Course Offering, Program of Studies, Turnaround Committee	09/13-09/17 Yearly Review	Completed & Monitoring Measurements
Monitor and update the 2012-2015 Technology Plan based on implementation results	Assessment Tool Plan Creation	09/13-09/15 Yearly Review	Completed & Monitoring Measurements
Objective 4: Provide tiered support for English/Language Arts and Mathematics	Measurement	Anticipated Target Date	Status
Prioritize access to intervention based on each school's SPI and achievement gaps	SPI 2012-2013, Student Achievement Data, 5D Assessment, Student growth through SRBI Model	08/13-08/17 Yearly Review	Completed & Monitoring Measurements
Implement Scientifically Research Based Instruction district-wide to ensure consistency and fidelity	SRBI Audit, Student Achievement Academic and behavioral interventions	09/13-09/17 Yearly Review	Completed & Monitoring Measurements
Expand preschool programs to address the diverse needs of all students	Increase number of pre-school students participating, Alliance Plan	08/14-08/17 Yearly Review	Completed &  Monitoring  Measurements

# Goal 3: Provide all students a safe and positive school climate that welcomes and actively engages all families

Objective 1: Create effective school climate plans for each school	Measurement	Anticipated Target Date	Status
<ol> <li>**Establish a district-wide structure to reduce chronic absenteeism</li> <li>Revised District Data Dashboard to monitor chronic absenteeism daily</li> <li>All school improvement plans include a chronic absenteeism goal</li> <li>District data team monitoring each school's chronic absenteeism on a monthly basis</li> <li>School data teams monitoring chronic absenteeism monthly</li> <li>Attendance counselors, parent liaisons, social workers and administrators meeting 2x/month</li> <li>Collaboration with outside agencies: Bridge to Success, Waterbury Youth Services, Gear Up, Restorative Justice, Truancy Clinic, School Readiness Council and The Greater Waterbury YMCA.</li> <li>Data being analyzed monthly with administrators at the network meeting</li> <li>Quarterly monitoring with the Connecticut State Department of Education</li> </ol>	District-wide Chronic Absenteeism, District data team minutes, monthly dashboard reports, SWDT minutes, School Improvement Plans	09/15	Progressing
Utilize data (SWIS, SET, TIC, Attendance, Comprehensive School Climate Inventory) to create school climate plans	School Climate Plan, Student Behavioral Data, District Data Team, School Climate Plan based on data	08/13-08/17 Yearly Review	Completed & Monitoring Measurements
Connect with community agencies and resources to support the school climate plan	GEAR UP, Bridge to Success, StayWell Health Center, Juvenile Justice Alliance, Restorative Justice MOU	08/13-08/17 Yearly Review	Completed & Monitoring Measurements
Objective 2: Increase parent involvement in schools	Measurement	Anticipated Target Date	Status
**Ensure each school has a parent survey target goal to improve upon previous year results.	Parent Survey Target Goals	10/14	Completed

Hold elections and establish School Governance Councils as required by legislation and conduct regular monthly meetings to review school	Complete SGC, regularly scheduled meetings	03/13	Completed
**Establish a School Governance Council in each school  1. Add School Governance Councils so that all school are represented by 2017  2. Continue parent School Governance Council Training for all new and existing councils  3. Seek guidance as needed by the State Department of Education	Organization established	09/15 09/16 09/17	Progressing
Redesign the structure of the open house / parent conference format	Template created, Parent Participation	08/13	Completed
Redesign the "Parent Page" on the district and schools websites to engage parent use of Progress Book, progress reports, phone calls, emails or visits.	Up to date websites, New district website, Channel 16 audit	09/13	Completed
**Design school-based and district workshops on areas of interest to parents as part of school activities  1. Develop Parent Leadership Academy  2. Use data/information from parent survey to design parent workshops  3. Share model workshops among administrators  4. Monitor workshops via the administrator evaluation process with ILDs  5. Ensure district representation at school and district workshops/events  6. Develop Facebook and Twitter Feed to communicate with parents	School Climate Survey Scheduled Calendar	09/15 09/16 09/17	Progressing
Provide professional development on Welcoming Walk Through protocol in each school to examine school climate and family engagement  1. Identify cohorts 2. Contact with the CT SDE to perform school analysis 3. Identify differentiated need by school 4. Implement changes identified	PD provided, SDE Principals Forum Consultant	06/15 06/16 06/17	Progressing

Objective 3: Sustain and improve Positive Behavioral Intervention Supports Implementation	Measurement	Anticipated Target Date	Status
Use the School Evaluation Tool (SET) and the Team Implementation Checklist (TIC) to measure the effectiveness and implementation of PBIS	SET, TIC	06/13-06/17 Yearly Review	Completed & Monitoring Measurements
**Refine district and school-wide procedures for implementation of tiered support for at-risk students (Provide need-based differentiated professional development for each school)  1. School climate teams/PBIS teams to meet monthly 2. District data team to review data quarterly 3. Collaboration with University of Connecticut to ensure a consistent system is established and implemented 4. Monitor fidelity to the SRBI tiered levels of intervention 5. Professional development provided by District Collaborative Instruction Coach based on data	SWIS, Schools' Safe School Climate Meeting minutes, District PBIS Coaches Quarterly and Monthly Meeting minutes,	06/15-06/16 Yearly Review	Progressing
Review and implement PBIS recommendations and integrate recommendations	School Climate Plan, SET Data, TIC Data,	08/13-08/17	Completed &
into school climate plans	SWIS Data, PBIS school based	Yearly	Monitoring
	committee	Review	Measurements

### Goal 4: Ensure that all students who enter grade 9 are prepared to enter colleges or careers of their choice by graduation

Objective 1: Create and sustain programs that increase college graduation and college readiness	Measurement	Anticipated Target Date	Status
Develop evening secondary alternative program for social support and credit retrieval	Modified alternative evening programs/Wilby Night (single site),  Edgenuity	06/13-06/17 Yearly Review	Completed & Monitoring Measurements
Create a district team to oversee the implementation of student success plans	Creation of Team, 6 – 12 mandate Guidance Department	06/13	Completed
Implement the use of the Naviance web-based program in all middle schools	100% Implementation of program	08/13	Completed
Participate in the GEAR UP program with Naugatuck Valley Community College	766 middle school students and 1,171 high school students participating	09/12-09/17 Yearly Review	Completed & Monitoring Measurements
Objective 2: Create a middle and high school study team to review restructuring possibilities	Measurement	Anticipated Target Date	Status
Research size of schools and classes to analyze possibility of reducing each to research based levels.  1. Pilot smaller team model in middle schools (WSMS)  2. Examine unified arts selections in the middle schools  3. Reexamine program of studies 6-12  4. Conduct Facility Utilization and Redistricting Study  5. Analyze results and make recommendations to the BOE on restructuring the middle and high schools	Data collection class sizes and school sizes, Public School Facility Utilization and Redistricting Study	08/15-08/17 Yearly Review	Progressing
Hire Supervisor of Student Affairs or Behavioral Interventionist to support administrators in instructional leadership	Discipline data, dropout rates, retention rates and graduation Rates	09/15	Completed

<sup>&</sup>quot;Completed" denotes action items have been fulfilled

<sup>&</sup>quot;Completed & Monitoring" denotes action items have been fulfilled and are being monitored and improved upon on a continual basis

<sup>&</sup>quot;Progressing" denotes action items have been addressed and are continuing to move forward

<sup>\*\*</sup> denotes strategy added

<sup>13| &</sup>quot;Moving Forward for Student Success"

### REQUEST FOR FIELD TRIP

Revised 0

ALL FIELD TRIP FORMS MUST BE FAXED (203-574-8010) OR EMAILED TO THE SCHOOL'S INSTRUCTIONAL LEADERSHIP DIRECTOR. ALL FIELD TRIPS REQUEST MUST INCLUDE THE APPROPRIATE COVER SHEET

IN STATE – MUST BE RECEIVED			
This request must be approved p as down payments	prior to collecting or comm or making definite arrang	itting any j gements.	funds such
ate Submitted: 11-14-14	Name of Travel Agency (if applic	cable):	n/a
Requested by: Carla Cruess	Rotella Interdistrict Magnet School	Grade: 5	
Name of Staff Membe	r School	Grade level/S	ubject
How many students?96	·		
) Name of destination: Planet Hollywood 1: New York, New Yor	540 Broadway and New Amsterdam k 10036	Theatre 214 W	7. 42 <sup>nd</sup> Street
) City/State of destination:	New York, New York		A dilatat
) Departure: Wednesday	April 1, 2015	9:10 a	a.m.
Day	Date	Time	
) Return: <u>Wednesday</u>	April 1, 2015	7:15	p.m. (approx.)
Day	Date	Time	
() Is school in session during this field trip?	YES		
3) What unit in the curriculum does this fiel	d trip support?		
Social Studies, E.L.A., Math, Drama, Visus			
		NEC	EIVEN
What are the Common Core State Standa	ards this field trip supports?		0 0011
CC.5.R.L.2			3 2014
CC 5.W.3.c			
CC.5.W.3.c CC.5.W.9		BOARD O	LERK F EDUCATION

2. Discuss and analyze how the character in the story deals with conflicts of human experience, relating to real

3. Compare and contrast the same conflict and point of view from two different characters.

1. What is the recurring theme in this story?

life situations.

11)	What expected	performances	will be	taught	by th	is fie	eld 1	trip?
-----	---------------	--------------	---------	--------	-------	--------	-------	-------

1. Students will be expected to create geometric forms (Byzantine Art).

2. Students will be expected to create a writing piece discussing the origin of this type of product of the Eastern Roman (Byzantine) Empire using a variety of transitional words, phrases, and clauses to manage the sequence of events.

#### 12) How will you assess the learning that results from this field trip?

- 1. Students will be able to discuss the guiding questions listed above.
- 2. Students will write about Byzantine Empire Art.
- 3. Students will create a Byzantine Art tile.
- 13) Explain what educational value this field trip offers the students:

Drama/ Visual Art/ Math/ Social Studies/ E.L.A. integration.

14) Transportation: Type/name of Approved PUC Carrier

Coach Busses

15) Name(s) and phone number(s) of person(s) responsible for organizing this trip:

Name	Phone Number	Name	Phone Number
1. Michelle Brown	203-574-8168	4 Laureen Decerbo	203-574-8168
2. Carla Cruess	203-574-8168	5.	
3 Joan Dooling	203-574-8168	6	

16) Name(s) of person(s) supervising students. NOTE: One (1) chaperone for every ten (10) students.

Teacher(s) as chaperones: Michelle Brown, Carla Cruess, Joan Dooling, Laureen Decerbo, Robin Henry

Aides(s) as chaperones: Greta Montero, Kelly Dupont

Parent(s) as chaperones: Elizabeth Raymond, Rosemary Domenchello, Jackie Flynn, Emily Buell, Thaddeus Mercier, Marcee Snyder, Brenda Neri

- 17) How is this trip financed: (If it's fund raising activities, list the fund raising activities? If it's a grant, give title and number of the grant, student contributions, etc.)
  - 1. Parental contribution for lunch.
  - 2. Rotella Operation Grant (20180141518303) for busses and ticket admission.

18) What is the approxim	ate cost per pupil for this trip?		
\$22.00			
19) Is any student exclude	ed from attending this trip?	Yes No X If	yes, explain why:
20) What is the approxim \$22.00	ate cost all chaperones?		
21) How many substitute	s are necessary? 0 (If	f none specify)	
Teacher	Subject/Grade	Teacher	Subject/Grade
1.		4.	
2.		5.	
3.		6.	
Is this field trip recor	Signature of School meets the needs of the BOE point numerical and the school with the school of the BOE point numerical and the school of the school of the BOE point numerical and the school of the	olicy? Yes No	
rurangements for ste	idents(s) inedial needs have been	cir made res [X] 140	11/2016
	Signature of School	ol Principal	Date
	CENTRAL OFF	ICE RESPONSE	
24) This field trip request	has been reviewed and approv	ved at the Superintendent's	level .
This field trip request	has been reviewed and is not Signature of Superint	Juncum	12 2 / N/ Date
	est required Board of Educati Board of Education during its m		or overnight field trip was
	Signature of BOE	/Designee	Date

CLERK

# REQUEST FOR FIELD TRIP

ALL FIELD TRIP FORMS MUST BE FAXED (203-574-8010) OR EMAILED TO THE SCHOOL'S INSTRUCTIONAL LEADERSHIP DIRECTOR.
ALL FIELD TRIPS REQUEST MUST INCLUDE THE APPROPRIATE COVER SHEET

v OUT OF IN STAT	STATE – MUST BE RECI E – MUST BE RECEIVET	EIVED <u>FIVE (5) WEEKS</u> PRI ) <u>THREE (3) WEEKS</u> PRIOR	IOR TO TRIP R TO TRIP
	st must be approved pi		mmitting any funds out
Date Submitted:	11/2]/14	Name of Travel Agency (if app	plicable):
1) Requested by:	Meredith White-Clark	Kennedy High School	11-12/Science
	Name of Staff Member	School	Grade level/Subject
2) How many stuc	dents? 5		
3) Name of destina	ation: Leadership Experience ar	nd Development (LEAD) Conference	e for National Honor Society
4) City/State of de	estination: Washington D.C.		, parameter of the
5) Departure:	Friday Day	1/30/15	6:00am
en m.	<b>v</b>	Date	Time
6) Return:	Sunday Day	2/1/15 Date	10:00am
7) In ashaal in mass	•		Time
	sion during this field trip? Yes	, (-200-100 pm)	The state of the s
8) What unit in the	curriculum does this field tri	p support?	
This conference Core Standards	falls under the 'College and Ca	nreer Readiness Anchor Standards'	within the Connecticut Common
9) What are the Co	mmon Core State Standards t	this field trin sunnarts?	900 18 Cal
Comprehension a  1. Prepare for and building on other 2. Integrate and e Orally Presentation of K 4. Present information	and Collaboration d participate effectively in a rangers' ideas and expressing their owevaluate information presented in a few ledge and ideas particles, and supporting and supportity and supporting and supporting and supporting and supporting an	P	uding visually, quantitatively, anc

10) What are the guiding questions from the curriculum this field trip will answer?

What is leadership? How can students better serve their school and community? How can students promote academic excellence?

# 11) What expected performances will be taught by this field trip?

Students will attend conferences pertaining to different topics such as leadership, student voice, civic engagement, and service learning. Students will engage in these ideas with other members from across the United States and take back what they have learned to the Kennedy HS chapter.

# 12) How will you assess the learning that results from this field trip?

Student representatives from the National Honor Society will present what they learned at the LEAD conference to their fellow members, they would use the leadership skills acquired to lead the Kennedy Chapter of Honor Society through the remainder of their terms.

# 13) Explain what educational value this field trip offers the students:

Students will present information, findings, and supporting evidence on leadership, student voice and civic engagement, service and service learning to the society.

# 14) Transportation: Type/name of Approved PUC Carrier

Jet Blue- flight

Marriot Crystal Gateway- hotel

15) Name(s) and phone number(s) of person(s) responsible for organizing this trip:

Name	Phone Number	Name	 Phone Number
I. Meredith White-Clark	203-574-8150/203-260-6032	4	THE LAND
2.	, A	5.	VECCO VIII
1		6	PROCESS TO STATE OF THE PROCESS OF T

# 16) Name(s) of person(s) supervising students. NOTE: One (1) chaperone for every ten (10) students.

Teacher(s) as chaperones: Meredith White-Clark

Aides(s) as chaperones:

Parent(s) as chaperones:

17) How is this trip financed: (If it's fund raising activities, list the fund raising activities. If it's a grant, give title and number of the grant, student contributions, etc.)

-Yankee Candle Fundraiser for National Honor Society -Student Contribution

18) What is the approxima	te cost per pupil for this trip	?	
\$411 prior to fundraisin			The second secon
19) Is any student excluded	d from attending this trip?	Yes No x If	yes, explain why:
20) What is the approximates \$566 paid for with Nation	te cost all chaperones? Onal Honor Society account 1	noney	1412
21) How many substitutes a		f none specify)	THE FAIRNAMENT
Teacher	Subject/Grade	Teacher	Subject/Grade
1. Meredith White-Clark	Science/11-12	4,	
7.	111 2000	5.	The state of the s
3.		6.	
Is this field trip recomm	Signature of School Signat	olicy? Yes No	Date
Sin Sheekhili waxaa aanaan buxaa sheek	Signature of Schoo	l Principal	
	CEWRAL OFFI	CERESPONSE	Property and the supplier of the second
4) This field trip request has	s been reviewed and approve	ed at the Superintendent's lev	vel
This field trip request has	s been reviewed and <b>is not</b> ap	pproved	- I - I - I - I - I - I - I - I - I - I
_	Signature of Superinter	ndent/Designee/ILD	Date
) This field trip request r proved/denied by the Board	equired Board of Education of Education during its med	n action for out of state or eting of	overnight field trip was

699€:00S K=100×

NIDALLIS MANGENIEE HCHDEWIC DEB

Signature of BOE/Designee

MART:11 4105-44-VON

:mo₁∃

 $I_{Date}$ 

A copy of this request, when approved, will be returned to the School Principal.

# #10

### COMMITTEE ON SCHOOL FACILITIES & GROUNDS

WORKSHOP:

Thurs., December 11, 2014 (W.Cross)

**BOARD MEETING:** 

Thurs., December 18, 2014

TO THE BOARD OF EDUCATION WATERBURY, CONNECTICUT

#### LADIES AND GENTLEMEN:

With the approval of the Committee on School Facilities and Grounds, the Superintendent of Schools recommend approval of the use of school facilities, at no charge, by the following school organizations and/or City departments:

GROUP	FACILITIES AND DATES/TIMES
K. Effes	Tinker gym: Fri., Dec. 12th 5:30-9:00pm (Movie Night) (prior to Bd. Mtg.)
S. Petteway	Bucks Hill gym: Mon., Dec. 22nd 5:30-9:00pm (holiday concert)
D. Currier	Chase gym: Thurs., Dec. 18th 5:00-8:00pm (Movie Night) (prior to Bd.Mtg.)
C. Damre	Wilson gym: Wednesdays Jan. 7, 14, 121,28 4:30-6:30pm (Zumba)
M.A. Petrillo	Bunker Hill gym: Fri., Dec. 12th 5:00-8:30pm (Movie Night) (prior to Bd.Mtg.)
Mayor's Office	WAMS atrium/café: Sat., April 25th 8:00am-2:00pm
Monroe Webster	(annual family & housing expo)
J. Christolini	Duggan café: Thurs., Dec. 18th 4:30-6:30pm (school dance)
	(snowdate: 12/22/14) (prior to Bd. Mtg.)
D. Monti	Reed café: Wed., Dec.17th 5:00-7:00 pm (Title I family movie night)(prior to Bd.Mtg.)
M. Rocco	W.Cross lib.: Sat. Dec. 13th 8:00am-1:00pm (Para Pro Exam) (prior to Bd. Mtg.)
E. Racine	Reed café: Fri., Dec. 19th 3:00-5:00pm (PBIS Incentive Dance)
M.A. Marold	Gilmartin café: Tues., Feb. 24th 3:30-6:00pm (snowdate: 2/26/15)
	WAMS café: Tues., Mar. 24th 3:30-6:00pm (snowdate: 3/26/15)
	(Sch. Governance Council Modules 2 and 3 training)

Approved:	
Felix M. Rodriguez	Kathleen M. Ouellette, Ed. D. Superintendent of Schools

DEC - 1 2014

## SCHOOL PERSONNEL USE ONLY

Date:	12/4/14		<del>u. e</del>
age pan	Sahaal Rusinass Offica		
TO:	School Business Office	NO AND THE PROPERTY OF THE PRO	<del>gi pricionada</del>
FROM:	Kim Effes, Tinker PTA President		
entermination of the state of t			_
	by makes application for use of school	facilities (after	school -
hours) as follows:			
NAME OF SCHOOL F	REQUESTED: <u>Tinker</u>	market and the same of the sam	OWNERS .
☐ Auditorium	☑ Gymnasium ☐ Swimming	g Pool CC	afé
DATES REQUESTED	12/12/14	NICOLOGO DE COMPANSA DE CO	
Time:	5:30 - 9:00 p.m.		
FOR THE FOLLOWIN	IG PURPOSES:		
	Tinker School Movie Night	A CONTRACTOR OF THE PROPERTY O	
	Knys		- management
	Kim Effes, Applicant		99
******************************			

#### 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.

Dance TRY MA Carrie

Hother: Sandy Mc Casland

ł	SCHOOL PERSONNEL USE ONLY	Q
	DATE: 12/3/14	
TO:	SCHOOL BUSINESS OFFICE	
FROM:	Shirley Letteway	
	igned hereby makes application for use of school facilities (after regulars) as follows:	
NAME OF!	SCHOOL REQUESTED DUCKS ///	,
La Auditor	rium 🗵 Gymnasium 🔲 Swimming Pool 🔲 Café/Rooms	
DATES REQ	and the state of t	russa ,
	FROM: 5:30 pm -TO: 7:00 /pm	· .
	LLOWING PURPOSES:	
The second secon		
	Min SA	)
-	APPAICANT	124

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.

C: Documents and Settings smeets and I Wy Documents SCHOOL reservation form doc

# SCHOOL PERSONNEL USE ONLY

DEC -4 2014

TO:

SCHOOL BUSINESS OFFICE

oreen

FACILITIES (AFTER REGULAR SCHOOL HOURS) AS FOLLOWS: .

hase School

AUDITORIUM LX GYMNASIUM [

I swimming pool [\_] cape/rooms

DATES REQUESTED:

FOR THE FOLLOWING PURPOSES:

Reserve school Gym and Cafeteria for evening events fax request to Sandy fax# 203-574-8032

5022420025

DEC-04-5014 08:31 Erow:CHUZE 2CHOOF

DEC - 2 2014

03/13/2008 10:43 FAX 2035748032

SCHOOL BUSINESS OFFICE

Ø 001

Š	CHOOL PERSO	ONNEL US	E ONLY	
	, <i>'</i>	DATE:	12/1/14	темпан
TO: SC	THOOL BUSINESS OFFIC	E.	•	•
from: <u>C</u>	Parent hea	lacera USIL		bea.
THE UNDERSIG FACILITIES (AF:	NED HEREBY MAKES A IER REGULAR SCHOOL	PPLICATION FOR HOURS) AS FOL	CUSE OF SCHOOL LOWS:	रतिर्देशकास्त्रहरू वेन्द्रेपेचे राज्यास्त्रस्थात् स्थार (के स्वतंत्रस्थाः) व्याप्तः स्थ
AUDITORIUM	NOLREQUESTED:	I SWIMMING PO	OL LATE/RO	
FORTSEFOLLOR	FROM 4.30	ing TO (	6.30 · 20	)
ZIMba and Will and File	Classes of privide books and book internation	b primoi	e Frances	ess amalin
progress k	20dk Internati	AP.	PLICANT	Joseph Land

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.

NOV 2 4 2014

# SCHOOL PERSONNEL USE ONLY

TO: SCHOOL BUSINESS OFFICE
FROM: Mary Ann Petrillo Bunker Hill
THE UNDERSIGNED HEREBY MAKES APPLICATION FOR USE OF SCHOOL FACILITIES (AFTER REGULAR SCHOOL HOURS) AS FOLLOWS:
NAME OF SCHOOL REQUESTED: BUNKER HILL
☐ AUDITORIUM ☐ GYMNASIUM ☐ SWIMMING POOL ☐ CAFE/ROOMS
DATES REQUESTED: December 122
FROM 5 AMPM TO 8: 30 AMPM
FOR THE FOLLOWING PURPOSES:
Family Movie Night
APPLICANT Finent (Flousing

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.

Manager Burnary H. I SportsV

# SCHOOL PERSONNEL USE ONLY

DATE	11-25-2018
TO: SCHOOL BUSINESS OFFICE	
FROM: MONROE WEBSTER	
The undersigned hereby makes application for use of school school hours) as follows:	facilities (after regular
NAME OF SCHOOL REQUESTED: WAMS	
ATRIUM 128 FLOOR +1	CAFE
ATR/UM /ST FAOOR TO  Auditorium Gymnasium Gswimming	Pool Café/Rooms
DATES REQUESTED: APRIL 35, FROM: 8,00 mm/pm 1	2015
FROM: S'00 and pm	0: 2:00 am/pm
FOR THE FOLLOWING PURPOSES:	
ANNUAL BAMILY &	HOUSING EXPO
Ma	APPLICANT
	574-6712
· · · · · · · · · · · · · · · · · · ·	医鼠 医鼠 成 医 医

<u>Please note the following provisions:</u>
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.

DEC -1 2014

DATE:	L1114
TO: SCHOOL BUSINESS OFFICE	- :
PROM: Duggan School	
Janine Chartolini	•
The undersigned hereby makes application for use of school facilities (a school hours) as follows:	fter regular
NAME OF SCHOOL REQUESTED: Duggan Elec	nentons School
Personne	/ 8
	Café/Rooms
DATES REQUESTED: 12/14 Snow date:	12/22/14
FROM: 4:30 am/6m) To: 6:30	2m(6m)
OR THE FOLLOWING PURFOSES:	
School dance for middle sci	200
Sholnto.	2010-6
	The state of the s
A	and the same of th
Amin A	martial in
APPLICA	NI YUX IVINV

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.

C:\Usaatemees:Ind!\Execuments\CHCOL neevation form.dee

# SCHOOL PERSONNEL USE ONLY

NOV 24 2014

DATE: 1//24/14	
TO: SCHOOL BUSINESS OFFICE	
FROM: Diana Mati Reed	
The undersigned hereby makes application for use of school facilities (after regula school hours) as follows:	ï
NAME OF SCHOOL REQUESTED: Reed School	NAMES NOT THE PARTY OF
L. Auditorium Gymnasium L. Swimming Pool Mcafé/Ro	anto
DATES REQUESTED: December 17th	
FROM: <u>5'00</u> ampm TO: <u>7'00</u> an	n(m)
FOR THE FOLLOWING PURPOSES:	
Title one Family Moure Night	
Diaio Mon APPLICANT	起

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.

C/{Decretemocoss: end i \Decuments\GCHCOL reservation form.doc

·	SCHOOL PERSONNEL USE ON	LY NOV 24
	DATE: 11/24	111
TO:	SCHOOL BUSINESS OFFICE	1
FROM:	M. Rosco J. Hurab.	
The undersign school hours)	med hereby makes application for use of school facilities (as	iter regular
NAME OF SC	CHOOL REQUESTED: 10000	
Auditoriu	um Gymnasium Swimming Pool	Café/Rooms
DATES REQU	UESTED: <u>301. Dog.</u> 13.2	214
	FROM: Si O (am/pm TO: )	am/pm
FOR THE FOL	LLOWING PURPOSES:	
Some?	Dro Exam	
Pana Pi		
	APPLIC	2014 CANT

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.

DEC -5 2014

# SCHOOL PERSONNEL USE ONLY

TO: SCHOOL BUSINESS OFFICE		
FROM: Reed FRC Coordinator, Ernst Racine, Jr.		
The undersigned hereby makes application for use of school facilities (after regular school hours) as follows:		
NAME OF SCHOOL REQUESTED: Jonathan Reed Elementary		
Auditorium Gymnasium Swimming Pool X afé/Rooms Music Room		
DATES DECLERATED. Day 10 2016		
DATES REQUESTED: Dec 19, 2014		
FROM: <u>3:00 am/(pm)</u> TO <u>: 5:00pm am/(pm)</u>		
FOR THE FOLLOWING PURPOSES:		
The Reed Elementary School will be hosting a PBIS incentive Dance with a DJ. There will need to be use of the cafetorium.		
Ernst Racine, Jr., Reed FRC Coordinator		
APPLICANT		
Please note the following provisions:		
When the public is invited to an activity, police and fire departments must be notified. These		

arrangements must be made in person at the police and fire headquarters.

# SCHOOL PERSONNEL USE ONLY

	DATE: De.C. 5. 2014
TO:	SCHOOL BUSINESS OFFICE
FROM:	Mary Ann Marold Education Ligison to Government Business + Community
The undersig	ned hereby makes application for use of school facilities (after regular ) as follows:
NAME OF S	CHOOL REQUESTED: Gilmartin School
Auditorii DATES REQU	Im Gymnasium Swimming Pool Mcafé/Rooms Tuesday  Show Datc  February 242015. Feb. 26.2015  FROM: 3:30 am/6m TO: 6:00 am/pm
<u>~</u> .	LOWING PURPOSES:  Governance Council Module # 2 Training
To suppo	of teachers parate, community members and
a dministra	tion in our 19 School Governance Councils
	Mary Gin Marold (APPLICANT)
	以 , , , , , , , , , , , , , , , , , , ,
Please note the fol When the public is These arrangement	lowing provisions: invited to an activity, police and fire departments must be notified. s must be made in person at the police and fire headquarters.

0EC 29 30tg

# SCHOOL PERSONNEL USE ONLY

DATE: Dec. 5.2014
TO: SCHOOL BUSINESS OFFICE
FROM: Mary Ann Marold Education Ligison to Government Bustness & Community
The undersigned hereby makes application for use of school facilities (after regular school hours) as follows:
NAME OF SCHOOL REQUESTED: Waterbury Arts Magnet School
DATES REQUESTED: March 24, 2015 (March 24, 2015)
FROM: 3'30 am/pm) TO: 6',00 am/pm)
FOR THE FOLLOWING PURPOSES:
School Governance Council Module # 3 Training To support teachers, parasts, community members and
administration in our 19 School Governance Councils
Mary Granda APPLICANT
口 名 点 形 光 口 记 石 口 石 口 石 口 石 石 石 石 石 石 田 田 石 石 田 田 田 田
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.



# COMMITTEE ON SCHOOL FACILITIES & GROUNDS

WORKSHOP:

Thurs., December 11, 2014 (W.Cross)

**BOARD MEETING:** 

Thurs., December 18, 2014

TO THE BOARD OF EDUCATION WATERBURY, CONNECTICUT

#### LADIES AND GENTLEMEN:

With the approval of the Committee on School Facilities and Grounds, the Superintendent of Schools recommends approval of the use of school facilities by groups and organizations, subject to fees and insurance as required.

**GROUP** 

FACILITIES AND DATES/TIMES

#### **REQUESTING WAIVERS:**

Tary CERTIFIC TITL	V.LILU.			
P.A.L.	Career Academy gym: Dec. to	Feb. Sat. and/o	or Sun, per game sc	hedule
Ofc. F. Santopietro			(\$1,512	
P.A.L.	Crosby gym: Fri., March 6th	1:00-10:00pm	(41,012	2.1
Ofc. F. Santopietro	(wrestling event)		(\$840.	)
Waterbury Ballers		2/20 - 3/8/15	Training processes and there are	(\$3,024.)
Andre Johnson	Carrington gym: Sundays	12/21 - 3/8/15	CONT. C. SANCE CO.	(\$3,780.)
	Chase gym: Sat. & Sun.	12/20 - 3/7/15		(\$3,990.)
-	(basketball program)	6.	1	(40,5501)
Western Ct. Warriors	Gilmartin gym: Sundays 12/	/21 - 2/22/15	5:00-7:00 pm	(\$1,260.)
Girl Scouts of CT.	WSMS café & 8 classrms.: Sa	at., March 14th	8:00am-5:00pm	(42,200.)
J. Bielefield	(training for adult volunteers)		<u> </u>	(\$1,230.)

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

Waterbury Ballers Walsh gym: Thursda: Andre Johnson (basketball program)

Walsh gym: Thursdays 1/8 – 3/5/15 5:30-9:00 pm

## MONIES COLLECTED TO DATE:

\$ 25,336.00

Approved:

Felix M. Rodriguez

Kathleen M. Ouellette, Ed. D. Superintendent of Schools

These activities are completed and have been billed:

Nationals, Inc. USA Wildcats Cheerleading

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

CONTRACT#

TYPE OR USE PEN AND PRESS FIRMLY
APPLICANT Hadre Johnson NAME OF ORGANIZATION Ballors Baskettall Club /CTS
(street) 1 (ch) (ch) (ch) (ch) (ch) (ch) (ch) (ch)
SCHOOL REQUESTED Walch some 1/2 3/1/
DEFINIO TO THE MODELLA TO THE MODELL
ADMISSION (if any) CHARGE TO BE DEVOTED TO
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS CHILDREN
SIGNATURE OF APPLICANT
PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUDESTITUTE
In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings.
SCHEDULE OF RATES: CUSTODIAL FEES:
RENTAL FEES:
MISCELLANEOUS FEES:
SECURITY DEPOSIT \$
PLEASE READ THE FOLLOWING CAREFULTY.  NO  PLEASE READ THE FOLLOWING CAREFULTY.
APPLICATION MUST BE RECEIVED AT LANDING
A CUPY OF YOUR INSURANCE MUST ACCOMPANY YOUR APPLICATION (IF ARRIVAGED)
IF SCHOOL IS CANCELLED FOR SHOW OR ANY OTHER REASON - ALL ACTIVITIES ARE CANCELLED MAD
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. FOLICE DEPT. 574-6983 FIRE OFFIT FOR THE PROTECT FOR
CALL THE SCHOOL CUSTODIAN AT LEAST ONE WEEK PRIOR TO YOUR ACTIVITY FOR ANY ARRANGEMENTS RE: FA SYSTEM, LIGHTING, ETC. (FOR WHICH THERE WILL BE AN EXTRA CHARGE).
WITCHEN 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 A POUTIONAL BURNES.
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.

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 ADDRESS (clty) (state) SCHOOL REQUESTED ARADEM ·ROOM(S) OPENING TIME ADMISSION (if any) CHARGE TO BE DEVOTED TO APPROXIMATE NUMBER OF PEOPLE TO BE P ESENT: ADULTS CHILDREN SIGNATURE OF APPLICANT PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION: In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings. (PLEASE INITIAL) SCHEDULE OF RATES: CUSTODIAL FEE RENTAL FEES: MISCELLANEOUS FEES: SECURITY DÉPOSIT \$ INSURANCE COL PLEASE READ THE FOLLOWING APPLICATION MUST BE RECEIVED AT LEAST THREE (3) WEEKS PRIOR TO THE ACTIVITY. A COPY OF YOUR INSURANCE MUST ACCOMPANY YOUR APPLICATION ( IF APPLICABLE) F SCHOOL IS CANCELLED FOR SNOW OR ANY OTHER REASON - ALL ACTIVITIES ARE CANCELLED ALSO. THERE WILL BE NO ACTIVITIES DURING SCHOOL OPEN HOUSE. ANCELLATIONS MUST BE MADE AT LEAST 48 HOURS IN ADVANCE OR YOU WILL BE CHARGED. OLICE AND FIRE PROTECTION MUST BE ARRANGED AND/OR CANCELLED BY THE RENTER. PLEASE CALL EACH FIRE DEPT. 587-3452 ALL THE SCHOOL CUSTODIAN AT LEAST ONE WEEK PRIOR TO YOUR ACTIVITY FOR ANY ARRANGEMENTS RE: SYSTEM, LIGHTING, ETC. (FOR WHICH THERE WILL BE AN EXTRA CHARGE).

EPARTMENT FOR INFORMATION. POLICE DEPT. 574-6983

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

EASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.

9 AGREED THAT REGULATIONS ADOPTED BY THE BOARD OF EDUCATION FOR USE OF SCHOOL BUILDINGS L BE RIGIDLY ENFORCED.

'ROVAL DATE

SCHOOL BUSINESS OFFICE

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

# USE OF SCHÖNI ACILITIES WAIVE TOULEST

(to be submitted with the Building Permit

APPLICANT/ORGANIZATION:	PAL.
Please check below specific item(s):	
Building Usage Fees . Custodial	Fees [7]
SCHOOL/ROOMS REQUESTED: Care	er Haalemy.
DATE(S):  DATE(S):  DATE(S):  DATE(S):  DATE(S):  DATE(S):	TIMES: TIMES: TIMES: TIMES: TIMES: TIMES:
12-2-14. Date	Frank Santopulio Signature
OFFICE USE	ONLY
List total cost of fees being requested to be waived:  S  S  Custodial Fees	\$ Security Deposit
BOARD USE O	
The Board of Education approved/denied the above referenced of	erenced waiver request(s) at their regular

ATTEST: Clerk, Board of Education

# Home Greet - Refs for Home Cames NO. 484477. 22 de Tus-Thursday Practice

### Waterbury PAL 2014 Schedule

Day	Date	Time	Opponent	Location		League / Non-League	
- Ēri	11/21	<u>7:0</u> 0pm	McGiveny Bridgeport	McGivney Center Bdpt		Vers	
Sat	_11/29	1:00	Bdpt Trumbell Gardens	HOME	NL		
BAT	12/6	1:00	Bethel 8	HOME PAL GYM	L		
SUN	12/7	12:00	Monroe	номе	L		
SAT	12/13	4:30	Redding Easton	Joe Barlow HS (lower)		Van	
SAT	12/20	1:00	Southbury	HOME	L		
SUN	12/28	11:00	Torrington	HOME			
SAT	1/3	1:00	New Milford Green	номе	L		
SUN	1/4	4:00	North End Rec	North End Rec Center		WARE TO THE PARTY OF THE PARTY	
SAT	1/10	1:00	Pathways Danbury	НОМЕ			
SUN	1/11	1:00	New Fairfield	New Fairfield Middle Sch	L	Van	
SAT	1/17	2:00	North End Rec	HOME	L		
SAT	1/24	1:00	Pathways Danbury	St. Pauls Gym (Danbury)	NL	Vor	
SAT	1/31	3:00	Torrington	Torrington Armory	NL	Van	
SUN	2/1	1:30	Bethel 8	Bethel Municipal Center	NL	MIN	
SAT	2/7	1:00	Brookfield	HOME			
SUN	2/8	7:30pm	New Milford Green	Canterbury School	NL	Van	
SAT	2/14	3:00	Milford Knights	HOME	NL		
SAT	2/21	1:00	New Fairfield	HOME	NL		

Z 3 6787 ON

DEC. 2.2014 2.52PM

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 (clty) (state) (zip code) SCHOOL REQUESTED ADMISSION (if any) CHARGE TO BE DEVOTED TO APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS CHILDREN SIGNATURE OF APPLICANT PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION: In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings. (PLEASE INITIAL) SCHEDULE OF RATES: CUSTODIAL FEES: RENTAL FEES: MISCELLANEOUS FEES SECURITY DÉPOSIT S INSURANCE COVERA PLEASE READ THE 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. 'OLICE AND FIRE PROTECTION MUST BE ARRANGED AND/OR CANCELLED BY THE RENTER, PLEASE CALL EACH EPARTMENT FOR INFORMATION. POLICE DEPT. 574-6983 FIRÈ DEPT, 697-3452 ALL THE SCHOOL CUSTODIAN AT LEAST ONE WEEK PRIOR TO YOUR ACTIVITY FOR ANY ARRANGEMENTS RE: A SYSTEM, LIGHTING, ETC. (FOR WHICH THERE WILL BE AN EXTRA CHARGE). TCHEN FACILITIES CAN NOT BE USED BY GROUPS WITHOUT SUPERVISION - PLEASE CALL THE FOOD SERVICE PT. AT 574-8210 TO ARRANGE FOR A FOOD SERVICE PERSON (FOR WHICH THERE WILL BE AN EXTRA CHARGE) EASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS. S AGREED THAT REGULATIONS ADOPTED BY THE BOARD OF EDUCATION FOR USE OF SCHOOL BUILDINGS A BE RIGIDLY ENFORCED. PROVAL DATE SCHOOL BUSINESS OFFICE ECKS OR MONEY ORDERS FOR FEES SHOULD BE MADE OUT TO THE BOARD OF EDUCATION AND MAILED TO THE

White-Permittee

100L BUSINESS OFFICE.

Goldenrod-School Business Office

NO CASH WILL BE ACCEPTED.

Pink-Principal

Blue-Custodian

# USE OF SCHÖNLES ACILITIES WAINTENDIEST

(to be submitted with the Building Permit)

•	
APPLICANT/ORGANIZATION	P, A, L:
Please check below specific	; item(s):
Building Usage Fee	es 🗌 . Custodial Fees 🗹 .
SCHOOL/ROOMS REQUES	STED: CROSEY QUM.
DATE(S): FRI Mark	
DATE(S):	Land Contraction of the Contract
DATE(S):	
DATE(S):	TIMES:
DATE(S):	
DATE(S):	
Date	Frank Santopelio Signature
	OFFICE USE ONLY
List total cost of fees being requ	ested to be waived:
	5640,-
Building Usage Fees	Custodial Fees Security Deposit
T-7 W	
·	BOARD USE ONLY
The Board of Education approved	d/denied the above referenced waiver request(s) at their regular
meeting of	· · · · · · · · · · · · · · · · · · ·
V	

ATTEST:

Clerk, Board of Education

#### DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT SCHOOL BUSINESS OFFICE 236 GRAND ST., WATERBURY, CT 06702

USE OF BUILDING PERMIT

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CONTRACT#

TYPE OR USE PEN AND PRESS FIRMLY Ballow Basketball Club /C NAME OF ORGANIZATION ₿67/0 TELEPHONE# (street) 203 (state) (zip code) SCHOOL REQUESTED PURPOSE tournaments ADMISSION (if any). CHARGE TO BE DEVOTED TO APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS SIGNATURE OF APPLICANT PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION: In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings. (PLEASE INITIAL) SCHEDULE OF RATES: CUSTODIAL FEE 3021 RENTAL FEES MISCELLANEOUS FEES SECURITY DEPOSIT \$ HYSURANCE COVERAGE APPLICATION MUST BE RECEIVED AT LEAST THREE (3) WEEKS PRIOR TO THE ACTIVITY. Satt Sun, 2-9 pm 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 APPROVAL DATE SCHOOL BUSINESS OFFICE CHECKS OR MONEY ORDERS FOR FEES SHOULD BE MADE OUT TO THE BOARD OF EDUCATION AND MAILED TO THE

NO CASH WILL BE ACCEPTED.

# USE OF SAHOUL FACILITIES WAITE FROM Building Permit)

APPLICANT/ORGANIZATION	: Ballers Bask	ettall Club / Waterbun	, Ballers
Please check below specific ite		•	·
· Building Usage Fees		I Fees 🗹	
DATE(S):  DATE(S):  DATE(S):  DATE(S):  DATE(S):  DATE(S):  DATE(S):  DATE(S):  DATE(S):	Set. Y Sudi	TIMES: TIMES: TIMES: TIMES: TIMES: TIMES: Signature	
Пур	OFFICE USE	EONLY	
List total cost of fees being reque	ested to be waived:		•
<u>S</u> Building Usage Fees	S 3 0 2 4. Custodial Fee	Secu	rity Deposit
	BOARD USE	ONLY	
The Board of Education approved	d/denied the above re	eferenced waiver request(	s) at their regular
meeting of		•	
	ATTES	ST: "	Ication

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

CONTRACT#

APPLICANT Hodre Johnson NAME OF ORGANIZATION BOLLAS BASKETBAH Club /CT
ADDRESS 110 Bucking ham St. Waterbury. CT 06710 TELEPHONE # 203 223 9354
COLOR PROJECT
SCHOOL REQUESTED CORRING TOWN DATES 12/21-3/8/15 ROOM(S) Gym
OPENING TIME NOON CLOSING TIME & DEAL PURPOSE tournaments, games, leagues, practices
CHARGE TO BE DEVOTED TO
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTSCHILDREN
SIGNATURE OF APPLICANT MC DATE /R/5 /14
PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:
In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any outstanding balances.
any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings.
SCHEDULE OF RATES: CUSTODIAL FEEST 42/48 PINS I HR. 5 EQVICE 1325
RENTAL FEES:
MISCELLANEOUS FEES:
SECURITY DEPOSITS
AND COVERAGE YES NO
APPLICATION MUST BE RECEIVED AT LCCO.
APPLICATION MUST BE RECEIVED AT LEAST THREE (3) WEEKS PRIOR TO THE ACTIVITY.  A COPY OF YOUR INSURANCE MUST ACCOMPANY AND ACCOMP
A COPY OF YOUR INSURANCE MUST ACCOMPANY YOUR APPLICATION (IF APPLICABLE)  IF SCHOOL IS CANCELLED FOR SNOW OR ANY OTHER STATE OF THE PROPERTY O
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 ACRAINED.
CALL THE SCHOOL CUSTODIAN AT LEAST ONE WEEK PRIOR TO YOUR ACTIVITY FOR ANY ARRANGEMENTS RE:  FA 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)
FEARING 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.
SCHOOL BUSINESS OFFICE
SCHOOL BUSINESS OFFICE
A CANCOLO NO DIVERSAL E CIRCULTA POR L'ESCO COLORIGIA NA
CHOOL BUSINESS OFFICE. NO CASH WILL BE ACCEPTED.

# USE OF SCHOOL FACILITIES WAINTENANT Building Permit)

APPLICANT/ORGANIZATION	ON: Ballers Basketball Club/Waterbury Ballers
Please check below specific	pitem(s):
Building Usage Fe	es 🗍 Custodial Fees 🗹
SCHOOL/ROOMS REQUES	STED: Gym - CarringTon  2/18 Sundays TIMES: NOON - 8 pm
DATE(S): 12/21-3/8	16 Sundays TIMES: NOON - 5 pm
DATE(S):	TIMES:
DATE(S):	TIMES:
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_12,15/14 Date	Signature
	OFFICE USE ONLY
List total cost of fees being re	quested to be waived;
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Building Usage Fees	Custodial Fees Security Deposit
	BOARD USE ONLY
he Board of Education appro	ved/denied the above referenced waiver request(s) at their regular
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DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT

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SCHOOL BUSINESS OFFICE
236 GRAND ST., WATERBURY, CT 06702 CONTRACT#
TYPE OR USE PEN AND PRESS FIRMLY
ADDRESS 110 BUCK A SECULAR INVALIDED FORGANIZATION COMES BASKET HALL CLUB /CT SOL
(street) (city) (state) / (zip code)
SCHOOL REQUESTED (M.C.S. SATER 12/22 7 16/15
OPENING THAT A SIGN
ADMISSION GEORGE PROPERTY PURPOSE TOURNAMENTS, games, leagues, practices
CHARGE TO BE DEVOTED TO
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTSCHILDREN
SIGNATURE OF APPLICANT ALL DATE 16 15 / 1/4
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In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all the
any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's
fees and court costs associated with said proceedings. A T (PLEASE INITIAL)
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SCHEDULE OF RATES: CUSTODIAL FEES 42/4R DINS / HR SEA 1916
RENTAL FEES: 172/AR PINS / HR SERVICE (73990)
MISCELLANEOUS FRES:
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THERE WILL BE NO ACTIVITIES DURING SCHOOL OPEN HOUSE.
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CALL THE SCHOOL CUSTODIAN AT LEAST ONE WEEK PRIOR TO YOUR ACTIVITY FOR ANY ARRANGEMENTS RE: PA SYSTEM, LIGHTING, ETC. (FOR WHICH THERE WILL SE AN EXTRA CHARGE)
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PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.
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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.
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# USE OF STHOUL FACILITIES WAITE FROM Building Permit)

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	ATTE	ST: <u>*</u> Clerk, B <sup>*</sup> ba	rd of Education
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2002EC = 5 2014 12/05/2014 12:05 FAX 203 236 8099 GA 4 CLERK'S OFFICE DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT **\$CHOOL BUSINESS OFFICE** 236 GRAND ST., WATERBURY, CT 06702 CONTRACTW USE OF BUILDING PERMIT TYPE OR USE PEN AND PRESS FIRMLY APPLICAN' NAME OF ORGANIZATION ADDRESS (city) (state) zip code) FB 22 ROOM(S SCHOOL REQUESTED ACTICS CLOSING TIME ADMISSION (If any) CHARGE TO BE DEVOTED TO APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS CHILDREN SIGNATURE OF APPLICANT PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION: In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings. (PLEASE INITIAL) SCHEDULE OF RATES: CUSTODIAL FEES RENTAL FEES: MISCELLANEOUS FEES: SECURITY DEPOSIT \$ INSURANCE COVERAGE 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. 574-6953 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.

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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.

## GA 4 CLERK'S OFFICE USE OF SCHOOL ACILITIES WAITE BELLIEST (to be submitted wite the Building Permit)

APPLICANT/ORGANIZATION	ON: WESTERN	CT WAR	Liors	l l
Please check below specific	: item(s):			
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SCHOOL/ROOMS REQUES	STED: GYM	and the state of t		The second secon
DATE(S): 12-14-14		TIMES:	5 pm 70	7 pm
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DATE(S): 2-22-15		TIMES:	5 PM TD	7 PM
12.5.14 Date			MA New K Signature	
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Building Usage Fees	Custodial Fee	55	Security De	oosit
,	BOARD USE	ONLY		
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	,AILE	ST: Clerk,	Board of Education	

#### DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT SCHOOL BUSINESS OFFICE

236 GRAND ST., WATERBURY, CT 06702 USE OF BUILDING PERMIT

DEC - 4 2014

CONTRACT# TYPE OR USE PEN AND PRESS FIRMLY 15 pp APPLICANT JAME TELEPHONE # (city) (state) (zip code) MBATES MUVE **CLOSING TIME PURPOSE** ADMISSION (if any) CHARGE TO BE DEVOTED TO 100 APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS SIGNATURE OF APPLICANT PERSON(S) NAME, ADDRESS & PHONE NUMBER RÉSPONSIBLE FOR SUPERVISION: In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings. (PLEASE INITIAL) SCHEDULE OF RATES: CUSTODIAL FFFS RENTAL FEES: MISCELLANEOUS FEES SEGURITY DEPOSIT & INSURANCE COVERAGE 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.

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APPROVAL DATE

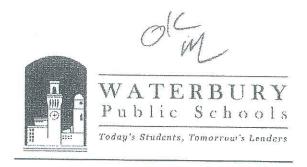
SCHOOL BUSINESS OFFICE

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.



APPLICANT/ORGANIZATION: Giv Scoul	3 of Conmerticus
Please check below specific item(s):	0
^	al Fees
SCHOOL/ROOMS REQUESTED: Word Jude	Middle School Mabbaia + & Marke
DATE(S): <u>VY TOUCH 17, 2015</u> DATE(S):	TIMES: 8am - 5 pm
DATE(S):	TIMES:
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Movember 21, 2014 Date	Gare Bullfield Signature
OFFICE USE	ONLY
List total cost of fees being requested to be waived:	
\$ 810.	¢.
Building Usage Fees Custodial Fee	es Security Deposit
The Reard of Education	
The Board of Education approved/denied the above re	eferenced waiver request(s) at their regular
meeting of	
ATTES	ST:
	Clerk, Board of Education

#12-



#### WATERBURY PUBLIC SCHOOL DISTRICT

Is seeking applicants for the following position:

#### IMPARTIAL EXPULSION HEARING OFFICER

Experience with Student Discipline Policy and Procedures, Education Law and Curriculum, is required.

Compensation for this position is \$50.00 per hearing.

Please submit letter of intent, resume, application, three letters of reference, Certification (if applicable), and transcripts. Letters should be addressed to:

Dr. Shuana K. Tucker,
Talent & Professional Development Supervisor
Waterbury Public Schools
236 Grand Street, 3<sup>rd</sup> Floor
Waterbury, CT 06702

Applications must be submitted electronically through Applitrack.com.

There is also a link at <a href="https://www.waterbury.k12.ct.us">www.waterbury.k12.ct.us</a>

Additional information should be scanned and uploaded with application. If you have problems uploading documents please call 203-574-8019 (Education Personnel).

Waterbury Public Schools is an Equal Opportunity/Affirmative Action Employer.

Candidates from diverse racial, ethnic and cultural backgrounds are encouraged to apply.

#### **CLOSING DATE FOR APPLICATIONS:**

**DECEMBER 10, 2014** 

## 12-11-14 Meeting #1/2a



**Charlotte Shocki** 

**45 Arrowleaf Court** 

Cheshire, CT 06410

Dear Dr. Tucker,

I am interested in applying for the position of impartial expulsion hearing officer. I have been employed by the City of Waterbury, Department of Education for over 35 years as both a teacher and administrator. As a House Principal at Wallace Middle School, I had experience in preparing expulsion packets as well as presenting at expulsion hearings.

My personnel packet is on file. George D'Agostino and Dr. Louis Padua are references I have on file.

Thank you for your consideration.

Sincerely,

Charlotte Shocki

(203) 641-2360

CC: Mrs. Cullinan CAO

COPY

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# Waterbury Public Schools

236 Grand Street, Waterbury, Connecticut 06702

CROSBY HIGH SCHOOL BEHAVIOR TECHNICIAN JOB DESCRIPTION Lewis Allin

#### GENERAL STATEMENT OF DUTIES:

The Behavior Technician focuses on responding to repeated Level 1 Behavior and Level 2 Behaviors. To implement a positive behavior management system in order to increase student behavior and academic skills. The management of the behavior system includes, but is not limited to: collecting and tracking of data pertaining to students and school wide patterns, the training of staff in de-escalation strategies, implementation of positive behavior plans/climate plans and general climate improvement.

#### SPECIFIC EXAMPLES OF DUTIES:

- 1. Collaborate and coordinate with the building administrator in the early intervention of behavioral issues and de-escalation of students in crisis
- 2. Review and respond to level 1 and level 2 referrals
- 3. Facilitate in obtaining resources related to the flow of students removed from the class or school
- 4. Implements the Safe School and Positive Climate Handbook
- 5. Work closely with all constituents to correct discipline problems as they occur
- 6. Provide students with strategies and skills to meet expected behavioral and academic requirements
- 7. Review and report on referrals, bullying and other data
- 8. Be the first responder to assist staff members with students' misguided behavior
- 9. Communicate policies and protocols to families and staff
- 10. Incorporate PBIS standard and framework into classroom and individual behavioral management strategies and recommendations
- 11. Perform other duties as assigned by the building principal

#### MINIMUM QUALIFICATIONS:

- 1. Bachelor's Degree from an accredited college, preferred; associate degree required
- 2. Certification in Physical Management Training procedures preferred
- 3. Experience in an urban school district and/or a multi-cultural environment

#### SALARY/BENEFITS/WORK YEAR:

Salary \$27.74 per hour (school year)

This is a non-union, grant funded position that exists as long as funds are available.

Please submit letter of intent, resume, non-certified application, transcripts and 3 letters of reference to:

James A. Murray, PHR
Education-Grants Human Resources
236 Grand Street
Waterbury, CT. 06702

Closing Date: 4:00 pm, Nov 14th

### WATERBURY PUBLIC SCHOOL DISTRICT 236 GRAND STREET, WATERBURY, CT 06702

#### **APPLICATION FORM**

#107 **8** 1 7.011

FOR NON-CERTIFIED POSITIONS

Position Applied For:  Behavior Technici	an Crosby
Applicant is requested to answer each question completely and accurate valuation because items are incomplete or omitted.	ately. Application may be rejected or receive a lower
PLEASE TYPE OR PRIN	T LEGIBLY IN INK
Name Lewis Emrey Last First M.I.	
Address 159-9 Maybury Circle	Home Phone (203) 528-4403
City, State, Zip Waterbury CT, 06705	Work Phone (475) 322-6422
Mailing Address	
(If different from above	
THE FOLLOWING QUESTIONS MUST BE ANSWE	
Are you eligible to work in the United States?	Yes 🖭 No 🗆
Have you ever been dismissed from employment for cause? If so, explain and state which jobs below.	Yes □ No □
Have you ever been convicted of an offense against the law (including military offenses), are you now under charges of Yes any offense against the law?  If your answer is "Yes," give details below, Show: date, charge, place NOTE: a conviction per se is not a disqualifying factor. What you we	re convicted of, and how
long ago are important. Give all the facts so that a decision can be ma EXPLANATIONS TO QUESTIONS ABOVE (Use additi	
EXTENTIONS TO QUESTIONS ABOVE (USE additi	onal paper if necessary)
The Waterbury Public Schools have a vital interest in prov	iding its employees with a sofe healths. 1

The Waterbury Public Schools have a vital interest in providing its employees with a safe, healthful and efficient work environment. It is the City's policy to maintain a work place free from drug and/or alcohol misuse and abuse.

Employment will be subject to a satisfactory background check, a post-offer medical examination (if required for the position that is offered) and a drug screening in accordance with state and federal law. Your signature on this form is your consent to the drug test.

#### **EMPLOYMENT HISTORY**

Describe your employment history in detail under the headings below, starting with your present or last employer and list in reverse order. Indicate the nature of the work personally performed by you. If two or more positions were held during the same period of time, show the proportion of time spent at each. If your title and duties changed materially in the course of your service in any one organization indicate such changes clearly and as separate employments.

	PRESENT OR LAST EMPLOYER
Name of Employer	First Hartford Academy (800)695-6560 Phone  18 St. Hartford, C. To 6705
Address	City State Zip
Dates of Employment:	Title of Position Name and Title of Supervisor
From (Mo/Yr) 9 / 2014	Behavier Intervention Specialist Dean of Student Nicola Clark Summaille
To (Mo/Yr)	Behavier Intervention Specialist Dean of Student Wicole Clark Sumerville Description of Duties, Responsibilities, and Significant Accomplishments
Present	
Salary:	Cobba borok and Coordinate with building Administrator in early
Starting 50 000	Intervention of behavior.
Ending 50,000	· Reven referrals,
	· Develop end maintain behavior sustem
No. of Hours Worked Weekly:	
Worked Weekly.	Reason for Leaving
hand the same of t	PRIOR EMPLOYER
Connecticut Name of Employer	Junior Republic (203) 757-4939 Phone
Westerbury C	7, 80 Prospect Street Waterbury CT 0670) City State Zin
Dates of Employment:	Title of Position Name and Title of Supervisor
From (Mo/Yr) Sept 18, 2012	The Control of the Co
To (Mo/Yr)	Description of Duties, Responsibilities, and Significant Accomplishments
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June, 2013 Salary:	- Mountain daily Contact with all proyon participants
Starting 32,000	- Coordinate parent meetings and training including auteach to parents
Ending 30,000	- Schedule home visits on as needed basis
No. of Hours	
Worked Weekly: 37	Reason for Leaving
	Reason for Leaving

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University Name of Employer	of Bridgep	ort		(203) <u>57(</u> Phone	- 4812	
idb Park Address		Bridgep	- <del></del>	C	iate	<u>06604</u> Zip
Dates of Employment From (Mo/Yr) \\\\/\&c\C		C - 125		ame and Title of	Supervisor	
To (Mo/Yr)		Responsibilities, and Signific				
2/2012 Salary: Starting 34,000		critorial travel a				ı
Ending 36,000	'	nonner at Hig application rec			•	•
No. of Hours	- Provided	Counseling to p				
Worked Weekly: 40	Reason for Leaving					
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Indicate Last Grade	Name and Address of	High School Last Attended	ZIIOI	Date of Gradua		
Completed				G.E.D. Awarde	ed	
12	(nety High Sch	nuel 300 Berport	RO, WIBY	6/200	3	
Name of College Business or Technical Schools Attended	Address		Dates of Attendance	Number of Credits Completed	Type of Degree	List Major Subjects
WCSU	Danbury CT		08/2005 12/8007		BA	History
UB	Bridgeport C	T	8/2011 12/2013	36	MA	Global Development and Peace
If you have any additi hours involved.	onal education or experience, o	or have taken SPECIAL COU	JRSES, list these	below. Please is	nclude: Where	acquired and the total number of
How did you learn of Newspaper     Output	the employment opportunity fo Radio □ Job Service □	or which you are applying? Current Employer 🗹 Job	Posting 🖟	Professional J	fournal []	Other
For equal opportunity Employment reporting	purposes, we are requesting the	e following information. The dation purposes. Please chec	is information is k the appropriate	optional and will groups below:	l only be used to	o comply with Federal Equal
Female []	White [] Black i	Asian (Pacific Islander)	] Hispanic	: 🗆 .Na	ative American	
Male [	Other (specify)	THE CONTRACT OF THE CONTRACT O	<u> </u>	181001-1-100-0-1	gifallus — — — — — — — — — — — — — — — — — — —	No. 101 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1
make any misstatement Regulations. I voluntarily give the past employment and	nts or omissions of fact, I am so Civil Service Commission of the activities, agree to cooperate in	ubject to disqualification or d he City of Waterbury, CT, or	ismissal and to su its duly authorize	uch other penalti ed representative	es prescribed by	I understand and agree that if I y law or Civil Service Rules and the athorough investigation of my companies or corporations
supplying such inform  Date ////3	ation.	Signature	nel	Leui		or sorborations

#### 159-9 Maybury Circle Waterbury Ct o6705 Mr.Lewis51@gmail.com (475)222-6422

#### Education

#### Western Connecticut State University

Bachelor of Arts: History

Danbury, Connecticut May 2008

Bridgeport, Connecticut

2011-2013

#### University of Bridgeport, Bridgeport, Connecticut

✓ Master of Arts in Global Development

#### Course Highlights

- ✓ Issues in Economic Development
- ✓ Research Methods
- International Conflict and Negotiation
- ✓ International Human Rights
- Sustainable Development
- Peace Psychology
- World Religions
- Culture and Development
- Advance Diplomacy

#### Jamaica Labour Party Independent Research

(St, Elizabeth Jamaica) August -December 2013

- ✓ Conducted research on Westminster Whitehall model
- Organize back to school charity events
- Give presentations at local high schools on human rights issues

#### Princess Sumaya University of Technology

Masters of Arts

Arabic Language,

History and Culture of Jordan

(Amman, Jordan) June-August 2013

#### RELATIVE WORK EXPERIENCE

#### Achievement First HEA

Behavior Intervention Specialist

(Hartford, CT) Sept 2014-Present)

- ✓ Develop and maintain a behavior system that supports students who have been temporarily removed from their classes due to poor behavior, following protocols established by the school's leadership team (e.g., bringing students to a quiet room or space and monitoring student as he/she works; calling the parent; documenting the behavior; removing and escorting student back to class, etc.)
- Collaborate and coordinate with the building administrator in the early intervention of behavioral issues and de-escalation of students in crisis
- ✓ Review and respond to level 1 and level 2 referrals
- ✓ Review and report on referrals, bullying and other data
- ✓ Be the first responder to assist staff members with students' misguided behavior

#### Al-Quds Center for Political Studies

(Amman, Jordan) June 2013-August 2013

Intern

- Independent research institute, which aims to provide a more comprehensive understanding of the regional and international developments and challenges facing the Jordanian state and
- The center pays specific attention to the Arab-Israeli conflict, Gulf region affairs, particularly Iraq and Iran, and the role of Islam in Middle Eastern politics.
- Research funding and programs in Jordan and Lebanon, focusing on those that aim to strengthen democratic institutions, as well as programs geared towards empowering youth, Palestinians refugees, and women to participate in government.
- Editing, proofreading conference reports, project proposals and drafting employment contracts.

#### 159-9 Maybury Circle Waterbury Ct o6705 Mr.Lewis51@gmail.com (475)222-6422

#### Connecticut Junior Republic,

#### Community Organizer

Waterbury CT Sep 18, 2012- June 2013

- ✓ Maintain database on attendance and student demographics
- ✓ Maintain daily contact with all program participants
- ✓ Keep attendance logs and enter attendance in database.
- ✓ Coordinate parent meetings and training including outreach to parents.
- ✓ Schedule home visits on as needed basis.
- ✓ Help create job shadowing opportunities for participants
- ✓ Organize and recruit speaker's Bureau for job club component
- ✓ Facilitate Job club component
- ✓ Schedule college tours
- ✓ Help organize special celebrations and cultural events

#### University of Bridgeport, Bridgeport, CT (2010 - Feb 2012)

#### NYC Admissions Counselor, Manager of Long Island and Queens Territory, Honors Program Liaison

- ✓ Give knowledgeable presentations about the University of Bridgeport programs, features, facilities, scholarship, and financial aid opportunities, etc.
- ✓ Work with supervisor to develop territorial and programmatic recruitment goals
- Manage territorial travel and represent UB in a consistent and professional manner at high school visits, college fairs and open houses
- ✓ Complete application review and decision-making
- ✓ Demonstrate a strong customer service by providing counseling to prospective students and their families

#### Devereux Glenholme School

Boarding Faculty

Washington CT July 2009-Nov 2010

Weekend and Holiday Supervisor for overnight staff in Residential setting.

- ✓ Instruct individuals to help them understand and overcome personal, social, or behavioral problems affecting their educational or vocational situations
- ✓ Enforce all administration policies and rules governing students.
- ✓ Establish and enforce behavioral rules and procedures to maintain order among students.
- ✓ Sponsor extracurricular activities such as clubs, student organizations, and academic contests.

#### Naugatuck Valley Community College

Waterbury, CT January 2009-June 2009

After School Program Coordinator

Connecticut Collegiate Awareness and Preparation Program (ConnCAP)

- ✓ Provide direct instructional and advising services to ConnCAP participants and their parents/guardians
- ✓ Oversee student tutors who work with ConnCAP participants
- ✓ Design tutorial curriculum for use during the after-school program and summer session.
- ✓ Assist seniors with college searches and application process

#### Waterbury Department of Education

Substitute teacher

Waterbury, CT May 2006- January 2009

- ✓ Teach within the Waterbury Public School system, 6-12
- ✓ Serve as a long term substitute teaching US History II and World History for ninth and eleventh grade
- Assist seniors with college preparation (i.e. financial aid, student loans, college application letters, and scholarships)

#### Skills

- ✓ Team player with exceptional interpersonal skills
- ✓ Self-starter, dependable, and efficient
- ✓ Proven analytical and problem-solving expertise
- ✓ Effective verbal and written communication skills
- Proficient in Windows NT/XP, Macintosh OS, Microsoft Office Suite, Netscape Navigator, Internet Explorer
- ✓ and Datatec Student Records Management System

November 9, 2014

James A. Murray, PHR Education-Grants Human Resources 236 Grand Street Waterbury, CT. 06702

Dear: Mr. Murray

I am writing to express my interest in the present posting for the Behavior Technician position which is currently posted on the Waterbury Board of Education website. Please find enclosed my resume highlighting my education, experience and background.

Rigorous liberal arts courses and a concentration in History have provided me with a first rate writing ability as well as sharp analytical and problem-solving skills. In addition, my Masters of Arts in Global Development and Peace has expanded my knowledge of Globalization and Migration as well as Middle Eastern, African, Asian Caribbean, and Latin American cultures. My educational background has given me the ability to communicate and work with students and families from culturally diverse backgrounds.

As A Behavior Intervention Specialist I worked closely with constituents to correct discipline problems as they occur. I provided students with strategies and skills to meet expected behavioral and academic requirements. Collaborate and coordinate with the building administrator in the early intervention of behavioral issues and deescalation of students in crisis. Reviewed and responded to level 1 and level 2 referrals.

Also as a Community Organizer at Connecticut Junior Republic I provided counseling to special needs, at-risk and troubled boys, girls, and their families. I coordinated parent meetings and training including outreach to parents to promote good behavior and academic success.

This is a very interesting opportunity for me and I feel that my transferable educational and professional background experience will make me a very suitable candidate for this position. My key strengths that meet the requirements of the Behavior Technician include:

- I am a team player with exceptional interpersonal skills
- Ability relate to the students
- Proven analytical and problem-solving expertise
- Proficient in Windows NT/XP, Macintosh OS, Microsoft Office Suite, Netscape Navigator, Internet Explorer and Datatec Student Records Management System

Realizing the limitations of the written page, I would welcome the opportunity to participate in a personal interview to better present my qualifications. Thank you for your time and consideration.

Sincerely, Emroy Lewis To: Whom it may concern,

It is my absolute pleasure to write this letter of recommendation for Emroy Lewis

I have known Emroy for over seven years. Emroy is a very responsible and reliable person. He has the ability to work efficiently under stressful conditions and has a composed demeanor. He is always very attentive and pays attention to details; a quick learner and asks for help when needed.

In general Emroy is a compassionate and hardworking human being with perseverance and ambition I strongly recommend him and I'm available for any further details you wish to know about him.

Sincerely

Carlton Lee leec@wcsu.edu 203-837-9003

## Connecticut Technical \_\_\_\_\_\_ High School System \_\_\_\_\_

It is with great pride that I write this letter of recommendation for Emroy Lewis. I have had the pleasure of knowing Emroy for four years. During this time, I have witnessed what an incredible young man he is. His determination, sincerity and concern for others are some of the many qualities that make him such an admirable individual.

Mr. Lewis is someone who values education and learning. After finishing his undergraduate degree he taught for three years. He recently completed his Master's degree in Global Development and Peace. Emroy's continuous pursuit of knowledge is a testament to his character and the person he strives to be.

Emroy's upbringing and life experiences have shaped him into a genuine man who is not only humble but inspiring. Mr. Lewis is able to identify with students young and old from diverse socioeconomic and cultural backgrounds. His study of foreign language and global vision for change, peace and security are just some of the many remarkable qualities that he possesses.

Mr. Lewis would be an asset to the Crosby High School staff.

Lisa Henriquez@ct.gov
Connecticut Technical High School System
203.768.0425 (c)
860.344.7100 x456 (w)



# STATE OF CONNECTICUT COURT SUPPORT SERVICES DIVISION ADULT PROBATION SUPERVISION UNIT 11 Scovill St Second Floor Waterbury, CT 06706 (203) 419-4454 daren.rolle@jud.ct.gov

November 9, 2014

To: Whomsoever it may concern,

I am writing this reference with regard to Emroy Lewis' application for the vacant Behavioral Technician position at Crosby High School.

It has been fifteen years since I have known Emroy, as both a mentee and friend. I first met Emroy when he was an 8<sup>th</sup> grade student and I was a Counselor at Connecticut Collegiate Awareness & Preparation (ConnCAP) Program on the campus of Naugatuck Valley Community College.

Emroy is one of the most disciplined and punctual people I've ever known. He has the ability to work efficiently under stressful conditions and has a composed demeanor. Emroy also demonstrated excellent leadership skills and team spirit while playing for CJR's summer basketball team, which I coached.

In general Emroy is a compassionate and hardworking human being with perseverance and ambition. I think he is a deserving candidate for the Behavioral Technician position and would be a great value addition to your organization. I strongly recommend Emroy and am available for any further details you wish to know about him.

Sincerely,

Daren Rolle Adult Probation Officer

Alliance Sourt Martinez

WATERBURY PUBLIC SCHOOLS

English Language Arts (ELA) Instructional Tutor

General Statement of Duties: Under the direction of the K-5 ELA Supervisor and the supervision of the School Principal and Vice Principal, tutors provide educational support/intervention to students who are academically at-risk in ELA

#### Specific Example of Duties:

- Works with the teachers and reading specialists/facilitators to establish remedial groups and focus areas for instruction.
- Performs Tier II and/or Tier III interventions for at risk students in ELA.
- Maintains a daily intervention log of students receiving services which would include focus for instruction, materials used, attendance, progress, concerns, and other observations as appropriate.
- Conducts biweekly (Tier II) and/or weekly (Tier III) progress monitoring and adjusts interventions as appropriate.
- Collaborates with the classroom teacher and reading specialists/facilitators in creating and monitoring appropriate academic interventions and assessment based on data and best practice.
- Communicates/discusses student progress and concerns with the classroom teacher, parents, administrators, and reading specialists/facilitator.
- Participates in data team meetings as appropriate.
- Participates in PD opportunities provided by the ELA department.

**Qualifications:** Valid state of CT elementary teaching certificate preferred. Must also possess the ability to maintain and foster a creative educational environment conducive to learning and participation. Applicant should be able to demonstrate sensitivity and respect for the needs and feelings of all children. Applicant should utilize patience, empathy and positive expectations while employing scientifically research-based reading interventions for at-risk students.

**Work Year/Hours of Work:** Part time. Maximum of 28 weeks at 15.75 hours per week (during school hours) with schedule based on the needs of the students and professional development opportunities.

Salary:

\$25.00 per hour

No Benefits

Note: This is a Part-Time, non-certified Grant Funded position; it exists as long as funds are available

Please submit letter of intent, non cert application, resume, and three references letters to:

James A. Murray, PHR Human Resources Administrator-Education 236 Grand Street Waterbury, Ct. 06702

Closing Date: Until position is filled

#### WATERBURY PUBLIC SCHOOL DISTRICT 236 GRAND STREET, WATERBURY, CT 06702

#### APPLICATION FORM

FOR NON-CERTIFIED POSITIONS

MOV 1 & 2014

FOSTUGE Applied For:  English Language Arts (ELA) Instructional T	utor
Applicant is requested to answer each question completely and accurevaluation because items are incomplete or omitted.	
PLEASE TYPE OR PRIN	T LEGIBLY IN INK
Name Martinez Mardelin	
Last First M, I,	
Address 86 Downes Street	Home Phone (203) 597-9574
No. Street	cell
City, State, Zip Waterbury, CT 06704	Work Phone (203) 525-9572
Mailing Address	
(If different from above	
THE FOLLOWING QUESTIONS MUST BE ANSWI GIVE DETAILS IN S	
Are you eligible to work in the United States?	· Yes 🗹 No 🗆
Have you ever been dismissed from employment for cause? If so, explain and state which jobs below.	Yes □ No 🗹
Have you ever been convicted of an offense against the law (including military offenses), are you now under charges of Yes Cany offense against the law? If your answer is "Yes," give details below, Show: date, charge, place NOTE: a conviction per se is not a disqualifying factor. What you we long ago are important. Give all the facts so that a decision can be made in the second	e, court and disposition. ere convicted of, and how
EXPLANATIONS TO QUESTIONS ABOVE (Use addit	ional paper if necessary)

The Waterbury Public Schools have a vital interest in providing its employees with a safe, healthful and efficient work environment. It is the City's policy to maintain a work place free from drug and/or alcohol misuse and abuse.

Employment will be subject to a satisfactory background check, a post-offer medical examination (if required for the position that is offered) and a drug screening in accordance with state and federal law. Your signature on this form is your consent to the drug test.

#### EMPLOYMENT HISTORY

Describe your employment history in detail under the headings below, starting with your present or last employer and list in reverse order. Indicate the nature of the work personally performed by you. If two or more positions were held during the same period of time, show the proportion of time spent at each. If your title and duties changed materially in the course of your service in any one organization indicate such changes clearly and as separate employments.

#### PRESENT OR LAST EMPLOYER

University Of C	Connecticut	(203) 236-9871				
Name of Employer			Phone			
99 East Main	Street	Waterbury		CT	06702	
Address		City		State	Zip	
Dates of Employment:	Title of Position		Name and Titl	e of Supervisor		
From (Mo/Yr) Summer 2012	Peer Advising Assistant	K	elly Bartlett	Associate Di	rector of Student Services	
To (Mo/Yr)	Description of Duties, Responsibilities,	and Significant Accomp	lishments			
Summer 2013	- Greet and check-in new stu	ew students and assist them to get their photo ID.				
Salary: Starting \$9.50 hr	- Assist incoming Freshmen to find classes that are beneficial to them for the upcoming semester				the upcoming semester.	
Ending \$10.00 hr	- Get the new students familia	ar with the student a	administration	website to r	egister, waive insurance,	
	and see class schedule.					
No. of Hours Worked Weekly: 9						
	Reason for Leaving Summer position					

#### PRIOR EMPLOYER

Bob's Stores			(203)	574-6604		
Name of Employer		Phone				
910 Wolcott St	N.	Waterbury CT			06705	
Address		City		State	Zip	
Dates of Employment:	Title of Position		Name and T	itle of Superviso	ī	
From (Mo/Yr) 8/2011	Customer Service Supervisor		Harvey Skerl	cer - Store Ma	nager	
Το (Mo/Yr)	Description of Duties, Responsibilities, and	Significant Acc	omplishments			
12/31/11	- Responsible for all employees as	Responsible for all employees as well as closing the store.				
Salary: Starting \$11.50	- Help and assist customers who have questions, concerns or complaints.					
Ending \$11.50	- Train new cashiers, service desk	ain new cashiers, service desk, and key associates.				
	- Set up incentives to increase sal	incentives to increase sales as well as store loyalty program to the number one spot.				
No. of Hours Worked Weekly: 37.5			201.41		· · · · · · · · · · · · · · · · · · ·	
	Reason for Leaving To finish my Bachelor's Degree					

~~			PRIOR	EMPLOYE	R		
Bob's Stores					(203) 574-	-6604	
Name of Employer		Phone					
910 Wolcott Rd		Waterbury				CT 06705	
Address		City			State		Zip
Dates of Employmen From (Mo/Yr) 11/2000		Title of Position N			ame and Title o	f Supervisor	
			h Office Associate			- Store Manag	jer
To (Mo/Yr)			ponsibilities, and Sign				
04/2008	- Prepar	e deposits, hi	andle safe money,	and make coin	orders		
Salary: Starting \$6.35 hr	- Cash c	ut register ba	igs from the night l	before and prep	are bags for	the next morn	ing.
Ending \$ 9.75 hr	- Respoi	nsible for the	entire front end inc	cluding cashiers	and making	break schedu	les.
	- Open a	and close the	front end and mak	e sure it is very	well organiz	ed.	
No. of Hours Worked Weekly: 25	Reason fo	r Leaving	and complete retu	rns and exchan	ges.		
			TIPET	O ( FIL O FI			
			EDU	CATION			
Indicate Last Grade Completed	Name and	Address of High	School Last Attended	I	Date of Gradu G.E.D. Award		
12	Wilby H	ligh School V	/aterbury, CT		June 2002		
				100000 1000 1000 1000 1000 1000 1000 1			
Name of College Business or Technical Schools Attended	Address	3		Dates of Attendance	Number of Credits Completed	Type of Degree	List Major Subjects
UConn	99 E. Main S	t. Waterbury	, CT 06702	2002-2004 & 2012-2013	75	Bachelor's	BGS-Human Services
NVCC	Chase Parkwa	y Waterbury, (	CT	2004-2006	45	Associates	General Studies
harry installed							quired and the total number of
l am	currently enrol	led in a M.Ed	program at Post l	Jniveresity. 1 ha	eve complete	ed 12 credits to	date and have a 4.0 GF
I also have 27 ECE	E credits from Na	ugatuck Valley	Community College	•			
How did you learn of Newspaper	the employment op Radio 🛭 Job Se		nich you are applying? Current Employer 🛭 Ј		Professional .	Journal G	Other
For equal opportunity Employment reporting	purposes, we are r g requirements and	equesting the fo for test validation	llowing information. Ton purposes. Please ch	This information is ceck the appropriate	optional and wil groups below:	l only be used to	comply with Federal Equal
Female 3	White 0	Black 🗓 📝	Asian (Pacific Islander)	) 🖯 Hispanic	0 N	ative American	
Male 🛘	Other (specify)						
make any misstatemer Regulations.	its or omissions of	fact, I am subjec	in are true, complete are to disqualification or	dismissal and to su	ich other penalti	ies prescribed by	understand and agree that if I aw or Civil Service Rules and

a voluntating give the Civil Service Commission of the City of Waterbury, CT, or its duly authorized representative the right to make a thorough investigation of my past employment and activities, agree to cooperate in such investigation, and release from all liability or responsibility all persons, companies, or corporations supplying such information.

Date November 12, 2014

#### Mardelin Martinez

86 Downes Street • Waterbury, CT 06704 203-597-9574 • 203-525-9572 • <u>mmartinez2287@sbcglobal.net</u>

#### **Objective**

To obtain a position in a school where I can utilize my skills and strong dedication to assist in the development and educational needs of their students.

#### **Employment**

Summer Peer Advising Assistant University Of Connecticut

Waterbury, CT Summer 2012 and Summer 2013

- Greet and check-in new students and assist them to get their photo ID.
- Assist new students to find classes that are beneficial to them for the upcoming semester.
- Get the new students familiar with the student administration website to register, waive insurance, and see class schedule.

Substitute Office Staff

St. Mary Magdalen

Oakville, CT

May 2013 – June 2013

- Responsible for making copies for Grades 2-8.
- Answer phone calls; take messages and direct calls to the appropriate person.
- Count deposits for hot lunch as well as fill in and assist anywhere that is needed.

Customer Service Supervisor Bob's Stores

Waterbury, CT August 2011 – January 2012

- Responsible for all employees as well as closing the store.
- Help and assist customers who have questions, concerns or complaints.
- Train new cashiers, service desk, and key associates.
- Set up incentives to increase sales as well as store loyalty program to the number one spot.

Front End Key/Cash Office Associate Bob's Stores

Waterbury, CT

November 2000 - April 2008

- Prepare deposits, handle safe money, and make coin orders
- Cash out register bags from the night before and prepare bags for the next morning.
- Responsible for the entire front end including cashiers and making break schedules.
- Open and close the front end and make sure it is very well organized.
- Ring out customers and complete returns and exchanges.
- Count and organize money in the safe.
- Answer a five line telephone and page the requested department or person while on registers.

#### Education

M.Ed. – Higher Education Administration

Post University

January 2014 - Present

Waterbury, CT

Bachelors of General Studies – Human Services Theme May 11, 2013

University of Connecticut

May 11, 2013 Waterbury, CT

Associates of Science – 27 ECE Credits

Naugatuck Valley Community College

January 2007 Waterbury, CT

#### Experience

Volunteer/Room Parent Saint Mary Magdalen School August 2010 – Present

Oakville, CT

- Plan, coordinate, and assist in classroom holiday activities.
- Create class auction basket to promote bidding.
- Supervise the class during teacher's brunch.
- Assist in any way that is necessary.

Weekly Guided Reading Volunteer Saint Mary Magdalen School

October 2013 – June 2013 Oakville, CT

- Assist first grade teacher with guided reading.
- Work with groups of 4 6 children at a time based on reading level.
- Assist children who are having difficulty pronouncing words in a positive way.
- Keep DRA levels strictly confidential.

Chairperson for Weekly Gift Card Fundraiser Saint Mary Magdalen School

July 2013 – June 2013

Oakville, CT

- Responsible for large amount of preloaded gift cards.
- Promote gift card program to parents.
- Fill orders and keep track of fundraising credit for all parents in the school.
- Call and pick up gift card orders weekly at six different stores.

Infant/Toddler Student Teaching Naugatuck Valley Community College January 2006 – May 2006 Waterbury, CT

#### Skills

- Bilingual
- Fast learner.
- Very well organized.
- Strong ability to multi-task.
- Strong decision making, critical thinking, organizing and planning abilities.
- Knowledge of MS Word, PowerPoint, and Excel.
- Work well under pressure independently and with others.

References Available Upon Request

Megan Lefevre
1st grade teacher
St. Mary Magdalen School
140 Buckingham Street
Oakville, CT 06779

November 2014

To Whom it May Concern:

I have had the pleasure of having Mrs. Mardelin Martinez volunteer in my first grade classroom during the 2013-2014 school year. I think Mrs. Martinez would be excellent in a position working with children and I am happy to write her a recommendation.

One of Mrs. Martinez's many strengths is that she works well with children. She quickly established a warm rapport and my students looked forward to working with her every week. She led guided reading groups for DRA levels two through twenty-eight and was very patient with them all. She helped my students feel proud of their successes when they learned a new word or moved up to a new level.

Mrs. Martinez has a positive attitude and conducts herself in a professional manner. She always arrived in my classroom on time and was flexible with our schedule. She maintained confidentiality and respected the differences in abilities of all of my students. She was interested in best teaching practices and learned quickly.

She would be an excellent addition to your program. If you have any questions, please do not hesitate to contact me.

Sincerely,

Megan Lefevre Megan Lefevre

(860) 945-0621

Megan.Lefevre@SMMSoakville.org

Katherine Turner 28 Hillside Avenue Thomaston, CT 06787

November 10, 2014

To Whom It May Concern:

I am writing this letter on behalf of my friend, Mardelin Martinez. I have had the pleasure of knowing Mari for three years because our daughters attend the same school and dance studio together. Since meeting Mari, I have watched her unselfishly volunteer her time on many occasions with great enthusiasm while still attending school and maintaining all A's in her courses.

Mari volunteers at our daughters' school raising money through the grocery store gift card program. This job requires great organizational and communication skills and many hours of meticulous work on a weekly basis. At the dance studio, Mari is always the first to volunteer whether it's helping to take care of the children or laying a new dance floor in the studio.

I have been teaching math for twelve years now and based upon my experience with Mari, I feel she would be an asset to any classroom that would have her. Mari is a very intelligent, positive, cheerful, and sincere person. She is well liked and respected by her peers. She would be a wonderful asset to any organization that hires her.

I consider it a privilege to know Mari and to have been asked to write this recommendation. Should you have any further questions or wish to contact me about this recommendation please feel free to call me (203) 525-4175.

Sincerely,

Katherine Turner

atheire Turn

November 11, 2014

To Whom It May Concern:

It is my pleasure to recommend Mardelin Martinez for any position in which she may be applying. I have known Mardelin for the past four years through St. Mary Magdalene School (SMMS) in Oakville. Our daughters are students at SMMS and over the past few years Mardelin and I have become good friends. Mardelin volunteers regularly at SMMS and is comfortable in a school setting. She is well respected by students and staff and all enjoy her presence.

Mardelin has a wonderful personality and is always well prepared for any situation. She is an exceptionally organized individual and is able to complete even the most mundane tasks with timeless energy and passion. In addition, her creativity and ability to think quickly allow her to make school events both effective and fun. Mardelin is an eager learner who gladly accepts and adapts to new methods and would be able to transition easily into any new environment.

The confidence and dedication she displays whenever helping a student qualify her to do excellent work in any school setting. Mardelin has many positive qualities that will indubitably serve her, her future colleagues and any students extremely well. Please feel free to contact me if I may be of any further assistance at <a href="mailto:cassi.danay@uconn.edu">cassi.danay@uconn.edu</a> or 203-802-8141.

Sincerely,

Cassi Danay

November 12, 2014

James A. Murray, PHR Human Resources Administrator-Education 236 Grand Street Waterbury, CT 06702

Dear Mr. Murray:

My name is Mardelin Martinez, I am writing to apply for the Instructional Tutor-ELA position posted on the Waterbury Public Schools' website.

With 4 years volunteering at St. Mary Magdalen in Oakville, I believe I would be a great fit for this position. I graduated from Naugatuck Valley Community College in 2007 with an Associate's in General Studies which included 27 Early Childhood Education credits and went on to earn a Bachelor's in General Studies with a focus on Human Services from the University of Connecticut in 2013. I am currently enrolled in a Master's of Education program. My most recent experience, as a guided reading volunteer, gave me the opportunity to directly interact with children and assist them in their reading goals and development of confidence in their reading. I assisted the first grade teacher weekly with groups of children in various DRA levels. I was sensitive to those students who were struggling with pronouncing words and was able to help them develop a love for reading. I truly enjoyed my time volunteering and was so proud to be a part of the growth that the children were able to accomplish throughout the entire school year. I saw the job posting and knew that this would be a great opportunity to help other children with their reading goals.

My resume, which is enclosed, details my background. Although I have been out of the workforce for some time, I have hardly been idle. As a school volunteer, wife, and mother, I have dealt with a wide variety of people. In every case, I assess the individual's needs and how to address them most effectively. I am aware of the importance of confidentiality, sensitivity, and attentiveness that is needed to foster a child's love of reading.

If you would like to discuss my qualifications further, please do not hesitate to call me at (203) 525-9572. I can also be reached by e-mail at <a href="mailto:mmartinez2287@sbcglobal.net">mmartinez2287@sbcglobal.net</a>. Thank you for this opportunity to discuss my qualifications.

Sincerely,

Mardelin Martinez

MardelnMartinez