

Board of Education

RESCHEDULED REGULAR MEETING

Thursday, April 25, 2019 – 6:30 p.m.

Waterbury Arts Magnet School, 16 South Elm Street, Waterbury, CT

A G E N D A

1. *Silent Prayer*

2. *Pledge of Allegiance to the Flag*

3. *Roll Call*

4. *Communications*

- a. Email communication dated March 21, 2019 from James Tessitore regarding Demand for Arbitration No. 18-19-12.
- b. Copy of communication dated March 25, 2019 from Civil Service certifying Marcus Powel for the position of Maintainer II.
- c. Email communication dated March 26, 2019 from Athena Wagner regarding request of Commissioner to resign.
- d. Email communication dated March 28, 2019 from Athena Wagner regarding data.
- e. Email communication dated March 29, 2019 from CABA regarding Policy Highlights.
- f. Copy of communication dated April 1, 2019 from Civil Service to Mayra Acuna regarding her acceptance of the position of Lunchroom Aide.
- g. Email communication dated April 2, 2019 from Athena Wagner regarding emergency agenda item.
- h. Email communication dated April 2, 2019 from Jimmie Griffin regarding emergency agenda item.
- i. Email communication dated April 5, 2019 from James Tessitore regarding Demand for Arbitration No. 18-19-09.
- j. Copy of communication dated April 12, 2019 from Civil Service to Joann Ltaif regarding her acceptance of the position of Lunchroom Aide.
- k. Email communication dated April 12, 2019 from CABA regarding Policy Highlights.
- l. Copy of communication dated April 15, 2019 from Civil Service certifying Jacqueline Thomas for the position of Administrative Associate II.
- m. Copy of communication dated April 16, 2019 from Civil Service certifying Chelsea White for the position of School Secretary.

5. *Approval of Minutes:* September 6, 2018 Workshop, September 15, 2018 Special Meeting, September 20, 2018 Regular Meeting, October 4, 2018 Workshop, October 18, 2018 Regular Meeting, November 1, 2018 Workshop, November 14, 2018 Rescheduled Regular Meeting, December 6, 2018 Workshop, December 17, 2018 Special Workshop, and December 20, 2018 Regular Meeting.

6. *Award Presentation*

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

8. *Superintendent's Announcements*

9. *President's Comments*

10. *Consent Calendar*

- 10.1 *Committee on Finance:* Request approval to apply for the 2019-2021 Connecticut State Department of Education's Individual with Disabilities Education Act (IDEA) Entitlement Grant.

- 10.2 *Committee on School Personnel:* Request approval of a Memorandum of Understanding with Alternate Route to Certification (ARC), Office of Higher Education for Student Practicum Teaching-Alternate Route to Certification Program.
- 10.3 *Committee on Policy & Legislation:* Request approval of the new policy entitled Student Representation to the Board of Education (#5001).
- 10.4 *Committee on Building & School Facilities:* Use of school facilities by school organizations and/or City departments.
- 10.5 *Committee on Building & School Facilities:* Use of school facilities by outside organizations and/or waiver requests.

11. *Items Removed from Consent Calendar*

12. *Committee on School Personnel* – Commissioner Stango

- 12.1 Appointment of Talent & Professional Development Supervisor.
- 12.2 Approval to authorize the Superintendent of Schools to notify teachers of the non-renewal of their employment contracts in accordance with CGS 10-151.

13. *Committee on Finance* – Commissioner Awwad

- 13.1 Request approval of the School Readiness and Child Day Care Grant for grant years 2019-2021.
- 13.2 Request approval to apply for the 2019-2021 School Readiness Grant – Local Application.

14. *Superintendent's Notification to the Board*

14.1 Athletic appointments:

Clough, Kaitlyn – Duggan Intramural Tennis and Volleyball Coach, eff. 03/25/19.
Cruess, Steven- Mayor's Run Club, Bunker hill, effective 4/1/19.
Donahue, Jamie – Mayor's Run Club Mentor, WSMS, effective 4/1/2019.
Gonillo, Mark – Mayor's Run Club Mentor, Generali, effective 4/1/2019.
Monroe, Michael – WHS Varsity Baseball Coach, effective 03/09/19.
Ocasio, Matthew – NEMS Softball Coach, effective 3/20/2019.
Rotatori, Kayla – CHS Girls Tennis Coach, effective 03/20/19.
Terenzi, Tim – Mayor's Run Club Mentor, WMS effective 4/1/2019.

14.2 Grant funded appointments:

Biolo, Brittany – Grant Facilitator, \$18.00 p/hour, part time, non-union and w/o benefits, funded by Carl D. Perkins Grant.

Stemmer, Victoria – Tutor, Non-public Schools, \$32 p/hour, part time, non-union and w/o benefits, funded by Title I.

14.3 Reed FRC Books and Basketball Before School Program appointments, Tuesday through Thursday, 7 – 8 a.m., beginning 4/23/19, funded by Reed FRC Grant:

Latasha Martinez – Coordinator

Deborah Price – Para

Catherine Coviello – Para

Jenny Giron – Para Sub

Janice Turrell – Para Sub

14.4 Reed FRC Arts After School Program appointments, Tuesday through Thursday, 3 – 4:30 p.m., beginning 4/23/19, funded by Wilson FRC Grant:

Cindy Albizu - Teacher

Gina Farrington – Para

Kristin Soricelli – Para

Jenny Giron – Para Sub

Jillian Goodman – Teacher Sub

14.5 Teacher new hires:

Fann-Pierce, Cassandra – KHS Family Consumer Science, eff. 03/25/19.

14.6 Academic Achievements effective 03/01/19:

Last Name	First Name	Degree From	Degree To	U
Amenta	Justin	BA+15/6	6TH Yr./ 6	CCSU
Bartley	Elizabeth	BA+15/9	MA+15/9	Post U
Bartoletti	Heather	BA+15/8	MA/8	Post U
Belancik	Benjamin	BA+15/6	MA/6	SCSU & U of Saint Joseph
Blaschke	Jennifer	BA/5	BA+15/5	Quinnipiac
Brangi	Charlene	6TH Yr./8	6+15/8	Dominican U of California
Caligan	Jean	6TH Yr./6	6+15/6	U of Bridgeport
Carpentieri	Carli	MA+15/5	6 th //5	Dominican U of CA & Sacred Heart U
Caruso	Anthony	MA/8	MA+15/8	Sacred Heart U
Ciaramella	Nicole	BA/4	BA+15/4	U of Saint Joseph
DellaCamera	Ashley	BA+15/4	MA/4	SCSU
DiFronzo	Jennifer	MA/7	MA+15/7	U of Saint Joseph
Donofrio	Alyssa	BA+15/4	MA/4	SCSU
Ensero	Caitlyn	MA/4	MA+15/4	Dominican U of CA & U of Bridgeport
Evanoski	Jessica	BA/5	BA+15/5	U of Saint Joseph
Filakovsky	Jenna	BA+15/3	MA/3	SCSU
Freitas	Ashley	BA+15/5	MA/5	CCSU

Germain	Benjamin	MA/5	MA+15/5	Southern New Hamp. U & U of Bridgeport
Gilligan	Amanda	MA+15/8	6 th /8	SCSU
Gillis	Holly	MA+15/12	6 th /12	U of Bridgeport
Grant	Nataine	MA+15/7	6 th /7	Walden U
Grella	Micaela	MA/4	MA+15/4	U of Phoenix & UCONN
Grendzinski	Kelsey	MA+15/4	6 th /4	SCSU
Hudobenko	Tanya	BA+15/5	MA/5	U of Bridgeport
Langan	Colleen	BA+15/3	MA/3	Post U
Migenes	Leslie-Ann	MA+15/5	6 th /5	Augustana U
Munoz	Kelly	BA+15/4	MA/4	WCSU
Munro	Cara	MA+15/8	6 th /8	SCSU
Pasnick	Sarah	BA/3	BA+15/3	U of Saint Joseph
Radzimirski	Abigail	BA/3	BA+15/3	WCSU
Richard	Linda	BA/12	BA+15/12	U of Saint Joseph
Santoro	Elizabeth	6 th /11	6 th +15/11	U of Bridgeport, Dominican U of CA, U of Hartford
Shaffer	Andrea	MA+15/12	6TH Yr./12	Fitchburg State & St. Rose College
Soares	Elenice	6TH Yr./8	6+15/8	SCSU
Stolfi	Maribeth	MA+15/12	6TH Yr./12	U of Saint Joseph
Sudell	Steven	BA+15/10	MA/10	CCSU
Tanushi	Doruntina	BA+15/4	MA/4	SCSU
Torres	Jessica	BA/3	BA+15/3	CCSU
Tracy	Andrew	BA/5	BA+15/5	CCSU
Zareck	Corrin	BA/5	BA+15/5	CCSU

14.7 Teacher transfers:

Name		From	To	Effective
Addona	Mary Lou	Tech Center Special Assignment	Adult Ed Social Studies 9-12	2019-2020 SY
Napoli	Ronald	Wilby Soc. Studies 9-12	Adult Ed Soc. Studies 9-12	2019-2020 SY
Astacio Torres	Shirley	Bilingual Dept. Social Worker - (Interim)	Bilingual Dept. Social Worker - (Perm.)	2019-2020 SY
Stafford	Amy	Bucks Hill Annex Pre-K Reg. Ed 3 yr. old - (Interim)	Bucks Hill Annex Pre-K Reg. Ed 3 yr old - (Perm.)	2019-2020 SY
Marquez	Chakira	Bunker Hill Gr 5 (Interim)	Bunker Hill Gr 5 (Perm.)	2019-2020 SY
DeLisle	Danielle	Walsh Special Ed Elem	Bunker Hill Special Ed Elem	2019-2020 SY
Daniels	Mark	WSMS Art MS	Carrington Art K-8	2019-2020 SY

Rollins	Lauren	Wilson Special Ed Elem	Driggs Special Ed - Resource Room	2019-2020 SY
Conlon	Taylor	Duggan Pre-K Reg. Ed Readiness Co-Taught (Interim)	Duggan Pre-K Reg. Ed Readiness Co-Taught (Perm.)	2019-2020 SY
Giannelli	Alexandra	Tinker Gr 3	Generali Gr 2	2019-2020 SY
Brown	Susan	Bucks Hill Gr 3	Gilmartin Gr 3	2019-2020 SY
Mancini	Mark	Duggan Gr 4	Hopeville Gr 4	2019-2020 SY
Sanchez Cabrera	Alina	Hopeville Bilingual Speaking Social Worker (Interim)	Hopeville Bilingual Speaking Social Worker (Perm.)	2019-2020 SY
Kearns	Maura	NEMS Spanish MS	Kennedy Spanish HS	2019-2020 SY
Villar	Yenny	Hopeville Bilingual Gr 5	Kingsbury ESL Gr K-5	2019-2020 SY
Sasso	Maria	Maloney Gr 3	Maloney Comp. Tech	2019-2020 SY
Smith	Holly	Maloney Gr 2	Maloney Library Media	2019-2020 SY
Goodman	Jillian	Reed ELA Gr 7 (Interim)	Reed ELA Gr 7 (Perm.)	2019-2020 SY
Ruggiero	Candice	Reed Pre-K Special Ed (Interim)	Reed Pre-K Special Ed (Perm.)	2019-2020 SY
Hanlon	Rebecca	Bunker Hill Special Ed Elem	Rotella Special Ed Elem	2019-2020 SY
Crespo	Julissa	Wendell Pre-K Special Ed	Sprague Pre-K Reg. Ed	2019-2020 SY
Cavanaugh	Ellon	Enlightenment Art	State Street Art	2019-2020 SY
Evanoski	Jessica	Crosby Special Ed HS	State Street Special Ed MS	2019-2020 SY
Ciaramella	Nicole	State Street Special Ed MS (Interim)	State Street Special Ed MS (Perm.)	2019-2020 SY
Rose	Kimberly	Tinker Library Media (Interim)	Tinker Library Media (Perm.)	2019-2020 SY
McCorry	Kelly	Wallace ELA Gr 7 (Interim)	Wallace ELA Gr 7 (Perm.)	2019-2020 SY
Dojnia	Melissa	Wilson Gr 5	WAMS ELA Gr 6	2019-2020 SY
Lanza	Jessica	NEMS ELA Gr 8	WAMS ELA Gr 8	2019-2020 SY
Sawyers	Hillary	WAMS Math Algebra (Interim)	WAMS Math Algebra (Perm.)	2019-2020 SY
Thomas	Richard	WAMS Math Geometry, Geometry Honors and Trigonometry (Interim)	WAMS Math Geometry, Geometry Honors and Trigonometry (Perm.)	2019-2020 SY
Ferreira	Daniel	Crosby Music HS	WAMS Music HS	2019-2020 SY
Brown	Michelle	Rotella Gr 5	WAMS Theater Arts Gr 9-12	2019-2020 SY
Calabrese	Melissa	Washington Gr 2	Washington Gr K	2019-2020 SY
Gundersen	Kimberly	Kingsbury Gr 2	Sprague Gr 1	2019-2020 SY
Imperato	Christian	Wilby Special Ed HS	Wilby Social Studies HS	2019-2020 SY

14.8 Retirements:

Newland, Cheryl – ESL Instructor, Sprague/Bunker Hill, eff. 06/30/19,
Zionts, Lenore – CHS Special Education, effective 05/01/19.

14.9 Resignations:

Acevedo-Usuga, Mateo – WHS Physical Education, effective 06/30/19.
Braica, Amy – Driggs/Kingsbury Music, effective 04/17/19.
Haley, Fabian – Maloney Magnet School grade 2, effective 04/04/19.
Stewart, Dina – Wilson Grade 3, effective 04/05/19.
Swasey, Christopher – Bunker Hill Music, effective 04/04/19.
Wallace, Matthew – Walsh Grade 4 & 5, effective 04/12/19.

15. *Unfinished Business of Preceding Meeting Only*

16. *Other Unfinished, New, and Miscellaneous Business*

17. *Executive Session*

18. *Adjournment*

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE ON FINANCE

Item #10.1

April 25, 2019

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

The Committee on Finance recommends that the Waterbury Board of Education approve to apply for the 2019-2021 Connecticut Department of Education's Individual with Disabilities Education Act (IDEA) Entitlement Grant.

Approved:

Catherine N. Awwad

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE ON SCHOOL PERSONNEL

Item #10.2

April 25, 2019

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

The Committee on School Personnel recommends that the Waterbury Board of Education approve a Memorandum of Understanding with Alternative Route to Certification (ARC), Office of Higher Education for Student Practicum Teaching Alternate Route to Certification Program.

Approved:

Charles L. Stango

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE ON POLICY & LEGISLATION

Item #10.3

April 25, 2019

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

The Committee on Policy & Legislation recommends that the Waterbury Board of Education approve the new policy "Student Representation to the Board of Education" (#5001), as attached.

Approved:

Ann M. Sweeney

Student Representation to the Board of Education

The Waterbury Board of Education recognizes the importance of maintaining open communication with the student body. In an effort to improve this communication, the Board supports the appointment of students to serve in a non-voting capacity to the Waterbury Board of Education. These student representatives to the Board of Education will give students, as the clients within the educational corporation, a more effective voice in and at the decision-making level of the school system. The experience will also provide an insight to the roles and responsibilities of the Board of Education as well as student civic responsibility.

On a rotating monthly basis, two student representatives will be seated at the Board table at each public Board of Education workshop and regular meeting. Student opinion will be solicited to give an added dimension to the Board's decision-making process. The student representatives will not attend executive sessions of the Board of Education nor will they have access to associated backup material. The following procedures will be observed for the seating of the student representatives beginning in April 2019:

1. Student representatives – one (1) junior and one (1) senior will be chosen from the student council from each city high school, a total of six (6) juniors and six (6) seniors. Adjustments may be made if a junior and a senior are not available to ensure two (2) representatives from each high school.
2. Student council members who wish to serve as student representatives will interview with the Superintendent and the Board President, who will advise the Board of their choices.
3. After the students have been chosen, they will attend an orientation session prepared and delivered by the Superintendent of Schools and the Board President. Student representatives will commit to a schedule of meeting attendance at the orientation session.
4. If it is not possible for a student representative to attend his/her scheduled meeting, it is the students responsibility to contact other student representatives to arrange coverage and to notify the Clerk of the Board of the name of the representative who will attend in his/her place.
5. Student representatives will serve for one (1) school year. Students serving in their junior year may apply to serve again in their senior year.

Student Representation to the Board of Education, continued

6. Student representatives to the Board may be removed/replaced at the discretion of the Superintendent and the Board President.

Student Representatives shall:

1. Provide their own transportation to and from Board meetings.
2. Be able to speak on any issue on the agenda or motion before the Board unless deemed inappropriate by the Board.
3. Receive copies of all regular meeting agendas, minutes and other pertinent publications, excluding executive session documents and associated materials, when made available to the Board members.
4. Meet amongst themselves monthly so that students attending the monthly Board meetings can share information from the meetings.
5. Report information to their student councils to be shared with the student body.

A student representative shall not:

1. Be able to cast an official vote on any motion or resolution.
2. Be allowed to attend executive sessions, negotiation sessions or personnel portions of the regular meetings of the Board of Education.

(cf. 9010 – Bylaws of the Board of Education)

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE ON BUILDING AND SCHOOL FACILITIES

Item #10.4

April 25, 2019

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

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

GROUP	FACILITIES AND DATES/TIMES
R. McDonald	Career Academy gym: 4/1-6/14/19 Mon., Wed., Fri., 7 – 9 pm (student/athletes work on basketball skills)
M. Rocco	W. Cross café, gym, lobby: Thurs., May 23, 3:00 - 8:30 pm (Art Exhibit) W. Cross gym: Tues., May 14, 4:30 - 8:30 pm (STEM Night)
Human Resources L. Dunn	Career Academy café, lobby: Mon., July 8, 4 – 7 pm (Career Fair) Rotella aud., classrooms: Mon., April 22, 4 – 7 pm (Career Fair)
C. Damone	Reed café: Thurs., April 11, 4:30 - 6:30 pm (Family Literacy Night)
J. D'Angelo	WAMS atrium: Mon., June 3, 5 - 7 pm (Annual Visual Art Exhibit)
Civil Service	Kennedy café: Tues., April 16, 2 - 3:00 pm (Maintainer I Exam)
M. Baker	Kennedy aud.: Mon., April 8, 5 – 8 pm (discussion re: Talented & Gifted students)
K. Ondrush	WAMS atrium media center: Tues., May 28, (annual Veterans' Dinner)
S. Labonte	Wilby aud. & café: May 2, 3, 6 – 10 pm and May 4, 11 am – 3 pm) (performances of school play)
N. Vaughan	Crosby aud. & lobby: Wed., May 29, 3:30 - 6:00 pm (Teacher of the Year)
M. Petrillo	Bunker Hill gym: Thurs., April 25, 6 – 7 pm (Science Night)
S. Lawson	Reed café: Fri., May 31, 3:05 – 7:45 pm (PBIS Middle School dance)
P. Poulter	Regan café: Fri., May 10, 3:30 - 7:00 pm (Community Day)
*L. Martinez	Reed café: Fri., May 17, 5 – 7 pm (FRC father-daughter dance)
*M.A. Marold	Crosby media ctr. & classroom: Wed., May 8, 6:00-7:30 pm (training)
*J. Ocasio	Gilmartin café & gym: Sat., May 4, 8:30 am – 2:00 pm, Career Academy café & gym: Sat., July 13, 8:30 am - 2:00 pm (teacher recruitment fairs)
*T. King	WAMS atrium: Tues., Apr. 23, 4:00 - 6:00 pm (International Night)

Approved:

Jason Van Stone

APR 3 2019

SCHOOL PERSONNEL USE ONLYDATE: April 2nd, 2019

TO: SCHOOL BUSINESS OFFICE

FROM: Latasha Martinez Reed FRC

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

NAME OF SCHOOL REQUESTED: Reed School☐

Auditorium

☐

Gymnasium

☐

Swimming Pool

☒

Café/Rooms

DATES REQUESTED: May 17thFROM: 5:00 am/pm TO: 7:00 am/pmFOR THE FOLLOWING PURPOSES:FRC hosting Father-Daughter Dance

Latasha Martinez
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

APR 3 2019

DATE:

April 3, 2019 _____

TO: SCHOOL BUSINESS OFFICE

FROM: Mary Ann Marold Education Liaison to Government Business and Community

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

NAME OF SCHOOL REQUESTED: Crosby High School

☒ Library/Media Center ☐ Gymnasium ☐ Swimming Pool

☐ Café/ _____ and a Classroom for Child Care

DATES REQUESTED: _____

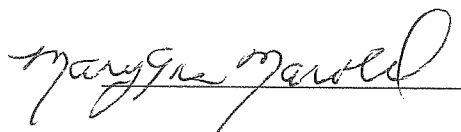
Wednesday May 8, 2019 _____

FROM: 6:00p.m. _____ TO: 7:30 p.m. _____ /

FOR THE FOLLOWING PURPOSES:

CABE and Waterbury Public Schools will provide a Module Training for School Governance Councils on Culturally Responsive Education. Childcare will be provided. Equipment needed is a podium, screen, laptop and projector for presentation prior to discussion. This will gain a collective vision that allows all the members of School Governance Council to hear about Culturally Responsive Education and ask questions.

Mary Ann Marold
Education Liaison to
Government, Business and
Community
APPLICANT



APR 8 2019

SCHOOL PERSONNEL USE ONLY

DATE: April 8, 2019

TO: SCHOOL BUSINESS OFFICE

FROM: Jessica Ocasio

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

NAME OF SCHOOL REQUESTED: Gilmartin School

☐ Auditorium ☒ Gymnasium ☐ Swimming Pool ☒ Café/Rooms

DATES REQUESTED: May 4, 2019

FROM: 8:30 am/pm TO: 2:00 am/pm

FOR THE FOLLOWING PURPOSES:

WPS Teacher Recruitment Fair

Jessica Ocasio
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.

Back

SCHOOL PERSONNEL USE ONLY

APR 8 2019

DATE: April 8, 2019

TO: SCHOOL BUSINESS OFFICE

FROM: Jessica Ocasio

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

NAME OF SCHOOL REQUESTED: Waterbury Career Academy

☐ Auditorium ☒ Gymnasium ☐ Swimming Pool ☒ Café/Rooms

DATES REQUESTED: Saturday, July 13, 2019

FROM: 8:30 ☒ am/pm TO: 2:00 am/☒ pm

FOR THE FOLLOWING PURPOSES:

WPS Teacher Recruitment Fair

Jessica Ocasio
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.

Please give form to Nicole Steck

APR 15 2019

SCHOOL PERSONNEL USE ONLY

★
REVISED
DATE

DATE: 7/6/18

TO: SCHOOL BUSINESS OFFICE

FROM:

Tracy King

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

NAME OF SCHOOL REQUESTED: WAMS

☐ Auditorium

☐ Gymnasium

☐ Swimming Pool

☒ Café/Rooms

DATES REQUESTED:

4/19/19 4/23/19

FROM:

4

am/pm

TO:

6

am/pm

FOR THE FOLLOWING PURPOSES:

International Night

Tracy King

APPLICANT

Please note the following provisions:

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

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE ON BUILDING & SCHOOL FACILITIES

Item #10.5

April 25, 2019

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

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

GROUP	FACILITIES AND DATES/TIMES
*Triple Threat Dance J. Pelletier	Rotella aud., café, gym: Sat., June 15, 9:30 am - 8:00 pm (dance recital)
*Woodbury Ballet R. Errica	Kennedy aud.: Wed., June 12, 5 – 9 pm (Rehearsal) Sat., June 15, 6 – 10 pm (performance)
*Taft Pointe Condo Group K. Smith	West Side café: Mon., June 3, 6:00 - 8:30 pm (condo meeting)

REQUESTING WAIVERS:

Shekinah Christian Church	Wilby aud.: Thurs. & Fri., July 18 & 19, 5:00-10:00 pm	
Rev. Jose Reyes	(annual conference)	(\$840.)
Wtby. Special Olympics	Wilby pool: 3/6-6/4/19, 5:15 - 8:00 pm (swim practice)	
H. Minervini		(\$3,212.)
CT. Rebound	Wilby gym: Aug. 12 – 16, 9 am – 3 pm	
D. Parker	(basketball camp)	(\$1,470)

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

Make 'em Believe	Chase gym: Mon. & Wed, 6:15 - 9:00 pm, 4/22 – 6/26/19	
H. Ouellette	(basketball training)	
Catholic Academy	Gilmartin gym: 4/8-6/28/19, 6:15 - 9:00 pm (spring basketball)	
B. Zaccagnini		
Wtby. Ballers	Carrington gym: 4/8-5/31/19, 6 – 9 pm, Mon., Wed., Thurs., Fri.	
T. Lott	(basketball program)	
Eversource	Carrington gym: Wed., May 8, 5:00 - 8:00 pm	
P. Rice	(community meeting re: natural gas expansion project)	
Wtby. Ballers	Driggs gym: Mon., Wed., Fri. 4/8, 6/27/19, 6 - 9 pm (basketball)	
A Johnson	Maloney gym: Tues. & Thurs 4/8, 6/27/10, 6 - 9 pm (basketball)	

YMCA	Gilmartin gym, café, lib., rooms: 2019-2020 school yr.
J. O'Rourke	Chase gym, café, lib., rooms: 2019-2020 school yr.
	Generali gym, café, lib., rooms: 2019-2020 school yr.
	Tinker gym, café, lib., rooms: 2019-2020 school yr.
	(after school programs held from dismissal of school to 6:00 pm)
	Gilmartin gym, café, field: 6/17/19 thru 8/16/19, 6:30 am - 6:00 pm
	(summer camp)
Wtby. Ballers	Crosby gym: July 8 thru Aug. 9, Mon. thru Friday, 5:00 - 8:30 pm
P. Lott	(youth summer basketball league)
*S. Kealey	Regan All Purpose Room: 4/26-5/29/19, Wed. & Friday, 3:15 - 4:35 pm
Seven Angels Theatre	(after school acting class)

Approved:

Jason Van Stone

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

APR 5 2019

CONTRACT#

Book
APPLICANT Jeffrey Pelletier NAME OF ORGANIZATION Triple Threat Dance Co.
ADDRESS 1261 Menden Rd Wth CT 06705 TELEPHONE # 203 754 2087
(street) (city) (state) (zip code)
SCHOOL REQUESTED Rotella DATES 6/15/19 ROOM(S) Auditorium / Cafe / gym / staff room
OPENING TIME 930a CLOSING TIME 8p PURPOSE Dance recital
ADMISSION (if any) _____ CHARGE TO BE DEVOTED TO _____
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 350 CHILDREN 150
SIGNATURE OF APPLICANT [Signature] DATE 4/2/19

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

Jeffrey Pelletier 25 Hidden A Cheshire CT 06410 (203) 910-9234

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. [Initials] (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES:

\$42/HR plus 1/HR SERVICE PER CUST.

RENTAL FEES:

\$1,000/4 HRS & \$200/HR. ADD HR.

MISCELLANEOUS FEES:

Tech. \$55/HR.

SECURITY DEPOSIT \$

500

INSURANCE COVERAGE

X YES

NO

VOK PLEASE READ THE FOLLOWING CAREFULLY VOK

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

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

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

THERE WILL BE NO ACTIVITIES DURING SCHOOL OPEN HOUSE.

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

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

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

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

PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.

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

APPROVAL DATE _____

SCHOOL BUSINESS OFFICE _____

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

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

CONTRACT# APR 5 2019

APPLICANT Randy Erickson NAME OF ORGANIZATION Woodbury Ballet
ADDRESS 29 Howard St Waterbury Ct 06795 TELEPHONE # 203-206-7607
(street) (city) (state) (zip code)
SCHOOL REQUESTED Kennedy DATES 6/12 + 6/15 ROOM(S) Auditorium + Dressing Rooms
6/12 6/15 6/12 DRESS 6/15 Show
OPENING TIME 5:00 CLOSING TIME 9:00 PURPOSE Recital
ADMISSION (if any) 2 CHARGE TO BE DEVOTED TO _____

APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 200 CHILDREN 100

SIGNATURE OF APPLICANT [Signature] DATE 3-3-19

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. DEM (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES: \$42/HR PLUS 1 HR SERVICE PER CUST.

RENTAL FEES: \$1000 14 HRS + \$200. each add hr.

MISCELLANEOUS FEES: (TICKET) \$35/HR.

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

PLEASE READ THE FOLLOWING CAREFULLY

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THERE WILL BE NO ACTIVITIES DURING SCHOOL OPEN HOUSE.

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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: A 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)

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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.

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

CONTRACT#

APR 12 2019

APPLICANT KARINA SMITH NAME OF ORGANIZATION TAFT POINTE CONDOMINIUM
ADDRESS 413 EAST STREET SUITE 2 PLAINVILLE CT 06062 TELEPHONE # 860-259-1046
(street) (city) (state) (zip code)
SCHOOL REQUESTED WEST SIDE DATES 6/3/19 ROOM(S) CAFE
OPENING TIME 6PM CLOSING TIME 8:30 PM PURPOSE CONDO MEETING
ADMISSION (if any) NONE CHARGE TO BE DEVOTED TO N/A
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 10 CHILDREN 0
SIGNATURE OF APPLICANT KARINA SMITH DATE 4/12/19

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

KARINA SMITH 860-259-1046

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. KCS (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES: \$40/HR plus 1 HR SERVICE

RENTAL FEES: \$10/HR

MISCELLANEOUS FEES: _____

SECURITY DEPOSIT \$ 500.- INSURANCE COVERAGE YES NO

PLEASE READ THE FOLLOWING CAREFULLY

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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 BE AN EXTRA CHARGE).

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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.

White-Permittee

Goldenrod-School Business Office

Pink-Principal

Blue-Custodian

Hook

DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT
SCHOOL BUSINESS OFFICE
235 GRAND ST., WATERBURY, CT 05702
USE OF BUILDING PERMIT
TYPE OR USE PEN AND PRESS FIRMLY

APR 11 2019

CONTRACT#

APPLICANT Scott Kealey NAME OF ORGANIZATION Seven Angels Theatre
ADDRESS 1 Plank Rd Waterbury CT 06705 TELEPHONE # 203-287-4676
(street) (city) (state) (zip code) *
SCHOOL REQUESTED Regan DATES 4/26-5/29 ROOM(S) All Purpose Room
OPENING TIME 3:15 CLOSING TIME 4:35 PURPOSE Art Class
ADMISSION (if any) — CHARGE TO BE DEVOTED TO 0
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 2 CHILDREN 23
SIGNATURE OF APPLICANT Scott Kealey DATE 4-11-19

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

Scott Kealey, 30 Mountain View Rd Bethany CT 06524, 203-605-6765
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. SK (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES: _____

RENTAL FEES: _____

MISCELLANEOUS FEES: _____

SECURITY DEPOSIT \$ _____ INSURANCE COVERAGE YES NO

PLEASE READ THE FOLLOWING CAREFULLY

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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.

Scott Kealey
Phone #
203-605-6765
** Wed.*
+ Fri.

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE ON SCHOOL PERSONNEL

Item #12.1

April 25, 2019

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

The Committee on School Personnel recommends the Waterbury Board of
Education approve the appointment of _____
as Talent & Professional Development Supervisor effective immediately.

Approved:

Charles L. Stango

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE ON SCHOOL PERSONNEL

Item #12.2

April 25, 2019

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

The Committee on School Personnel recommends the Waterbury Board of Education approve that the Superintendent of Schools be authorized to notify teachers of the non-renewal of their employment contracts in accordance with Connecticut General Statutes Section 10-151.

Approved:

Charles L. Stango

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE ON FINANCE

Item #13.1

April 25, 2019

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

The Committee on Finance recommends the Waterbury Board of Education approve the submittal of the Connecticut Office of Early Childhood School Readiness Grant Fiscal Year 2020 (July 1, 2019 – June 30, 2020) Community Application, as attached.

Approved:

Catherine N. Awwad



Waterbury School Readiness

Executive Summary

DATE: April 23, 2019

TO: Honorable Board of Aldermen
Honorable Board of Education

FROM: Karen Rainville, School Readiness Liaison

SUBJECT: Approval of 2019-2021 School Readiness Application to the CT Office of Early Childhood

On behalf of The Waterbury School Readiness Council, I am hereby submitting the FY 2019-2021 Waterbury School Readiness Grant application and selection of sub-grantees for presentation and approval by the Waterbury Board of Aldermen and Waterbury Board of Education. The approval request is for a grant period of two years. Funding is to be determined each year by the State of Connecticut. Waterbury has received this grant since 1997 with increases in both funds and resulting number of preschool spaces funded in our public school and community childcare programs.

The total funding for this grant for School Readiness Program for FY 19-20 is \$9,914,748. This will fund 1,329 preschool spaces. Programs recommended to receive funds are listed in the table below. The Waterbury School Readiness Council voted to move forward and fund these 13 sub-grantees selected through a competitive open bid process. Information on the competitive bid process followed is also included below.

The city provides in-kind in providing the space for the School Readiness Office, secretary, and supplies. This allows us to access additional administrative funds from the grant.

Included as part of the application is a companion grant for Quality Enhancement Funds for FY 19/20 in the amount of \$75,641. The purpose of this grant is to provide funding for early care and education programs to address quality standards and/or expand comprehensive services for children and families. The School Readiness Council met to set priorities for this grant. This year's grant includes professional development activities, onside coaching for teachers in the Pyramid Model, BCBC support for programs and increased capacity for monitoring quality standards.

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

Program	Grant Award Fiscal Year 2020	Slots and Types
The Ark Child Development Center	704,996	79 Full Day
Catholic Charities	356,960	40 Full Day
Children's Community School	321,264	36 Full Day
Children's Village	178,480	20 Full Day
Children's Center of GWHN	776,388	87 Full Day
Easter Seals Rehabilitation Center of Greater Waterbury East and West Campuses	1,668,788	187 Full Day
Naugatuck Valley CC- CDC	187,480	20 Full Day 2 Part Day
Muriel H. Moore CDC (NOI Inc.)	740,692	83 Full Day
Rainbow Academy Inc.	196,328	22 Full Day
St. Mary's CDC	312,340	35 Full Day
TEAM SLOCUM Inc.	354,816	128 Ext. Day
Waterbury BD of Education	2,028,000	72 Part Day 284 School Day
Greater Waterbury YMCA	2,088,216	234 Full Day

Grant Amount Total:

The sub-grantees will provide open access for children to quality programs that promote the health and safety of children and prepare them for formal schooling in total not to exceed \$9,914,900.

Grant Process:

Sub-grantees submitted proposals in accordance to the process specified by the City of Waterbury Procurement Ordinances' through RFP # 6321 # 6327 and #6348 and the Connecticut Office of Early Childhood School Readiness Grant program Application for priority school districts. All applications were reviewed and rated. On March 26, 2019 the Waterbury School Readiness Council voted on recommendations for funding.

Proposal:

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

SPACE TYPE	SERVICES	RATE
Full Day	10 hours day for 52 weeks	\$8,924
School Day	6 hours day-180 days minimum	\$6,000
Part Day	2.5 hours per day-180 days minimum	\$4,500
Extended Day (Wrap Around)	Extends the day	\$2,772

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

Quality Enhancement:

The expected total of Quality Enhancement funds for 2019-2020 is \$75,641. The following vendors submitted RFP responses and are expected to be vendors used in the 2019-2020 grant year as decided by the School Readiness Council:

- Susan Vivian - \$27,200
- Easter Seals - \$16,735
- Patricia Reinhardt - \$2,400
- Darlene Ragozzine – \$12,225



Connecticut Office of Early Childhood

School Readiness Grant Program Application Fiscal Year 2020 (July 1, 2019-June 30, 2020)

PRIORITY AND COMPETITIVE SCHOOL READINESS

FY 2020 COMMUNITY RFP

Legislative Authority

Connecticut General Statutes

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

Due Date: **May 17, 2019**

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

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

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

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

Please write the name of the School Readiness Community for which this application is being submitted:

_____Waterbury School Readiness_____

OVERVIEW AND DESCRIPTION

Download and review the [School Readiness Overview and Description](#) document, which includes the purpose of the program, outlined in the Connecticut General Statutes as well as a description of Space Types and Rates, Monitoring Requirements and Reports, and Eligible Recipients for the program.

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

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

STAFF QUALIFICATIONS AND THE EARLY CHILDHOOD PROFESSIONAL REGISTRY

Download and review the [Staff Qualifications and Registry Requirements](#) of the School Readiness Grant Program.

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

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

LOCAL REQUESTS FOR PROPOSALS

Download and review the [Local Request for Proposals](#) requirements of the School Readiness Grant Program.

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

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

GRANT SUBMISSION INFORMATION

Download and review the [School Readiness Grant Submission Information](#) document which includes information related to **Grant Submission**. Date of Board Acceptance, Obligations of Grantees and Sub grantees, Management of Control of the Programs and Grant Consultation, Role of the State, and the Grant Process.

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

- ☐ I affirm that the School Readiness Council named above has reviewed and shared the Grant Submission document attached above and will follow the requirements outlined therein.

Freedom of Information Act

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

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

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

The School Readiness Council meeting are public meetings which are regularly attended by non-council members. Council meeting dates, agendas, a list of council members, full School Readiness Council policies and procedures and minutes are posted on the districts School Readiness page <http://www.waterbury.k12.ct.us/wsr/home/> . Annually,

all School Readiness programs present information to families regarding the opportunity to join the School Readiness Council. Most recently, in an effort to ensure our council meets the needs of the community they voted to add critical voices to their discussion by adding School Readiness Council seat for a family childcare provider and mental health agency.

SCORING RUBRIC

All School Readiness Grant applications will be scored by the OEC [School Readiness Scoring Rubric](#).

FY 20 SCHOOL READINESS GRANT APPLICATION

This grant is supported by the Connecticut Office of Early Childhood

GRANT PERIOD

July 1, 2019 to June 30, 2020

COMMUNITY NAME

APPLICATION CONTACT PERSON

(School Readiness Liaison or Grant Application Contact if no Liaison)

Name __Karen Rainville__

Title __School Readiness Liaison__

Address __30B Church Street__

City __Waterbury__

Zip Code __06702__

Telephone __203-573-9984__

E-mail krainville@waterbury.k12.ct.us

FISCAL AGENT

Fiscal Agency City of Waterbury

Address 236 Grand Street

City Waterbury

Zip Code 06702

Federal ID# 06-6001900

Agency Contact Name Tom Bell

Agency Contact E-mail tbell@waterbury.k12.ct.us

ESTIMATE FUNDING REQUESTED

School Readiness: 10,014,900

Quality Enhancement: 75,641

Total: 10,090,541

MANAGEMENT AND ACCOUNTABILITY STRUCTURE

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

The School Readiness Liaison (Liaison) is the person responsible for the management (as defined in [GP C-01](#)) of the grant program. Please address the following:

Describe how the School Readiness Council participated in the grant application process and what the ongoing role of the Council will be in carrying out the goals and objectives of the grant.

The School Readiness Council plays a significant role in the grant application process as well as carrying out the goals and objectives of the grant. In advance of the RFP release the SR Council met to discuss specific items they wanted to ensure were part of the local RFP review. These questions included ensuring each program had a curriculum and assessment system aligned to the ELDS, detailed budget information showing what

percentage of expenses were being charged to a programs SR grant, and how programs were implementing the 11 quality components. Once the RFP was released the council reviewed it fully including the "Overview and Description", the "Staff Qualification Registry Report" for all Waterbury programs, the "Local RFP" and the "School Readiness Grant Submission Information". The council provided feedback to the SR Liaison on all questions asked in the Community RFP. Council members reached out to programs not currently participating in School Readiness to notify them of the opportunity to apply. Those council members that are not connected to an agency requesting funding served on the RFP review committee. All RFP's were scored by two readers and a summary went to the full council for funding decisions

On an ongoing basis the SR Council will ensure the goals and objectives of the grant are being met in several ways. "Program Monitoring" is a standing agenda item for SR Council monthly meeting and specific information is shared on each grantee. Detailed reports are shared including DQSM status of programs and efforts to meet the requirement, program utilization reports, percentage of families enrolled under/over 50 and 75% of state median income, family engagement efforts etc. At the beginning of each SR Council meeting we have a "Program Spotlight" where every grantee has an opportunity over the course of the year to present to the Council. These presentations have included photos, videos, opportunities for teachers to present learning experience plans, presentations on family engagement activities etc. The goal of these presentation is to help council members better understand how each program is meeting the quality components. Finally, over the course of this year, all SR Council members will be invited to visit all grantees with the SR Liaison.

How does the Liaison carry out the fiscal and program monitoring of sub-grantees?
Please include the following information:

- How often sub-grantees are monitored and if visits are random/announced;
- What documentation is collected and/or reviewed (i.e. QSM Reports, NAECY/Head Start Reports, Licensing Reports, Budgets/Expenditure Reports, etc.);
- How enrollment and attendance data is verified;
- How the larger School Readiness Council is informed of any findings due to monitoring activities;
- How monitoring is used for continuous quality improvement at the sub-grantee or community level (please cite a specific example if one is available such as ECIS trainings for appropriate program staff, use of one income verification form across all programs, TA for sub-grantees on Transition to Kindergarten, etc.).

The SR Liaison is responsible for the coordination, program evaluation and administration of the SR Grant. That work includes, ensuring program monitoring of all sub-grantees occurs a minimum of three times per year, both announced and unannounced visits. Visits include classroom observations, interviews with staff, document review, licensing corrective action follow up, QSM review and meetings with Directors. Site data reports from past months are reviewed to verify that the child attendance data submitted on the report matches the documentation on file at the program. A random sample of 10% of the children's files are reviewed for verification of

residency, health documentation, parent information and verification that the program is using the sliding fee scale and correctly calculating and documenting family income. A review of Learning Experience Plans is an additional part of the monitoring process. Fiscal monitoring also includes ensuring programs are using SR funding in accordance with state requirements. Recognizing this was an area in need of strengthening more in-depth oversight has been put in place. All sub-grantees now submit quarterly budget to actual reports broken down by grant funds, parent fees and Care 4 Kids revenue to the SR Liaison. The SR Liaison also conducts a monthly review of the Registry to monitor compliance with the staff qualifications requirements. The "program QSM Compliance report" is used during on site program visits to ensure that the information listed in the registry matches who is in classrooms. Monthly, the SR Liaison provides a program and monitoring update to the SR Council ensuring the Council is aware and involved in all actions related to program monitoring. The Council, uses data from the SR Liaison's monitoring reports to make decision about the best use of Quality Enhancement dollars going forward. Monitoring results are used for continuous quality improvement, technical assistance and inform the Council as they decide on the use of Quality Enhancement dollars. For 2017/2019 grant period this review indicated that sub-grantees in Waterbury were not consistent in what was being used for documentation as well as errors in fee determination. As a result, the SR liaison met individually with each sub-grantee to review GP B-01 and GP B-02. Additionally, the Liaison held a training at a monthly provider meeting to practice fee calculations as a group. Each sub-grantee was provided a standard form to use as they calculate fees ensuring all program are consistent in this process. A detailed monitoring report form is used to document monitoring visits. This form is reviewed and signed by each sub-grantee after monitoring visits and kept on file at the SR office. Finally, monitoring for 2017-2019 included using QE funds to bring in a consultant to conduct a curriculum audit of all sub-grantees using the self-assessment tool on the Office of Early Childhood web site. This audit included an in-depth look at each sub-grantees curriculum description, parent handbook, staff handbook, schedule for teacher planning time, LEP's. class weekly/monthly schedule, child observations, teacher observations, professional development plan and parent involvement in curriculum. This work was presented in a report format to the Council on May 22, 2018. As a result of this curriculum audit, the City of Waterbury, the largest SR sub-grantee went out to full bid for a new pre-k curriculum that is aligned to the CT ELDS.

How are sub-grantee classrooms monitored?

Please include the following information:

- The qualifications of the individual conducting classroom monitoring;
- How often classrooms are monitored and if visits are random/announced;
- How classroom monitoring is used for continuous quality improvement at the sub-grantee or community level (please cite a specific example if one is available, such as registry training to ensure classroom teachers are reflected appropriately in the registry,
- TA on appropriate hand washing or how to individualize instruction to meet the needs of all children etc.).

The School Readiness Liaison conducts monitoring for all sub-grantees. Karen Rainville has a BS in Education with a Pre-K-6 certification. She has a Master's degree in Educational Leadership, a National Administrator Credential and DQSM status at level 13. Additionally, she is an OEC approved Head Teacher and Educational Consultant and has more than 30 years in the early childhood field with extensive experience in NAEYC accreditation.

Program monitoring of all sub-grantees occurs a minimum of three times per year, both announced and unannounced visits, to ensure compliance in all of the eleven quality component areas.

Monitoring results are used for continuous quality improvement, technical assistance and inform the Council as they decide on the use of Quality Enhancement dollars. Monitoring data has led to several quality improvement initiatives at both the sub-grantee and community level. For 2017/2019 grant period monitoring indicated that sub-grantees in Waterbury were not consistent in what was being used for documentation as well as errors in fee determination. As a result, the School Readiness liaison met individually with each sub-grantee to review GP B-01 and GP B-02. Additionally, the Liaison held a training at a monthly provider meeting to practice fee calculations as a group. Each sub-grantee was provided a standard form to use as they calculate fees ensuring all program are consistent in this process.

Fiscal monitoring includes ensuring programs are using School Readiness funding appropriately and in accordance with state requirement and guidelines. Recognizing this was an area in need of strengthening more in-depth oversight has been put in place. All sub-grantees now submit quarterly budget to actual reports broken down by grant funds, parent fees and Care 4 Kids revenue to the School Readiness Liaison. Through this process sub grantees request budget modification as necessary. Audits are now reviewed by the Liaison as well as the City of Waterbury fiscal office.

A final example of how monitoring has led to continuous quality improvement efforts is around curriculum. Monitoring results are used for continuous quality improvement, technical assistance and inform the Council as they decide on the use of Quality Enhancement dollars. For 2017/2019 grant period this review indicated that sub-grantees in Waterbury were not consistent in what was being used for documentation as well as errors in fee determination. As a result, the School Readiness liaison met individually with each sub-grantee to review GP B-01 and GP B-02. Additionally, the Liaison held a training at a monthly provider meeting to practice fee calculations as a group. Each sub-grantee was provided a standard form to use as they calculate fees ensuring all program are consistent in this process.

OTHER COMMUNITY GRANTS

Please check those grants that are currently in your community.

- ☐ Adult Education
 - ☐ Family Resource Center
 - ☐ Head Start and/or Early Head Start
 - ☐ Preschool Development Grant
 - ☐ Preschool Special Education
 - ☐ Smart Start Grant
 - ☐ Birth to Three
 - ☐ Home Visiting
 - ☐ Other state, federal or private grants that collaborate with School Readiness programs
-

Please describe how the School Readiness Council ensures all early childhood grants received in the community are coordinated to maximize benefits to children and families (i.e. universal applications and/or eligibility screening of families for all programs, joint monitoring, shared resources etc.). Be sure to include information about how the Council supports outreach and recruitment of new families to the School Readiness Program to ensure full utilization of spaces without the diminution of other spaces in the community.

Waterbury is fortunate to receive several different early childhood grants to better serve our community. We have 3 primary entities who each play an integral role in coordinating services. These entities are the School Readiness Council, Bridge to Success Cradle to Career initiative and the Mayor's Early Childhood Cabinet. The leaders of all 3 entities are voting members of all groups. While there are 3 entities, each play a slightly different role in coordinating efforts. After several city-wide ECE retreats with all early childhood partners, Waterbury developed a shared plan for early childhood with target goals in the areas of early childhood health, family wellness, and early childhood development. The plan has been shared widely through networks of Bridge to Success and School Readiness Council. The Mayor's EC Cabinet was established as a result of these retreats as a way to ensure accountability to the shared plan. Consistent messages are conveyed to all partner agencies working with young children. Quarterly meetings of the Mayors Cabinet hold partner agencies accountable for working towards the shared goals of the plan. This also allows agencies to share resources and eliminate duplication of services.

Great effort has been placed on ensuring parents are aware of all options for early childhood services to meet their family's needs. Partners support recruitment efforts by including registration info in their newsletters, direct mailing to all public housing tenants, mailing to WIC recipients etc. Additionally, the School Readiness office participated in city wide events such as the annual "Back to school Rally" as a way to reach new families. Our close partnership with the Waterbury Public Schools affords us the opportunity to use their IRIS alert system to reach school age families who may have younger children at

home. All Waterbury SR providers use a shared waitlist via Google Drive that helps to ensure full utilization of spaces. When a family inquires about childcare at any location in Waterbury, unless they are immediately enrolled in that program, basic information about their needs and contact info are collected for the shared waitlist. Programs capture and list detailed comments ie: "working family with 2 and 4-year-old children looking for full day for both children" so other providers with vacancies can reach out to the family. The SR Liaison regularly monitors the waitlist to ensure all programs are complying and parent's needs are being met.

MONITORING AND EVALUATION OF SCHOOL READINESS QUALITY COMPONENTS

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

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

Please provide a description of an overall approach to monitoring the set of 11 quality components (i.e. provide a high-level overview of how all components are monitored--tools used, how often the components are monitored, who conducts monitoring, etc.) The next question will ask for details of a few of the components.

The SR Liaison monitors all sub grantees compliance with the 11 quality components. Announced and unannounced visits happen a minimum of 3 times per year. The monitoring report form is used to document results of the monitoring visit which includes the quality component areas. The lengthy monitoring report form was created taking into account all of the areas a sub-grantee is monitored on. At each visit, the Liaison focusses on a particular section, rather than monitoring every item at every visit. By the end of the grant year all areas have been monitored and there is a full report on compliance for

each grantee. Monthly written reports are provided to the SR Council. In addition, each month a "Program Spotlight" is presented to the SR Council related to the quality components. Sub-grantees present examples of how they are incorporating the quality components in their programs. Presentations have included teachers sharing learning experience plans and explaining how they integrate the ELDS and pre-literacy, videos of family engagement activities, sharing transition to K packets with the SR Council etc. By having each program share how they are implementing quality components in each program, the Council gets a much clearer picture of what is happening in programs than just a written report would provide. As a large district, the SR Council also realized that the capacity of the Liaison is stretched over 22 sites in the community. As such, they will contract through the QE RFP 19/20 for a consultant to also go into programs and delve deeper into implementation of the quality components. This will increase the number of on-site visits for each grantee.

Please provide at least two, but not more than four, recent and specific examples of how the School Readiness Council has worked to improve at least two of the 11 quality components at the sub-grantee level.

The SR Council has focused significantly on ways to improve and support programs implementation of the quality components. As a large district, the SR Council realized that the capacity of the Liaison is stretched over 22 sites in the community. As such, they made the decision to contract through the QE RFP 19/20 for a consultant to go into programs and delve deeper into implementation of the quality components. This will significantly increase the number of on-site visits for each grantee.

One recent change has been to look at family engagement efforts as a community vs just at the individual program level. This past year community based providers and Waterbury Public Schools have joined together to offer city wide family nights on a monthly basis. Each event on average has drawn more than 300 families. In addition to providing fun activities that promote learning, we have incorporated a parent education and K Transition component. Volunteers sit with parents and introduce them to the "GetConnectedWaterbury.com" platform built in collaboration with 211. This resource offers a wide variety of both state and local supports for families. Volunteers also work with families to promote the "CDC Milestone Tracker" app. This resource builds parent's knowledge around developmental milestones and ways to support optimal child development. Finally, our family nights are held at different public school buildings throughout the city. This offers families a way to connect with their neighborhood school before their child starts Kindergarten.

Another example of areas that have been improved upon is around correct calculation of the sliding-fee scale. For 2017/2019 grant period monitoring indicated that sub-grantees in Waterbury were not consistent in what was being used for documentation as well as errors in fee determination. As a result, the School Readiness liaison met individually with each sub-grantee to review GP B-01 and GP B-02. Additionally, the Liaison held a training at a monthly provider meeting to practice fee calculations as a group. Each sub-grantee was provided a standard form to use as they calculate fees ensuring all program are consistent in this process.

Finally, the SR Council has improved upon enrollment practices and procedures. Great effort has been placed on ensuring parents are aware of all options for early childhood services to meet their family's needs. All Waterbury SR providers use a shared waitlist via Google Drive that helps to ensure full utilization of spaces. When a family inquires about childcare at any location in Waterbury, unless they are immediately enrolled in that program, basic information about their needs and contact info are collected for the shared waitlist. Programs capture and list detailed comments ie: "working family with 2 and 4-year-old children looking for full day for both children" allowing other providers with vacancies can reach out to the family. The SR Liaison regularly monitors the waitlist to ensure all programs are complying and parent's needs are being met.

EARLY CHILDHOOD PROFESSIONAL REGISTRY (REGISTRY) [GP A-03](#)

By checking below you are verifying the following:

- ☐ New applicant - School Readiness Liaison not yet assigned
- ☐ School Readiness Liaison has an account with the Registry
- ☐ School Readiness Liaison has Liaison Access to the Registry
- ☐ School Readiness Liaison verifies that sub-grantees update Registry information EVERY month

By checking below you are verifying that:

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

Complete and upload the School Readiness Grant Signature Page

[COMMUNITY NAME FY 20 School Readiness Grant Signature Page](#)

The page must ALSO be submitted in hard-copy format with original signatures by the RFP deadline, May 17, 2019.

SCHOOL READINESS COUNCIL

Identify all members of the community's School Readiness Council for the School Readiness Grant Program in FY 2020.

Council members shall be representative of the community and include the Chief Elected Official or designee, the Superintendent of Schools or designee, parents, the McKinney-Vento Liaison, representatives from local programs associated with young children such as Family Resource Centers, non-profit and for-profit preschool programs and Head Start, a public librarian, and other local community organizations that provide services to young children. Complete and upload the School Readiness Membership Form.

[COMMUNITY NAME FY 20 School Readiness Council Membership Form](#)

Attach a copy of a sample local monitoring site visit form.

Attach a sample of how monitoring findings are shared with the larger School Readiness Council (copy of email, official document/memo, meeting minutes etc.).

Attach a sample of how monitoring results are shared directly with programs (i.e. copy of email, official document/memo etc.).

SCHOOL READINESS PROGRAM INFORMATION

NOTE: All program/site names MUST match the name on the official license (if applicable). See [GP A-03](#) for detailed naming protocol.

Complete and upload the FY 20 School Readiness Program Applicant's contact page

[COMMUNITY NAME FY 20 School Readiness Program Applicant Contact Page](#)

PROGRAM SPACE GRID

Complete and upload the FY 20 School Readiness Program Space Grid.

[COMMUNITY NAME FY 20 School Readiness Program Space Grid](#)

LICENSING AND ACCREDITATION

Complete and upload the FY 20 School Readiness Licensing and Accreditation information page.

[FY 20 Licensing and Accreditation](#)

Upload NAEYC Accreditation Candidacy Report

Upload the Designated QSM Compliance Report

SCHOOL READINESS BUDGET

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

An explanation of budget codes can be found here:

[School Readiness Community Budget Codes](#)

Complete and upload the FY 20 SR Budget Workbook

Community Admin Match

If a community receives more than \$75,000 in admin, there may be a local match of up to \$25,000. If there is a local match, please upload a letter to the OEC indicating a local match and the amount.

LOCAL REQUEST FOR PROPOSALS

Each community is required to publicly issue a Local RFP for FY 2020 identifying new or continuing eligible local early care and education providers, which shall provide School Readiness services to eligible children and their families. In its review of these applications, the School Readiness Council must ensure the proposals address all the statutory requirements specifying how the program will meet these requirements and only submit those proposals that are complete and in compliance with such requirements.

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

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

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

Complete and upload the Local School Readiness RFP Scoring Summary Sheet.

COMMUNITY NAME Local SR RFP Scoring Summary Sheet

Complete and upload every Local Request for Proposal for every sub-grantee (even those not recommended for funding)

[PROGRAM NAME Local RFP](#)

Local RFP Attachments:

[PROGRAM NAME Local Data Workbook FY 20](#) (to be e-mailed to your Liaison)

[PROGRAM NAME Local Budget Workbook FY 20](#) to be e-mailed to your Liaison)

[PROGRAM NAME Local RFP Scoring Packet](#)

Note: Local RFP attachments do not need to be uploaded but should be kept on file at the program.

Local RFP - Program 1

Local RFP - Program 2

Local RFP - Program 3

FY 20 QUALITY ENHANCEMENT GRANT APPLICATION

This grant is supported by the Connecticut Office of Early Childhood

GRANT PERIOD

July 1, 2019 to June 30, 2020

OVERVIEW AND DESCRIPTION

Please click [here](#) to download and review the School Readiness Quality Enhancement Grant Program document which includes the purpose of the program outlined in the Connecticut General Statutes as well as priorities for funding and funding amounts.

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

- ☐ I affirm that the School Readiness Council named above has reviewed and shared the School Readiness Quality Enhancement Grant Program document attached above and will follow the requirements outlined therein.

QUALITY ENHANCEMENT (QE) INDIVIDUAL VENDOR REQUESTS FOR PROPOSAL

Each community is required to publicly issue a QE RFP for FY 2020 to identify eligible local vendors to provide School Readiness quality enhancement services to local School Readiness providers.

Requirement: The QE RFP is for use when soliciting applications for projects. The general public must be notified of the opportunity to bid. Include a copy of the public notice with this application. The School Readiness Council will collect, review and score the application(s).

The School Readiness Council must ensure that all local procurement processes are followed.

[COMMUNITY NAME QE RFP FY 20](#)

[QE Individual Vendor Budget Workbook FY 20](#) (to be e-mailed to your Liaison)

*QE Individual Vendor Budget Workbook(s) do not need to be uploaded but should be kept on file at the program.

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

Local QE - Approved Vendor 1

Local QE - Approved Vendor 2

Local QE - Approved Vendor 3

QUALITY ENHANCEMENT BUDGET

Using the QE budget workbook provided, indicate how the funds will be expended through June 30, 2020. There are no administrative, indirect costs or carryover funds allowed. The fiscal agent may request funds through the online prepayment grant system.

Complete and upload the FY 20 QE Approved Vendor Summary Budget Workbook (summary of all vendor budgets).

[COMMUNITY NAME QE Vendor Summary Budget Workbook FY 20](#)

Applicants must complete the Quality Enhancement Budget Justification Page (tab 1 of the QE Budget Workbook), providing a justification for each line item expenditure proposed in the grant

budget. The ED114 Budget Page (tab 2 of the QE Budget Workbook) will auto-calculate based on totals from the Justification Page.

An explanation of budget codes can be found here:

[Quality Enhancement Budget Object Codes](#)

Statement of Need, Goals and Indicators:

Describe the need for the proposed activities, the intended goals and the indicators of achievement that will be used to measure the success of the activity.

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

[COMMUNITY NAME Summary of Needs, Goals and Indicators of Progress Form FY 20](#)

If additional Quality Enhancement funds were to become available, please provide a description of how these funds would be used in your community to support one, two or all three of the elements below. Please provide a brief summary of activities that would be achieved, the cost of these activities, and a timetable in which the activities would occur. Provide comprehensive services, such as enhanced access to health care, a health consultant, a mental health consultant, nutrition, family support services, parent education, literacy and parental involvement, and community and home outreach programs; and provide information concerning access when needed to a speech and language therapist; Provide for educational consultation and staff development; Provide technical assistance services to enable providers to develop child care facilities pursuant to C.G.S. Sections 17b-749g, 17b-749h and 17b-749i.

Should additional QE funds become available, Waterbury would use them to build upon the social emotional/trauma informed practice work of the past two years. Specifically, we would increase the opportunity for onsite 1:1 coaching support for classrooms. This work has shown significant positive outcomes over the past two years. Additionally, we would build upon our work by offering Circle of Security parent programs at our SR sites. Waterbury has a cadre of trainers in COS and have been working towards becoming a COS community. We feel that this direct support to families is a critically important piece of children and families success.

STATEMENT OF ASSURANCES

CONNECTICUT OFFICE OF EARLY CHILDHOOD
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

Review Statement of Assurances

[School Readiness Statement of Assurances](#)

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

This page must ALSO be submitted in hard-copy format with original signatures by the RFP deadline.

[COMMUNITY NAME Statement of Assurances Signature Page](#)

AFFIRMATIVE ACTION CERTIFICATE

CERTIFICATION THAT CURRENT AFFIRMATIVE ACTION PACKET IS ON FILE

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

Download the Affirmative Action Certificate.

The page must ALSO be submitted in hard-copy format with original signatures by the RFP deadline.

[COMMUNITY NAME Affirmative Action Certificate](#)

CERTIFICATION PAGE There are no further questions in this RFP. Please be sure to go back and check that all questions have been answered. After you certify below that all questions have been answered and click the "Next" button, your RFP will have been submitted. The next page that appears will be a summary response. Please click on the PDF icon at the top of the next page to download a summary of your responses.



CERTIFICATION PAGE: You will not be able to reopen this RFP once you click "Next".

Are you sure you want to submit this RFP?

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

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

LICENSING AND ACCREDITATION / APPROVAL STATUS

The name of the site(s) MUST match the name on the license (if applicable).

SITE	Registry Program ID	DCEX Number (If not Licensed)	LICENSING				NAEYC STATUS				HEAD START			
			License Number	Yes	License Exp. Date	Exempt	Pending	ID#	Certificate Exp. Date	3-Yr. Window Due Date	Candidacy Date (see NAEYC timeline)	Expected Date of Visit (3-month window)	Yes	No
The Ark Child Development Center Inc.	1650		15430	X	1/31/2022				463216	11/1/2020				X
	1649		15855	X	3/31/2021				599667	9/1/2020				X
	1671		16380	X	3/31/2022				601877	8/1/2021				X
	1011		15747	X	2/28/2022				280514	9/1/2023				X
	1714	80724				X			536002	5/1/2022				X
	1014		12811	X	6/30/2021				726345	7/1/2023				X
	1797		16451	X	3/31/2022				724524	10/1/2020				X
	1796		12976	X	1/31/2022				375853	10/1/2020				X
	1427		15333	X	10/31/2021				494179	3/1/2021				X
	1413		14201	X	2/28/2021				80553	2/1/2023				X
	1159		15700	X	12/31/2021				591557	10/1/2020				X
	1013		12908	X	6/30/2021				192125	2/1/2023				X
	7494		70257	X	8/31/2019								X	
	1790		13034	X	1/31/2022		X		13034	1/31/2022				X
	1830					X			725352	7/1/2020				X
6256					X			726344	7/1/2022				X	
6257					X			727633	7/1/2024				X	
8175								pending	pending					
6380					X			728042	12/1/2020				X	
6396					X			728594	6/1/2021				X	
8174					X								X	
6381					X			pending	pending				X	
8176					X								X	
										</				

Council approved funded spaces within current allocation. The name of the site(s) **MUST** match the name on the license (if applicable).

Council approved funded spaces within current allocation. The name of the site(s) **MUST** match the name on the license (if applicable).

Fiscal Year FY 2020

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[illegible]

Legals/ Public Notices

INVITATION TO BID

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

Education

Opening Date:
March 4, 2019 at 10:30 A.M.
Book Bags

Opening Date:
March 4, 2019 at 10:45 A.M.
Uniforms

Opening Date:
March 5, 2019 at 11:00 A.M.
RFP - Professional Development Svcs

Opening Date:
March 18, 2019 at 10:30 A.M.
RFP - Wtby School Readiness

Health Dept.

Opening Date:
March 12, 2019 at 10:30 A.M.
Lead Hazard Reduction - 12
Patterson Court - A mandatory
pre-bid will be held at 12 Patterson
Court, Wtby, CT at 10:00
A.M. in February 26, 2019

Specifications may be obtained by potential bidders by going online www.waterburyct.org/purchasing and follow the instructions under the Waterbury ebid link. Please register your business on our new eBid site.

THE CITY OF WATERBURY
DIRECTOR OF PURCHASES
KEVIN MCCAFFERY
235 GRAND STREET
WATERBURY, CT 06702

RA February 19, 2019

Waterbury Public Schools

School Business Office
236 Grand Street, 4th Floor, Waterbury, Connecticut 06702
(203) 574-8280 Fax (203) 574-8032

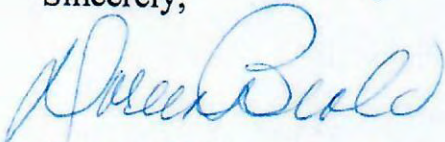
May 14, 2018

Office of Early Childhood
450 Columbus Blvd.
Hartford, CT. 06103

To Whom it may Concern,

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

Sincerely,



Doreen Biolo
CFO Education

/sp

SCHOOL READINESS COMMUNITY BUDGET WORKBOOK

Waterbury

SITE

Directions:

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

Municipality: Waterbury

July 1, 2019 to June 30, 2020

Line Items	NARRATIVE		
100	PERSONAL SERVICES	ADMIN	SPACE ALLOCATION
	Administrative Salary SR Liaison 12 month position	\$ 85,000.00	
	TOTALS	\$ 85,000.00	
200	PERSONNEL SERVICES / BENEFITS	ADMIN	SPACE ALLOCATION
	SR Liaison, partial cost of benefits	\$ 13,000.00	
	TOTALS	\$ 13,000.00	
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	ADMIN	SPACE ALLOCATION
	TOTALS	\$ -	
500	OTHER PURCHASED SERVICES	ADMIN	SPACE ALLOCATION
	SR Spaces		\$ 9,914,748.00
	TOTALS	\$ -	\$ 9,914,748.00
600	SUPPLIES	ADMIN	SPACE ALLOCATION
	Administrative supplies to support grant management	\$ 2,000.00	
	TOTALS	\$ 2,000.00	

FISCAL YEAR 2020			
ED 114 SCHOOL READINESS BUDGET FORM			
GRANTEE NAME:			
GRANT TITLE:	School Readiness Grant Program	Grant Period:	7/1/2019 to 6/30/2020
Project Title	School Readiness Grant Program	Total Award:	\$ 10,014,748.00
Accounting Classification: Fund 11000 SPID: 16274 Year: 2020 PROG: 83013/83014 CF1: 170002/170003			
CODES	DESCRIPTIONS	Admin Budget	Space Allocation Budget
100	Personal Services Salaries	\$ 85,000.00	
200	Benefits	\$ 13,000.00	
300	Purchased professional and technical services	\$ -	
500	Other purchased services	\$ -	
600	Supplies	\$ 2,000.00	\$ 9,914,748.00
	Subtotals	\$ 100,000.00	\$ 9,914,748.00
		Original Date:	Revised Date:

INVITATION TO BID

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

Education

Opening Date:
March 18, 2019 at 10:45 A.M.
RFP - School Readiness - Quality Enhancement

Public Works

Opening Date:
March 19, 2019 at 10:45 A.M.
Park & Ballfield Earth Materials

Police Dept

Opening Date:
March 25, 2019 at 10:30 A.M.
RFP - Camera System Headquarters & Parking Garages - A mandatory Information Session will be held at 255 East Main St. Waterbury, CT at 10:00 A.M. on March 8, 2019.

Specifications may be obtained by potential bidders by going online: www.waterburyct.org/purchasing and follow the instructions under the Waterbury eBid link. Please register your business on our new eBid site.

THE CITY OF WATERBURY
DIRECTOR OF PURCHASES
KEVIN MCCAFFERY
235 GRAND STREET
WATERBURY, CT 06702

RA March 5, 2019

STATEMENT OF NEED, GOALS AND INDICATORS OF PROGRESS

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

Town: Waterbury

Contractor: Darlene C. Ragozzine

Activity and Activity Description:

Activity 1: Provide onsite monitoring and support for early childhood programs related to the 11 Quality Components outlined in the School Readiness Grant, by visiting and monitoring all 14 grantees in 23 facilities throughout the City of Waterbury to establish their compliance with the 11 Quality Components (using the monitoring form which I developed Attachment D)

- Using form Attachment D, visit each program and spend a minimum of 3 hours for the monitoring visit.
- Record all findings and report to the SR liaison.
- Compare findings to past performance monitoring reports
- Create a summary power point and written report on individual and cumulative findings to present to the SR Council (see previous sample of report work done Attachments E and F)

Activity and Activity Description:

Activity 2: Plan and facilitate training as well as cohort learning sessions focused on the needs of the providers. Provide a series twelve (12) professional development trainings in the following suggested area over ten(10) months, Classroom –Based Assessment of Preschoolers:

- **Deliver the NAEYC developed training program on Classroom –Based Assessment of Preschoolers: What Teachers Need to Know**
- Deliver 12 modules of training to teachers each at 1.5 hour (total 18hrs) on topics related to classroom –based authentic assessment, low- inference observation and data to inform instruction and intentional teaching.
- Modules include the following topics:
 1. What do teachers need to understand about assessment?
 2. What types of assessment do preschool teachers need to know about? How can each type of assessment help to support children's learning?
 3. When preschool teachers use classroom-based assessment, what should they learn about children?
 4. What is evidence of children's development and learning?
 5. How do preschool teachers collect evidence of children's development and learning?
 6. How do preschool teachers observe and document evidence of children's learning during interactions?
 7. When and how should teachers collect samples and photos of children's learning?
 8. How do preschool teachers plan for, organize, and manage the classroom assessment process?
 9. When preschool teachers have assessment information, what do they do with it to make sure that it benefits teachers, children, and families?
 10. When, how and why do preschool teachers evaluate children's learning?
 11. How do preschool teachers use what you learn from classroom- based assessment to guide decisions about curriculum and instruction?

12. What are some ways preschool teachers can use classroom- based assessment to enhance partnership sips with families?

- All training sessions include:
- Handouts, power points and video clips.
- Training is based upon best practice in adult learning theory.
- Participants should have a copy of ***Basics of Assessment, A primer for Early Childhood Educators, by McAfee, Leong and Bobrova*** (which can be purchased from NAEYC) to use as part of the training and a resource.
- All participants will receive a certificate of completion for 18 hours of training.

Expected Cost:

Activity 1: Monitoring of 14 Grantees on Quality Components

\$125* per hour up to a maximum of 69 hours of monitoring of all 23 sites

*This rate includes all preparation, observation, meetings, individual documentation on each program visited and power point and written reports to be given to the SR Liaison and SR Council.

Cost of total monitoring \$8625

Activity 2: Plan and facilitate training as well as cohort learning sessions focused on the needs of the providers**

Provide a series of twelve (12) professional development trainings in classroom-based assessment over ten(10) months

\$300 per event x twelve (12) at 1.5 hours each *

Cost of total training \$3,600

***This rate includes all preparation, facilitation /delivery, materials for participants and follow up of trainings**

****Cohorts should be a maximum of 30**

Possible Resources:

From Aug 2016 –June 2017, I worked with the Mayor's Office on a unified system of early childhood and SR programs in Waterbury conducting monitoring visits and consultation to individual programs. This included observations of all community –based SR programs and classrooms. Written reports were prepared and submitted to the program and SR Liaison office. These included observation/monitoring notes and recommendations for program improvement, as well as a final cumulative report given to the SR Liaison and Council. I prepared and delivered a power point on my findings for the SR council (June 27, 2017).

I also facilitated 2 community engagement focus groups around early childhood issues for the Mayor's Office of Early Childhood, after which I presented, along with his ECE Advisor, recommendations to the Mayor to improve and align the delivery system of early childhood in Waterbury. These were based upon focus group meetings, my review of the current system and observations.

I facilitated the **Waterbury Early Childhood Collaborative Retreat, May 12th, 2017**. I was responsible for the preparation and development of all documents for the retreat, facilitating of the day, follow up notes and recommendations as a result of the day's work.

During 2018, I conducted a curriculum assessment of all 14 grantees, including the Waterbury Public Schools, using *the Curriculum Self-Assessment Tool that is part of the OEC document, **Supporting All Children Using the Connecticut Early Learning and Development Standards: Building Meaningful Curriculum***. Individual SR program reports on both community-based and WPS classrooms were given to the SR Liaison, WPS Director of Curriculum and Instruction and SR Council. This included a power point, which I delivered to the SR Council on May 22, 2018, and a written report on June 23, 2018.

My work over the past year 3 years in Waterbury has given me a unique perspective on the needs of the SR programs and their strengths and weaknesses and program improvement needs. In addition, as a native of Waterbury, CT, having grown up and gone to school there, I am familiar with the landscape of the town and the diverse demographics that exists.

The training program ***Classroom-Based Assessment of Preschoolers: What Teachers Should Know*** was developed by NAEYC, who also provided training on the delivery of the program. It will provide participants with knowledge and skills to use with the Teaching Strategies Gold or CT DOTS assessments and curriculum programs. I am approved trainer by OEC in the area of CTCLDS and DOTS and am listed as such by them.

*CV is attached for additional information Attachment G

Population (number of children, staff, and programs served by this activity):

Waterbury School Readiness serves 1330 children in Part Day, Full Day and School Day options in both center based and WPS based programs. Exact number of staff is not readily available; however there are approximately 14 School Readiness Sub Grantees in 23 facilities. More than one agency /contractor may be elected due to the large number of classrooms

Statement of Need:

The OEC requires that QE funding through the SR grant award be used for activities that will enhance the quality of program and outcomes for children. The purpose of the QEGP is to provide funding for early care and education programs to address quality standards and/or expand comprehensive services for children and families. Under C.G.S. Section 17b-149c, the activities defined in this proposal are appropriate for use of grant funds. In addition, it is required that the programs be NAEYC accredited and also undergo an ECERS -3 assessment, Professional development and individual consultation and/coaching will assist in this endeavor. **Activity 1 and Activity 2**, described in this proposal will assist programs in their readiness for NAEYC accreditation, ECERS -3 and improve overall program quality, while also meeting OEC licensing and NAEYC accreditation requirements for professional development for teachers.

Goals:

Activity 1: Activity 1: Provide onsite monitoring and support for early childhood programs related to the 11 Quality Components outlined in the School Readiness Grant

- To observe, document and report on Waterbury SR Programs compliance with the 11 quality components as mandated by SR legislation and also monitored by OEC
- To compare monitoring visit with past assessments of each program
- To assess program improvement
- To inform all relevant parties as to indicators of compliance and any recommendations for further program improvements.

Activity 2: Plan and facilitate training as well as cohort learning sessions focused on the needs the providers

- *Build the capacity of SR teachers consistent with the NAEYC Early Childhood Program Standard: Assessment of Child Progress and that standard are accompanying Accreditation Criteria, such that teachers' understanding of these criteria will help to change their practice in appropriate and effective ways.*
- *Support SR teaching staff in their ability to use on-going classroom-based, authentic*

assessment*, low-inference observations**, data and the CT ELDS for the purposes of informing and planning meaningful instruction and build partnerships with families.

- *Assist SR teaching staff in integrating assessment with ongoing teacher-child interactions and intentional teaching. ****

**Authentic assessment is used in early childhood classrooms by teachers as they observe children interact with one another in play scenarios and learning center areas.*

*** Low-inference observations describe what is taking place without drawing conclusions or making judgements.*

****Powerful interactions build and deepen relationships with children and can assist in moving their learning*

**** Reference NAEYC Classroom-Based Assessment of Preschoolers : What Teachers Should Know*

Indicators of Progress:

Activity 1: Provide onsite monitoring and support for early childhood programs related to the 11 Quality Components as outlined in the School Readiness Grant, by visiting and monitoring all 14 grantees in 23 facilities throughout the City of Waterbury to establish their compliance with the 11 Quality Components.

- Through a 3 hour on-site monitoring and compliance review, programs will be assessed to previous reviews and program improvement that has occurred.
- Programs will be asked to prepare and have available documents related to fiscal, staff and children files, parent engagement, collaboration with outside agencies and quality assurances.
- Other quality components, classroom interactions and management, staff responsibilities and physical environment will be observed and documented.
- In areas that require additional improvement, a program improvement plan with recommendations will be developed.

Activity 2: Plan and facilitate training as well as cohort learning sessions focused on the needs of the providers. Provide a series twelve (12) professional development trainings in the following suggested area over ten(10) months, *Classroom –Based Assessment of Preschoolers: What Teachers Should Know:*

- Participants will demonstrate an understanding of the *Assessment Cycle* by practicing the elements of: *asking questions, collecting evidence, interpreting evidence and taking action.*
- Participants will actively practice the principles of child assessment by choosing a child in their classroom as a case study throughout the modules.
- Each module session will build upon the last and give teachers an opportunity to demonstrate evidence and share what they have learned and implemented in their practice from the last session.
- Teachers will build a community of learners and begin to have a common understanding of on-going assessment and how this effects expectations for children in each domain (CT ELDS) and impact curriculum planning.
- The modules will be augmented by self-study and hands-on experiences with the children and families in their programs.
- Teachers will provide evidence of intentional planning in a variety of activities based upon on-going, classroom- based assessment and use of the assessment cycle.

Grant Objectives Addressed:

The purpose of QE is to provide funding for early care and education programs to address quality standards and/or expand comprehensive services for children and families. This includes providing services that enhance the quality of programs to maximize the health, safety and learning of children from birth to five years of age.

Activity 1: Provide onsite monitoring and support for early childhood programs related to the 11

Quality Components outlined in the School Readiness Grant, by visiting and monitoring all 14 grantees in 23 facilities throughout the City of Waterbury to establish their compliance with the 11 Quality Components

- To meet the regulation and requirements of the SR Legislation.
- To help providers meet NAEYC Accreditation Standards; as well as ECERS and other OEC standards.

Activity 2: Plan and facilitate training, as well as cohort learning sessions focused on the needs of the providers. Provide a series twelve (12) professional development trainings in the following suggested area over ten(10) months, Classroom –Based Assessment of Preschoolers

- Provide for educational consultation and staff development
- Assist programs in meeting the NAEYC Early Childhood Program Standard: Assessment of Child Progress and that standard and accompanying Accreditation Criteria
- Provides 18 hours of training to help to fulfill the OEC/Licensing requirement for professional development hours as well as NAEYC accreditation professional development criteria.

Plan for Activity Evaluation:

Evaluation of the proposed activities will be based upon the collection of data and the assessment of the following activities:

Activity 1: Provide onsite monitoring and support for early childhood programs related to the 11 Quality Components outlined in the School Readiness Grant, by visiting and monitoring all 14 grantees in 23 facilities throughout the City of Waterbury to establish their compliance with the 11 Quality Components.

- Individual and cumulative written reports of a 3 hour on-site monitoring and compliance review, programs will be assessed to previous reviews and program improvement that has occurred.
- In any areas that require additional improvement, a program improvement plan with recommendations will be developed with the director.

Activity 2: Plan and facilitate training as well as cohort learning sessions focused on the needs of the providers. Provide a series twelve (12) professional development trainings in the following suggested area over ten(10) months, NAEYC training program, Classroom –Based Assessment of Preschoolers: What Teachers Should Know:

1. Teachers will collect and share data of classroom –based, authentic assessments they have collected in order to plan for the children in their classrooms and evidence of children's growth in the CT ELDS.
2. Teachers will collect and share data of what they have collected using the assessment cycle and how well they have begun to use positive interactions in their classrooms to promote and extend learning in the CT ELDS and intentional teaching.
3. Teachers will collect and share evidence of intentional teaching and of changes in their teaching practice, as a result of using the assessment cycle and ongoing classroom -based assessment and observation to promote learning.
4. Program administrators will report on the effectiveness of new strategies that they have observed teachers using and an increase in intentional teaching in their LEPs.
5. Teachers will collect and share evidence of strategies they are using to inform parents of their child's learning and what expectations they should have for their children as a result of classroom-based observation

STATEMENT OF NEED, GOALS AND INDICATORS OF PROGRESS

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

Town:	Contractor:
<u>Activity and Activity Description:</u>	
<p>For The Center for Early Childhood Education at Naugatuck Valley Community College: Professional development in the form of four 2-hour professional learning community sessions with follow-up coaching after each session to support implementation of practices:</p> <ol style="list-style-type: none"> 1. TPOT-based coaching continue as started in January 2019. 2. Circle of Security 4 sessions (modified). 3. Professional Learning Community to focus on play and the arts as a social-emotional support strategy-support child mental health. Deeper utilization of the Arts to Enhance Emotional Processing: Research shows that visual arts, drama, music and dance are powerful tools to support emotional self-regulation and expression and aligns with the arts-based Reggio Emilia Approach. One coaching session to follow will support appropriate implementation of practice, identify strengths and needs to inform supervision through collaboration with the Atelierista and Music Faculty. 4. Summary Session: A necessary element to culminate professional learning community work. It is from the summary session that effective practices are confirmed, changes to policy may emerge, and next steps are planned. <p>*Each session will be followed by a summary and planning session between the consultant/coach and administration. The director will receive coaching on reflective supervision that will support and enhance sustainability of this 3-year project</p>	
<u>Expected Cost:</u>	
\$2400.00= \$1200 for PLC Sessions + \$1200 for coaching	
<u>Possible Resources:</u>	
<p>Powerful Interactions (Judy Jablon & Amy Dombro) Unsmiling Faces - Preschools That Heal (Lesley Koplow) Continuing to build on previously utilized resources that align with the CSEFEL Pyramid Model.</p>	
<u>Population (number of children, staff, and programs served by this activity):</u>	
Approximately 60 children and 12 staff in one program.	

Statement of Need:

The original need of this project, which started three years ago, was to address the growing issue of how to best meet the needs of children with social-emotional delays due to trauma, disadvantage and societal circumstances. The growing understanding that challenging behaviors are the result of underlying anxiety, has led to our implementation of comprehensive policies, procedures and social-emotional curricula that will serve as a framework for the community of learners that we serve. This is the final year of the original 3-year project to study and develop effective and comprehensive approaches to holistic behavior management.

Goals:

Teachers will demonstrate:

- Understanding and application of Circle Of Security concepts.
- Implementation of Pyramid Model Strategies.
- Utilization of play/arts based strategies to support positive classroom climate.

Administration will demonstrate:

Utilization of reflective supervision and development of supervision tools to support the expectations of teacher's that are connected to CT's Core Knowledge and Competency Framework for Professionals Working with Young Children and Their Families and the NAEYC Accreditation Standards and Indicators.

Indicators of Progress:

- Indicators of progress will be specified on a coaching rubric and measured by TPOT scores.
- The consultant will review supervision tools and practices used beyond the coaching to determine whether practices are sustained.

Grant Objectives Addressed:

A. Background and Intent

2. Help directors and administrators to obtain training
9. Provide for educational consultation and staff development

B. Qualifications

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

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

Plan for Activity Evaluation:

A professional learning community provides an opportunity for the facilitator/coach to assess understanding of ideas and concepts through discussion. Coaching will include classroom observation and team meetings to review practices and complete rubrics. A survey of participants at the end of the project will be done as an additional measure to evaluate the effectiveness of the work. A written report will be prepared by the consultant/coach that summarizes the activities facilitated, learning outcomes, progress of staff in implementation of practices and next steps for sustainability. T-POT will be used in Spring 2020 to measure progress in Pyramid model practices.

STATEMENT OF NEED, GOALS AND INDICATORS OF PROGRESS

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

Town: Waterbury	Contractor: Sue Vivian
<u>Activity and Activity Description:</u> Training, Professional Learning Communities (PLCs), and Coaching: Weaving the ELDS, the new DOTS, and the Pyramid Model together to strengthen social emotional and cognitive skill learning for children.	
<u>Expected Cost:</u> \$27,200.	
<u>Possible Resources:</u> - Substitutes will be needed when teachers are in training, coaching, and PLCs. - Administrative supervision and support for teacher growth. - Relevant reading resource materials regarding current research on successful teaching competencies.	
<u>Population (number of children, staff, and programs served by this activity):</u> Waterbury School Readiness Programs will be included in the initiative with preschool teachers receiving direct support. The number of teachers involved and the exact direction of the training will be decided in consultation with the Waterbury School Readiness Council and School Readiness Liaison.	
<u>Statement of Need:</u> Reframing the conversation from 'the child has challenging behavior' to the 'child has behavior that is challenging to me' will encourage teachers to see their responsibilities in helping children grow social emotional and cognitive skills. Giving teachers a new frame, skills, and competencies to understand that building relationships and how the room/day/experiences are planned have a great impact on moving each child from their current capacity to the next social emotional/cognitive skill level. The Pyramid Model, an evidence-based tiered framework that promotes social, emotional, and behavioral development for young children, will be our focus.	
<u>Goals:</u> Our goal is to equip teachers with current science-based research knowledge of the Pyramid Model and support their development of relevant competencies including establishing positive relationships, designing the environment (physical arrangement and engaging experiences), developing protocols for rules/schedules/routines/transitions, and creating strategies to target support for young children.	
<u>Indicators of Progress:</u> An indicator of progress will be an increase of teacher knowledge, skills, and competencies related to understanding: <ul style="list-style-type: none"> - the foundational base and importance of secure relationships with each child. - the social emotional developmental levels of young children. - the many features of a classroom that can impact children's ability to learn. - how to target strategies for specific skill learning for individual children. 	
<u>Grant Objectives Addressed:</u> The objective of our plan is to enhance quality in early childhood programs by providing staff development. New teachers will receive 6 half-days of training along with three individual coaching visits. Teachers already trained in the Pyramid Model will participate in three PLCs and receive three individual coaching sessions to support their fragile first steps and help this new learning become a habit. PLC topics: Documentation of Social Emotional/Cognitive skills, Including Parents in Learning, etc.	
<u>Plan for Activity Evaluation:</u> What is critical in evaluating the effectiveness of any project is to determine if the participants are 'better off' because of their involvement. Results Based Accountability asks us to go beyond 'how much we did' and 'how well we did it' to see if the participants are more effective as teachers. Our ultimate goal is for preschool teachers to help children develop social emotional and cognitive competencies so they will be ready and eager to learn. Our evaluation plan is to use pre/post surveys that will be completed by teachers at the beginning and end of the training along with teacher reflection sheets and coaching notes.	

STATEMENT OF NEED, GOALS AND INDICATORS OF PROGRESS

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

Town: Waterbury

Contractor: Easterseals

Activity and Activity Description:

The project will provide behavior management services for 70 community based school readiness students at the 14 locations located throughout the city (an average of 5 students per site). The services will be provided by an Easterseals Behavior Therapist working under the supervision and direction of an Easterseals BCBA (Board Certified Behavior Analyst). This work plan is flexible to meet the individual student needs per community facility. We recognize some sites may have more student needs than others.

Service locations will be delineated by quarter:

Quarter 1	3-4 Sites
Quarter 2	3-4 Sites
Quarter 3	3-4 Sites
Quarter 4	3-4 Sites
Total Sites Served	14

Description of Services

Project Hours: 354 (minimum). Easterseals is open to providing additional hours if project funding and community needs dictate so. This includes direct services provided by an Easterseals Behavioral Therapist with BCBA approval and review of plans. Furthermore, Easterseals would like to note that services provided by an RBT or a BT both require some oversight of plans and activities by a BCBA. The hourly rate in this proposal is all inclusive of services provided.

Initial Evaluations totals 68 hours. The initial evaluation includes behavior discussion with classroom teachers, identification of students with needs, data collection implementation, direct classroom observations, and mileage/travel.

Student evaluation totals 51 hours. This will include an individual evaluation of the students' behavior and data collection from the initial evaluation materials.

Behavior Plan development 156 hours. Construction of individualized behavior management plan developed by the Behavior Therapist in consultation with the BCBA.

Staff training time totals 30 hours. This includes sharing the data results, behavior modification plan/techniques implementation and other recommendations.

Family Consultation 35 hours. This includes sharing of findings and the behavior plan with the students' parents, family etc. (If warranted)

Behavior maintenance totals 14 hours. This includes a check in with each site to offer behavior suggestions and to ensure fidelity of the behavior interventions.

Expected Cost:	See attached budget form ED 114
Possible Resources: Laptop, Mobile WIFI, Mileage Budget	
Population (number of children, staff, and programs served by this activity: A minimum of 70 children, across 14 community based school readiness program will receive behavior management services (5 children per site minimum). Easterseals is open to providing additional hours if project funding and community needs dictate so	
Statement of Need: There has been an increase in behavioral issues within the school readiness population that negatively impact the students' ability to prepare for kindergarten. These issues include the inability to self-regulate behavior, an inability socialize within expected norms, an inability to focus and complete tasks, developmental delays and socioeconomic factors etc.	
Goals: To create individualized plans to modify the students' behavior that will allow for success in the school readiness program. To provide Early Childhood Education Teachers with sustainable effective strategies to address behavioral concerns in the classroom.	
Indicators of Progress: Center staff reporting a decrease in frequency of negative behaviors. A decrease in behaviors leading to suspension or voluntary pick up. Per staff report; an increase in the child's ability to function appropriately within the learning environment, with incremental increase of duration.	
Grant Objectives Addressed: <u>Scope of services #4</u> Provide a Registered Behavior Technician to provide behavior and related services to students, ages 3-5 in a community childcare setting.	

Plan for Activity Evaluation:

Behavior maintenance 14 hours (1 hour per site). This includes a check in with each site to offer behavior suggestions and to ensure fidelity of the behavior interventions.

Family Consultation 35 hours, (1/2 hr. per student). This includes sharing of findings and the behavior plan with the students' parents, family etc. (If warranted

SCHOOL READINESS QE APPROVED VENDOR SUMMARY BUDGET WORKBOOK

TOWN

SITE

Directions:

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

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

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

July 1, 2019 to June 30, 2020

\\ctc-file\srp\SR Grant 2019.2021\QE\Waterbury_QE Budget Workbook FY 20

QE BUDGET JUSTIFICATION PAGE

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

Municipality: Waterbury

July 1, 2019 to June 30, 2020

	PARENT ACTIVITIES	ANNUAL
	Parent Night events	\$ 1,281.00
	TOTALS	\$ 1,281.00
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	ANNUAL
	NAEYC Conferences (Travel, Hotel, Mileage, Reg, etc)	\$ 3,000.00
	Misc Staff PD	\$ 300.00
	TOTALS	\$ 3,300.00
340	OTHER PROFESSIONAL TECHNICAL SERVICES	ANNUAL
	ECERS Assessment	\$ 500.00
	Coaching/Consultation SR Classrooms	\$ 27,200.00
	BC/BA Support for SR Programs	\$ 16,735.00
	Monitoring SR Program 11 Quality Components	\$ 12,225.00
	TOTALS	\$ 56,660.00
400	PURCHASED PROPERTY SERVICES	ANNUAL
	TOTALS	\$ -
	OTHER PURCHASED SERVICES	ANNUAL
	Staff Parking/Mileage	\$ 100.00
	Marketing/Recruitment	\$ 500.00
	TOTALS	\$ 600.00
600	SUPPLIES	ANNUAL
	Books to support family events, recruitment, SR Library	\$ 2,800.00
	Materials to support program improvement/PD	\$ 6,000.00
	Misc office supplies for QE work	\$ 1,000.00
	TOTALS	\$ 9,800.00
700	PROPERTY	ANNUAL
	TOTALS	\$ -
	GRAND TOTAL	\$ 75,641.00

FISCAL YEAR 2020			
ED 114 BUDGET FORM			
GRANTEE NAME:			
GRANT TITLE:	School Readiness Quality Enhancement Grant	Grant Period:	7/1/2019 to 6/30/2020
Project Title	School Readiness Quality Enhancement	Total Award:	\$ 75,641.00
Accounting Classification: Fund: 11000 SPID: 17097 PROG: 82079 CF1: 170018/170035			
CODES	DESCRIPTIONS	ANNUAL	
111a	Non-Instructional (Administrative/Supervisor Salaries/Clerical/Other)	\$	-
111b	Instructional	\$	-
200	Benefits	\$	-
320	Professional Education Services	\$	-
321	Tutors	\$	-
322	In-service	\$	4,000.00
323	Pupil Services	\$	-
324	Field Trips	\$	-
325	Parent Activities	\$	1,281.00
330	Employee Training and Development Services	\$	3,300.00
340	Other Professional Technical Services	\$	56,660.00
400	Purchased Property Services	\$	-
500	Other Purchased Services	\$	600.00
600	Supplies	\$	9,800.00
700	Property	\$	-
TOTAL		\$	75,641.00
		Original Date:	Revised Date:

REQUEST FOR PROPOSAL
BY
THE CITY OF WATERBURY
RFP # 6327
School Readiness Office
2019/2020 Quality Enhancement

The City of Waterbury, Department of *School Readiness* (hereinafter "City"), is seeking proposals from parties interested in providing services under the Quality Enhancement Grant.

A. Background and Intent

The Office of Early Childhood (OEC) shall establish a program, within available appropriations, to provide on a competitive basis supplemental quality enhancement grants to providers of child day care services or providers of school readiness programs pursuant to Connecticut General Statute (C.G.S.) Section 10-16p and Section 1016u to enhance the quality of early childhood education programs. Child day care providers and school readiness programs in priority school districts and competitive school readiness municipalities may apply for a quality enhancement grant. These applicants must use their local School Readiness Council to review and recommend projects for funding. The purpose of the QEGP is to provide funding for early care and education programs to address quality standards and/or expand comprehensive services for children and families. C.G.S. Section 17b-749c identifies the following as appropriate use of grant funds:

Waterbury has 1330 funded School Readiness slots with 14 grantees in 23 facilities throughout the city.

B. Qualifications

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

1. Experience and expertise in regard to providing the types of or similar services as those outlined in the Scope of Services in this RFP;
2. Has in-depth knowledge of and experience utilizing evidence-based coaching practices;
3. Experience and expertise in providing Registered Behavior Technicians (RBTs), for the types of or similar services as those outlined in the Scope of Services in this Request for Proposal to students ages 3-5 in community childcare settings;
4. Knowledge and experience using adult learning principles and structuring technical assistance to promote links among research, theory, and practice;
5. A proposer with a proven track record in providing these types of or similar services; and
6. Knowledge of Federal and State laws and regulations governing the services outlined in the scope of services.
7. Completion of all sections of the Quality Enhancement RFP as required by the CT. State Office of Early Childhood must be complete and all materials/forms submitted in a typed format.

C. Scope of Services:

To provide professional services that enhance the quality of programs to maximize the health, safety and learning of children from birth to five years of age such as:

1. Job-embedded, evidence based coaching for early childhood providers that focuses on supporting teachers use of effective teaching practice that lead to positive outcomes for children.
2. Onsite monitoring and support for early childhood programs related to the 11 Quality Components outlined in the School Readiness Grant.
3. Plan and facilitate trainings as well as cohort learning sessions focused on the needs of early childhood providers. Topics may include, (but not limited to):
 - Positive Interactions
 - Supporting Social Emotional Needs of Children
 - Trauma Informed Practices
 - Effective Supervision
 - Supporting Children with Challenging Behaviors
 - Pyramid Model
 - Child Assessment
4. Provide a Registered Behavior Technician to provide behavior and related services to students, ages 3-5 in a community childcare setting. Proposal should include an hourly rate for services. Behavior and related services must be provided by Behavior Analyst Certification Board (BACB) certified and qualified Registered Behavior Technicians without delay to fill the immediate and changing needs of the District. The proposer will insure that all satisfactory criminal background checks, drugs tests and dcf registry checks as required under law and will provide the Waterbury School readiness office proof upon request.

Proposers may submit an RFP for any one or multiple activities under scope and services.

D. Agreement Period

The agreement period for any contract or purchase order resulting from this RFP is anticipated to be July 1, 2019-June 30, 2020.

E. General Information

1. The City is an Equal Opportunity and Affirmative Action employer and does not discriminate in its hiring, employment, or business practices. The City is committed to complying with the Americans with Disabilities Act of 1990 (ADA) and does not discriminate on the basis of disability, in admission to, access to, or operation of its programs, services, or activities.
2. Proposers must review and be prepared to sign, prior to the execution of any contract with the City, the items and any forms included in Attachment A. (Contract Compliance Packet)

3. All questions and communications about this request for Proposal and submission requirements must be directed to the City of Waterbury eProcurement website and must be received **by 2:00 PM on March 8, 2019**. Prospective proposers must limit their contact regarding this RFP to Mr. McCaffery or such other person otherwise designated by Mr. McCaffery. Responses to questions submitted by the above date or identified at any Information Session to be held in regard to this RFP, **along with any changes or amendments to this RFP**, will be available via the City of Waterbury eProcurement website **by March 12, 2:00 PM**. It shall be the responsibility of the proposer to download this information. If you have any procedural questions in this regard, please call Mr. McCaffery at (203) 574-6748.

F. Management

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

G. Conditions

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

1. All proposals in response to this RFP are to be the sole property of the City. Proposers are encouraged **not** to include in their proposals any information which is proprietary. All materials associated with this procurement process are subject to the terms of state laws defining freedom of information and privacy and all rules, regulations and interpretations resulting from those laws.
2. Any product, whether acceptable or unacceptable, developed under a contract awarded as a result of the RFP is to be the sole property of the City.
3. The timing and sequence of events resulting from this RFP will ultimately be determined by the City.
4. The proposer agrees that the proposal will remain valid for a period of **90** days after the closing date for the submission and may be extended beyond that time by mutual agreement.
5. The City may amend the terms or cancel this RFP any time prior to the execution of a contract or purchase order for these services if the City deems it to be necessary, appropriate or otherwise in the best interests of the City. Failure to acknowledge receipt of amendments, in accordance with the instructions contained in the amendments, may result in a proposal not being considered. At his option, the City's Director of Purchasing may provide all proposers with a limited opportunity to remedy any technical deficiencies identified by the City in their initial review of proposals.

6. The proposer must certify that the personnel identified in its response to this RFP will be the persons actually assigned to the project. Any additions, deletions or changes in personnel from the proposal during the course of the agreement period must be approved by the City, with the exception of personnel who have terminated employment. Replacements for personnel who have terminated employment are subject to approval by the City. At its discretion, the City may require the removal and replacement of any of the proposer's personnel who do not perform adequately, regardless of whether they were previously approved by the City.
7. All subcontractors hired by the proposer awarded a contract or purchase order as a result of this RFP must have prior approval of the City prior to and during the agreement period.
8. Any costs and expenses incurred by proposers in preparing or submitting proposals are the sole responsibility of the proposer.
9. A proposer must be prepared to present evidence of experience, ability, financial standing, and any other information deemed necessary by the City to satisfactorily meet the requirements set forth or implied in the proposal.
10. No additions or changes to the original proposal will be allowed after submittal, except as may be allowed by the City, at its option, in accordance with Section G.5. of this RFP. While changes are not permitted, clarification of proposals may be required by the City at the proposer's sole cost and expense. The final price and scope of services of any contract or purchase order resulting from this RFP may be negotiated with responsible proposers.
11. The proposer may be required to give presentations to the extent necessary to satisfy the City's requirements or needs. In some cases, proposers may have to give presentations or further explanation to any RFP selection committee established by the City.
12. The proposer represents and warrants that the proposal is not made in connection with any other proposer and is in all respects fair and without collusion or fraud. The proposer further represents and warrants that it did not participate in any part of the RFP development process, had no knowledge of the specific contents of the RFP prior to its issuance, and that no agent, representative or employee of the City participated directly in the proposer's proposal preparation.
13. All responses to the RFP must conform to instruction. Failure to include any required signatures, provide the required number of copies, to meet deadlines, answer all questions, follow the requested format, or failure to comply with any other requirements of this RFP may be considered appropriate cause for rejection of the response.
14. The proposer must accept the City's standard agreement language. See Attachment B.

15. Any contract or purchase order resulting from this RFP process will represent the entire agreement between the proposer and the City and will supersede all prior negotiations, representations or agreements, alleged or made, between the parties. The City shall assume no liability for payment of services under the terms of the contract or purchase order until the successful proposer is notified that the contract or purchase order has been accepted and approved by the City. Any contract resulting from this RFP may be amended only by means of a written instrument signed by the proposer and signed by the Mayor.
16. Proposal must include Office of Early Childhood Quality Enhancement Grant Local Application and City of Waterbury required attachments.

H. Proposal Requirements & Required Format

One original (clearly identified as such) and 3 paper copies of the proposal, as well as a copy of the original proposal on a flash drive, must be received at the following address no later than **10:45 AM on March 18, 2019**

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

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

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

1. Proposer Information: Please provide the following information:
 - a. Firm Name
 - b. Permanent main office address
 - c. Date firm organized.
 - d. Legal Form of ownership. If a corporation, indicate where incorporated.

- e. How many years have you been engaged in services you provide under your present name?
- f. Names, titles, reporting relationships, and background and experience of the principal members of your organization, including officers.

2. Experience, Expertise and Capabilities

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

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

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

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

3. Statement of Qualifications and Work Plan

- a. Qualifications. Please describe your firm's qualifications, experience and capabilities as they pertain to each of the areas of qualifications listed, as well as those of the personnel to be assigned to this project.
- b. Work Plan. Please describe the approach that would be generally followed in undertaking the Scope of Services in Section C above.
- c. Services Expected of the City. Identify the nature and scope of the services that would be generally required of the City in undertaking these projects.

4. Cost Schedule. Proposals shall include a detailed budget for work to be performed, inclusive of all personnel and non-personnel expenses. This price should encompass the section of Scope of Services in this RFP that the applicant is responding to. Those responding to the (RBT) Registered Behavior Technician to provide behavior and related services to students, ages 3-5 in a community childcare setting should do so indicating an hourly rate for these

service The City reserves the right to negotiate costs, scope of services, and key personnel based on provider proposals. In order for the City to evaluate the proposed cost, proposers must include for each element in the Work Plan outlined in Section H.3.b. above, the staff, hours, hourly rates and the total cost. Include details generally associated with non-personnel costs as an additional cost section

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

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

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

Please respond to the following questions:

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

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

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

I. Evaluation of Proposals; Selection Process

1. Evaluation Criteria

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

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

2. Selection Process

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

J. Rights Reserved To The City

The City reserves the right to award in part, to reject any and all proposals in whole or in part for misrepresentation or if the proposer is in default of any prior City contract, or if the proposal limits or modifies any of the terms and conditions and/or specifications of the RFP. The City also reserves the right to waive technical defects, irregularities and omissions if, in its judgment, the best interest of the City will be served.

K. Federal, State and Local Employment Requirements

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

L. State Set-Aside Requirements- Not Applicable

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

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

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

http://www.ct.gov/opm/cwp/view.asp?a=2982&q=390928&opmNav_GID=1806.

QUALITY ENHANCEMENT GRANT PROGRAM

FY 2020

LOCAL REQUEST FOR PROPOSAL

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

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

DUE DATE

___ March 18 2019 ___

SUBMISSION INFORMATION

Name: _____
Agency (if applicable): _____
Street Address: _____
City, State, Zip _____
Primary Contact: _____
Telephone: _____ **Fax:** _____ **E-mail:** _____

FISCAL AGENT (if applicable)

Name: _____
Agency (if applicable): _____
Street Address: _____
City, State, Zip _____
Primary Contact: _____
Telephone: _____ **Fax:** _____ **E-mail:** _____

SCHOOL READINESS LOCAL QUALITY ENHANCEMENT RFP TABLE OF CONTENTS

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Overview

Purpose:

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

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

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

Application Requirements

Eligible Applicants

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

Cover Sheet

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

Application of Activity Implementation

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

Evaluation

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

Budget Forms and Access to Funds

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

Budget Justification

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

Statement of Assurances

The Statement of Assurances must be signed by the applicant.

Application Process

Obligations of Grantees and Sub-Grantees

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

Freedom of Information Act

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

Management Control of the Program and Grant Consultation

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

State Monitoring

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

Delivery of Applications

Delivery of the Local RFP for the School Readiness Program application is required by __10:45 AM _____ on __ March 18, 2019 _____.

1. Original, hard-copy signature pages (Statement of Assurances) must be mailed or hand-delivered to _____.
2. The RFP and original signatures **must be received by _10:45_____ on __March 18, 2019_____, IRRESPECTIVE OF POSTMARK DATE.** Faxed or scanned copies of signatures will not be accepted.

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

Mailing/Delivery address and email is:

Review of Proposals and Grant Awards

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

Other Program Requirements

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

Reservations and Restrictions

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

STATEMENT OF NEED, GOALS AND INDICATORS OF PROGRESS

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

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

BUDGET

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

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

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

BUDGET OBJECT CODES

General Description

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

Master Budget Form Object Code Descriptions/Includable Items

111A Non-Instructional

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

111B Instructional

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

200 Personal Services - Employee Benefits

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

320 Professional Educational Services

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

321 Tutors (Instructional Non-Payroll Services)

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

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

Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

600 Supplies

Amounts paid for items that are consumed, worn out, or deteriorated through use, or items that lose their identity through fabrication or incorporation into different or more complex units or substances.

700 Property

Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.

STATEMENT OF ASSURANCES

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

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

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

PROJECT TITLE: Quality Enhancement Grant Program

THE APPLICANT:

HEREBY ASSURES THAT:

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

not expended in accordance with the approved program/operation budget as determined by the audit; and

- L. Programs are required to meet all health and safety requirements mandated by the Office of Early Childhood for both license and license exempt programs.

M. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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

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

For purposes of this Section, the terms “Contract” and “contract” do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a community,

(2) a quasi-public agency, as defined in Connecticut General Statutes § 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Connecticut General Statutes § 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

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

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

- O. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.
- P. The Connecticut Office of Early Childhood reserves the right to negotiate terms, including the withholding of funds, based on the grantee's inability to comply with the assurances.
- Q. The Connecticut Office of Early Childhood reserves the right to de-fund sub-grantees of the School Readiness Council based on the sub-grantee's inability to comply with School Readiness General Policies.

STATEMENT OF ASSURANCES SIGNATURE PAGE

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

Signature of Official:

Name: (please type)

Title: (please type)

Date:

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

Signature of Fiscal Agent: _____ **Date:** _____

Name & Title (please print): _____

BOARD OF EDUCATION

Waterbury, Connecticut

COMMITTEE ON FINANCE

Item #13.2

April 25, 2019

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

The Committee on Finance recommends the Waterbury Board of Education approve to apply for the Connecticut Office of Early Childhood School Readiness Grant Fiscal Year 2020 (July 1, 2019 – June 30, 2020) Local Application, as attached.

Approved:

Catherine N. Awwad

30 B Church St. Waterbury, CT 06702

GRANT COVER PAGE

DUE DATE

(Determined by local School Readiness Council)

April 12, 2019SUBMISSION INFORMATION

<i>Agency/Program Name:</i>	City of Waterbury Public School Early Childhood Education Program		
<i>Street Address:</i>	236 Grand Street		
<i>City, State, Zip</i>	Waterbury CT 06702		
<i>Primary Contact Person:</i>	Darren Schwartz	<i>Email:</i> dschwartz@waterbury.k12.ct.us	
<i>Telephone:</i>	203-574-8016	<i>Fax:</i>	203-574-8010

Please check one: New Agency/Program _____ Existing Agency/Program X

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

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

SCHOOL READINESS GRANT PROGRAM
Fiscal Year 2020
(July 1, 2019 – June 30, 2020)

LOCAL REQUEST FOR PROPOSAL

Legislative Authority
Connecticut General Statutes (CGS)
Sections 10-16o through 10-16u

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

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

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

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DIRECTIONS

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

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

1. All sections must be completed and all materials/forms submitted to

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

2. Program must be in compliance with all policies and requirements for School Readiness. School Readiness General Policies (GPs) are available at <http://www.ct.gov/oec/generalpolicies>.
3. Programs must meet all health and safety requirements mandated by the OEC (licensed and license exempt).

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

SCHOOL READINESS POLICIES AND REQUIREMENTS

LICENSING/ACCREDITATION/APPROVALS

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

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

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

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

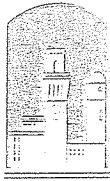
Care4Kids: ☐ By checking this box, the program attests to being a Care4Kids provider accepting Care4Kids funds. Programs that receive Care4Kids must include the Registry's OEC Health and Safety Orientation Report as part of their application.

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

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

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

Applicants must meet the program requirements and quality standards for participation in School Readiness program as described in CGS Section 10-16q (a). (see GP A-02 and GP B-05).



WATERBURY
PUBLIC SCHOOLS
Today's Students. Tomorrow's Leaders

Office of Early Childhood | P: (203) 574-8024
30-B Church Street | F: (203) 574-5709
Waterbury, CT 06702 | www.waterbury.k12.ct.us

Maureen Bergin
Supervisor of Early Childhood
Marisa Blakeslee
Supervisor of Preschool Special
Education



Pre-K Pandas
Respect
Every
Kid

2019-2020

RFP 6348

March 14, 2019

To Whom It May Concern:

Chase Elementary School and Washington Elementary School are School Readiness sites. They are currently undergoing a plan of self-study to prepare for NAEYC Accreditation. They will apply for their site visit in January 2020. A site visit will occur by June 30, 2020. Both schools will achieve their accreditation by August 1, 2020. In accordance with School Readiness guidelines, both schools will complete ECERS assessment by May 30, 2019.

Respectfully,

Maureen M. Bergin

Supervisor, Early Childhood Education Program

Waterbury Public Schools
35-B Church St
Waterbury, CT 06702

LICENSING STATUS VERIFICATION FORM

Must be submitted annually by license exempt programs

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

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

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

Bucks Hill Annex located at 330 Bucks Hill Road, Waterbury, CT 06704.
(Name of Program) (Program Address)

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

This arrangement is effective from: July 1, 2019 to June 30, 2020.
Start date End date

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

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

Verna D. Ruffin
Signature

Dr. Verna Ruffin
Printed Name

X Superintendent of Schools ☐ Charter School Director ☐ CSDE Approved Private School Administrator
☐ RESC Executive Director

for the City of Waterbury Public Schools
Name of Grantee

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

Waterbury (203) 574 - 8004 VRuffin@waterbury.k12.ct.us
City or Town Phone Number email address

Waterbury Public Schools
30 B Church St
Waterbury, CT 06702

LICENSING STATUS VERIFICATION FORM

Must be submitted annually by license exempt programs

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

Carrington School located at 24 Kenmore Avenue Waterbury, CT 06708
(Name of Program) (Program Address)

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

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

Verna D. Ruffin
Signature

Dr. Verna Ruffin
Printed Name

☒ Superintendent of Schools ☐ Charter School Director ☐ CSDE Approved Private School Administrator
☐ RESC Executive Director

for the City of Waterbury Public Schools
Name of Grantee

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

Waterbury (203) 574 - 8004 VRuffin@waterbury.k12.ct.us
City or Town Phone Number email address

Waterbury Public School
30 B Church St.
Waterbury, CT 06702

Early Childhood Education Program

APP 1398

LICENSING STATUS VERIFICATION FORM

Must be submitted annually by license exempt programs

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

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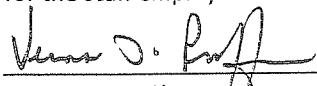
Chase School located at 40 Woodtick Road Waterbury, CT 06705
(Name of Program) (Program Address)

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

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Signature

Dr. Verna Ruffin
Printed Name

☒ Superintendent of Schools ☐ Charter School Director ☐ CSDE Approved Private School Administrator
☐ RESC Executive Director

for the City of Waterbury Public Schools
Name of Grantee

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

Waterbury (203) 574 - 8004 VRuffin@waterbury.k12.ct.us
City or Town Phone Number email address

Waterbury Public Schools
30 B Church St
Waterbury, CT 06702

Early Childhood Education Program

RFP 63.98

LICENSING STATUS VERIFICATION FORM

Must be submitted annually by license exempt programs

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Chase School located at 40 Woodtick Road Waterbury, CT 06705
(Name of Program) (Program Address)

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☐ RESC Executive Director

for the City of Waterbury Public Schools
Name of Grantee

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

Waterbury (203) 574 - 8004 VRuffin@waterbury.k12.ct.us
City or Town Phone Number email address

Waterbury Public Schools
30 B Church St.
Waterbury, CT 06702

Early Childhood Education Program
2019-2020

LICENSING STATUS VERIFICATION FORM

Must be submitted annually by license exempt programs

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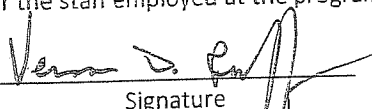
Driggs School located at 77 Woodlawn Terrace Waterbury, CT 06710
(Name of Program) (Program Address)

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

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Signature

Dr. Verna Ruffin
Printed Name

☒ Superintendent of Schools ☐ Charter School Director ☐ CSDE Approved Private School Administrator
☐ RESC Executive Director

for the City of Waterbury Public Schools
Name of Grantee

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

Waterbury
City or Town

(203) 574 - 8004
Phone Number

VRuffin@waterbury.k12.ct.us
email address

Must be submitted annually by license exempt programs

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

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

Duggan School located at 38 West Porter Street Waterbury, CT 06708
(Name of Program) (Program Address)

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

This arrangement is effective from: July 1, 2019 to June 30, 2020
Start date End date

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

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

Verna D. Ruffin
Signature

Dr. Verna Ruffin
Printed Name

X Superintendent of Schools ☐ Charter School Director ☐ CSDE Approved Private School Administrator
☐ RESC Executive Director

for the City of Waterbury Public Schools
Name of Grantee

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

Waterbury (203) 574 - 8004 VRuffin@waterbury.k12.ct.us
City or Town Phone Number email address

Waterbury Public Schools
30 B Church St.
Waterbury, CT 06702

Licensing Status Verification Form
2019-2020

Must be submitted annually by license exempt programs

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

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Gilmartin School located at 94 Spring Lake Road Waterbury, CT 06706
(Name of Program) (Program Address)

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

This arrangement is effective from: July 1, 2019 to June 30, 2020
Start date End date

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

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

Verna D. Ruffin
Signature

Dr. Verna Ruffin
Printed Name

☒ Superintendent of Schools ☐ Charter School Director ☐ CSDE Approved Private School Administrator
☐ RESC Executive Director

for the City of Waterbury Public Schools
Name of Grantee

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

Waterbury (203) 574 - 8004 VRuffin@waterbury.k12.ct.us
City or Town Phone Number email address

LICENSING STATUS VERIFICATION FORM

Must be submitted annually by license exempt programs

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

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Reed School located at 33 Griggs Street Waterbury, CT 06704
(Name of Program) (Program Address)

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

This arrangement is effective from: July 1, 2019 to June 30, 2020
Start date End date

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

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

Verna D. Ruffin
Signature

Dr. Verna Ruffin
Printed Name

☒ Superintendent of Schools ☐ Charter School Director ☐ CSDE Approved Private School Administrator
☐ RESC Executive Director

for the City of Waterbury Public Schools
Name of Grantee

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

Waterbury (203) 574 - 8004 VRuffin@waterbury.k12.ct.us
City or Town Phone Number email address

30 B-Church St.
Waterbury, CT 06702

2019-2020

LICENSING STATUS VERIFICATION FORM

Must be submitted annually by license exempt programs

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

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Sprague School located at 1443 Thomaston Avenue Waterbury, CT 06704

(Name of Program)

(Program Address)

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

This arrangement is effective from: July 1, 2019 to June 30, 2021
Start date End date

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

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

Verna D. Ruffin
Signature

Dr. Verna Ruffin

Printed Name

☒ Superintendent of Schools ☐ Charter School Director ☐ CSDE Approved Private School Administrator
☐ RESC Executive Director

for the City of Waterbury Public Schools
Name of Grantee

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

Waterbury (203) 574 - 8004 VRuffin@waterbury.k12.ct.us
City or Town Phone Number email address

Waterbury Public Schools 30 B Church Street Early Childhood Education Program RFP 6348									
Staff Qualifications Detail Report									
Waterbury Box At Bucks Hill Annex (1830) Last Updated: 02/26/2019									
Staff Confirmation Page Role	Date of Hire	Participant Name	Participant ID	Ladder Level	Ladder Level Description	Currently Enrolled In ECE Program	QSM Eligible	QSM Expiration Date	Designated QSM Room
Classroom Teacher	08/24/2015	Boampong, Christine	100004858	14	Masters degree in ECE OR Masters degree in any field plus current ECE state te	No	Yes	12/31/2099	210 AM/PM A
Classroom Teacher	09/10/1992	Burke, Heather	100009010	13	Masters degree in any field and 12 ECE credits.	No	Yes	12/31/2099	207 AM/PM B
Classroom Teacher	09/05/2000	Decato, Annmarie	100032761	14	Masters degree in ECE OR Masters degree in any field plus current ECE state te	No	Yes	12/31/2099	206 AM/PM B
Classroom Teacher	08/01/2018	Delucia, Patricia	100018148	12	Bachelor degree in ECE or Bachelor degree in any field plus current ECE state te	No	Yes	12/31/2099	209 AM/PM A
Classroom Teacher	08/12/2010	Dzinski, Mary Ann	100010636	13	Masters degree in any field and 12 ECE credits.	No	Yes	12/31/2099	205
Classroom Teacher	08/26/2014	Fournier, Linda	100031190	14	Masters degree in ECE OR Masters degree in any field plus current ECE state te	No	Yes	12/31/2099	208 AM/PM A
Classroom Teacher	08/24/2015	Howard, Emily	100023863	14	Masters degree in ECE OR Masters degree in any field plus current ECE state te	No	Yes	12/31/2099	203 AM/PM A
Classroom Teacher	08/22/2012	Kilroy, Cara	100023998	14	Masters degree in any field and 12 ECE credits.	No	Yes	12/31/2099	202 AM/PM A
Classroom Teacher	08/27/2007	Manchi, Laura Lyne	100009008	13	Masters degree in any field and 12 ECE credits.	No	Yes	12/31/2099	205 AM/PM B
Classroom Teacher	09/01/1996	Manning, Lisa	100021675	12	Bachelor degree in ECE or Bachelor degree in any field plus current ECE state te	No	Yes	12/31/2099	203
Classroom Teacher	08/25/2016	Murphy, Amy	100016294	14	Masters degree in ECE OR Masters degree in any field plus current ECE state te	No	Yes	12/31/2099	208 AM/PM A
Classroom Teacher	09/01/1993	Rupe, Michele	100023838	14	Masters degree in ECE OR Masters degree in any field plus current ECE state te	No	Yes	12/31/2099	206 AM/PM A
Classroom Teacher	12/10/1994	Salvetti, Stacey	100009011	14	Masters degree in ECE OR Masters degree in any field plus current ECE state te	No	Yes	12/31/2099	207 AM/PM B
Classroom Teacher	09/01/2007	Scappini, Mary	100005078	14	Masters degree in ECE OR Masters degree in any field plus current ECE state te	No	Yes	12/31/2099	202 AM/PM B
Classroom Teacher	08/28/2018	Stafford, Amy	100038591	12	Bachelor degree in ECE or Bachelor degree in any field plus current ECE state te	No	Yes	12/31/2099	209
Classroom Teacher	01/01/2008	Sullivan, Karen	100007843	12	Bachelor degree in ECE or Bachelor degree in any field plus current ECE state te	No	Yes	12/31/2099	204
Classroom Teacher	01/01/2001	Taylor-Diederico, Sharon	100005082	14	Masters degree in ECE OR Masters degree in any field plus current ECE state te	No	Yes	12/31/2099	210
Classroom Teacher	09/11/2000	Valonis, Jodie	100005079	14	Masters degree in ECE OR Masters degree in any field plus current ECE state te	No	Yes	12/31/2099	
Classroom Assistant	09/28/2008	Alonso, Miriam	100019648	3	3 ECE credits.	No	No		
Classroom Assistant	06/23/2018	Amato, Alicia	100031121	6	Current CDA credential or 12 ECE credits.	No	No		
Classroom Assistant	08/26/2008	Avalos, Michelle	100023843	1	OEC Registry Account.	No	No		
Classroom Assistant	08/27/2003	Cicchiello, Danielle	100010633	10	Associate degree in ECE.	No	Yes	06/30/2023	
Classroom Assistant	01/10/1975	Fares, Najat	100005160	5	6 ECE credits.	No	No		
Classroom Assistant	09/20/1991	Finke, Janice	100010658	6	Current CDA credential or 12 ECE credits.	No	No		
Classroom Assistant	11/09/1999	Forester, Sarah	100009113	1	OEC Registry Account.	No	Yes	12/31/2099	
Classroom Assistant	08/27/2012	Gillette, Vivian Dale	100016103	13	Masters degree in any field and 12 ECE credits.	No	No		
Classroom Assistant	08/28/2002	Heppenstall, April	100023856	1	OEC Registry Account.	No	No		
Classroom Assistant	12/21/1994	Korbusieski, Natalia	100009116	1	OEC Registry Account.	No	No		
Classroom Assistant	01/06/2016	Mlinick, Kristin	100023915	6	Current CDA credential or 12 ECE credits.	No	No		
Classroom Assistant	10/01/2015	Sampl, Krystle	100005294	9	Associate degree in any field and 12 ECE credits.	No	Yes	06/30/2023	
Classroom Assistant	08/24/2004	Schless, Bonnie	100021892	9	Associate degree in any field and 12 ECE credits.	No	Yes	06/30/2023	
Classroom Assistant	07/03/2016	Stamp, Shelley	100028220	5	6 ECE credits.	No	No		
Classroom Assistant	04/03/2013	Sylvester, Christiana	100010849	11	Bachelor degree in any field and 12 ECE credits.	No	Yes	06/30/2023	
Classroom Assistant	08/23/2018	Tytymoe, Yllke	100031117	11	Bachelor degree in any field and 12 ECE credits.	No	Yes	06/30/2023	
Classroom Assistant	10/21/2008	Valentine, Maureen	100021887	10	Associate degree in ECE.	No	Yes	06/30/2023	
Assistant Teacher	03/27/2003	Martin, Deborah	100009114	1	OEC Registry Account.	No	No		
Administrator Of Multi	09/02/2000	Blakeslee, Marisa	100008793	13	Masters degree in any field and 12 ECE credits.	No	Yes	06/30/2023	
Administrator Of Multi	01/01/2001	Bergin, Maureen	100007597	15	Advanced degree and 12 ECE credits OR Advanced degree in non-ECE plus cur	No	Yes	12/31/2099	
Administrator Of Sch	08/21/2013	Simms, Amy	100029014	13	Masters degree in any field and 12 ECE credits.	No	Yes	06/30/2023	

Waterbury Public Schools 30 B Church Street Early Childhood Education Program RFP 6348									
Staff Qualifications Detail Report									
WATERBURY BOE AT BUNKER HILL ELEMENTARY SCHOOL (8272) Last Updated: 02/26/2019									
Staff Confirmation Page Role	Date of Hire	Participant Name	Participant ID	Ladder Level	Ladder Level Description	QSM Eligible	QSM Expiration Date	Designated QSM Room	
Classroom Teacher	08/23/1998	Byron, Louise	100021760	15	Advanced degree and 12 ECE credits OR Advanced degree in non-ECE plus current ECE state teaching endorsement.	Yes	12/31/2099	Room 1	
Classroom Assistant	10/01/1976	Velez, Yolanda	100033140	1	OEC Registry Account.	No		Room 1	

Staff Qualifications Detail Report

Waterbury Bce At Carrington School (6396) Last Updated: 03/15/2019

Staff Qualifications Detail Report	Participant Name	Participant ID	Ladder Level	Ladder Level Description	QSM Eligible	QSM Expiration Date	Designated QSM Room
Classroom Teacher	Mauceri, Diane	100021447	11	Bachelor degree in any field and 12 ECE credits.	Yes	12/31/2099	Carrington 1
Classroom Teacher	Promotico, Lucia	100028221	13	Masters degree in any field and 12 ECE credits.	Yes	06/30/2023	Carrington 2
Assistant Teacher	Caplan, Risa	100021955	10	Associate degree in ECE.	Yes	06/30/2023	Carrington 2

Staff Qualifications Detail Report

Waterbury Public Schools 30 B Church Street Early Childhood Education Program RFP 6348
WATERBURY BOE AT CHASE SCHOOL (8174) Last Updated: 02/26/2019

Staff	Confirmation Page Role	Date of Hire	Participant Name	Participant ID	Ladder Level	Ladder Level Description	Currently Enrolled ECE Program	QSM Eligible	QSM Expiration Date	Designated QSM Room
Classroom Teacher		08/24/2017	Barbeau, Kathryn	100030945	14	Masters degree in ECE OR Masters degree in any field plus current ECE state teaching endorsement.	No	Yes	12/31/2099	Chase
Classroom Teacher		08/30/2017	Fengler, Deanna	100023875	14	Masters degree in ECE OR Masters degree in any field plus current ECE state teaching endorsement.	No	Yes	12/31/2099	Chase
Assistant Teacher		01/11/2010	Kean, Michelle	100003303	9	Associate degree in any field and 12 ECE credits.	No	Yes	06/30/2023	Chase

Waterbury Public Schools 30 B Church Street									
Early Childhood Education Program RFP 6348									
Staff Qualifications Detail Report									
WATERBURY BOE AT WATERBURY CAREER ACADEMY HIGH SCHOOL (8276) Last Updated: 03/31/2019									
Staff Confirmation									
Page Role	Date of Hire	Participant Name	Participant ID	Ladder Level	Ladder Level Description	QSM Eligible	QSM Expiration Date	Designated QSM Room	
Classroom Teacher	08/22/2013	O'Leary, Dale	100032599	13	Masters degree in any field and 12 ECE credits.	Yes	12/31/2099	Room 1	
Assistant Teacher	08/23/2013	Zambrano, Joanne	100004815	6	Current CDA credential or 12 ECE credits.	No		Room 1	

Waterbury Public Schools 30 B Church Street Early Childhood Education Program RFP 6348									
Staff Qualifications Detail Report									
Waterbury Bce At Driggs School (8175) Last Updated: 02/26/2019									
Staff Confirmation Payee Role	Date of Hire	Participant Name	Participant ID	Ladder Level	Ladder Level Description	QSM Eligible	QSM Expiration Date	Designated QSM Room	
Classroom Teacher Classroom Assistant Teacher Or Teacher Aide	08/28/2008	Calazzo, Margaret	100030479	12	Bachelor degree in ECE or Bachelor degree in any field plus current ECE state teaching endorsement.	Yes	12/31/2009	Driggs Room 1	
	08/28/2000	Smith, Dawn	100030602	1	OEC Registry Account.	No			

Staff Qualifications Detail Report

Waterbury Boe At Duggan School (6257) Last Updated: 02/26/2019

Staff Confirmation Payo Role	Date of Hire	Participant Name	Participant ID	Ladder Level	Ladder Level Description	QSM Eligible	QSM Expiration Date	Designated QSM Room
Classroom Teacher	07/01/2018	Defeo, Dawn	100011078	14	Masters degree in ECE OR Masters degree in any field plus current ECE state teaching endorsement.	Yes	12/31/2099	Duggan 1
Classroom Teacher	08/25/2011	Giuffre, Maureen	100013045	13	Masters degree in any field and 12 ECE credits.	Yes	12/31/2099	Duggan 1
Classroom Teacher	08/01/2001	Pelletier, Allison	100035240	12	Bachelor degree in ECE or Bachelor degree in any field plus current ECE state teaching endorsement.	Yes	12/31/2099	Duggan 2
Classroom Assistant Tea	08/25/2013	Havican, Cathleen	100031615	5	6 ECE credits.	No		Duggan 1
Classroom Assistant Tea	08/27/2012	Ramo, Diana	100032482	1	OEC Registry Account.	No		Duggan 2

Waterbury Public Schools 30 B Church Street Early Childhood Education Program RFP 6348									
Staff Qualifications Detail Report									
Waterbury Bps At Gilmartin School (6256) Last Updated: 02/26/2019									
Staff Confirmation	Date of Hire	Participant Name	Participant ID	Ladder Level	Ladder Level Description	Currently Enrolled In ECE Program	QSM Eligible	QSM Expiration Date	Designated QSM Room
Classroom Teacher	08/28/2003	Fontaine, Heather	100008007	12	Bachelor degree in ECE or Bachelor degree in any field plus current ECE state teaching endorsement.	No	Yes	12/31/2099	Gilmartin 1
Classroom Teacher	09/01/2007	Goodman, Melissa	100005083	12	Bachelor degree in ECE or Bachelor degree in any field plus current ECE state teaching endorsement.	No	Yes	12/31/2099	Gilmartin 2
Classroom Teacher	08/28/2017	Jones, Carolyn	100031082	14	Masters degree in ECE OR Masters degree in any field plus current ECE state teaching endorsement.	No	Yes	12/31/2099	Gilmartin 2
Classroom Assistant	08/24/2012	Cibaku, Denisa	100006857	11	Bachelor degree in any field and 12 ECE credits.	No	Yes	12/31/2099	
Classroom Assistant	04/19/1999	Forino, Lorna	100013162	1	OEC Registry Account.	No	No		

Waterbury Public Schools 30 B Church Street Early Childhood Education Program RFP 6348									
Waterbury Boe At Maloney Magnet School (8109) Last Updated: 03/31/2019									
Confirmation Page	Date of Hire	Participant Name	Participant ID	Ladder Level	Ladder Level Description	QSM Eligible	QSM Expiration Date	Designated QSM Room	
Classroom Teacher	08/24/1993	Bussey, Jennifer	100031194	5	6 ECE credits.	No			
Classroom Teacher	09/01/1983	Couture, Cheryl	100031158	1	OEC Registry Account.	No			
Classroom Teacher	08/31/1984	Killeen, Marcia	100031122	15	Advanced degree and 12 ECE credits OR				
Classroom Teacher	08/20/2014	Lund, Kelly	100031229	11	Bachelor degree in non-ECE plus	Yes	12/31/2099		
Classroom Teacher	08/28/1997	Miller, Jennifer	100031184	13	Bachelor degree in any field and 12 ECE cr	Yes	06/30/2023		
Classroom Assistant	08/25/2017	Iritzary, Angelina	100015577	13	Masters degree in any field and 12 ECE cr	Yes	06/30/2023		
Classroom Assistant	09/29/1993	Noli, Georgiann	100031706	1	Masters degree in any field and 12 ECE cr	Yes	12/31/2099		
Classroom Assistant	09/01/1989	Vigliotti, Maria	100032485	1	OEC Registry Account.	No			
Assistant Teacher	11/01/1996	Pawlowski, Maryanne	100008551	5	OEC Registry Account.	No			
Assistant Teacher	11/08/1999	Picard, Denise	100024388	6	6 ECE credits	No			
					Current CDA credential or 12 ECE credits.	No			

Waterbury Public Schools 30 B Church Street Early Childhood Education Program RFP 6348											
Staff Qualifications Detail Report											
Waterbury Boe At Jonathan Reed School (6380) Last Updated: 03/10/2019											
Staff Confirmation	Date	of	Participant	Participant	Ladder	Ladder Level	Ladder Level Description	Currently Enrolled in ECE Program	QSM Eligible	QSM Expiration Date	Designated QSM Room
Classroom Teacher	11/05/2012		Kachur, Leigh	100016152	13		Masters degree in any field and 12 ECE credits.	No	Yes	12/31/2099	Reed 2
Classroom Teacher	08/23/2012		Rinaldi, Cynthia	100016149	14		Masters degree in ECE OR Masters degree in any field plus current ECE state teaching endorsement	No	Yes	12/31/2099	Reed 1
Classroom Teacher	11/29/2018		Ruggiero, Candice	100018288	14		Masters degree in ECE OR Masters degree in any field plus current ECE state teaching endorsement	No	Yes	12/31/2099	Reed 2
Classroom Assistant Teacher	09/01/2013		Garcia, Haydee	100016124	1		OEC Registry Account.	No	No		
Assistant Teacher	08/23/2018		Shaw, Jeanette	100001264	6		Current CDA credential or 12 ECE credits.	No	No		

Staff Qualifications Detail Report

WATERBURY BOE AT ROTELLA INTERDISTRICT MAGNET SCHOOL (8273) Last Updated: 02/27/2019

Staff Confirmation Page Role	Date of Hire	Participant Name	Participant ID	Ladder Level	Ladder Level Description	Currently Enrolled In ECE Program	QSM Eligible	QSM Expiration Date	Designated QSM Room
Classroom Teacher	08/01/2010	Ouellette, Bernadette	100025493	14	Masters degree in ECE OR Masters degree in any field plus current ECE state teaching endorsement.	No	Yes	12/31/2099	Room 2
Classroom Teacher	08/30/1999	Russaw, Crystal	100025526	14	Masters degree in ECE OR Masters degree in any field plus current ECE state teaching endorsement.	No	Yes	12/31/2099	Room 1
Classroom Teacher	10/28/1987	Stanco, Barbara	100025453	14	Masters degree in ECE OR Masters degree in any field plus current ECE state teaching endorsement.	No	Yes	12/31/2099	Room 3
Classroom Teacher	08/23/1988	Surmanek, Charlotte	100025521	14	Masters degree in ECE OR Masters degree in any field plus current ECE state teaching endorsement.	No	Yes	12/31/2099	Room 4
Assistant Teacher	09/07/2012	Daddona, Stacey	100025523	11	Bachelor degree in any field and 12 ECE credits.	No	Yes	06/30/2023	
Assistant Teacher	02/01/2007	Recchioni, Debrah	100033975	10	Associate degree in ECE.	No	Yes	06/30/2023	
Assistant Teacher	08/28/2018	Kodra, Filloreta	100016104	5	6 ECE credits.	No	No		
Assistant Teacher	12/01/2013	Smyth, Eileen	100021519	5	6 ECE credits.	No	No		

Waterbury Public Schools 30 B Church Street Early Childhood Education Program RFP 6348									
Staff Qualifications Detail Report									
Waterbury B06 At Sprague School (6381) Last Updated: 02/27/2019									
Staff Confirmation Page Role	Date of Hire	Participant Name	Participant ID	Ladder Level	Ladder Level Description	Currently Enrolled in ECE Program	QSM Eligible	QSM Expiration Date	Designated QSM Room
Classroom Teacher	09/25/2014	Baker, Marilyn	100031091	14	Masters degree in ECE OR Masters degree in any field plus current ECE state teaching endorsement.	No	Yes	12/31/2099	Classroom 2
Classroom Teacher	01/03/2017	Griffin, Gina	100027412	14	Masters degree in ECE OR Masters degree in any field plus current ECE state teaching endorsement.	No	Yes	12/31/2099	Classroom 4
Classroom Teacher	09/01/2004	Hartas, Karen	100031085	14	Masters degree in ECE OR Masters degree in any field plus current ECE state teaching endorsement.	No	Yes	12/31/2099	Classroom 3
Classroom Teacher	01/09/2017	Lokites, Aiana	100020701	12	Bachelor degree in ECE OR Bachelor degree in any field plus current ECE state teaching endorsement.	No	Yes	12/31/2099	Classroom 5
Classroom Teacher	09/25/2014	O'Leary, Kathryn	100031084	14	Masters degree in ECE OR Masters degree in any field plus current ECE state teaching endorsement.	No	Yes	12/31/2099	Classroom 1
Classroom Assistant	09/30/2017	Emmi, Edora	100020829	12	Bachelor degree in ECE OR Bachelor degree in any field plus current ECE state teaching endorsement.	No	Yes	12/31/2099	
Classroom Assistant	09/30/2017	Hill, Moya	100003432	6	Current CDA credential or 12 ECE credits.	No	No		
Classroom Assistant	09/01/2014	Quispe, Magda	100031112	12	Bachelor degree in ECE OR Bachelor degree in any field plus current ECE state teaching endorsement.	No	Yes	12/31/2099	
Classroom Assistant	09/03/2016	Vega, Ivana	100039180	11	Bachelor degree in ECE OR Bachelor degree in any field and 12 ECE credits.	No	Yes	06/30/2023	
Classroom Assistant	08/30/2017	Vensel, Patricia	100021893	10	Associate degree in ECE.	No	Yes	06/30/2023	

Waterbury Public Schools 30 B Church Street						Early Childhood Education Program		RFP 6348	
Staff Qualifications Detail Report									
Waterbury Boe At Walsh School (8054)						Last Updated: 03/15/2019			
Staff Confirmation		Participant Name		Participant ID		Ladder Level		Ladder Level Description	
Page Role		Date of Hire						QSM Eligible	
Classroom Teacher		08/28/2008		Spinella, Patricia		100031091		12	
Classroom Assistant Te		08/24/2018		D'Angelo, Rachel		100017140		11	
								Bachelor degree in ECE or Bachelor degree in any field plus current ECE state teaching endorsement.	
								Bachelor degree in any field and 12 ECE credits.	
								QSM Expiration Date	
								Yes	
								12/31/2099	
								Yes	
								06/30/2023	
								Designat ed QSM Room	
								Walsh 1	

Waterbury Public Schools 30 B Church Street Waterbury, CT 06702 RFP 6348									
Staff Qualifications Detail Report									
WATERBURY BOE AT WENDELL CROSS ELEMENTARY SCHOOL (8274) Last Updated: 03/31/2019									
Staff Confirmation Page	Participant ID	Participant Name	Date of Hire	Ladder Level	Ladder Level Description	QSM Eligible	QSM Expiration Date	Designated QSM Room	
Classroom Teacher	100034135	Antonios, Gina	08/25/2016	13	Masters degree in any field and 12 ECE credits.	Yes	06/30/2023	Room 1 Co-Taught	
Classroom Teacher	100025593	Crespo, Julissa	08/28/2017	15	Advanced degree and 12 ECE credits OR Advanced degree in non-ECE plus current ECE state teaching endorsement.	Yes	12/31/2099	Room 1 Co-Taught	
Classroom Teacher	100034129	Phothisarath, Michelle	08/31/2013	1	OEC Registry Account.	No		Room 2 Co-Taught	
Classroom Assistant Teacher	100034137	Zappone, Koren	02/12/2018	1	OEC Registry Account.	No		Room 2 Co-Taught	
Classroom Assistant Teacher	100034136	Zhuta, Rakibe	08/29/2011	1	OEC Registry Account.	No		Room 2 Co-Taught	

Waterbury Public Schools 30 B Church Street Waterbury, CT 06702 RFP 6348									
Staff Qualifications Detail Report									
WATERBURY BOE AT WASHINGTON SCHOOL (8176) Last Updated: 03/31/2019									
Staff Confirmation Page Role	Date of Hire	Participant Name	Participant ID	Ladder Level	Ladder Level Description	QSM Eligible	Expiration		
Classroom Teacher	08/28/2012	Murphy-Gilmore, Jill	100031417	14	Masters degree in ECE OR Masters degree in any field plus current ECE state teaching endorsement.	Yes	12/31/2099		
Classroom Floater Or Substitute Teaching Staff	08/28/2017	Stango, Kerry	100031415	12	Bachelor degree in ECE or Bachelor degree in any field plus current ECE state teaching endorsement.	Yes	12/31/2099		
Classroom Assistant Teacher Or Teacher Aide	08/16/2018	Nash, Beverly	100039701	1	OEC Registry Account.	No			

WATERBURY Public Schools 30 B Church Street Waterbury, CT 06702 RFP 6348
Staff Qualifications Detail Report

WATERBURY BOE AT WOODROW WILSON SCHOOL (8275) Last Updated: 03/31/2019									
Staff Confirmation Page	Participant Name	Date of Hire	Participant ID	Ladder Level	Ladder Level Description	Eligible	Expiration	Designated Room	
Classroom Teacher	Boisvert, Linda	08/28/1999	100035568	14	Masters degree in ECE OR Masters degree in any field plus current ECE state teaching endorsement.	Yes	12/31/2009	Room 4	
Classroom Teacher	Gecl, Rayae	08/24/2013	100011126	11	Bachelor degree in any field and 12 ECE credits.	Yes	06/30/2023	Room 1 Co-Taught	
Classroom Teacher	Ramirez, Yvonne	08/01/2007	100033350	13	Masters degree in any field and 12 ECE credits.	Yes	12/31/2009	Room 3	
Classroom Teacher	Trigueiro, Mariana	08/24/2015	100015682	12	Bachelor degree in ECE or Bachelor degree in any field plus current ECE state teaching endorsement.	Yes	06/30/2023	Room 1 Co-Taught	
Classroom Teacher	Vensel, Katie	08/25/2008	100032929	8	30 ECE credits or One-Year ECE certificate.	Yes	06/30/2020	Room 2	
Classroom Assistant Teacher	Rodriguez, Margarita	09/01/1972	100034205	1	OEC Registry Account.	No			
Classroom Assistant Teacher	Sahbani, Faten	01/15/2015	100033036	1	OEC Registry Account.	No			

Waterbury Public Schools
301 B Church St.
Waterbury, CT 06702

Early Childhood Education Program
2019-2020

STP 6240

LICENSING STATUS VERIFICATION FORM

Must be submitted annually by license exempt programs

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

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

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

Washington School located at 685 Baldwin Street Waterbury, CT 06706
(Name of Program) (Program Address)

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

This arrangement is effective from: July 1, 2019 to June 30, 2020
Start date End date

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

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

Verna D. Ruffin
Signature

Dr. Verna Ruffin
Printed Name

X Superintendent of Schools ☐ Charter School Director ☐ CSDE Approved Private School Administrator
☐ RESC Executive Director

for the City of Waterbury Public Schools
Name of Grantee

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

Waterbury (203) 574 - 8004 VRuffin@waterbury.k12.ct.us
City or Town Phone Number email address

STAFFING

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

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

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

TEACHER EDUCATION REQUIREMENT

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

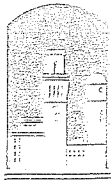
In this application, all programs must submit the Registry

QSM Qualifying Options		
Until June 30, 2020	July 1, 2020 – June 30, 2023	July 1, 2023 and after
<p>A current CDA credential plus 12 early childhood credits.</p> <p>OR</p> <p>One of the options in the next column.</p>	<p>50% or more of the designated QSMs must have one of the following:</p> <p>A Bachelor degree or higher specific to an early childhood concentration from any regionally accredited higher education institution. OR</p> <p>A current Connecticut State Department of Education (CSDE) appropriate Early Childhood Certification Endorsement (see list page 6). OR</p> <p>A Bachelor degree specific to an early childhood concentration from the <u>QEC Approved College Listing</u>. AND a B level ECTC (Early Childhood Teacher Credential) OR</p> <p>A Bachelor degree in any other field AND 12 credits or more in early childhood or child development from any college not listed on the approved list. AND successful completion of the B level Early Childhood Teacher Credential (ECTC) Individual Review Route: OR</p> <p><u>Is a Grandfathered Qualified Staff Member (QSM)</u></p> <p>The remaining % of designated QSMs must have, from a regionally accredited higher education institution:</p> <ul style="list-style-type: none"> • an Associate degree in early childhood. • an Associate degree in any field and 12 early childhood credits. or • a higher degree not identified above. 	<p>100% of the designated QSMs must have one of the following:</p> <p>A Bachelor degree or higher specific to an early childhood concentration from any regionally accredited higher education institution. OR</p> <p>A current Connecticut State Department of Education (CSDE) appropriate Early Childhood Certification Endorsement (see list page 6). OR</p> <p>A Bachelor degree specific to an early childhood concentration from the <u>QEC Approved College Listing</u>. AND a B level ECTC (Early Childhood Teacher Credential) OR</p> <p>A Bachelor degree in any other field AND 12 credits or more in early childhood or child development from any college not listed on the approved list. AND successful completion of the ECTC Individual Review Route: OR</p> <p><u>Is a Grandfathered Qualified Staff Member (QSM)</u></p>

SPACE TYPES

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

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



WATERBURY
BOARD OF EDUCATION
Today's Students. Tomorrow's Leaders

Office of Early Childhood | P: (203) 574-8024
30-B Church Street | F: (203) 574-6709
Waterbury, CT 06702 | www.waterbury.k12.ct.us

Maureen Bergin
Supervisor of Early Childhood
Marisa Blakeslee
Supervisor of Preschool Special
Education



Pre-K Pandas
Respect
Every
Kid

March 15, 2019

Office of Early Childhood
30B Church Street
Waterbury, CT 06702
RFP 6348

To Whom It May Concern:

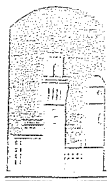
Per my conversation with Valerie Parks, this is confirmation that Waterbury Preschool teacher Jennifer Wilkinson Bussey is on staff and employed by the City of Waterbury Board of Education. Her position is a general education preschool teacher at Maloney Magnet School. Her transcripts provided to the Board of Education at the time of her hiring included her maiden name of Wilkinson. Her marriage name continues to be Bussey. If you have further questions, please don't hesitate to contact my office.

Sincerely,

Maureen M. Bergin,

Maureen M. Bergin

Supervisor, Office of Early Childhood



WATERBURY

Public Schools
Today's Students. Tomorrow's Leaders

Office of Early Childhood
30-B Church Street
Waterbury, CT 06702

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Maureen Bergin
Supervisor of Early Childhood
Marisa Blakeslee
Supervisor of Preschool Special
Education



Pre-K Pandas
Respect
Every
Kid

March 15, 2019

Office of Early Childhood
30B Church Street
Waterbury, CT 06702
RFP 6348

To Whom It May Concern:

Per my conversation with Valerie Parks, this is confirmation that Waterbury Preschool teacher Cheryl Ianantuoni Couture is on staff and employed by the City of Waterbury Board of Education. Her position is a general education preschool teacher at Waterbury Career Academy. Her transcripts provided to the Board of Education at the time of her hiring included her maiden name of Ianantuoni. Her marriage name continues to be Couture. If you have further questions, please don't hesitate to contact my office.

Sincerely,

Maureen M. Bergin,

Maureen M. Bergin

Supervisor, Office of Early Childhood

Office of Early Childhood
308 Church Street
Waterbury, CT 06702
RFP 6348

Operational Administrator

Option A Baccalaureate or higher degree in any field **AND** 9 college-level credits in business or program administration

Option B Baccalaureate degree in any field, **AND** a state-issued ece / elem ed principal credential **OR** a state-issued ece / elem ed education administrator **OR** director credential that has been reviewed and approved by NAEYC.

Pedagogical Administrator

Option C Baccalaureate or higher degree in early childhood education (ECE) or a related major (child development, elementary education, early childhood special education).

Option D Baccalaureate or higher degree in any field **with** 36 ECE-related credits.

Option E Baccalaureate or higher degree in any field **with** state certification to practice as a teacher in a public school, and the certification is reflective of the age of the children served.

Teacher/Teacher Assistant

Option	Qualification	Meets Qualification for
A	A current Child Development Associate (CDA) credential issued by the Council for Professional Recognition.	Assistant Teacher
B	A CDA Credential equivalent as defined by NAEYC as at least 12 college credits in early childhood education, child development, elementary education, or early childhood special education.	Assistant Teacher
C	An associate's degree (AA / AS) in early childhood education, child development, elementary education, or early childhood special education.	Assistant Teacher AND Teacher
D	The equivalency to an associate's degree (AA / AS) in early childhood education, which is defined by NAEYC as at least 60 college/university credits with at least 30 college credits in early childhood education, child development, elementary education, or early childhood special education.	Assistant Teacher AND Teacher
E	A baccalaureate degree (BA / BS) in early childhood education, child development, elementary education, or early childhood special education.	Assistant Teacher AND Teacher

F-a	The equivalency to a baccalaureate degree (BA / BS) or higher in early childhood education, which is defined by NAEYC as a baccalaureate degree in any discipline with at least 36 college credits in early childhood education, child development, elementary education, or early childhood special education.	Assistant Teacher AND Teacher
F-b	A non-early childhood degree with state certification to practice as a teacher in a public school, and the certification is reflective of the age of the children served.	Assistant Teacher AND Teacher
G	A master degree (MA / MS) or higher in early childhood education, child development, elementary education, or early childhood special education.	Assistant Teacher AND Teacher

Office of Early Childhood
30B Church Street
Waterbury, CT 06702
RFP 6348

OEC Ladder Level Descriptions

1	OEC Registry Account
2	Inactive: formerly Training Program module 1.
3	3 ECE credits.
4	Inactive: formerly Training Program modules 1-3.
5	6 ECE credits.
6	Current CDA credential or 12 ECE credits.
7	Current CDA credential and 12 ECE credits.
8	30 ECE credits or One-Year ECE certificate.
9	Associate degree in any field and 12 ECE credits.
10	Associate degree in ECE.
11	Bachelor degree in any field and 12 ECE credits.
12	Bachelor degree in ECE or Bachelor degree in any field plus current ECE state teaching endorsement.
13	Masters degree in any field and 12 ECE credits.
14	Masters degree in ECE OR Masters degree in any field plus current ECE state teaching endorsement.
15	Advanced degree and 12 ECE credits OR Advanced degree in non-ECE plus current ECE state teaching endorsement.

NAEYC Staff Report

Program Name: Waterbury Boe at Bucks Hill Annex - OEC Registry ID: 1830 - NAEYC Organization ID: None - NAEYC Legacy ID Number: 725352 - As of: 04/10/2019

NAEYC Role	Participant Name	Room or Group	Age Group	Current Pediatric First Aid	Current Pediatric CPR	NAEYC Option	Meets NAEYC for Role	Participant OEC Registry ID	OEC Ladder Level
Teacher	Boonpong, Christine	210B	Preschool	None	10/31/2019	G	Yes	100004858	14
Teacher	Burke, Heather	207 AM/PM	Preschool	None	10/31/2019	None	No	100009010	13
Teacher	Decario, Annmarie	206 AM/PM	Preschool	None	10/31/2019	G	Yes	100022761	14
Teacher	Delucia, Patricia	209B	Preschool	08/31/2019	08/31/2019	E	Yes	100018148	12
Teacher	Dzinski, Mary Ann	205B	Preschool	None	10/31/2019	E	Yes	100010636	13
Teacher	Fournier, Linda	Unassigned	NA	None	10/31/2019	G	Yes	100031190	14
Teacher	Howard, Emily	201 AM/PM	Preschool	None	10/31/2019	G	Yes	100023863	14
Teacher	Kilroy, Cara	204	Preschool	None	10/31/2019	F-b	Yes	100023898	14
Teacher	Manning, Lisa	205B	Preschool	None	10/31/2019	E	Yes	100021675	12
Teacher	Martin, Deborah	209B	Preschool	None	10/31/2019	None	No	100009114	1
Teacher	Murphy, Amy	203	Preschool	None	None	G	Yes	100016294	14
Teacher	Rupe, Michele	208 AM/PM	Preschool	None	10/31/2019	G	Yes	100023838	14
Teacher	Salviati, Stacey	206 AM/PM	Preschool	None	10/31/2019	G	Yes	100009011	14
Teacher	Scarpini, Mary	207 AM/PM	Preschool	None	10/31/2019	G	Yes	100005078	14
Teacher	Stafford, Amy	202 AM/PM	Preschool	None	None	E	Yes	100038591	12
Teacher	Sullivan, Karen	209B	Preschool	None	None	E	Yes	100007843	12
Teacher	Taylor-DiClerico, Sharon	204	Preschool	None	10/31/2019	G	Yes	100005082	14
Teacher	Vallons, Jodie	210B	Preschool	None	None	G	Yes	100005079	14
Teacher Assistant/Aide	Alonso, Miriam	209B	Preschool	None	10/31/2019	None	No	100019648	3
Teacher Assistant/Aide	Annato, Alicia	210B	Preschool	None	10/31/2019	B	Yes	100031121	6
Teacher Assistant/Aide	Avalos, Michelle	209B	Preschool	None	10/31/2019	None	No	100023843	1
Teacher Assistant/Aide	Cicchello, Danielle	205B	Preschool	None	10/31/2019	C	Yes	100010633	10
Teacher Assistant/Aide	Fares, Nigat	207 AM/PM	Preschool	None	None	None	No	100005160	5
Teacher Assistant/Aide	Forrester, Sarah	205B	Preschool	None	10/31/2019	None	No	100009113	1
Teacher Assistant/Aide	Gillie, Vivian Dale	206 AM/PM	Preschool	None	None	E	Yes	100016103	13
Teacher Assistant/Aide	Heppenstall, April	202 AM/PM	Preschool	None	10/31/2019	None	No	100023856	1
Teacher Assistant/Aide	Korbusiesci, Natalia	201 AM/PM	Preschool	None	None	None	No	100009116	1

The data represented in this report is accurate to what each Registry participant submitted and OEC entered up to the noted date.
Office of Early Childhood, Connecticut Early Childhood Professional Registry * 450 Columbus Blvd, Suite 304 * Hartford, CT 06103 * 800-832-7784

308 Church Street
Waterbury, CT 06702

Teacher Assistant/Aide	Mimick, Kristin	204	Pr	RFP 6348		B	Yes	100023915	6
Teacher Assistant/Aide	Sampf, Kysle	208 AM/PM	Pr			B	Yes	100005294	9
Teacher Assistant/Aide	Schless, Bonnie	207 AM/PM	Preschool	None	10/31/2019	B	Yes	100021892	9
Teacher Assistant/Aide	Stamp, Shelley	210B	Preschool	None	10/31/2019	None	No	100028220	5
Teacher Assistant/Aide	Sylvester, Christina	201 AM/PM	Preschool	None	None	B	Yes	100010849	11
Teacher Assistant/Aide	Tylymce, Yilke	202 AM/PM	Preschool	None	10/31/2019	B	Yes	100031117	11
Teacher Assistant/Aide	Valentine, Maureen	206 AM/PM	Preschool	None	10/31/2019	C	Yes	100021887	10
Operational Administrator	Blakeslee, Marisa	Unassigned	NA	None	10/31/2019	A	Yes	100006793	13
Pedagogical Administrator	Bergin, Maureen	Unassigned	NA	04/30/2019	04/30/2019	E	Yes	100007597	15
Non-Teaching Leadership	Summs, Amy	Unassigned	NA	None	10/31/2019	G	NA	100029014	13
Non-Teaching Other	Finke, Janice	Unassigned	NA	None	10/31/2019	None	NA	100010658	6

Report Summary for Infant, Toddler, Preschool and Kindergarten Classroom Staff

Role	Percentage Met	Met
Operational Administrator	100%	Yes
Pedagogical Administrator	100%	Yes
Teachers	89%	No
Assistant Teachers	56%	No

The data represented in this report is accurate to what each Registry participant submitted and OEC entered up to the noted date.
Office of Early Childhood, Connecticut Early Childhood Professional Registry * 450 Columbus Blvd, Suite 304 * Hartford, CT 06103 * 800-832-7784

NAEYC Staff Report

Program Name: Waterbury Boe at Bunker Hill Elementary School - OEC Registry ID: 8272 - NAEYC Organization ID: None - NAEYC Legacy
ID Number: None - As of: 04/10/2019

NAEYC Role	Participant Name	Room or Group	Age Group	Current Pediatric First Aid	Current Pediatric CPR	NAEYC Option	Meets NAEYC for Role	Participant OEC Registry ID	OEC Ladder Level
Teacher	Byron, Louise	Room 1	Preschool	None	10/31/2019	G	Yes	100021760	15
Teacher Assistant/Aide	Velez, Yolanda	Room 1	Preschool	None	None	None	No	100033140	1

Report Summary for Infant, Toddler, Preschool and Kindergarten Classroom Staff

Role	Percentage Met	Met
Operational Administrator	0%	No
Pedagogical Administrator	0%	No
Teachers	100%	Yes
Assistant Teachers	0%	No

Office of Early Childhood
308 Church Street
Waterbury, CT 06702
RFP 6348

NAEYC Staff Report

Program Name: Waterbury Boe at Carrington School - OEC Registry ID: 6396 - NAEYC Organization ID: None - NAEYC Legacy ID Nu
728594 - As of: 04/10/2019

NAEYC Role	Participant Name	Room or Group	Age Group	Current Pediatric First Aid	Current Pediatric CPR	NAEYC Option	Meets NAEYC for Role	Participant OEC Registry ID
Teacher	Mauceri, Diane	Carrington 1	Preschool	None	10/31/2019	E	Yes	100021447
Teacher	Promotico, Lucia	Carrington 2	Preschool	None	None	None	No	100028221
Teacher Assistant/Aide	Caplan, Risa	Carrington 2	Preschool	None	10/31/2019	C	Yes	100021955

Report Summary for Infant, Toddler, Preschool and Kindergarten Classroom Staff

Role	Percentage Met	Met
Operational Administrator	0%	No
Pedagogical Administrator	0%	No
Teachers	50%	No
Assistant Teachers	100%	Yes

Office of Early Childhood
308 Church Street
Waterbury, CT 06702
RFP 6348

NAEYC Staff Report

Program Name: Waterbury Boe at Chase School - OEC Registry ID: 8174 - NAEYC Organization ID: None - NAEYC Legacy ID Number: 0 -
As of: 04/10/2019

NAEYC Role	Participant Name	Room or Group	Age Group	Current Pediatric First Aid	Current Pediatric CPR	NAEYC Option	Meets NAEYC for Role	Participant OEC Registry ID	OEC Ladder Level
Teacher	Barbeau, Kathryn	Chase	Preschool	None	None	G	Yes	100030945	14
Teacher	Fengler, Deanna	Chase	Preschool	None	None	G	Yes	100023875	14
Teacher Assistant/Aide	Kean, Michelle	Chase	Preschool	None	10/31/2019	B	Yes	100003303	9

Report Summary for Infant, Toddler, Preschool and Kindergarten Classroom Staff

Role	Percentage Met	Met
Operational Administrator	0%	No
Pedagogical Administrator	0%	No
Teachers	100%	Yes
Assistant Teachers	100%	Yes

Office of Early Childhood
308 Church Street
Waterbury, CT 06702
RFP 6348

NAEYC Staff Report

Program Name: Waterbury Boe at Driggs School - OEC Registry ID: 8175 - NAEYC Organization ID: None - NAEYC Legacy ID Number: 0 - As of: 04/10/2019

NAEYC Role	Participant Name	Room or Group	Age Group	Current Pediatric First Aid	Current Pediatric CPR	NAEYC Option	Meets NAEYC for Role	Participant OEC Registry ID	OEC Ladder Level
Teacher	Canazzo, Margaret	Driggs AM, Driggs PM	Preschool, Preschool	None	10/31/2019	F-b	Yes	100030479	12
Teacher Assistant/Aide	Smith, Dawn	Driggs AM, Driggs PM	Preschool, Preschool	None	10/31/2019	None	No	100030602	1

Report Summary for Infant, Toddler, Preschool and Kindergarten Classroom Staff

Role	Percentage Met	Met
Operational Administrator	0%	No
Pedagogical Administrator	0%	No
Teachers	Incomplete	Yes
Assistant Teachers	0%	No

Office of Early Childhood
308 Church Street
Waterbury, CT 06702
RFP 6348

NAEYC Staff Report

Program Name: Waterbury Boe at Duggan School - OEC Registry ID: 6257 - NAEYC Organization ID: None - NAEYC Legacy ID Number: 727633 - As of: 04/10/2019

NAEYC Role	Participant Name	Room or Group	Age Group	Current Pediatric First Aid	Current Pediatric CPR	NAEYC Option	Meets NAEYC for Role	Participant OEC Registry ID	OEC Ladder Level
Teacher	Defeo, Dawn	Duggan 1	Preschool	None	None	G	Yes	100011078	14
Teacher	Giuffre, Maureen	Duggan 1	Preschool	None	None	E	Yes	100013045	13
Teacher	Pelletier, Allison	Duggan 2	Preschool	08/23/2020	08/23/2020	E	Yes	100035240	12
Teacher Assistant/Aide	Havican, Cathleen	Duggan 1	Preschool	None	10/31/2019	None	No	100031615	5
Teacher Assistant/Aide	Kanno, Diana	Duggan 2	Preschool	None	10/31/2019	None	No	100032482	1

Report Summary for Infant, Toddler, Preschool and Kindergarten Classroom Staff

Role	Percentage Met	Met
Operational Administrator	0%	No
Pedagogical Administrator	0%	No
Teachers	100%	Yes
Assistant Teachers	0%	No

Office of Early Childhood
308 Church Street
Waterbury, CT 06702
RFP 6348

NAEYC Staff Report

Program Name: Waterbury Boe at Jonathan Reed School - OEC Registry ID: 6380 - NAEYC Organization ID: None - NAEYC Legacy ID

Number: 728042 - As of: 04/10/2019

NAEYC Role	Participant Name	Room or Group	Age Group	Current Pediatric First Aid	Current Pediatric CPR	NAEYC Option	Meets NAEYC for Role	Participant OEC Registry ID	OEC Ladder Level
Teacher	Kachur, Leigh	Reed 2	Preschool	None	None	G	Yes	100016152	13
Teacher	Rinaldi, Cynthia	Reed 1	Preschool	None	None	G	Yes	100016149	14
Teacher	Ruggiero, Candice	Reed 2	Preschool	None	None	G	Yes	100018288	14
Teacher Assistant/Aide	Garcia, Haydee	Reed 2	Preschool	None	None	None	No	100016124	1
Teacher Assistant/Aide	Shaw, Jeanette	Reed 1	Preschool	None	None	B	Yes	100001264	6

Report Summary for Infant, Toddler, Preschool and Kindergarten Classroom Staff

Role	Percentage Met	Met
Operational Administrator	0%	No
Pedagogical Administrator	0%	No
Teachers	100%	Yes
Assistant Teachers	50%	No

Office of Early Childhood
30B Church Street
Waterbury, CT 06702
RFP 6348

NAEYC Staff Report

Program Name: Waterbury Boe at Maloney Magnet School - OEC Registry ID: 8109 - NAEYC Organization ID: None - NAEYC Legacy ID Number: 729175 - As of: 04/10/2019

NAEYC Role	Participant Name	Room or Group	Age Group	Current Pediatric First Aid	Current Pediatric CPR	NAEYC Option	Meets NAEYC for Role	Participant OEC Registry ID	OEC Ladder Level
Teacher	Bussey, Jennifer	Room 6 School Readiness	Preschool	None	None	None	No	100031194	5
Teacher	Couture, Cheryl	Room 3	Preschool	None	10/01/2019	F-b	Yes	100031158	1
Teacher	Killeen, Marcia	PM Special Education, Room 1	Preschool, Preschool	None	None	G	Yes	100031122	15
Teacher	Lund, Kelly	Room 2	Preschool	None	None	None	No	100031229	11
Teacher	Milner, Jennifer	Room 5	Preschool	None	None	E	Yes	100031184	13
Teacher Assistant/Aide	Irizary, Angelina	Room 3	Preschool	None	None	G	Yes	100015577	13
Teacher Assistant/Aide	Noll, Georgiann	PM Special Education, Room 1	Preschool, Preschool	None	None	None	No	100031706	1
Teacher Assistant/Aide	Pawlowski, Maryanne	Room 5	Preschool	None	None	None	No	100008551	5
Teacher Assistant/Aide	Picard, Denise	Room 2	Preschool	None	None	B	Yes	100024388	6
Teacher Assistant/Aide	Vigliotti, Maria	Room 4	Preschool	None	None	None	No	100032485	1

Report Summary for Infant, Toddler, Preschool and Kindergarten Classroom Staff

Role	Percentage Met	Met
Operational Administrator	0%	No
Pedagogical Administrator	0%	No
Teachers	60%	No
Assistant Teachers	40%	No

Office of Early Childhood
308 Church Street
Waterbury, CT 06702
RFP 6348

NAEYC Staff Report

Program Name: Waterbury Boe at Rotella Interdistrict Magnet School - OEC Registry ID: 8273 - NAEYC Organization ID: None - NAEYC
Legacy ID Number: None - As of: 04/10/2019

NAEYC Role	Participant Name	Room or Group	Age Group	Current Pediatric First Aid	Current Pediatric CPR	NAEYC Option	Meets NAEYC for Role	Participant OEC Registry ID	OEC Ladder Level
Teacher	Ouellette, Bernadette	Room 2	Preschool	None	10/31/2019	E	Yes	100025493	14
Teacher	Russaw, Crystal	Room 1	Preschool	None	10/31/2019	G	Yes	100025526	14
Teacher	Slanco, Barbara	Room 3	Preschool	None	10/31/2019	G	Yes	100025453	14
Teacher	Sumanek, Charlotte	Room 4	Preschool	None	10/31/2019	E	Yes	100025521	14
Teacher Assistant/Aide	Daddona, Stacey	Room 3	Preschool	None	10/31/2019	B	Yes	100025523	11
Teacher Assistant/Aide	Kodra, Fillorela	Room 1	Preschool	None	None	C	Yes	100016104	5
Teacher Assistant/Aide	Recehioni, Debrah	Room 2	Preschool	None	None	C	Yes	100033975	10
Teacher Assistant/Aide	Smyth, Eileen	Room 4	Preschool	None	10/31/2019	None	No	100021519	5

Report Summary for Infant, Toddler, Preschool and Kindergarten Classroom Staff

Role	Percentage Met	Met
Operational Administrator	0%	No
Pedagogical Administrator	0%	No
Teachers	100%	Yes
Assistant Teachers	75%	No

Office of Early Childhood
30B Church Street
Waterbury, CT 06702
RFP 6348

NAEYC Staff Report

Program Name: Waterbury Bce at Sprague School - OEC Registry ID: 6381 - NAEYC Organization ID: None - NAEYC Legacy ID Number: 0 - As of: 04/10/2019

NAEYC Role	Participant Name	Room or Group	Age Group	Current Pediatric First Aid	Current Pediatric CPR	NAEYC Option	Meets NAEYC for Role	Participant OEC Registry ID	OEC Ladder Level
Teacher	Baker, Marilyn	Class 2	Preschool	None	10/31/2019	G	Yes	100031081	14
Teacher	Griffin, Gina	SR Classroom AM	Preschool	None	None	E	Yes	100027412	14
Teacher	Hanus, Karen	Class 3	Preschool	None	None	G	Yes	100031085	14
Teacher	Lokites, Alana	SR School Day	Preschool	None	None	E	Yes	100020701	12
Teacher	O'Leary, Kathryn	Class 1	Preschool	None	None	F-b	Yes	100031084	14
Teacher Assistant/Aide	Emmisi, Edona	SR Classroom AM	Preschool	None	None	E	Yes	100020829	12
Teacher Assistant/Aide	Hill, Moya	Class 2	Preschool	None	None	B	Yes	100003432	6
Teacher Assistant/Aide	Quispe, Magda	Class 1	Preschool	None	10/31/2019	E	Yes	100031112	12
Teacher Assistant/Aide	Vega, Ivana	Class 3	Preschool	None	None	C	Yes	100039180	11
Teacher Assistant/Aide	Vensel, Patricia	SR School Day	Preschool	None	None	C	Yes	100021893	10

Report Summary for Infant, Toddler, Preschool and Kindergarten Classroom Staff

Role	Percentage Met	Met
Operational Administrator	0%	No
Pedagogical Administrator	0%	No
Teachers	100%	Yes
Assistant Teachers	100%	Yes

Office of Early Childhood
30B Church Street
Waterbury, CT 06702
RFP 6348

NAEYC Staff Report

Program Name: Waterbury Boe at Walsh School - OEC Registry ID: 8054 - NAEYC Organization ID: None - NAEYC Legacy ID Number: 0 -
As of: 04/10/2019

NAEYC Role	Participant Name	Room or Group	Age Group	Current Pediatric First Aid	Current Pediatric CPR	NAEYC Option	Meets NAEYC for Role	Participant OEC Registry ID	OEC Ladder Level
Teacher	Spinella, Patricia	Walsh 1	Preschool	None	None	E	Yes	100031091	12
Teacher Assistant/Aide	D'angelo, Rachel	Walsh 1	Preschool	None	None	C	Yes	100017140	11

Report Summary for Infant, Toddler, Preschool and Kindergarten Classroom Staff

Role	Percentage Met	Met
Operational Administrator	0%	No
Pedagogical Administrator	0%	No
Teachers	100%	Yes
Assistant Teachers	100%	Yes

Office of Early Childhood
30B Church Street
Waterbury, CT 06702
RFP 6348

NAEYC Staff Report

Program Name: Waterbury Boe at Washington School - OEC Registry ID: 8176 - NAEYC Organization ID: None - NAEYC Legacy ID Number: As of: 04/10/2019

NAEYC Role	Participant Name	Room or Group	Age Group	Current Pediatric First Aid	Current Pediatric CPR	NAEYC Option	Meets NAEYC for Role	Participant OEC Registry ID
Teacher	Murphy-Gilmore, Jill	Room 1	Preschool	None	10/31/2019	E	Yes	100031417
Teacher	Slango, Kerry	Room 1	Preschool	None	None	E	Yes	100031415
Teacher Assistant/Aide	Nash, Beverly	Room 1	Preschool	None	None	None	No	100039701

Report Summary for Infant, Toddler, Preschool and Kindergarten Classroom Staff

Role	Percentage Met	Met
Operational Administrator	0%	No
Pedagogical Administrator	0%	No
Teachers	100%	Yes
Assistant Teachers	0%	No

Office of Early Childhood
30B Church Street
Waterbury, CT 06702
RFP 6348

NAEYC Staff Report

Program Name: Waterbury Doe at Waterbury Career Academy High School - OEC Registry ID: 8276 - NAEYC Organization ID: None -
NAEYC Legacy ID Number: None - As of: 04/10/2019

NAEYC Role	Participant Name	Room or Group	Age Group	Current Pediatric First Aid	Current Pediatric CPR	NAEYC Option	Meets NAEYC for Role	Participant OEC Registry ID	OEC Ladder Level
Teacher	O'leary, Dale	Room 1	Preschool	None	None	E	Yes	100032599	13
Teacher Assistant/Aide	Zambrano, Joanne	Room 1	Preschool	None	None	B	Yes	100004815	6

Report Summary for Infant, Toddler, Preschool and Kindergarten Classroom Staff

Role	Percentage Met	Met
Operational Administrator	0%	No
Pedagogical Administrator	0%	No
Teachers	100%	Yes
Assistant Teachers	100%	Yes

Office of Early Childhood
308 Church Street
Waterbury, CT 06702
RFP 6348

NAEYC Staff Report

Program Name: Waterbury Boe at Wendell Cross Elementary School - OEC Registry ID: 8274 - NAEYC Organization ID: None - NAEYC Legacy ID Number: None - As of: 04/10/2019

NAEYC Role	Participant Name	Room or Group	Age Group	Current Pediatric First Aid	Current Pediatric CPR	NAEYC Option	Meets NAEYC for Role	Participant OEC Registry ID	OEC Ladder Level
Teacher	Antonios, Gina	Room 1 Co-Taught	Preschool	None	None	E	Yes	100034135	13
Teacher	Crespo, Julissa	Room 1 Co-Taught	Preschool	None	None	F-b	Yes	100025593	15
Teacher	Prothtsarath, Michelle	Room 2	Preschool	None	None	None	No	100034129	1
Teacher Assistant/Aide	Zappone, Koren	Room 1 Co-Taught	Preschool	None	None	None	No	100034137	1
Teacher Assistant/Aide	Zhula, Rakibe	Room 2	Preschool	None	None	None	No	100034136	1

Report Summary for Infant, Toddler, Preschool and Kindergarten Classroom Staff

Role	Percentage Met	Met
Operational Administrator	0%	No
Pedagogical Administrator	0%	No
Teachers	67%	No
Assistant Teachers	0%	No

Office of Early Childhood
30B Church Street
Waterbury, CT 06702
RFP 6348

NAEYC Staff Report

Program Name: Waterbury Roe at Woodrow Wilson School - OEC Registry ID: 8275 - NAEYC Organization ID: None - NAEYC Legacy ID Number: None - As of: 04/10/2019

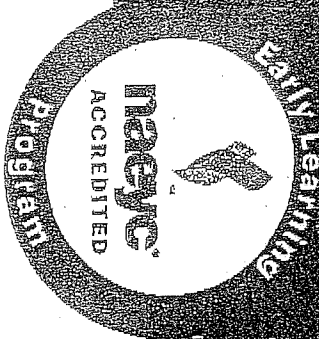
NAEYC Role	Participant Name	Room or Group	Age Group	Current Pediatric First Aid	Current Pediatric CPR	NAEYC Option	Meets NAEYC for Role	Participant OEC Registry ID	OEC Ladder Level
Teacher	Boisvert, Linda	Room 4	Preschool	None	10/31/2019	G	Yes	100035568	14
Teacher	Geel, Rayae	Room 1 Co-Taught	Preschool	None	None	None	No	100011126	11
Teacher	Ramirez, Yvonne	Room 3	Preschool	None	None	E	Yes	100033350	13
Teacher	Triguero, Mariana	Room 1 Co-Taught	Preschool	None	None	E	Yes	100015682	12
Teacher	Vensel, Katie	Room 2	Preschool	None	None	None	No	100032929	8
Teacher Assistant/Aide	Rodriguez, Margarita	Unassigned	NA	None	None	None	No	100034205	1
Teacher Assistant/Aide	Sabhani, Faten	Room 2	Preschool	None	None	None	No	100033036	1

Report Summary for Infant, Toddler, Preschool and Kindergarten Classroom Staff

Role	Percentage Met	Met
Operational Administrator	0%	No
Pedagogical Administrator	0%	No
Teachers	60%	No
Assistant Teachers	0%	No

Office of Early Childhood
30B Church Street
Waterbury, CT 06702
RFP 6348

Certificate of Accreditation



Early Learning Programs

Office of Early Childhood
308 Church Street
Waterbury, CT 06702
RFP 6348

Having met the NAEYC Early Learning Program Standards,

**Bucks Hill Pre-K at the
Annex (725352)**

330 Bucks Hill Road
Waterbury, Connecticut 06704

7/1/2020

Certificate is valid until date above

is hereby awarded NAEYC Accreditation
by NAEYC Accreditation of Early Learning Programs

Preschool

Rhian Evans Allvin
NAEYC Chief Executive Officer

Office of Early Childhood
308 Church Street
Waterbury, CT 06702
RFP 6348

National Association for the Education of Young Children

Having met the NAEYC Early Childhood Program Standards,

Carrington School

1443 Thomaston Avenue
Waterbury, CT 07604
Program ID 728594

is hereby awarded

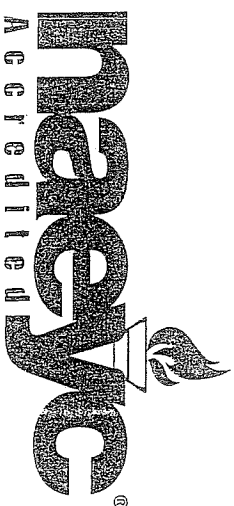
NAEYC Accreditation

by the NAEYC Academy for Early Childhood Program Accreditation

06/01/2021

Certificate is valid until date above.

www.naeyc.org/academy
800-424-2460



Rhian Evans Allvin
Rhian Evans Allvin
NAEYC Executive Director

Office of Early Childhood
308 Church Street
Waterbury, CT 06702
RFP 6348

National Association for the Education of Young Children

Having met the NAEYC Early Childhood Program Standards,

Duggan School Pre-K

1443 Thomaston Avenue
Waterbury, CT 06704
Program ID 727633

is hereby awarded

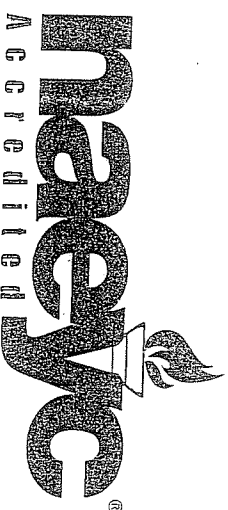
NAEYC Accreditation

by the NAEYC Academy for Early Childhood Program Accreditation

07/01/2019

Certificate is valid until date above.

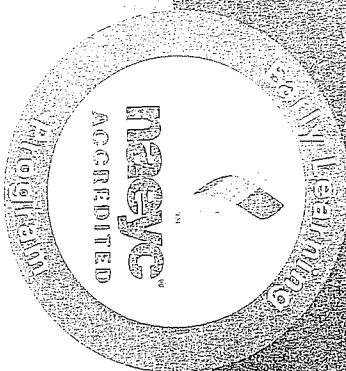
www.naeyc.org/academy
800-424-2460



Rhian Evans Allvin
Rhian Evans Allvin
NAEYC Executive Director

30B Church Street
Waterbury, CT 06702
RFP 6348

Certificate of Accreditation



Having met the NAEYC Early Learning Program Standards,

Gilmartin School (726344)

94 Spring Lake Road
Waterbury, CT 06706

7/11/2022

Certificate is valid until date above

is hereby awarded NAEYC Accreditation
by NAEYC Accreditation of Early Learning Programs

Preschool

A handwritten signature in cursive script, appearing to read 'Rhian Evans Allvin'.

Rhian Evans Allvin
NAEYC Chief Executive Officer

308 Church Street
Waterbury, CT 06702
RFP 6348

National Association for the Education of Young Children

Having met the NAEYC Early Childhood Program Standards,

Jonathan Reed School

1443 Thomaston Avenue
Waterbury, CT 06704
Program ID 728042

is hereby awarded

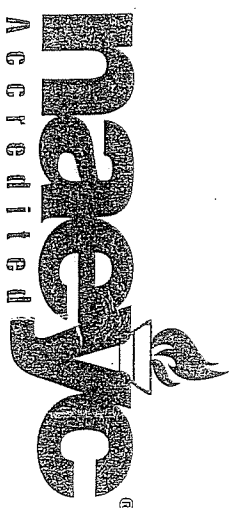
NAEYC Accreditation

by the NAEYC Academy for Early Childhood Program Accreditation

12/01/2020

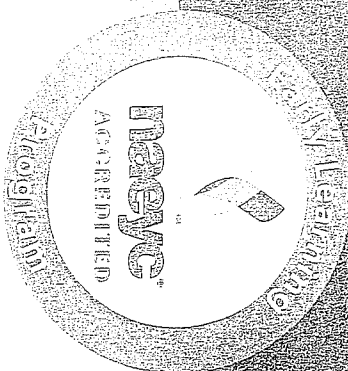
Certificate is valid until date above.

www.naeyc.org/academy
800-424-2460

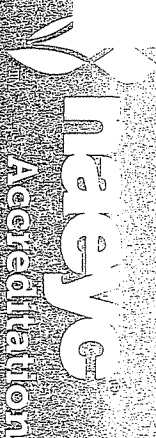


Rhian Evans Allvin
Rhian Evans Allvin
NAEYC Executive Director

Certificate of Accreditation



Office of Early Childhood
30B Church Street
Waterbury, CT 06702
RFP 6348



Early Learning Programs

Having met the NAEYC Early Learning Program Standards,

**Maloney Magnet School Pre-K
WPS(729175)**

233 South Elm Street
Waterbury, CT 06702

6/1/2023

Certificate is valid until date above

A handwritten signature in black ink, appearing to read "Rhian Evans Allvin".

Rhian Evans Allvin
NAEYC Chief Executive Officer

is hereby awarded NAEYC Accreditation
by NAEYC Accreditation of Early Learning Programs
Preschool

Certificate of Accreditation

Office of Early Childhood
308 Church Street
Waterbury, CT 06702
RFP 6348



Early Learning Programs

Having met the NAEYC Early Learning Program Standards,

Rotella Magnet School (729174)

380 Pierpont Road
Waterbury, CT 06705

8/1/2023

Certificate is valid until date above

is hereby awarded NAEYC Accreditation
by NAEYC Accreditation of Early Learning Programs

Preschool

Rhian Evans Allvin
Rhian Evans Allvin
NAEYC Chief Executive Officer

THE EVERY STUDENT SUCCEEDS ACT OF 2016 (ESSA)

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

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

NONSECTARIAN POLICY

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

For more information please read GP C-05 and certify below that your program meets the nonsectarian policy outlined therein.

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

GRANT SUBMISSION INFORMATION

Date of Board Acceptance

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

Freedom of Information Act

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

Obligations of Grantees and Sub-Grantees

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

State Monitoring and Evaluation

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

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

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

Reporting Requirements

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

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

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

Review of Applications and Grant Awards

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

Reservations and Restrictions

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

Waiting Lists

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

Delivery of Applications

Delivery of the Local RFP for the School Readiness Program application is required by Waterbury Public Schools on April 12, 2019.

1. Original, hard-copy signature pages (Statement of Assurances) must be mailed or hand-delivered to Mr. Kevin McCaffery.
2. The RFP and original signatures must be received by April 12, 2019, IRRESPECTIVE OF POSTMARK DATE. Faxed or scanned copies of signatures will not be accepted.

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

Mailing/Delivery address and email is: Mr. Kevin McCaffery, Director of Purchasing

235 Grand Street

Waterbury, CT 06702

kmcaffery@waterbury.org

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

GLOSSARY/DEFINITIONS

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

Child Assessment – Programs are required to use an assessment tool designed for the purpose of informing curriculum and instruction practices that is aligned to the CT ELDS. The Connecticut Documentation and Observation for Teaching System (CT DOTS) is a tool that is available at no cost that meets this criteria. Programs that are still using the Connecticut Preschool Assessment Framework (CT PAF) should develop a plan for transitioning to CT DOTS or another assessment tool that meets this criteria.

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

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

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

Program Standards – Programs who either have or are seeking NAEYC accreditation must meet the NAEYC standards. Head Start programs must meet the Head Start Program Performance Standards. For additional information, see GP A-02 and GP B-05.

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

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

Professional Learning for Teaching Staff – Fifteen hours of professional learning are required annually for teaching staff. Teachers must participate in a minimum of two professional development trainings each year focused on early childhood development, trauma informed practice or topics directly related to the field of early childhood education and one training in inclusive practices for children with disabilities and

learning differences. (see item H3 in Program Documents Section). New staff must have or obtain specific training in pre-literacy skill development and in racial and ethnic diversity within a year of hire.

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

PROPOSED ACTIVITIES FY 2020

Provide a response to each of the following:

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

- A. Indicate how the program will seek out and identify families who meet the income criteria of being at or below 75% of the state's median income (*this is expected to represent at least 60% of families served*).

All elementary schools within the city of Waterbury that have School Readiness sites have been identified as being included in the State of CT Community Eligibility Program. All students enrolled in Waterbury Public Schools are eligible for the free Breakfast and Lunch programs offered during the school day. As of October, 2018, 91 % of our school families continue to be at or below 75% of the state's medium income levels.

Due to the fact that our School Readiness sites are based within the Waterbury Public School System, we enroll students from the previously mentioned population through the following action steps:

- Distribution of flyers, posters, and pamphlets to all schools, neighborhood churches, community- based businesses and organizations, including the Silas Bronson Library, Mattatuck Museum, Boys and Girls Club and local pediatric offices.
- Collaborate with building principals and School Liaisons for scheduling of on-site preschool registration events at current School Readiness sites to build capacity within each district school with students from their district.
- Strategic marketing of all preschool programs using the district web site, Twitter, Remind Apps, Classroom DOJO, and Channel 16.
- Program representatives will participate in district wide Title 1 District Parent Advisory Committee Meetings and collaborate with the Family and Community Engagement Center to promote registration of students for preschool programs.
- Collaboration with the non-public School Readiness sites through the sharing of an online wait list tracking system.
- Participation in city-wide events including The Gathering and attending events at WOW and NRZ.
- Upon registration, OEC staff will work with families to provide a placement that will best fit the needs of their family.

- B. Describe any plans to locate two or more programs or services in the same setting and/or collaborative agreements with other community providers and agencies. Collaborative programming with other agencies, programs or services should be reflected in an interagency agreement. See attachments for interagency agreement forms.

The Waterbury Public Schools School Readiness classrooms work in collaboration with various entities which is reflected in the Interagency Agreements assembled by the City of Waterbury School Readiness Council.

Interagency Collaboration Letters of Agreement are signed and submitted by the City of Waterbury School Readiness Council on behalf of School Readiness grant funded Early Childhood Programs.

- C. Describe any plans for building or securing a new facility, renovating an existing structure. Include any planned efforts to expand existing facilities to serve more children.

Currently, there are no plans to build a new facility for the Waterbury preschool program. There are plans, however, to ensure that all Waterbury Public School preschool programs are in areas, identified by the current Data Haven report, that are in the most need. This need is based on the number of identified preschool aged students residing in locations around the city and the number of programs in that area offering preschool services. City of Waterbury leaders are invested in the education of young children and are currently collaborating with community stakeholders to create hubs within our existing schools that will provide healthcare and wellness support, family activities, robust learning opportunities, cultural competence experiences, and greater understanding of the family unit to all citizens of Waterbury. The mission of Waterbury continues to be to establish itself as the leader in Connecticut for urban education reform in partnership with the State Department of Education and the entire Waterbury community. The school system will provide opportunities for all students to maximize their skills and talents in an atmosphere where teaching and learning flourish under the never-wavering belief that all students can be exemplary students, while becoming respectful, responsible, productive citizens vital to our community.

- D. Describe efforts to seek out and retain qualified staff to meet the 2023 requirements outlined in GPA-01.

- The City of Waterbury Office of Early Childhood will partner with the Office of Talent and Recruitment to seek out and retain qualified preschool staff.
- Highschool students enrolling in Career and Pathway programs through collaboration with local colleges, will be encouraged to seek internships for Early Education and placement in preschool programs in Waterbury Public Schools.
- Certified and non-certified staff will be provided opportunities to participate in city-wide professional learning communities to extend their knowledge and understanding of the most current research regarding early learning in young children.
- Established teachers will be provided mentoring opportunities and invited to take part in leadership roles within their buildings. Outcomes will include teacher-led presentations and district wide collaboration leading to overall program development.
- Information regarding educational advancement opportunities through local colleges and universities will be made available to all staff through flyers, email, published web sites, and links to online educational courses.
- The program will develop a listing of financial scholarship opportunities and or programs available to individuals seeking to further their education.

- E. Describe any collaborative efforts or joint activities with other early childhood programs in your community. For currently funded School Readiness programs include any joint activities funded by family fees or other School Readiness funds. Please note if program participation is mandatory or voluntary and how children will benefit because of the program's participation.

Program participation is voluntary. Waterbury Office of Early Childhood collaborates with other programs via representation at the School Readiness Council, School Readiness Providers Network, Mayor's Cabinet on Early Childhood Education, Title 1 District Parent Advisory Council, and the Family and Community

Engagement Center. Waterbury Public Schools, in collaboration with Bridge to Success, was one of eight cities nationally to be awarded the National League of Cities Grant.

Below is a listing of joint activities held in collaboration with Waterbury Public Schools, Office of Early Childhood and community School Readiness providers:

- 2018-2019: 2019 Early Childhood Symposium, Part 11
- 2018-2019: Cohort 2 Training, Circle of Security in collaboration with community providers and DCF
- 2018: Back to School Rally
- 2018: City of Waterbury Early Childhood and Community Providers, The Gathering
- 2018: WPS/SR in collaboration with the Waterbury Health Department: First Annual Flu Clinic
- 2018-2019: Pyramid Training- Cohort 1: Professional Development; Begin cohort 2 and 3
- 2018-2019: WPS/ SR Providers- Yoga, Stories and Mindfulness 2019 Family Night
- 2018-2019: WPS/ SR Providers- CT Children's Science Center: Where Learning and Fun Connect! Family Night
- 2018-2019: WPS/ SR Providers- Bristol Indian Rock Nature Preserve: Family Night
- Bridge to Success Community Partnership/Early Care & Education Workgroup's 2017 Early Childhood & Mental Health Symposium Part 1
- 2016-2019: Liberty Bank 'Jump into Kindergarten' Summer Experience Preschool Program

- F. Describe how the program includes children with disabilities and their families as well as those with learning differences, challenging behaviors and/or special health care needs. Please describe the program's relationship with Public School Special Education Services.

All children can learn. With this philosophy, the Office of Early Childhood provides a variety of classroom settings in order to meet the educational and developmental needs of every student. Students with disabilities attend school with typically developing peers for school and part day sessions. Co-taught classrooms and general education preschool settings are available to best fit the needs of every child. Students with disabilities are included during lunch, outdoor time/motor development, specials, and field trips and after school activities. The Office of Early Childhood Transition Coordinator meets with all parents of students with disabilities to plan a seamless transition into the preschool classroom. Prior to starting school, families and students are provided the opportunity to visit the school and meet the staff and administration. During this visit, families and students meet the classroom staff and related support personnel who will work with the student. This transition allows families to begin to build a relationship with the staff working with their child. Educational support is planned for every student identified with a developmental delay, language difference, challenging behavior or health issue. Accommodations and modifications based upon their specific needs are determined through Early Intervening Services, PPT process, or through a 504 meeting. When necessary, a referral for further observation or assessment by a district specialist may occur in order to best meet the individual needs of a student. Frequent home and school collaboration are intentionally planned for throughout the school year. In addition, the teaching teams meet regularly with the specialists to monitor progress and to determine the next steps for learning. Waterbury Public Schools is the largest provider for special education students in the city.

All children registered in a City of Waterbury preschool program must provide a health assessment form to the school nurse prior to starting school. Documented health concerns for asthma, allergy, nutritional or other medical challenges, require nursing care plans to be developed by the City of Waterbury Department

of Health and State of CT licensed school nurse. Onsite training for these medical concerns is provided to all staff and building administrators of these students with documented concerns at the start of each school year.

- G. Describe additional activities or efforts that you would like considered as part of your application for School Readiness funding.

The City of Waterbury Office of Early Childhood has required every staff member to create an account in the CT Charts-a-Course Registry. Monthly monitoring of all 45 preschool classrooms ensures accuracy for district staffing and classroom changes. This lengthy process has been beneficial to the Office of Early Childhood as it increases its NAEYC accredited programs throughout the district. The Office of Early Childhood is working with CT Charts-A-Course representatives to ensure a seamless recording of staff transcripts and certifications are provided to the web site. City of Waterbury personnel have experienced difficulty uploading credentials to the site. The Waterbury Office of Early Childhood continues to work with the Registry to ensure the accuracy of information being submitted to allow for documentation in the registry in a timely manner.

This year, a concerted effort to increase collaboration with community partners and families in our programs has led to the development of more consistent and cohesive, strategic planning regarding healthcare, social emotional growth, parent engagement, early learning and consideration for community hub planning.

Waterbury Public Schools Office of Early Childhood continues to refine strategies and goals for all the preschool programs. In the past year, district leaders in collaboration with a consultant, examined the current programs of study used by educators in the preschool classrooms. It was determined a need existed for greater depth of learning opportunities aligned to state standards for all students. As a result, a team of highly qualified general education teachers, special education teachers and administrators was convened to review and determine the next direction for excellence in the preschool program. Following a review of selected curricula, all certified preschool staff were invited to a presentation of by the publishing companies under consideration. The program selected by the City of Waterbury Early Childhood Curriculum Team will be aligned to an online data management system that will provide all teachers daily access to the rerecording individual student skill levels. Information from this will guide staff in planning lessons, whole and small group activities. Both the selected program and accompanying assessment will be aligned to the CT ELDS. A planned program of professional development to support staff in the first year of implementation will be provided to staff prior to the first day of school in August. Community providers will be invited to participate in the professional development if the program is aligned to the curriculum they are using.

PROGRAM DESCRIPTION

Provide a response to each of the following:

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

Waterbury Public Schools
2019 - 2020 School Year Calendar

<table><tr><th colspan="6">August</th></tr><tr><th>Sat</th><th>Sun</th><th>Mon</th><th>Tue</th><th>Wed</th><th>Th</th></tr><tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr><tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr><tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr><tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr><tr><td colspan="6">30th - New Teacher Orientation - 7hr.</td></tr><tr><td colspan="6">21st - New Teacher Orientation - 7hr.</td></tr><tr><td colspan="6">22nd - Professional Development Day - 7hr.</td></tr><tr><td colspan="6">23rd - Professional Development Day - 7hr.</td></tr><tr><td colspan="6">26th - First Day of School</td></tr><tr><td colspan="6">5 Days</td></tr></table>	August						Sat	Sun	Mon	Tue	Wed	Th				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			30th - New Teacher Orientation - 7hr.						21st - New Teacher Orientation - 7hr.						22nd - Professional Development Day - 7hr.						23rd - Professional Development Day - 7hr.						26th - First Day of School						5 Days						<table><tr><th colspan="6">September</th></tr><tr><th>Sat</th><th>Sun</th><th>Mon</th><th>Tue</th><th>Wed</th><th>Th</th></tr><tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr><tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr><tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr><tr><td colspan="6">2nd - Labor Day - No School</td></tr><tr><td colspan="6">18th - Open House Elem. 5-7pm - Early Dismissal</td></tr><tr><td colspan="6">18th - Open House H.S. 7-9pm - Early Dismissal</td></tr><tr><td colspan="6">18th - Early Dismissal - M.S. - Teacher Collab/PD</td></tr><tr><td colspan="6">25th - Open House M.S. 5-7pm - Early Dismissal</td></tr><tr><td colspan="6">25th - Early Dismissal - H.S. & Elem-Teacher Collab/PD</td></tr><tr><td colspan="6">29th - Rosh Hashanah - Jewish Holiday</td></tr><tr><td colspan="6">20 Days</td></tr></table>	September						Sat	Sun	Mon	Tue	Wed	Th			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					2nd - Labor Day - No School						18th - Open House Elem. 5-7pm - Early Dismissal						18th - Open House H.S. 7-9pm - Early Dismissal						18th - Early Dismissal - M.S. - Teacher Collab/PD						25th - Open House M.S. 5-7pm - Early Dismissal						25th - Early Dismissal - H.S. & Elem-Teacher Collab/PD						29th - Rosh Hashanah - Jewish Holiday						20 Days																																																																																																						
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Waterbury Public Schools 20 B Church Street Waterbury, CT 06702 RFP 6348

Classroom Summary Report- Bucks Hill Annex

Classroom Name	Age Group	Monday Open	Monday Close	Tuesday Open	Tuesday Close	Wednesday Open	Wednesday Close	Thursday Open	Thursday Close	Friday Open	Friday Close	# of Children
209B	Preschool	9:00 AM	3:00 PM	9:00 AM	3:00 PM	9:00 AM	3:00 PM	9:00 AM	3:00 PM	9:00 AM	3:00 PM	18
210B	Preschool	9:00 AM	3:00 PM	9:00 AM	3:00 PM	9:00 AM	3:00 PM	9:00 AM	3:00 PM	9:00 AM	3:00 PM	17
205B	Preschool	9:00 AM	3:00 PM	9:00 AM	3:00 PM	9:00 AM	3:00 PM	9:00 AM	3:00 PM	9:00 AM	3:00 PM	18
201 AM/PM	Preschool	9:00 AM	3:00 PM	9:00 AM	3:00 PM	9:00 AM	3:00 PM	9:00 AM	3:00 PM	9:00 AM	3:00 PM	10
202 AM/PM	Preschool	9:00 AM	3:00 PM	9:00 AM	3:00 PM	9:00 AM	3:00 PM	9:00 AM	3:00 PM	9:00 AM	3:00 PM	18
203	Preschool	9:00 AM	3:00 PM	9:00 AM	3:00 PM	9:00 AM	3:00 PM	9:00 AM	3:00 PM	9:00 AM	3:00 PM	18
204	Preschool	9:00 AM	3:00 PM	9:00 AM	3:00 PM	9:00 AM	3:00 PM	9:00 AM	3:00 PM	9:00 AM	3:00 PM	18
206 AM/PM	Preschool	9:00 AM	3:00 PM	9:00 AM	3:00 PM	9:00 AM	3:00 PM	9:00 AM	3:00 PM	9:00 AM	3:00 PM	18
207 AM/PM	Preschool	9:00 AM	3:00 PM	9:00 AM	3:00 PM	9:00 AM	3:00 PM	9:00 AM	3:00 PM	9:00 AM	3:00 PM	18
208 AM/PM	Preschool	9:00 AM	3:00 PM	9:00 AM	3:00 PM	9:00 AM	3:00 PM	9:00 AM	3:00 PM	9:00 AM	3:00 PM	18

Classroom Detail Summary Report

Classroom Detail Summary Report												Bunker Hill School	
Classroom Name	Age Group	Monday	Monday	Tuesday	Tuesday	Wednesday	Wednesday	Thursday	Thursday	Friday	Friday	# of Children	
		Open	Close	Open	Close	Open	Close	Open	Close	Open	Close		
Room 1	Preschool	8:15 AM	1:45 PM	8:15 AM	1:45 PM	8:15 AM	1:45 PM	8:15 AM	1:45 PM	8:15 AM	1:45 PM	18	

Waterbury Public Schools 30 B. Church Street Waterbury, CT 06702 RFP 6348													
		Classroom Detail Summary Report Chase School											
Classroom Name	Age Group	Monday Open	Monday Close	Tuesday Open	Tuesday Close	Wednesday Open	Wednesday Close	Thursday Open	Thursday Close	Friday Open	Friday Close		
Chase	Preschool	8:30 AM	2:45 PM	8:30 AM	2:45 PM	8:30 AM	2:45 PM	8:30 AM	2:45 PM	8:30 AM	2:45 PM	# of Children	18

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Classroom Detail Summary Report Driggs School														SR - School Readiness	
Classroom Name	Age Group	Monday Open	Monday Close	Tuesday Open	Tuesday Close	Wednesday Open	Wednesday Close	Thursday Open	Thursday Close	Friday Open	Friday Close	# of Children	SR - School Readiness		
Driggs	Preschool	8:00 AM	2:20 PM	8:00 AM	2:20 PM	8:00 AM	2:20 PM	8:00 AM	2:20 PM	8:00 AM	2:20 PM	18			

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Classroom Name- Duggan	Age Group	Monday Open 8:00 AM	Monday Close 2:00 PM	Tuesday Open 8:00 AM	Tuesday Close 2:00 PM	Wednesday Open 8:00 AM	Wednesday Close 2:00 PM	Thursday Open 8:00 AM	Thursday Close 2:00 PM	Friday Open 8:00 AM	Friday Close 2:00 PM	# of Children
Duggan 1	Preschool	8:00 AM	2:00 PM	8:00 AM	2:00 PM	8:00 AM	2:00 PM	8:00 AM	2:00 PM	8:00 AM	2:00 PM	18
Duggan 2	Preschool	8:00 AM	2:00 PM	8:00 AM	2:00 PM	8:00 AM	2:00 PM	8:00 AM	2:00 PM	8:00 AM	2:00 PM	18
Classroom Name- Gilmartin	Age Group	Monday Open 8:15 AM	Monday Close 2:15 PM	Tuesday Open 8:15 AM	Tuesday Close 2:15 PM	Wednesday Open 8:15 AM	Wednesday Close 2:15 PM	Thursday Open 8:15 AM	Thursday Close 2:15 PM	Friday Open 8:15 AM	Friday Close 2:15 PM	# of Children
Gilmartin 1	Preschool	8:15 AM	2:15 PM	8:15 AM	2:15 PM	8:15 AM	2:15 PM	8:15 AM	2:15 PM	8:15 AM	2:15 PM	18
Gilmartin 2	Preschool	8:15 AM	2:15 PM	8:15 AM	2:15 PM	8:15 AM	2:15 PM	8:15 AM	2:15 PM	8:15 AM	2:15 PM	18
Classroom Name- Reed	Age Group	Monday Open 8:30 AM	Monday Close 2:30 PM	Tuesday Open 8:30 AM	Tuesday Close 2:30 PM	Wednesday Open 8:30 AM	Wednesday Close 2:30 PM	Thursday Open 8:30 AM	Thursday Close 2:30 PM	Friday Open 8:30 AM	Friday Close 2:30 PM	# of Children
Reed 1	Preschool	8:30 AM	2:30 PM	8:30 AM	2:30 PM	8:30 AM	2:30 PM	8:30 AM	2:30 PM	8:30 AM	2:30 PM	18
Reed 2	Preschool	8:30 AM	2:30 PM	8:30 AM	2:30 PM	8:30 AM	2:30 PM	8:30 AM	2:30 PM	8:30 AM	2:30 PM	18
Classroom Name- Maloney Magnet	Age Group	Monday Open 8:00 AM	Monday Close 10:30 AM	Tuesday Open 8:00 AM	Tuesday Close 10:30 AM	Wednesday Open 8:00 AM	Wednesday Close 10:30 AM	Thursday Open 8:00 AM	Thursday Close 10:30 AM	Friday Open 8:00 AM	Friday Close 10:30 AM	# of Children
Room 1 Special Education	Preschool	8:00 AM	10:30 AM	8:00 AM	10:30 AM	8:00 AM	10:30 AM	8:00 AM	10:30 AM	8:00 AM	10:30 AM	10
Room 1 Special Education	Preschool	12:05	2:45 PM	12:05	2:45 PM	12:05	2:45 PM	12:05	2:45 PM	12:05	2:45 PM	10
Room 2	Preschool	8:30 AM	2:45 PM	8:30 AM	2:45 PM	8:30 AM	2:45 PM	8:30 AM	2:45 PM	8:30 AM	2:45 PM	18
Room 3	Preschool	8:30 AM	2:45 PM	8:30 AM	2:45 PM	8:30 AM	2:45 PM	8:30 AM	2:45 PM	8:30 AM	2:45 PM	18
Room 4	Preschool	8:30 AM	2:45 PM	8:30 AM	2:45 PM	8:30 AM	2:45 PM	8:30 AM	2:45 PM	8:30 AM	2:45 PM	18
Classroom Name- Rotella	Age Group	Monday Open 8:45 AM	Monday Close 2:15 PM	Tuesday Open 8:45 AM	Tuesday Close 2:15 PM	Wednesday Open 8:45 AM	Wednesday Close 2:15 PM	Thursday Open 8:45 AM	Thursday Close 2:15 PM	Friday Open 8:45 AM	Friday Close 2:15 PM	# of Children
Room 1	Preschool	8:45 AM	2:15 PM	8:45 AM	2:15 PM	8:45 AM	2:15 PM	8:45 AM	2:15 PM	8:45 AM	2:15 PM	18
Room 2	Preschool	8:45 AM	2:15 PM	8:45 AM	2:15 PM	8:45 AM	2:15 PM	8:45 AM	2:15 PM	8:45 AM	2:15 PM	18
Room 3	Preschool	8:45 AM	2:15 PM	8:45 AM	2:15 PM	8:45 AM	2:15 PM	8:45 AM	2:15 PM	8:45 AM	2:15 PM	18
Room 4	Preschool	8:45 AM	2:15 PM	8:45 AM	2:15 PM	8:45 AM	2:15 PM	8:45 AM	2:15 PM	8:45 AM	2:15 PM	18
Classroom Name- Sprague	Age Group	Monday Open 8:00 AM	Monday Close 2:15 PM	Tuesday Open 8:00 AM	Tuesday Close 2:15 PM	Wednesday Open 8:00 AM	Wednesday Close 2:15 PM	Thursday Open 8:00 AM	Thursday Close 2:15 PM	Friday Open 8:00 AM	Friday Close 2:15 PM	# of Children
Class 1	Preschool	8:00 AM	2:15 PM	8:00 AM	2:15 PM	8:00 AM	2:15 PM	8:00 AM	2:15 PM	8:00 AM	2:15 PM	18
Class 2	Preschool	8:00 AM	2:15 PM	8:00 AM	2:15 PM	8:00 AM	2:15 PM	8:00 AM	2:15 PM	8:00 AM	2:15 PM	18
Class 3	Preschool	8:00 AM	2:15 PM	8:00 AM	2:15 PM	8:00 AM	2:15 PM	8:00 AM	2:15 PM	8:00 AM	2:15 PM	18
Class 4	Preschool	8:00 AM	2:15 PM	8:00 AM	2:15 PM	8:00 AM	2:15 PM	8:00 AM	2:15 PM	8:00 AM	2:15 PM	18
Classroom Name- Walsh	Age Group	Monday Open 8:00 AM	Monday Close 2:15 PM	Tuesday Open 8:00 AM	Tuesday Close 2:15 PM	Wednesday Open 8:00 AM	Wednesday Close 2:15 PM	Thursday Open 8:00 AM	Thursday Close 2:15 PM	Friday Open 8:00 AM	Friday Close 2:15 PM	# of Children
Room 1	Preschool	8:00 AM	2:15 PM	8:00 AM	2:15 PM	8:00 AM	2:15 PM	8:00 AM	2:15 PM	8:00 AM	2:15 PM	18
Classroom Name- Washington	Age Group	Monday Open 8:00 AM	Monday Close 2:15 PM	Tuesday Open 8:00 AM	Tuesday Close 2:15 PM	Wednesday Open 8:00 AM	Wednesday Close 2:15 PM	Thursday Open 8:00 AM	Thursday Close 2:15 PM	Friday Open 8:00 AM	Friday Close 2:15 PM	# of Children
Room 1	Preschool	8:00 AM	2:15 PM	8:00 AM	2:15 PM	8:00 AM	2:15 PM	8:00 AM	2:15 PM	8:00 AM	2:15 PM	18
Classroom Name- WCA	Age Group	Monday Open	Monday Close	Tuesday Open	Tuesday Close	Wednesday Open	Wednesday Close	Thursday Open	Thursday Close	Friday Open	Friday Close	# of Children

Room 1	Preschool	7:45 AM	1:15 PM	7:45 AM	1:15 PM	7:45 AM	1:15 PM	7:45 AM	1:15 PM	18
Classroom Name- Wendell Cross	Age Group	Monday	Monday	Tuesday	Tuesday	Wednesday	Wednesday	Thursday	Thursday	Friday
Room 1 Co-Taught	Preschool	Open	Close	Open	Close	Open	Close	Open	Close	# of Children
Room 2	Preschool	9:00 AM	2:30 PM	9:00 AM	2:30 PM	9:00 AM	2:30 PM	9:00 AM	2:30 PM	18
Classroom Name- Wilson	Age Group	Monday	Monday	Tuesday	Tuesday	Wednesday	Wednesday	Thursday	Thursday	Friday
Room 1 Co-Taught	Preschool	Open	Close	Open	Close	Open	Close	Open	Close	# of Children
Room 2	Preschool	8:15 AM	1:45 PM	8:15 AM	1:45 PM	8:15 AM	1:45 PM	8:15 AM	1:45 PM	18
Room 3	Preschool	8:15 AM	1:45 PM	8:15 AM	1:45 PM	8:15 AM	1:45 PM	8:15 AM	1:45 PM	18
Room 4	Preschool	8:15 AM	1:45 PM	8:15 AM	1:45 PM	8:15 AM	1:45 PM	8:15 AM	1:45 PM	18

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Ygan Co-Taught Pre-Kindergarten Learning Experience Plan

Theme: 4 Under Construction		Week:2	Learning Progression and Observation		Early Learning Development Standards			
		Review of theme vocabulary. 1. build 2. across 3. problem 4. stream 5. tool 6. longer 7. longest 8. shorter 9. shortest	1. Checklist- can ss identify meaning of content-specific content 2. checklist- can ss compare length and height of objects. TEP data collection - objects/pictures/incidental teaching. Tier 2/3 update skill progress on following 1-step directions, time on task.	1. Literacy: Strand C: Early learning experiences will support children to gain book appreciation and knowledge. 2. Mathematical Discovery: Strand C: Early learning experiences will support children to understand attributes and relative properties of objects. (Measurement and data). 3. Early Scientific Inquiry: Strand B: Early learning experiences will support children to engage in the process of engineering. 4. Cognition: Strand C – Strengthen executive function – Students will complete self-selected short-term activities many times to gain mastery. 5. Continue to support development and progress in adaptive skills. Toilet training and handwashing.				
Daily Specials		Library 12:00-12:45	Music 12:00 -12:45	Art 12:00 - 12:45	Gym 8:15-9:00	No school		
Times		Monday	Tuesday	Wednesday	Thursday	Friday		
Arrival/Breakfast/Bathroom 7:35-8:05		Health/Physical Development: Students locate cubby, put away belongings, wash hands and begin the bathroom and breakfast routine. Support provided as necessary. Individualized picture schedule.						

<p>Daily spectrum Restorative Circle Phonemic Awareness Materials: Picture cards that start with the letter "f" and "m". Big book -Bumbling Building Bugs</p>	<p>ABC song, rhyme repetition, onset fluency, blending words, identifying final sounds, segmenting words, adding words, deleting words, and language awareness. SW repeat teacher's model.</p>	<p>Phonemic Awareness Hegerty Review, model and sing ABC song, rhyme repetition, onset fluency, blending words, identifying final sounds, segmenting words, adding words, deleting words, and language awareness. SW repeat teacher's model.</p>	<p>Phonemic Awareness Hegerty Review, model and sing ABC song, rhyme repetition, onset fluency, blending words, identifying final sounds, segmenting words, adding words, deleting words, and language awareness. SW repeat teacher's model.</p>	<p>Phonemic Awareness Hegerty Review, model and sing ABC song, rhyme repetition, onset fluency, blending words, identifying final sounds, segmenting words, adding words, deleting words, and language awareness. SW repeat teacher's model.</p>
	<p>Materials: OLC 36, OLC 39, OLC 40, photographs of things people build. Chant and Rhyme Poster 23, Letter "M" cards and objects. Oral lang./ vocab OLC 36 TW ask ss what the illustrations show. TW talk about things that workers build using tools and machines. Shared writing: TW create a list of different things that people build. (sharing</p>	<p>Oral lang./ vocab: TW show pictures on pgs 8/9 of bb. Remind ss that bugs have a problem. Ask if anyone remembers what it is. Discuss the bugs problem and how they solved it. Talk about other ways they might solve the problem. Shared writing: TW ask</p>	<p>Oral lang./ vocab: Tw display OLC 39 ss will label things they see on it. Use positional words to discuss the objects. TW talk about the bridge that the bugs built to cross the stream. Shared writing: Ss will</p>	<p>Oral lang./ vocab: Tw display pictures of different bridges. Tw ask children to talk about how they are alike and what goes over them and under them. Also discuss how they</p>
				<p>Oral lang./ vocab Shared writing:</p>

	few of s: front load ures of things that people build.	ss to name some problems they have at school and how they might solve them. TW write responses (sharing marker). Use problem solving dolls and solution cards to discuss options.	write their initial above or under the bridge. TW write responses (sharing marker). Demonstrate positional concept using toy bridge and objects to hold and teach vocab that goes with it.	think they were constructed. Shared writing Tw ask ss to add to the list of things that go over or are under the bridge. TW write responses (sharing marker) Use toy bridge to demonstrate objects on and under a bridge.	
Music and Movement	SW explore music and movement using different instruments related to construction. "Johnny has 1 hammer"	SW explore music and movement using different songs/finger-plays related to construction.	SW explore music and movements like a construction worker.	SW explore music and movement soft and loud pretending to use different tools.	
Exploration and Play	See Center Sheet: Students rotate through guided and independent centers. Small group	See Center Sheet: Students rotate through guided and independent centers. Small group	See Center Sheet: Students rotate through guided and independent centers. Small group	See Center Sheet: Students rotate through guided and independent centers. Small group	
Small group intentional learning experiences aligned to learning progression					
	Physical Development: SW will increase independent daily living skills as they transition to lunch and care for their own nutritional/self-help needs during lunch and bathroom time. Support provided as necessary.				

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ical Development: SW will increase independent daily living skills as they transition to lunch and care for their
al/self-help needs during lunch and bathroom time. Support provided as necessary.

ils: Toy tools, Big book, "The Builder and the Oni",

Language and Literacy, Social Studies: SW will become active listeners and thoughtful communicators as they
listen to stories and engage in responsive participation during shared reading activities with staff.

Shared Reading 10:50-11:15		Language and Literacy, Social Studies: SW will become active listeners and thoughtful communicators as they listen to stories and engage in responsive participation during shared reading activities with staff.			
Story of the Week "The Builder and the Oni"		TW introduce concepts of print. TW introduce story vocabulary. TW take picture walk of story: SW answer prediction questions.			
Story Vocab: 1. bridge 2. builder 3. strong 4. under 5. woods 6. price		Tier 2/3 - pre-read story, use manips to model re-telling story HOT: Make predictions What do you think this story is going to be about?		HOT: What happens at the beginning of the story?	
Front load vocab using puppets and narrative characters, labels and ideas.		HOT: What would you use to build your bridge? Pictures as examples		HOT: Did you like the way the story ends?	
Question of the Day		QOD: Do you like to bridges? Yes or no? Pictures as examples		QOD: What can a bridge go over? Pictures as examples	
		QOD: What would you use to build your bridge? Pictures as examples		QOD: What can a bridge go over? Pictures as examples	
		QOD: Have you ever walked over a bridge? Pictures as examples		QOD: Have you ever walked over a bridge? Pictures as examples	

Quiet time 11:15 – 11:30		Quiet activities to reenergize and reflect on morning	Quiet activities to reenergize and reflect on morning	Quiet activities to reenergize and reflect on morning	Quiet activities to reenergize and reflect on morning	
Phonological Office of Early Childhood 308 Church Street Waterbury, CT 06702 RFP 6348		Foundations: Manual: match 4 letters.	Foundations: TW follow manual: Fundations Review letters follow next steps. Sky write letters	Foundations: TW follow manual: Fundations Write letters Trace highlighted letters.	Foundations: TW follow manual: Fundations Write letters Review this week's letters.	
Exploration and Play Small group intentional learning experiences aligned to learning progression	See Center Sheet: Students rotate through guided and independent centers. Small group	See Center Sheet: Students rotate through guided and independent centers. Small group	See Center Sheet: Students rotate through guided and independent centers. Small group	See Center Sheet: Students rotate through guided and independent centers. Small group	See Center Sheet: Students rotate through guided and independent centers. Small group	
Materials: , Three paper strips of different lengths, classroom objects. Cubes, or blocks, BB pgs 30-31. Math card 26						
Math/Numeracy Comparing height and length of objects.	TW display paper strips and ask ss how to put them in order, long, longer, longest. SW predict as they compare two strips. TW ask ss which one is longer and which one is longest. Repeat having SS order from short to shortest.	TW show ss how the inchworm helped the bugs measuring the BB. Tell ss we will measure using cubes. Count cubes under beetle. How long is beetle (3 cubes long). Repeat using cubes to measure dump truck then other objects. Compare using lengths. Which one is longer? How can you tell?	Use cubes to measure objects in the room. Make a chart listing the names of things you measure and the number of cubes they are. Point out the ruler on Math C26. Ask ss what they think you do w/ a ruler. Point to the lines and show ss that each line is an inch. Tgell ss you can use	TW create a pattern by alternating long and short blocks. Tw use comparative words to describe the length of the blocks. Make another pattern using blocks. Have ss predict what comes next. Have ss create and explain their own pattern. Repeat. Sw practice with a		

friend

from various activities on outdoor cart.

(chain, mini hoops, jump ropes, balls, bubbles, scooters, etc.)

Group options will be available: soccer net, parachute, Duck, Duck Goose, or obstacle courses, etc.

Practice

writing/circling
letter of the day.
Talk about day and

er belongings and follow
s, build relationships

Differentiation- small grp, front load, peer to peer

**Language Learners
and students with
different needs**

Translate words/ provide pictures as needed (ESL)

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chosen:

Class profile indicates need _____ To collect baseline data _____
 Photograph _____ Record language sample _____

Method of
documentation

_____ x Anecdotal notes _____ Collect work sample _____ Record language sample _____ Teacher
 reflection

Parent Engagement: Plan different activities related to your lessons for parents to do at home/school.

This week: Ask families to construct a "house" using any materials they would like.
 Question to send home: Do you live in an apartment, condo or house.
 Use cookie cutters to build shapes using play or to bake cookies.

Reflection:

What did I notice about
children's successes and
emerging interests, and how
can that be built on next
week?

management data

next plan?

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What family successes and needs were noticed?

What was successful and what will I do differently in the future as a result?

Reason these standards were chosen:

Class profile indicates need To collect baseline data Record language sample
Photograph

Method of documentation

Anecdotal notes Collect work sample Record language sample Teacher reflection

Duggan Pre-Kindergarten Learning Experience Plan

Week: 3		Learning Progression and Observation		Early Learning Development Standards	
Theme: 4 Seasons Change	Vocabulary Words 1. changes 2. seasons 3. year	1. observation- do students use vocab words more, less, same 2. Letter checklist: R, S	1. Literacy: Strand D: Early learning experiences will support children to gain knowledge of print and it's uses. 2. Mathematical Discovery: Strand C: Early learning experiences will support children to understand and describe relationships to solve problems. 3. Early Scientific Inquiry: Strand D: Early learning experiences will support children to understand features of the earth.		
Times	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival/Breakfast Bathroom (after morning meeting) 8:15-8:35	Physical Development: Students locate cubby, put away belongings, wash hands and begin the bathroom and breakfast routine. Support provided as necessary				
Language and Literacy: Teacher and students will engage in oral language activities that allow students to inquire, comment, communicate with each other and use writing to express themselves.					
Oral lang./ vocab:		Oral lang./ vocab:	Oral lang./ vocab:	Oral lang./ vocab/social studies:	Oral lang./ vocab:
OLC 22: TW ask ss what is the same in each illustration and what is different. TW point to each and discuss the season. TW lead ss in a discussion about what happens to the flowers in each season.		OLC:22 TW have ss tell what they see in each illustration. TW ask ss to name the seasons. TW ask ss to name the current season and compare to the illustration.	TW display winter scenes from big book and OLCs 23 and 26. TW ask ss to identify the season in each scene. TW lead ss in a discussion about some of the things that people and animals do to get ready for winter.	TW tell ss that not only do we do different things in each season, we also celebrate different holidays. TW display pictures of different holiday celebrations and discuss the different holidays shown. TW lead ss in a discussion about how families celebrate in different ways.	TW display photographs of scenes in different seasons. TW ask ss to identify the seasons in each one. Tw lead ss in a discussion about how things change in each season and what makes the seasons change.
Morning Meeting → Bathroom 8:40-9:05 Restorative Circle Oral Lang./Shared writing Question of the Day Foundations		Shared writing: Using the sentence frame In (spring), flowers ____ TW write responses (sharing marker).	Shared writing: TW ask ss to tell what happens to trees in each season. TW write responses (sharing marker).	Shared writing: SW name different ways they get ready for winter. TW write responses (sharing marker).	Shared writing: TW record ss favorite seasonal activities in a list. TW write responses (sharing marker).

	<p>Fundations: TW follow manual: Fundations introduce letter R and follow next steps. QOD: What is your favorite season?</p>	<p>Fundations: TW follow manual: Fundations Review letter R and follow next steps. QOD: What kind of shoes do you like to wear? Sneakers, dress shoes, flip flops</p>	<p>Fundations: TW follow manual: Fundations Introduce letter S and follow next steps. QOD: Do you like to wear long pants or shorts?</p>	<p>holidays the students celebrate with their families and create a class list. TW write responses (sharing marker). Fundations: TW follow manual: Fundations Review letter S and follow next steps. QOD: What is your favorite holiday?</p>	<p>Fundations: TW follow manual: Fundations Review R & S and follow next steps. QOD: What is your favorite kind of weather?</p>
<p>Daily Specials 9:10-9:55</p>	<p>Music</p> <p>TW briefly display 6 tiles. TW then cover the tiles with a piece of paper. Tw ask ss to make a guess or estimate how many tiles are under the paper and record answers. Tw display and count with ss to find the actual answer. TW repeat with other numbers of tiles. How many tiles do you think there are? Were there more than our estimate or fewer?</p>	<p>Library</p> <p>TW provide ss with cubes and a workmat divided in 2 sections. Tw ask ss to show 2 cubes on one side of their mat. Put 4 cubes on the other side of your mat. Combine the cubes. How many are there in all? TW repeat with 2 other sets. TW write the numeral 5. TW ask ss to place 5 cubes on their mat. TW ask (a child) how many cubes are on your mat? How many on this side? How many on the other side? Does anyone else have (2) on one side and (3) on the other? Tw ask ss to show 6 cubes on their mat. Count them.</p>	<p>Computers</p> <p>TW give ss counting bears and 2 part workmat. Tw tell ss they will use the bears to show some stories. TW say.. 1 bear is eating honey. Put one bear on your mat. 2 more bears come. Add 2 bears. How many bears are eating now? TW have ss clear their mats and model a separating story. TW say...4 bears are fishing. 2 bears go home. Take away 2 bears. How many bears are still fishing?</p>	<p>Gym</p> <p>Tw write numerals 0-10 on chart. Tw point to and say each with ss. TW arrange a set of bears on a workmat. Tw ask ss to match it on their workmats. TW ask How many bears are on your mat? Which number on the chart matches each set? TW display a set of 4 cubes and 2 bears. TW say I want to make sure the groups have the same number. What should I do? TW repeat for 5 and 6.</p>	<p>Art</p> <p>TW place numeral cards 0-10 on the table with a basket of cubes. Tw ask ss to create a set for each number. Tw count the sets with ss. Tw lead ss in placing the sets in order 0-10. Then play a game with ss. After ss close their eyes tw remove a set and ask ss to id which is missing. TW remove all sets except 2 and 5. Tw ask ss what do I do to make the sets have the same number?</p>
<p>Numeracy 10:00-10:10</p>					

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		Take one away. How many are left? TW will repeat to show separating with another group.			
Exploration and Play 10:15-10:45 Small group intentional learning experiences aligned to learning progression	See Center Sheet: Students rotate through guided and independent centers. Small group Numeracy	See Center Sheet: Students rotate through guided and independent centers. Small group Numeracy	See Center Sheet: Students rotate through guided and independent centers. Small group Numeracy	See Center Sheet: Students rotate through guided and independent centers. Small group Numeracy	See Center Sheet: Students rotate through guided and independent centers. Small group Numeracy
Lunch/Bathroom 10:55-11:25	Physical Development: SW will increase independent daily living skills as they transition to lunch and care for their own nutritional/self-help needs during lunch and bathroom time. Support provided as necessary.				

Shared Reading 11:30-11:45 Story of the Week What Makes the Seasons? Story Vocab: 1. autumn 2. change 3. seasons 4. spring 5. summer 6. weather 7. winter	Language and Literacy: SW will become active listeners and thoughtful communicators as they listen to stories and engage in responsive participation during shared reading activities with staff.				
	TW introduce concepts of print. TW introduce story vocabulary. TW take picture walk of story: SW answer prediction questions. HOT: Make predictions What do you think this story is going to be about?	TW reengage students in concepts of print. TW guide students through a picture walk. SW id pics on page. HOT: Would you wear shorts and sandals in the snow? Why not? What might happen if you didn't wear the proper clothing?	TW read story and pause to introduce new vocabulary. SW listen to the story. HOT: How does spring help the seeds grow? What season comes after spring?	TW reread story focusing on comprehension of vocabulary words. SW will respond. Name some of the things the girl does in (spring). Which would you like to do?	TW revisit story. SW retell using learned vocabulary. TW create a graph together: "Our favorite season" and review the data using tally marks.
Exploration and Play 11:50-12:40 Small group intentional learning experiences aligned to learning progression	See Center Sheet: Students rotate through guided and independent centers. Small group Literacy	See Center Sheet: Students rotate through guided and independent centers. Small group Literacy	See Center Sheet: Students rotate through guided and independent centers. Small group Literacy	See Center Sheet: Students rotate through guided and independent centers. Small group Literacy	See Center Sheet: Students rotate through guided and independent centers. Small group: Health & Safety

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					<p>TW display What Makes the Seasons? And page through the book discussing the clothing the girl wears in each season. TW ask why does the girl wear a raincoat and boots in the spring? Why does she wear a hat in the winter? Tw discuss with ss the importance of wearing the right clothing depending on the season and weather. TW lead ss in sorting pieces of clothing according to the season it is worn. (help ss understand that some clothing may be worn in more than one season or type of weather.</p>
<p>Phonemic Awareness 12:45-12:55</p>	<p>TW follow manual: Phonemic Awareness Heggerty (wk 11 p21&22) TW model singing ABC song, rhyme repetition, onset fluency, blending words, identifying final sounds, segmenting words, adding words, deleting words, and language awareness. SW repeat teacher's model.</p>	<p>TW follow manual: Phonemic Awareness Heggerty (wk 11 p21&22) TW model singing ABC song, rhyme repetition, onset fluency, blending words, identifying final sounds, segmenting words, adding words, deleting words, and language awareness. SW repeat teacher's model.</p>	<p>TW follow manual: Phonemic Awareness Heggerty (wk 11 p21&22) TW model singing ABC song, rhyme repetition, onset fluency, blending words, identifying final sounds, segmenting words, adding words, deleting words, and language awareness. SW repeat teacher's model.</p>	<p>TW follow manual: Phonemic Awareness Heggerty (wk 11 p21&22) TW model singing ABC song, rhyme repetition, onset fluency, blending words, identifying final sounds, segmenting words, adding words, deleting words, and language awareness. SW repeat teacher's model.</p>	<p>TW follow manual: Phonemic Awareness Heggerty (wk 11 p21&22) TW model singing ABC song, rhyme repetition, onset fluency, blending words, identifying final sounds, segmenting words, adding words, deleting words, and language awareness. SW repeat teacher's model.</p>

Recess/Outdoor Play 1:00-1:30 Office of Early Childhood 308 Church Street Waterbury, CT 06702 RFP 6348	Students will choose from various activities	Students will choose from various activities on outdoor cart. (chalk, hula hoops, jump ropes, balls, bubbles, etc.)	Students will choose from various activities on outdoor cart. (chalk, hula hoops, jump ropes, balls, bubbles, etc.)	Students will choose from various activities on outdoor cart. (chalk, hula hoops, jump ropes, balls, bubbles, etc.)	Students will choose from various activities on outdoor cart. (chalk, hula hoops, jump ropes, balls, bubbles, etc.)
Read Aloud 1:35-1:45	Language and Literacy: Students will listen to story for enjoyment.				
Music and Movement 1:45-1:50	The Jacket I Wear in the Snow SW explore music and movement using different instruments/songs/ dance related to the theme.	Student choice SW explore music and movement using different instruments/songs/ dance related to the theme.	TW read The Grasshopper and the Ants SW explore music and movement using different instruments/songs/ dance related to the theme.	Social Studies Link: Seasonal Celebrations SW explore music and movement using different instruments/songs/ dance related to the theme.	Student Choice SW explore music and movement using different instruments/songs/ dance related to the theme.
Shared Writing/ Closing Circle Time 1:50-2:05	TW remind ss that today we talked about how seasons change. TW revisit the sentence frames from the morning and add additional ideas. TW write responses (sharing marker).	TW review the big book and ask ss to tell the order of the seasons in the story. TW review the list of what happens to trees in each season. TW lead ss to discuss why each thing happens and TW write responses (sharing marker).	TW review the read aloud The Grasshopper and the Ants. And discuss what the grasshopper and the ants do in each of the seasons. TW lead ss in a discussion about what each of the animals does to prepare for winter. TW ask ss to name things the grasshopper could have done to get ready for winter. TW write responses (sharing marker).	TW review the social studies link and discuss different holidays with the children. TW ask ss to name a favorite holiday and how they celebrate that holiday. TW write responses (sharing marker). SW tell about the letters and any words they learned today and share what they learned about seasons.	TW review this weeks reading selections with students. SW talk about what they learned about the seasons. SW draw a picture of their favorite season. TW help them dictate a caption for their picture. TW write responses (sharing marker).

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lopment: Staff and students will locate their cubbies, gather belongings and follow the dismissal routine at the end of

lair seat right now
sp assistance

English language
learners and
students with
differing needs.

RM/NR- translate words/ provide pictures as needed (ELL)

Reason these standards were
chosen:

☒ X ☐ Class profile indicates need ☐ To collect baseline data ☒ X ☐ Record language sample
☐ Photograph

Method of documentation

☐ Anecdotal notes ☒ X ☐ Collect work sample ☐ Record language sample ☐ Teacher reflection

Parent Engagement: Plan different activities related to your lessons for parents to do at home/school.

This week:1. Ask parents to read a story with their child about their favorite season. Have the child draw their favorite part of the story.
2. Send home questions: have you ever gone to an apple orchard with your family? Use responses to create family graph. Invite families to
Roger's Orchard field trip.
Send home Dojo showing pictures of apple tasting in dramatic play center.

Reflection:

What did I notice about
children's successes and
emerging interests, and how
can that be built on next
week?

What did assessment data tell
me that informs the next
plan?

What family successes and needs were noticed?	
What was successful and what will I do differently in the future as a result?	

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Waterbury Public Schools 30 B Church street Waterbury, CT 06702 RFP 6348

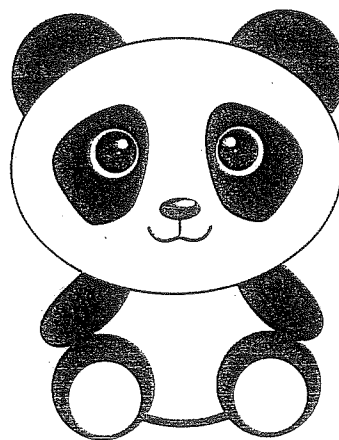
2017-2018 Speed DIAL 4 Scores

Row Labels	Values									
	Average of M-BOY	Average of M-EOY	Average of C-BOY	Average of C-EOY	Average of L-BOY	Average of L-EOY	Average of T-BOY	Average of T-EOY		
Carrington	4.9	6.6	9.9	14.3	7.7	11.9	20.7	30.2		
Mauceri	6.8	8.6	12.1	15.9	10.1	15.5	27.4	39.9		
Promotico	3.1	4.6	7.9	12.7	5.4	8.0	14.7	21.5		
Bunker Hill	6.3	8.4	10.2	13.7	7.6	13.2	20.6	30.0		
Byron	6.3	8.4	10.2	13.7	7.6	13.2	20.6	30.0		
BHA	3.6	5.6	8.0	11.2	5.4	8.3	16.1	21.7		
Burke	1.4	4.1	5.6	9.5	3.5	5.6	10.5	19.3		
Bynes	2.6	5.0	6.9	9.8	4.8	6.4	13.2	20.7		
DeCarlo	2.5	5.2	7.1	11.9	4.2	7.9	13.9	21.4		
DeFederico	4.5	6.4	7.9	12.3	5.6	8.4	17.1	22.8		
Dzinski	4.8	7.1	9.1	11.2	6.4	11.2	19.1	27.9		
Sullivan	6.3	8.3	10.9	15.3	7.9	12.5	25.1	33.6		
Vallonis	3.9	5.3	9.4	10.6	6.3	10.0	17.6	23.2		
Chase	5.5	8.0	10.1	17.9	6.3	9.8	21.8	33.6		
Fenglar	5.5	8.0	10.1	17.9	6.3	9.8	21.8	33.6		
Driggs	3.9	8.0	10.1	17.9	6.3	9.8	21.8	33.6		
Caiazzo	3.9	9.6	9.6	14.7	14.7	11.6	24.3	33.6		
Duggan	4.1	8.1	8.7	14.1	14.7	11.6	24.3	33.6		
Guiffre	3.7	7.3	8.6	12.9	6.0	12.1	17.9	31.6		
McKeeman	4.4	8.9	8.8	15.2	5.5	10.6	17.0	29.3		
Gilmartin	6.2	8.5	11.0	15.2	8.5	13.6	18.8	34.0		
Fontaine	6.7	9.6	12.6	16.8	10.5	16.4	29.8	38.0		
Sottile	5.8	7.4	9.5	13.8	6.5	11.5	29.8	38.0		
Reed	6.5	8.3	11.0	13.8	9.0	11.5	26.5	33.6		
Rinaldi	6.5	8.3	11.0	13.8	9.0	11.5	26.5	33.6		
Sprague	4.5	8.1	9.2	14.5	6.5	13.3	21.4	38.1		
Baker	4.5	9.2	9.3	14.3	6.3	13.4	21.4	38.1		
Griffin	2.0	5.9	6.4	11.8	4.3	9.6	16.9	21.4		
Lokites	5.3	9.0	11.0	15.8	9.0	16.9	12.0	38.1		
O'leary	5.9	8.5	9.5	15.0	7.3	12.0	14.2	38.1		
Hanas	4.8	7.9	10.1	15.7	5.6	14.2	17.6	38.1		
WCA	5.9	9.1	10.3	16.3	9.0	17.6	17.6	38.1		
O'leary	5.9	9.1	10.3	16.3	9.0	17.6	17.6	38.1		
Walsh	6.2	8.6	12.1	15.5	8.7	12.8	12.8	38.1		
Spinella	6.2	8.6	12.1	15.5	8.7	12.8	12.8	38.1		
Washington	5.4	7.9	8.3	12.3	3.3	12.4	12.4	38.1		
Gilmore	5.4	7.9	8.3	12.3	3.3	12.4	12.4	38.1		
Wilson	5.7	8.2	9.7	14.2	7.9	12.4	12.4	38.1		
Boisvert	5.3	8.8	8.5	15.2	7.1	12.4	12.4	38.1		

Geci	5.5	7.6	10.6	13.3	8.8	11.4		
Ramirez	5.4	8.8	9.7	15.8	7.4	14.6		
Feest	6.3	7.8	10.2	12.9	8.2	11.8		
Wendell Cross	5.8	11.3	10.9	15.6	8.4	13.9		
Antonios	4.7	8.0	10.8	16.2	7.4	13.1		
Phothisarath	6.9	14.7	11.1	14.9	9.4	14.8		
Maloney	6.0	9.2	12.5	18.1	11.5	18.1		
Bussey	3.5	8.9	9.0	15.5	13.0	16.8	31.6	48.0
Couture	6.4	9.9	13.4	19.3	11.8	18.8		
Lund	7.7	9.1	13.6	17.5	10.6	17.2	31.6	48.0
Miller	6.3	9.1	13.7	19.4	10.6	19.4		
Rotella	6.4	9.2	12.5	16.4	10.0	16.4		
Russaw	6.2	9.2	12.4	15.2	10.1	16.3		
Ouellette	6.0	9.4	12.0	18.4	10.1	18.0		
Stanco	5.4	8.4	13.3	15.4	9.4	13.3		
Surmanek	7.8	9.6	12.3	16.6	10.6	17.9		
Grand Total	5.1	8.0	10.0	14.5	7.7	12.9	20.0	27.7

WATERBURY PUBLIC SCHOOLS
OFFICE OF EARLY CHILDHOOD

2018-2019



Pre-K Pandas Respect Every Kid!

Early Childhood Education Program
Waterbury Public Schools
Family Guide Book
2018-2019



Maureen Bergin, Supervisor
Early Childhood Education Program
30 B Church Street
Waterbury, CT 06702

Waterbury Public Schools
EARLY CHILDHOOD EDUCATION PROGRAMS

Waterbury Public Schools 30 B Church Street Waterbury, CT 06702 RFP 6348

Bucks Hill Pre-k at the Annex
330 Bucks Hill Road
Waterbury Ct 06704
203-574-8053
Interim Principal: Amy Simms

Carrington Pre-K
24 Kenmore Avenue
Waterbury Ct 06708
203-574-8184
Principal: Ms. Karin Renna

Chase Pre-K
40 Woodtick Road
Waterbury, CT 06705
203-574-8188
Principal: Mr. Matthew Calabrese

Duggan Pre-K
38 West Porter Street
Waterbury Ct 06708
203-574-8875
Principal: Dr. Patricia Frageau

Maloney Magnet Pre-K
233 South Elm Street
Waterbury Ct 06702
203-574-8162
Principal: Mrs. Donna Cullen

Rotella Magnet Pre-K
380 Pierpont Road
Waterbury Ct 06705
203-574-8168
Principal: Ms. Robin Henry

Walsh Pre-K
55 Dikeman Street
Waterbury Ct 06704
203-574-8164
Principal: Ms. Ellen Paolino

Wilson Pre-K
235 Birch Street
Waterbury Ct 06704
203-573-6660
Principal: Ms. Jennifer Rosser

Bunker Hill Pre-K
170 Bunker Hill Avenue
Waterbury, CT 06708
203-574-8183
Principal: Ms. Celia Picchochi

Career Academy Pre-K
175 Birch Street
Waterbury Ct 06704
203-TBD
Principal: Dr. Luis A. Padua

Driggs Pre-K
77 Woodlawn Terrace
Waterbury Ct 06710
203-574-8160
Principal: Mr. Micheal Theriault

Gilmartin Pre-K
94 Spring Lake Road
Waterbury Ct 06706
203-574-8175
Principal: Ms. Jennifer Dwyer

Reed Pre-K
33 Griggs Street
Waterbury Ct 06704
203-574-8180
Principal: Mr. Juan Mendoza

Sprague Pre-K
1443 Thomaston Avenue
Waterbury Ct 06704
203-574-8189
Principal: Ms. Dianne Bakewell

Washington Pre-K
685 Baldwin Street
Waterbury Ct 06706
203-574-8164
Principal: Ms. Lori Eldridge

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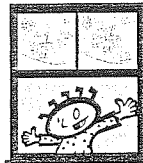
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School Hours



SCHOOL HOURS For the 2018-2019 School Year

NOTE: School cancellations, late openings, or early dismissals due to inclement weather or other emergencies are broadcast over television channels 3, 8, 30 and local Channel 16 and over radio stations WATR, WTIC, WPOP, and WWCO



EARLY CLOSINGS

Most people are aware of the possibility of an early dismissal when dealing with a storm situation. However, random, unexpected events, such as a breakdown in heating or loss of water, cannot be predicted or readily known to parents. As a result, it is important that we can contact someone if school is dismissed early, for any reason. Be aware that your child may only be released to someone whose name is on the emergency contact list, with no exception. Therefore, it is always important to keep this list as updated as possible. If you need to add or delete an emergency contact, forms are available from your child's teacher and the Early Childhood Education Office.

School	Regular Dismissal	Planned/Weather/Emergency Dismissal
Bucks Hill Annex	Half Day- 9:00-11:30/12:30- 3:00 Full Day 9:00-3:00	AM/Full Day- 10:30 PM- No Class
Bunker Hill	8:25-1:50	8:35 AM-12:00 PM
Carrington	8:35-2:50	8:35 AM-12:00 PM
Chase	8:35-2:50	8:35 AM-12:00 PM
Driggs	8:05-2:20	8:05 AM-11:30 PM
Duggan	8:05-2:20	8:05 AM-11:30 PM
Gilmartin	8:35-2:50	8:35 AM-12:00 PM
Maloney	8:35-2:50	8:35 AM-12:00 PM
Reed	8:35-2:50	8:35 AM-12:00 PM
Rotella	8:45-2:15	8:35 AM-12:00 PM
Sprague	8:05-2:20	8:05 AM-11:30 PM
Walsh	8:35-2:15	8:35 AM-12:00 PM
Washington	8:05-2:20	8:05 AM-11:30 PM
Waterbury Career Academy	8:20-1:50	7:20 AM-11:00 PM
Wendell Cross	8:35-2:50	8:35 AM-12:00 PM
Wilson	8:20-1:50	8:35 AM-12:00 PM

OUR MISSION STATEMENT

The mission of The Waterbury Public School System is to establish itself as the leader in Connecticut for urban education reform in partnership with the State Department of Education and the entire Waterbury Community. The School system will provide opportunities for all students to maximize their skills and talents in an atmosphere where teaching and learning flourish under the never-wavering belief that all students can be exemplary students, while becoming respectful, responsible, productive citizens vital to our community.

PHILOSOPHY STATEMENT

- Waterbury believes that the most important mission of the Waterbury Public Schools is to empower all students to acquire the knowledge, skills and attitudes necessary to function in our highly, technological society.
- Waterbury also believes that our students must be prepared to meet the challenges of the 21st Century by preparing all students to be literate and successful citizens.
- Waterbury further believes that we must strive to create a positive and safe climate in our schools as well as positive attitudes in our students so that our children can live out their dreams.
- Lastly, Waterbury believes that educating our children involves the entire "community". Therefore, the home, school and community must form a partnership in educating each child.

The mission of The City of Waterbury Early Childhood Education Program is to develop the necessary foundational skills, knowledge, and positive behaviors in our students through learning environments that support the collaboration of faculty, staff, families and community to ultimately ensure academic success for all our children.

OFFICE OF EARLY CHILDHOOD PHILOSOPHY

We believe young children are the future, each one UNIQUE, with the ability to learn. Research has proven the effectiveness of early intervention for children ages 3-5. Therefore, we are dedicated to providing quality education for all the children enrolled in our Early Childhood Program.

We believe each child's family is his/her first and most important teacher. As a staff, we encourage families to play the lead role in their child's development and welcome family involvement throughout the school year. Our role is to support, understand, and respect the multi-cultural heritage of our diverse school community.

Enrolled students are provided a comprehensive program designed to foster development of social, emotional, cognitive, physical, and creative skills. Instructional activities and materials are designed to meet the individual needs of each child at their developmental level, while allowing him/her the opportunity of choice to enhance his/her own unique learning style.

All children are motivated to explore, manipulate, question, discover, and express themselves through individual, small and whole group activities. Intentional teaching for all students in a warm, nurturing, and inclusive setting fosters a rich environment that allows all students to maximize their learning potential.

NON- DISCRIMINATION POLICY

Waterbury Public Schools does not discriminate in admission to, access to, treatment in, or employment in its services, programs, and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972 (Title IX); on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination Act of 1975 (Age Discrimination Act).

To file a complaint alleging discrimination or harassment by The Waterbury Public Schools on the basis of race, color, national origin, sex, disability, or age, under Title VI, Title IX, Section 504, the ADA, the Age Discrimination Act, or their respective implementing regulations, please contact:

*Dr. Verna Ruffin
Superintendent
Waterbury Public Schools
Department of Education
236 Grand Street
Waterbury, Connecticut 06702
(203)547-8000*

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

*U.S. Department of Education
Office for Civil Rights (OCR)
JW McCormack POCH
Boston, Massachusetts 02109-4557
Telephone (617)223-9662 TTY (617)223-9695*



Waterbury Public Schools 30 B Church Street Waterbury, CT 06702 RFP 6348
OVERVIEW OF EARLY CHILDHOOD EDUCATION

It has long been known that the most rapid developmental growth of children occurs between the ages of birth to eight years. Recently, a growing body of research in early childhood education has emerged indicating that children learn most effectively through a concrete, hands-on, play-oriented approach. In other words, children learn best by doing. Learning results from the integration of children's own thinking and their experiences. Students acquire knowledge about their cognitive, physical, and social worlds through playful interaction with objects and people. They are motivated by their own desire to make sense of their world. Their learning is experiential. The City of Waterbury Early Childhood Education Program provides a challenging, multi-disciplinary approach to learning for children of all abilities. Programs available include half-day sessions and school day sessions from August through June.



CURRICULUM

Waterbury Public Schools Early Childhood Education Program integrates the CT State Dept. of Education, Preschool Curriculum and Assessments Framework, the National Association for the Education of Young Children standards and the Connecticut Early Learning Developmental Standards in its instruction for all students. Assessments are used to identify strengths and weakness of all students and are used to assist in intentionally taught concepts and ideas. Shared communication occurs with families and staff to review developmental progress and learning styles of students during planned conferences and Open House nights scheduled during the school year. Parent collaboration, when considering assessments for children with developmental delays, occurs prior to placement in a specialized program. Program needs are continually evaluated throughout the school year in order to provide the best quality education to all students.

Our Early Childhood Education Program is based on the developmental needs of our children and their ability to explore, experiment, manipulate and discover, in settings which foster positive relationships with both their peers and adults. The curriculum for three and four-year-old students has been created to be developmentally appropriate for this specific age span and is implemented with attention to the various needs, interests, learning styles and individual stages of development of our students. In addition, the safe, healthy and nurturing environment we provide greatly enhances the physical, emotional, social, and cognitive development of our children. They are encouraged to talk about their experiences, solve problems, engage in critical thinking, organize ideas, arrive at conclusions, engage in play, participate in creative and enriching experiences and develop a self-awareness that will ultimately lead to a positive self-image and help develop literacy and language skills. For our English Language Learners, there is the opportunity to increase their fluency in both English and their native language and become effective communicators to members of their home, school and community.

Teachers value the importance of parental involvement and encourage ongoing communication. They work in participation with parents to foster appropriate activities for all stages of development. These experiences are most important for children who have identified special educational needs or have delays in their development.



STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

Each preschool classroom is staffed with a State of Connecticut certified Early Childhood educator. This includes knowledge of assessments, screenings and developmental stages of young children.

In addition to the required WPS employment and professional qualifications the Early Childhood Education Program employees adhere to ECE specific professional development. Our program staff participates in regularly scheduled quality enhancement events i.e. Data Teams, Teacher Collaborations meetings, onsite and off-site trainings. Our ECE program is committed to providing a quality enhanced program and implementing strategies that support our student's learning experiences. Annual updated training is provided to all staff to maintain fidelity and appropriate application of all assessments used with preschool students. Each year, all preschool staff are provided a minimum of 12 hours of training related to such topics as curriculum, assessment, social-emotional, cognitive, language and adaptive needs. These opportunities or learning enhance the delivery of a rich and robust curriculum designed to increase learning outcomes for all students.

IMPORTANT PHONE NUMBERS



Office of Early Childhood	203-574-8024
Early Childhood Supervisor.....	203-574-8024
<i>Maureen Bergin</i>	
Special Education Preschool Supervisor.....	203-574-8053
<i>Marisa Blakeslee</i>	
Office of Early Childhood Office Manager	203-574-8024
<i>Nadine Grubbs</i>	
Coordinator of Recruitment/Placement... ..	203-574-8024
<i>Lourdes Quezada</i>	
Early Intervention Coordinator.....	203-346-3502
<i>Marie Klein</i>	
All Star Transportation (Bus Company)	203-573-8366

ENROLLMENT

The Waterbury Board of Education understands the importance of open enrollment. Open enrollment is provided to children turning three on or before December 31st of the school year. Children turning 4 years of age on or before December 31st of the current school year are eligible for enrollment into a 4-year-old class. If a child is placed on our waiting list, the program will provide a written list of community-based 3 and 4-year-old programs.

*3yr old program is available 2½ hours per day, 5 days per week, 10 months per year

*4yr old program is available 6 hours per day, 5 days per week, 10 months per year

For further assistance with childcare needs please contact 211 info-line



3-YEAR OLD PROGRAM TRANSITION

All students enrolled in our 3-year-old Early Childhood Program are eligible for the 4-year-old program. Parents are notified in January of the upcoming transition and are required to update demographical and health records for their child. Open enrollment for new registrations for this age group is ongoing through June of the current school year.



KINDERGARTEN REGISTRATION

Students enrolled in the Early Childhood Education Program will automatically be enrolled in Kindergarten in their district school according to address. ECEP is required to forward all student records to receiving BOE district designated schools. If the student moves during the summer, it is the responsibility of the parent to inform the intake center of the student's new address. This will affect which school the student is to attend. If a student withdraws at any time during the school year, the parent is responsible for registering their child for Kindergarten. You should bring the following information with you at the time of registration:

- CHILD'S BIRTH CERTIFICATE /LEGAL DOCUMENTATION OF GUARDIANSHIP
- ALL HEALTH AND IMMUNIZATION RECORDS
- PROOF OF PARENTS' RESIDENCE

Intake Center, One Jefferson Square 1st floor, Waterbury, CT for review and confirmation of district designation.



TRANSITION ORIENTATIONS

ECEP Transition Teams work in collaboration with Teachers, Specialists, Nurses, Principals, and The Family Intake Center Personnel to ensure best practices in placement and effective individualized planning for all ECEP children. Site designated orientations are scheduled by district placement and consists of/but not limited to meet and greet of teachers, principal, and support staff, building tour, overview of curriculum benchmarks, WPS policies, procedures, and specialized parent/family activities. Orientation events are scheduled as followed:

- **August** – Pre-K Orientation- For families/guardians of students enrolled in Pre-K 3-year old and Pre-K 4-year old classes according to school calendar.
- **Spring**- Kindergarten Orientation- Scheduled dates are determined in collaboration with ECEP Supervisor and School Principals. Once dates are confirmed the schedule is posted to the WPS website and distributed to transitioning parents/guardians.

Parents are encouraged to contact their designated school liaisons with any questions related to kindergarten orientation or call the ECEP office at 203-574-8024.



EARLY INTERVENTION PROGRAM

The Waterbury Board of Education Public School System Early Intervention Program and other Special Services are available to all students. The Early Childhood Education Program is committed to the Early Intervention Service program. We believe all students can learn and meet with success in the classroom. This collaborative consultation model facilitates a forum in which caring adults engage in creative problem-solving strategies to attempt to meet the individual needs of children.

The Waterbury Board of Education provides access to Family Resource Centers, The Department of Children and Families, and all services that are provided through them. Designated specialists are assigned to work with, assist, and support all readiness programs. The team can provide consultations, observations, suggestions, adaptive technology, Individual Education Plans, or any other services that perhaps may be needed. A school social worker is available to provide support to families and can assist with coordinating support for community services, and/or play activities.

POLICIES



SCHOOL RECORDS

Parents and/or guardians have the right to examine their child's scholastic records at the school office. They should place their request in writing and contact the school to arrange a mutually convenient date and time if the explanation of records is desired. Confidentiality is always maintained for students. Outside agencies or physicians may request copies of student records however, parent permission must first be obtained and placed on file in the student's main school record.

SUPERVISION

School leaders and staff always consider the student's safety during the school day. Proper ratios, 10 students to 1 staff member, is maintained throughout the school day to ensure the safety of all students. Staff continually provide supervision of all students during the day by counting numbers of students during transitions, classroom activities or by scanning children in classroom activities. A student sign in and sign out process is followed throughout the school day. Procedures are in place to ensure the safety of all students during transitions, emergency procedures, field trips and arrival/dismissal times that occur during the school day. Staff always supervise students by sight or sound during the school day. Review of supervision procedures occurs annually with the teaching staff at the first staff meeting of the school year.

STUDENT INFORMATION / EMERGENCY CONTACTS

All student information **MUST** be kept up to date. This is to ensure that we can contact the parent/guardian at any time in case of an emergency. It is the parent's responsibility to keep all information current. You may change information at any time by calling the Office of Early Childhood or notifying the classroom teacher. The classroom teacher will immediately notify the office and nursing personnel in writing of the change so that student files reflect accurate information.

The following information **MUST ALWAYS** be current:

- Home address
- Home phone number
- Parent/guardian work phone numbers
- Cell phone numbers
- Emergency contact numbers *NOTE: We must have phone numbers where we can speak directly to a person (no pagers, voice mail, etc.) Please list only contacts who are over 18 years of age, and who CAN and WILL pick up a student in the case of an emergency.*

REPORTING OF CHILD ABUSE AND NEGLECT OF CHILDREN

Connecticut General Statute Section 17a-101, as amended by Public Act 96-246, requires educational personnel (teachers, school principals, school guidance counselors, and school professionals, as well as licensed nurses, psychologists, and social workers) who have reasonable cause to suspect or believe that a child has been abused or neglected to report such abuse and/or neglect. It is the policy of the Board of Education to require **all employees** of the Board of Education to report suspected abuse and/or neglect, in accordance with the procedures of the Waterbury Board of Education.

REPORT AGAINST A STAFF MEMBER

When a complaint is made against a classroom teacher or staff member, conflict resolution procedures include the following:

- A meeting with all parties to identify the problem/concern.
- Creation of a collaborative effort between parent and teacher to create an action plan
- solve the problem.
- Set a time period to re-meet to review progress and ensure everyone's voice has been heard.

Any complaint by a parent of a student, or by any other person (other than a school official or fellow employee) directed against a teacher (which complaint is deemed serious enough by the administration to become a matter of formal record) shall be promptly called to the teacher's attention. No such complaint shall become a matter of formal record unless it is in written form, signed by the complainant. Teachers are entitled to know the identity or source of all such formal record complaints and, in addition, if the teacher so requests, he/she may copy such formal record complaint. The teacher shall acknowledge that he/she has read such complaint by affixing his/her signature on the copy thereof which has been made a matter of formal record with the understanding that such signature merely signifies that he/she read the

material to be filed and does not necessarily indicate agreement with its content. The teacher shall have the opportunity to add any material he/she wishes (by way of reply or refutation) to the formal record.



ATTENDANCE POLICY

The Waterbury Board of Education requires all students to attend school on a consistent basis. Should your child be absent, please call the main office of your school to notify them of your child's absences and send a note to your child's teacher upon their return, informing them of the reason for the absence. Acceptable reasons of absence are illness, incapacity or doctor's visit, religious holidays, court appearances, funerals, approved school activities, and suspension. Absences from school for special activities (even with parental consent) should be limited. Due to the extensive waiting list and limited number of seats in our program, any child who is absent for an excessive amount of time without an acceptable reason may be removed from our program and replaced by a student on the waiting list.



HEALTH RECORDS

Yellow Health Assessment Form (ED191)

All children registered for our Early Childhood Education Program must have the following documented health information recorded on a Yellow Health Assessment form as required by the State of Connecticut:

Immunization Pre-Kindergarten:

- *DTaP: 4 doses*
- *Polio: 3 doses*
- *MMR: 1 dose on or after the 1st birthday*
- *Hep B: 3 doses, last one on or after 24 weeks of age.*
- *Varicella: 1 dose on or after the 1st birthday or verification of disease*
- *Hib: 1 dose on or after the 1st birthday*
- *Pneumococcal 1 dose on or after the 1st birthday*
- *Influenza: 1 dose administered each year between August 1st - December 31st
(2 doses separated by at least 28 days required for those receiving flu
for the first time)*
- *Hepatitis A 2 doses given six months apart, 1 dose on or after the 1st birthday
A Normal Lead Test MUST be documented annually.*

Blue Health Assessment Form (~~HAR-3~~)

Immunization Kindergarten:

- *DTaP: At least 4 doses-Last doses MUST be given on or after 4th Birthday*
- *Polio: At least 3 doses-Last doses MUST be given on or after 4th Birthday*

- *MMR:* 2 doses separated by at least 28 days, 1st dose on or after the 1st birthday
- *Hep B:* 3 doses, last one on or after 24 weeks of age
- *Varicella:* 2 doses separated by at least 3 months, 1st dose on or after the 1st birthday or verification of disease
- *Hib:* 1 dose on or after the 1st birthday for children less than 5 years old

Parent/Guardian will be contacted by the school and/or the school nurse to inform you of screenings for dental (Smile Builders), hearing and vision. You may contact the school nurse if you have any questions related to results.



MEDICATION POLICY

The policy and procedures for the administration of medication in schools has been written in accordance with Connecticut Education Laws. Families and physicians are encouraged to develop medication schedules for students, which do not interrupt the school day. Unfortunately, there are children who could not be maintained in the classroom without medication during the day. Therefore, the Department of Education and Health recognizes their responsibility in aiding these children. No medication will be given without a written Medication Authorization Form from a licensed physician/dentist, a written parental request, and approval from the School Medical Advisor. The following guidelines must be met for your child to receive medications at school:

- Medications must be brought to school by an adult responsible for the child's care.
- Medications must be in the original container with label stating how it is to be given.
- No more than a 45-day supply of medication should be brought in at one time.
- All medications are maintained in a locked cabinet located in the nurse's office. Only nursing personnel and the building administrator have permission to unlock this cabinet

All medications must be picked up by the parent after the order for giving medication has expired or when the school year ends. All medications not picked up will be destroyed
No child is ever to have any medication with them in school - this includes cough drops, sun block, bug spray, etc.

CONTAGIOUS ILLNESS or RASHES

Parents are required to notify school personnel whenever a child has been exposed to a contagious disease. This includes, but may not be limited to: Strep Throat, Pink Eye, Fifths Disease, Meningitis, Hepatitis, Ringworm, Impetigo, Lice, etc. If symptoms occur, the school nurse or her designee will notify the student's parents/guardians by phone or nurse's note. Information will be given to the parent/guardian so that they will be aware of the symptoms of these diseases.

If a child has a medically documented condition which necessitates frequent absences, a physician's note is necessary upon his/her return to school.

If a child is absent due to an illness, they are not allowed to return to school until free from any of the symptoms.

The following health conditions, when identified by the clinical expertise of the City of Waterbury, board certified, school nurse, may warrant the following actions:

<u>Symptom/Condition</u>	<u>Excluded from School Until</u>
Temperature over 100 degrees	~48 Hours with no fever and symptom free (No medication)
Vomiting	~ No vomiting for 24 Hours
Diarrhea	~ No diarrhea for 24 Hours
Off color nasal secretions	~Nasal drainage is gone or treated
<u>Symptom/Condition</u>	<u>Excluded from School Until</u>
Rash of unknown origin	~Rash is gone, or diagnosed and treated
Strep	~24 hours, after initiation of antibiotic treatment
Purulent Conjunctivitis (Pink Eye)	~Exclusion until treated
Impetigo	~Exclude; Return with physician or school nurse permit or after treatment/clearing of lesion.
Head Lice	~Nit free
Chickenpox	~Exclude until all lesions are crusted over

If a child is injured during the school hours, the following steps will be taken:

1. The child will be brought to the nurse's office for treatment by the fully licensed, State of Connecticut certified Registered Nurse on staff.
2. In the event the child unable to be moved, administration and/or nursing staff from the site will be notified and 911 will be called. The school administrator/designee will accompany the child to the hospital and remain with the child until a family member/guardian has arrived.
3. When a child becomes ill during the school day, the child will be evaluated by the fully licensed, State of Connecticut certified Registered Nurse on staff. If it is determined parents/guardians must be contacted, the child will remain under supervision in the nurse's office until able to be picked up and brought home.

The Early Childhood Education Program. . .

1. Requires children in the program to receive a well-child screening exam annually. Well-child examinations should be comprehensive and include a complete physical examination and health history, a developmental and nutritional assessment, eye and hearing exams, health education and information, and immunizations and lab tests, including blood lead levels, as appropriate, based on the age of the child and outlined in the EPSD periodicity schedule. Program staff are available to assist families in obtaining medical services, insurance, or other health care solutions.
2. Plays a pivotal role in linking children and their families to the health care delivery system. The program reviews children's health records and notifies the parent or guardian when the health record indicates that a child is due for a well-child examination and/or appropriate screening. The ability of the program to assist in making referrals and provide access to preventative and primary health care can

3. ensure the healthy growth and development of children as well as early identification of problems that may benefit from intervention.
4. Requires proof of regular dental examinations every six months. These examinations should include education and information for parents and children concerning fluoride supplementation, tooth cleaning, injury prevention, and dietary habits as well as any other appropriate, preventative dental procedures.
5. Provides young children and their families' access to coverage for these vital health services. Coverage is available for regular well-child care and other health care services for children who are enrolled in Connecticut's HUSKY A (Medicaid) program under the federal EPSDT program which is directly referenced in the school readiness legislation. Young children enrolled in HUSKY B or in commercial health insurance plans are covered under their plans for regular well-child care. Both HUSKY plans and most commercial insurance plans follow the recommended schedule for well-child care that has been established by the American Academy of Pediatrics (AAP).
6. Works with families who need assistance in obtaining health insurance coverage for their children. Connecticut's HUSKY A program provides comprehensive coverage for all children (including children with other health insurance) with incomes below 185% of the federal poverty level - approximately \$31,000 for a family of four. The HUSKY B program provides health insurance coverage for uninsured children with incomes above 185% of the federal poverty level. Depending on the family's income, this coverage is either free or offered at low cost. There are no income limits for HUSKY. Families with income above 300% of the federal poverty level (about \$50,000 for a family of four) can enroll their children by paying the group premium rate. All families below that income level are eligible for subsidized coverage. For children in families with incomes below 185% of the federal poverty level (about \$31,000 for a family of four), there is no cost to the family. The family's assets or property are not considered in determining the coverage that a family will receive.
7. Employs a school nurse at every site. The school nurse's role is to provide consultation, training and education for program staff and families on well child care at least twice a year. Through a partnership with district personnel and community providers, all preschool students receive vision and hearing screenings as well as dental cleanings during each year of preschool.



TOILET TRAINING POLICY

The teaching staff in the preschool program understand that all children develop at their own rate. We encourage families to partner with the teaching staff as they encourage all children to gain independence in their bathroom needs. No child is excluded from programming because they are not fully toilet trained.

CITY OF WATERBURY MANDATORY DRESS CODE POLICY

Research has shown that children's attire at school directly affects both attitudes and learning outcomes. Mandatory dress code and uniform policies have proven to influence these areas in a positive manner. Each parent is responsible for his/her child's dress at school. The attire of each pupil should be in accordance with the City of Waterbury's dress code listed below.

DRESS CODE:

Jumpers, Skirts, Dresses, Pants, Shorts, and/or Skorts: Must be solid navy, gray, khaki, or black. Must be "dress" or "docker" style pants or knee-length shorts and skirts. Pants, shorts, skirts, and skorts must be worn or belted at the waist. No designs or stripes. NO JEANS.

Tops: Must be oxford, polo, or turtleneck style with sleeves and a collar. These may be solid white, blue or black. Tops must cover waistline when arms are raised.

OPTIONAL: Sweater/ Fleece (V-neck or cardigan), blazer, suit jacket or vest-worn over top (colors: solid navy, blue, or white). Student's name must be written on inside tag.

Footwear: Closed-toe shoes are strongly recommended. White or black sneakers are permitted. Sandals, clogs or bare feet are not permitted.

Gym Day: Sweats may be worn to school on scheduled gym days. Sweats may be navy blue or gray. Solid navy blue, gray, or white T-shirts may also be worn. No logo or stripes may be on sweats or shirts.

DISCIPLINE GUIDANCE AND PROCEDURES

Acceptable Guidance Guidelines

Child Discipline Guidance

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The City of Waterbury Preschool staff are not permitted to use any form of physical punishment, psychological abuse, or coercion when disciplining a child. Staff members may not single out a child for ridicule, threaten harm to the child or the child's family, and may not aim to degrade a child or a child's family. They may not use harsh, demeaning or abusive language in the presence of children. Staff never stands by while other adults do these things. Food is never withheld as a form of punishment. We use the following disciplinary techniques where they are age appropriate: Giving Choices, Problem Solving, Redirecting, Ignoring, Natural and Logical Consequences, and Break Time. Discipline does not mean punishment. Discipline is teaching a child how to be safe, how to behave on his/her own and how to know the difference between right and wrong. The staff will use praise and positive methods of discipline and guidance to encourage self-expression and self-direction of the children in the preschool program. They will model appropriate tone of voice and behavior through warm, affectionate verbal interactions and consistent, predictable care and instruction. Children may be taught 'Break Time' strategies in order to keep themselves from losing control or causing harm to themselves or others. 'Break Time' is only one way to handle a situation and allows the child to regain control of his/her actions and feelings. Time away from the group must always be monitored. At all times, supervision will be maintained. If a crisis occurs, staff will follow Crisis Team protocols and procedures.

Strategies to use when challenging behaviors interfere with learning:

- Redirect negative behavior to an acceptable activity by gently encouraging the child to change activities.
- Ignore the behavior.
- Limit choices.
- Use humor.
- Demonstrate respect for the child's feelings and let him/her know whatever they are feeling is okay. Privacy is provided if necessary.
- Communicate with the children and model positive behaviors for them to imitate using single words or short phrases. Use First/Then format if needed.
- Make sure what you are asking the child is appropriate for their developmental level.
- Make sure all classroom rules are clear and understood at their level.
- Help children understand consequences to behavior.

- Provide time for reflection/recovery for the child.
- Consult with parents since they know their child best.
- Emphasize the partnership between caregiver and parent to defuse a tense situation.

DISCIPLINE PHILOSOPHY AND PROCEDURES

The Early Childhood Education Program staff adheres to the Discipline Policy that is set forth by the City of Waterbury Board of Education. We recognize that all children develop at their own rate. Therefore, guidelines have been put in place to address behaviors of children with challenging behaviors. Teaching staff never engage in use of physical punishment, psychological abuse or coercion as a form of discipline. They always refrain from making derogatory remarks or threats and will not withhold food as a form of discipline. The Office of Early Childhood will not suspend, exclude, or expel a student from its program but rather will engage in meaningful and constructive conversation with families/guardians to provide support or services to the family and student. The administration will work with families, and when necessary, work within the guidelines of the PPT process to ensure a child's emotional, developmental, and educational needs are always considered. When necessary, an Individualized Education Program may be developed by the educational team and family to ensure the rights of the student, parents and school are considered in compliance with all Federal and State Laws. Any use of restraint and seclusion of a student must be specified in a student's IEP, including parent permission, and will be conducted by Support trained staff and administration in compliance with all Federal and State laws. This information may be found in the Family Guidebook distributed to all families at the start of each school year and Office of Early Childhood Procedural Manual.

The Pre-K staff firmly believes that emotional development, like other learning, takes time. The staff works tirelessly to promote a positive environment school-wide that will provide each student the opportunity to develop emotionally and socially at his or her own rate. Using developmentally appropriate instruction, the teaching staff intentionally models positive behavior, encourages positive interactions between staff and students, and uses

practical interventions, multiple approaches, and ongoing data collection when considering the meaning of behavior.

Discipline Guidance

Staff are never to humiliate, frighten or abuse a child. During times of challenging behavior:

- Staff may not use isolation as a form of consequence, unless written as part of the IEP. This includes using time out or other forms of negative consequences.
- Staff may not single out a child for ridicule, threaten harm to the child or child's family, and may not aim to degrade a child or a child's family.
- Staff may not use harsh, demeaning or abusive language in the presence of children.
- Food is never withheld as a form of punishment.
- Staff never stands by while other adults do these things.
- Staff never force a child to sit down, perform an action he/she doesn't want to do, or provide rough handling: pulling, grabbing a body part, or shoving, jerking, slapping, pinching.
- Staff never require a child to remain inactive for a long period of time.

VISITORS

Parents are always welcome to visit the school. However, for the safety and well-being of all students and staff, there are important procedures which must be followed, without exception, always. This includes, but is not limited to, walking students into school, picking up a student early, dropping off a student late, or picking up a student from the nurse's office. All visitors entering the building are to report to the Main Office, provide identification and sign into the log book before receiving a Visitor's Pass.

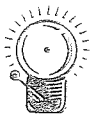
NO ONE can be in the building *AT ANY TIME* without signing in and receiving a Visitor's Pass from the Main Office.

If you wish to visit your child's classroom, please notify the office in advance so that the necessary arrangements can be made with the individual teacher.

News

MEDIA COVERAGE

From time to time, media (newspaper, radio, TV) coverage of events taking place in our school is requested. This is an exciting and rewarding experience for most pupils. However, there may be parents who do not desire to have their child/children included in TV or newspaper coverage of an event. If so, please inform your child's teacher of your wishes by completing and returning the Media Form sent home in the beginning of the school year. Otherwise, it will be assumed that your child may participate.



SAFETY DRILLS

Monthly fire drills, and lockdown drills are held monthly as required by state law. Students follow the exit directions posted in each classroom. The signal for the fire drill is a constant blast on a special horn. When the alarm sounds, students are to proceed with their class to their designated location in a quick, quiet and orderly manner. Teachers are required to check attendance for their class and report any absences to the principal. Students should not return into the building without permission from the principal. When a fire drill is in progress, parents are asked not to take their children out of line or bring them home. We must account for all students at this time for everyone's safety.

In the ongoing effort to prepare your child for safety procedures, Lockdown and Shelter in Place drills will be regularly scheduled throughout the school year. A record of all three practice drills/actual occurrences are maintained in the school office. If a visitor is in the building during any of these drills, it is expected that they follow the posted routines until notified by the building administrator that the drill/crisis has ended.



TRANSPORTATION

Transportation may be provided on a limited basis. Safety rules should be discussed with your child to ensure a safe ride to and from school. All students are required to ride their assigned bus. Any changes in transportation must be made through the school office. A child designated to take a bus will not be permitted to go home by any other means unless there is written permission by the parent. Any person picking the child up (other than the parent) must be over 18 years old and on the child's emergency contact list. Walkers are not permitted to ride the bus home from school to a friend's or sitter's house.

Any questions regarding the bus routes, schedules, pick-up points, time, or bus drivers, please contact the Office of Early Childhood at 574-8024.

Please keep in mind that riding on the school bus is a privilege. We reserve the right to cancel busing at any time. Any student that does not follow the bus safety rules will not be permitted to ride to or from school on a bus, thus leaving transportation the responsibility of the parents.

ALLSTAR BUSING RULES

Busing is a courtesy. We would like to bring to your attention to the following rules for children who ride the bus:

1. CHILDREN AND PARENTS MUST BE READY AND WAITING AT THE DESIGNATED STOP/CURBSIDE FOR BOTH PICK-UP AND DROP-OFF.

2. ONLY YOU OR THE AUTHORIZED NAMES YOU HAVE GIVEN US WILL BE ALLOWED TO PUT THE CHILD ON AND OFF THE BUS. (EVERY AUTHORIZED PERSON MUST BE 18 YEARS OF AGE OR OLDER.)
3. PLEASE CONTACT THE BUS COMPANY AND SEND A NOTE TO YOUR CHILD'S TEACHER IF THERE IS A CHANGE IN BUSING
4. THE BUS HAS A STRICT TIME SCHEDULE. PLEASE BE ON TIME AND WAITING AT ALL TIMES.
5. IF YOU ARE NOT AT THE DESIGNATED DROP OFF LOCATION, YOUR CHILD WILL BE RETURNED TO THE SCHOOL OFFICE:
FIRST RETURN: VERBAL WARNING
SECOND RETURN: AUTOMATIC THREE -DAY SUSPENSION FROM BUS
THIRD RETURN: AUTOMATIC PERMANENT REMOVAL FROM BUS








*Please make every effort not to take our busing service for granted.




PARENT INVOLVEMENT

The Waterbury Public Schools are committed to ensuring that parents are actively engaged in the educational process (Waterbury Blueprint for Change).

Best Practices

The Early Childhood Education Program.....

-  *recognizes parents as teachers' partners in the education of their child - each bringing their strengths to that relationship.*
-  *has written policies and procedures developed with the assistance of parents that clearly outline the programs' philosophy, curriculum, and strategies for addressing children's needs.*
-  *staff respects individual cultural, linguistic and life style differences in families.*
-  *has an open, two-way (both written and oral) communication system to keep parents and staff informed on the day-to-day events in their child's life.*
-  *has a system in place that supports the growth and development of parents in leadership and governance roles.*
-  *has a system in place to identify the needs of parents, linking them with collaborating agencies, including job training, adult education and public library services.*
-  *provides opportunities for parent involvement at various levels.*

-  employs an open-door policy for parents to observe or participate in their child's class.
-  has a "Parent Library" that includes books and materials for their use. Parents are welcome to stop by and meet other parents, review materials, or talk to staff members.
-  Staff, parents, and others collect information on program quality from many sources. ECE utilizes the NAEYC program self-assessment, family, and staff questionnaires annually. The information gathered, reviewed, and suggested modifications are implemented as needed. The Waterbury Board of Education has monthly meetings in which parents/community members offer ideas and are encouraged to engage in governance decisions.

Parent Liaison

Each program site has a Board of Education designated Parent Liaison to provide onsite and hands on support services/advocacy/activities for families and students. A complete list of Liaisons can be found on our Waterbury Public Schools website: www.waterbury.k12.ct.us. If a parent/guardian experiences dis-satisfaction with the preschool program, an appointment may be made with the site administrator, parent liaison, or program supervisor to discuss the concern.

When a complaint is made against a classroom teacher or staff member, conflict resolution procedures include the following:

- A meeting with all parties to identify the problem/concern.
- Creation of a collaborative effort between parent and teacher to create an action plan
- solve the problem.
- Set a time period to re-meet to review progress and ensure everyone's voice has been heard.

PARENT ADVISORY COMMITTEE

You are encouraged to take advantage of our Parent Advisory Council. Parents play an integral role in their child's early education. As a member, you will share in the process of curriculum planning and revision, in addition to voicing ideas that promote your child's growth and development.



PARENT/TEACHER CONFERENCES

If a conference is needed with the classroom teacher, it is recommended that parents make an appointment rather than discussing concerns at an unscheduled time before, during or after the school day. The teacher needs time to review information regarding the student and compile any necessary documentation for the discussion. In order to allow for a successful conference, please make an appointment first. Report cards are distributed to families three

times during the school year. This is an important time to talk with your child's teacher and understand his or her learning style.

OPEN HOUSE / PARENT TEACHER CONFERENCE SCHEDULE

August 28th – Pre-K Orientation
September 19th – 5-7p.m.-Early Dismissal
Dec 12th – 5-7p.m.-Early Dismissal
April 24th – Early Dismissal
June-Last Day of School- TBD



SCHOOL MEALS

School breakfasts and lunches are provided for all our students at each center. The menu is printed in the Waterbury Republican-American, monthly newsletters and posted on the parent Board at each preschool site.

Meals may be served in the classroom with teachers and/or assistants present or in the cafeteria with lunch room aides/teaching assistants/paraprofessionals. This is a time to engage the children in language-rich conversation and to model appropriate dining behavior/manners.

All children are encouraged to try new foods.

It is the responsibility of the parent to notify the staff of any dietary restrictions or food allergies that their child may have. Each child with documented food allergies/sensitivities must have a special care plan on file that is reviewed by administration and the school nurse.

CELEBRATIONS

Celebrations occur throughout the school year for children's birthdays or thematic lessons. Any food brought in for a classroom celebration must be store-bought and unopened. Please remember... we encourage healthy snacks for all our children.

The following food items are not acceptable as they present a choking hazard:

- hot dogs
- whole grapes
- nuts
- popcorn
- raw peas
- hard pretzels

Waterbury Public Schools 30 B Church Street Waterbury, CT 06702 RFP 6348

Office of Early Childhood
Waterbury Public Schools
30 -B Church Street • Waterbury, CT 06702

Tel. (203) 574-8024 & 203-574-8025 • Fax (203) 574-6709

School Readiness Program Site

Parent Fee Share Determination Form

Date: _____

Student/Parent Information:

Student Name:	Date of Birth:
Parent/Guardian Name:	

Income Information:

(Must be verified with: *W2 forms/2 paystubs/DSS-SSI-SSD worksheet)

Gross Annual Income*:	\$ _____
Family Size:	_____
Income Documentation Provided:	_____

(W2 forms/2 paystubs/DSS-SSI-SSD worksheet)

Determination of Fees for School Readiness Program Sites

Bucks Hill Annex, Carrington, Chase, Driggs, Duggan, Gilmartin, Reed, Sprague, Washington

The following is the tuition calculation based on the fee schedule provided by the State Department of Education. This is a state requirement, which is supported through a State Grant Fund (School Readiness) that mandates we determine and charge a fee.

ECEP Office staff will determine the below:

School Readiness Weekly Family Tuition fee to be collected:	\$ _____
<small>(fee collected is used to support the School Readiness classroom)</small>	

Hardship Weekly Family Tuition fee to be collected	<small>(see attached Hardship policy and request form):</small>	\$ _____
--	---	----------

Date of Redetermination <small>(5 months from initial hardship application)</small> :	_____
---	-------

Agreement and Signature

By submitting this application, I affirm that the facts set forth in it are true and complete. I agree to my child's tuition payment determined by the State of CT, DOE Readiness Income Guidelines GP 14 01.

Parent/Legal Guardian _____ Date: _____

ECEP Staff Signature: _____ Date: _____

Connecticut Administered State-Funded Program General Policy B-01

The Income Guidelines for School Readiness Grant Funded Programs and for Child Day Care Contractors were updated as of October 2016. These income guidelines are based on the State Median Income (SMI) levels published annually in the Federal Register. School Readiness Grant funded programs, Child Day Care Contractors and programs as well as Smart Start grantees, please refer to GP B-02 and the attached supplemental guidance document for explicit information on implementation of the fee scale.

• Child Day Care Contracted Programs can only enroll families whose income falls below 75% of the SMI. If a child is already enrolled and the family income rises to 75% of the SMI or higher, a child may maintain enrollment if other eligibility requirements are met (see GP 14-03). School Readiness programs can enroll families over 75% SMI. The ten percent calculation for income over 75% SMI is now calculated for each family size and is noted in the row under the family size for each SMI range over 75%. The School Readiness Councils will NOT determine fees over 75% SMI. Programs will use the calculation provided, not to exceed their School Readiness published cost of care or the Child Day Care maximum rate.

• The Income Guidelines for School Readiness Grant Funded Programs and for Child Day Care Contractors are effective January 1, 2017. Please remember that families must be notified 30 days in advance before changing the fee.

• A local or regional board of education Smart Start program MAY choose to charge a family fee. If the local or regional board of education chooses to charge a family fee they must use the OEC Guidelines and Per-Child Fee Schedules in GP B-02.

Waterbury Public Schools 30 B Church Street Waterbury, CT 06702 RFP 6348

Office of Early Childhood
Waterbury Public Schools
30 -B Church Street • Waterbury, CT 06702
Tel. (203) 574-8024 & 203-574-8025 • Fax (203) 574-6709

Hardship Policy

We serve the Waterbury community and our families come first. In the event that the parent(s) or supporting caregiver falls under hard times with a child attending our Early Childhood Education School Readiness Program, we offer a hardship policy. Your co-pay can be reduced or waived. There are specific guidelines to this hardship policy and an evaluation of your family's needs to determine eligibility.

You can request to be assessed for hardship assistance in the form of fee reduction or fee waiver. Please fill out the **Parent Hardship Letter of Agreement on the reverse side** of this policy and bring or mail it back to the office for review to determine if it is possible to offer you a reduction or a waiver in the fee.

Assessment

Families will have the opportunity to disclose conditions that may affect their ability to pay their school readiness family share fees. This may include but is not limited, to the following:

- Existence of physical/mental disabilities
- Health issues
- Outstanding financial obligation due to conditions/factors outside the individual's control
- Consistently requesting information about alternative payment; arrangements or requesting a payment arrangement for the first time
- A sudden change of circumstances that adversely affects their financial capacity to pay
- Individual identified as having affordability issues
- Having a low level of income, that is unlikely to change
- Being unemployed

Process for Determining Hardship Fee Reduction or Fee Waiver

- Families must submit proof of hardship via supplying documentation to Early Childhood to ascertain eligibility and in agreeing to a reasonable payment arrangement.
- The duration of fee reduction or fee waived will be redetermined within five months of initial determination of status.

Families may be asked to supply pay stubs and copies of their bills in addition to other paperwork mentioned in the above sections.

If you have any question or concerns, please contact the office at the above phone number.

Early Childhood reserves the right to have final determination of a family's eligibility of hardship.

Parent Hardship Letter of Agreement

Student Name: _____ Center: _____ Teacher: _____

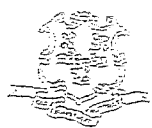
I, _____, am requesting hardship on the grounds stated below:

[illegible]

Waterbury Public Schools 30 B Church Street Waterbury, CT 06702 RFP 6348

Early Childhood Education Program
30 B Church Street
Waterbury, CT 06702





CONNECTICUT OFFICE OF EARLY

Child Day Care Center, School Readiness, and Sm:

Full-time (full day/full year) Preschool Service Weekly Fee Schedule

Office of Early Childhood
308 Church Street
Waterbury, CT 06702
RFP 6348

Family Size =>	1-3	4	5	6	7	8	9	10	11	12	Weekly Fee
From 0% of SMI	0	0	0	0	0	0	0	0	0	0	
To 12% of SMI	10,946	13,031	15,116	17,201	17,592	17,963	18,374	18,765	19,156	19,547	8
From 12% of SMI	10,946	13,031	15,116	17,201	17,592	17,963	18,374	18,765	19,156	19,547	
To 15% of SMI	13,683	16,289	18,895	21,501	21,990	22,479	22,967	23,456	23,945	24,433	16
From 15% of SMI	13,683	16,289	18,895	21,501	21,990	22,479	22,967	23,456	23,945	24,433	
To 17% of SMI	15,507	18,461	21,414	24,368	24,922	25,476	26,030	26,583	27,137	27,691	24
From 17% of SMI	15,507	18,461	21,414	24,368	24,922	25,476	26,030	26,583	27,137	27,691	
To 20% of SMI	18,243	21,718	25,193	28,668	29,320	29,971	30,623	31,274	31,926	32,578	32
From 20% of SMI	18,243	21,718	25,193	28,668	29,320	29,971	30,623	31,274	31,926	32,578	
To 23% of SMI	20,980	24,976	28,972	32,969	33,718	34,467	35,216	35,966	36,715	37,464	40
From 23% of SMI	20,980	24,976	28,972	32,969	33,718	34,467	35,216	35,966	36,715	37,464	
To 26% of SMI	23,716	28,234	32,751	37,269	38,116	38,963	39,810	40,657	41,504	42,351	48
From 26% of SMI	23,716	28,234	32,751	37,269	38,116	38,963	39,810	40,657	41,504	42,351	
To 29% of SMI	26,453	31,492	36,530	41,569	42,514	43,459	44,403	45,348	46,293	47,238	55
From 29% of SMI	26,453	31,492	36,530	41,569	42,514	43,459	44,403	45,348	46,293	47,238	
To 32% of SMI	29,190	34,749	40,309	45,869	46,912	47,954	48,997	50,039	51,082	52,124	63
From 32% of SMI	29,190	34,749	40,309	45,869	46,912	47,954	48,997	50,039	51,082	52,124	
To 35% of SMI	31,926	38,007	44,088	50,170	51,310	52,450	53,590	54,730	55,871	57,011	71
From 35% of SMI	31,926	38,007	44,088	50,170	51,310	52,450	53,590	54,730	55,871	57,011	
To 38% of SMI	34,663	41,265	47,867	54,470	55,708	56,946	58,184	59,422	60,659	61,897	79
From 38% of SMI	34,663	41,265	47,867	54,470	55,708	56,946	58,184	59,422	60,659	61,897	
To 41% of SMI	37,399	44,523	51,646	58,770	60,106	61,441	62,777	64,113	65,448	66,784	87
From 41% of SMI	37,399	44,523	51,646	58,770	60,106	61,441	62,777	64,113	65,448	66,784	
To 44% of SMI	40,136	47,780	55,425	63,070	64,504	65,937	67,370	68,804	70,237	71,671	87
From 44% of SMI	40,136	47,780	55,425	63,070	64,504	65,937	67,370	68,804	70,237	71,671	
To 47% of SMI	42,872	51,038	59,204	67,370	68,902	70,433	71,964	73,495	75,026	76,557	87
From 47% of SMI	42,872	51,038	59,204	67,370	68,902	70,433	71,964	73,495	75,026	76,557	
To 50% of SMI	45,609	54,296	62,983	71,671	73,300	74,928	76,557	78,186	79,815	81,444	87
From 50% of SMI	45,609	54,296	62,983	71,671	73,300	74,928	76,557	78,186	79,815	81,444	
To 53% of SMI	48,345	57,554	66,762	75,971	77,698	79,424	81,151	82,877	84,604	86,331	95

FY 2016-2017

EFFECTIVE: January 2017



CONNECTICUT OFFICE OF EARLY CHILDHOOD

Child Day Care Center, School Readiness, and

Full-time (full day/full year) Preschool Service Weekly Fee Schedule

Office of Early Childhood
308 Church Street
Waterbury, CT 06702
RFP 6348

Family Size -->	1-3	4	5	6	7	8	9	10	11	12	Weekly Fee
From 53% of SMI	48,345	57,554	66,762	75,971	77,698	79,424	81,151	82,877	84,604	86,331	95
To 56% of SMI	51,082	60,812	70,541	80,271	82,096	83,920	85,744	87,569	89,393	91,217	
From 56% of SMI	51,082	60,812	70,541	80,271	82,096	83,920	85,744	87,569	89,393	91,217	95
To 59% of SMI	53,818	64,069	74,320	84,571	86,494	88,416	90,338	92,260	94,182	96,104	
From 59% of SMI	53,818	64,069	74,320	84,571	86,494	88,416	90,338	92,260	94,182	96,104	95
To 61% of SMI	55,643	66,241	76,840	87,438	89,426	91,413	93,400	95,387	97,374	99,362	
From 61% of SMI	55,643	66,241	76,840	87,438	89,426	91,413	93,400	95,387	97,374	99,362	95
To 64% of SMI	58,379	69,499	80,619	91,739	93,823	95,908	97,993	100,078	102,163	104,248	
From 64% of SMI	58,379	69,499	80,619	91,739	93,823	95,908	97,993	100,078	102,163	104,248	95
To 67% of SMI	61,116	72,757	84,398	96,039	98,221	100,404	102,587	104,770	106,952	109,135	
From 67% of SMI	61,116	72,757	84,398	96,039	98,221	100,404	102,587	104,770	106,952	109,135	95
To 70% of SMI	63,852	76,014	88,177	100,339	102,619	104,900	107,180	109,461	111,741	114,022	
From 70% of SMI	63,852	76,014	88,177	100,339	102,619	104,900	107,180	109,461	111,741	114,022	95
To 73% of SMI	66,589	79,272	91,956	104,639	107,017	109,396	111,774	114,152	116,530	118,908	
From 73% of SMI	66,589	79,272	91,956	104,639	107,017	109,396	111,774	114,152	116,530	118,908	95
To 75% of SMI	68,413	81,444	94,475	107,506	109,949	112,393	114,836	117,279	119,723	122,166	

FOR SCHOOL READINESS & SMART START FUNDED PROGRAMS ONLY

From 75% of SMI	68,413	81,444	94,475	107,506	109,949	112,393	114,836	117,279	119,723	122,166
To 79% of SMI	72,062	85,788	99,514	113,240	115,813	118,387	120,961	123,534	126,108	128,682
Weekly Fee	\$126	\$137	\$148	\$159	\$161	\$163	\$165	\$167	\$170	\$172
From 79% of SMI	72,062	85,788	99,514	113,240	115,813	118,387	120,961	123,534	126,108	128,682
To 81% of SMI	73,886	87,960	102,033	116,107	118,745	121,384	124,023	126,662	129,300	131,939
Weekly Fee	\$130	\$141	\$152	\$163	\$165	\$167	\$170	\$172	\$174	\$176

STATEMENT OF ASSURANCES SIGNATURE PAGE

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

Signature of Official:

Verna D. Ruffin
Dr. Verna Ruffin

Name: (please type)

Superintendent

Title: (please type)

March 14, 2019

Date:

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

Signature of Fiscal Agent: _____ Date: _____

Name & Title (please print): _____

City of Waterbury Certification
Regarding
Debarment, Suspension, Ineligibility and Exclusion

If the transaction is Federally funded, in whole or in part (including pass through grants to state and/or municipal government), this certification is required by the regulations implementing one or more Presidential Executive Orders. If this transaction is funded by the State of Connecticut, in whole or in part, this certification is required in accordance with one or more State of Connecticut general statutes.

1. By signing and submitting the attached proposal and/or this document, the prospective lower tier participant, vendor, or contractor is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant, vendor, or contractor knowingly rendered an erroneous certification, in addition to other remedies available to the Federal, State, or City government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant, vendor or contractor shall provide immediate written notice to the person to which the attached proposal and/or this document is submitted if at any time the prospective lower tier participant, vendor or contractor learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction", "debarred", "suspended", "ineligible", "lower tier covered transaction", "participant", "person", "primary covered transaction", "principal", "proposal", and "voluntarily excluded", as used herein, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549 and/or State of Connecticut statutes and regulations. You may contact the person to which this proposal and/or this document is submitted for assistance in obtaining a copy of the foregoing.
5. The prospective lower tier participant, vendor or contractor agrees by submitting the attached proposal and/or this document that, should the proposed covered transaction be entered into, it shall not knowingly enter into any covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant, vendor or contractor further agrees by submitting the attached proposal and/or this document that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions", without modification, in all covered transaction and in all solicitations for covered transactions.
7. A participant in a covered transaction may rely upon the certification of a prospective participant in a covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 herein, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal, State or Municipal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective recipient of monies hereby certifies, by submission of its attached proposal and/or by execution of this document, that neither it nor its principles are presently debarred, suspended, proposed for debarment, declared ineligible, disqualified, or voluntarily excluded from bidding or participation in the proposed transaction by any Federal, State, or Municipal department or agency or by the statutes, regulations or ordinances of the foregoing departments and agencies.
- (2) Where the prospective recipient of monies is unable to certify to any of the statements in this certification, such prospective participant shall attach a written explanation hereto.

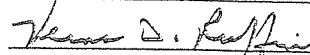
Full Legal Name and address of Recipient, Vendor, or Contractor:

City of Waterbury
236 Grand Street
Waterbury, CT 06702

Print Name and Title of Authorized Representative:

Dr. Verna Ruffin, Superintendent of Schools

Signature of Authorized Representative:



Date: 3/14/2019

PROGRAM DATA

Each applicant is required to complete a School Readiness Local Program Data Workbook (see attachments) which contains three tabs: (1) Program Information; (2) Accreditation/Approval Status; and (3) Space Proposal. Complete the forms in the workbook as they pertain to your site and attach with your RFP submission. Please also e-mail your entire workbook to your School Readiness Liaison. Detailed directions on how to complete the workbook are located within the electronic file.

BUDGET

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

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

The ED114 is a detailed line item budget that reflects the programs requested use of funds for the proposed space capacity represented in this RFP for the FY 2020. (*Budget total must equal the requested School Readiness funds.*)

There are no indirect costs or carry-over funds allowed.

All funds, including family fees, must be spent by June 30, 2020.

A new ED114 budget form is required annually.

BUDGET OBJECT CODES

The OEC is using object code definitions from the United States Department of Education publication "Financial Accounting for Local and State School Systems." (<http://nces.ed.gov/pubstubs/2009/2009323.pdf>) Per federal definition, an object is used to describe the service or commodity obtained as the result of a specific expenditure. For a specific grant, it may be necessary to modify what can be included in a given object based on the grant legislation. Please review the instructions for specific grant budget development carefully.

Master Budget Form Object Code Descriptions/Includable Items

111A Non-Instructional

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

111B Instructional

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

200 Personal Services - Employee Benefits

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

320 Professional Educational Services

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

321 Tutors (Instructional Non-Payroll Services)

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

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

600 Supplies

Amounts paid for items that are consumed, worn out, or deteriorated through use, or items that lose their identity through fabrication or incorporation into different or more complex units or substances.

700 Property

Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.

PROGRAM INFORMATION

The name of the site(s) MUST match the name on the license (if applicable).

Site/Sites	Address	Town	Zip	Contact Name	Phone
Bucks Hill Pre-K at the Annex	330 Bucks Hill Road	Waterbury	06704	Ms. Amy Simms	203-574-8053
Carrington School	24 Kenmore Avenue	Waterbury	06708	Ms. Karen Renna	203-574-8184
Chase School	40 Woodtick Avenue	Waterbury	06705	Mr. Matthew Calabrese	203-574-8188
Driggs School	77 Woodlawn Terrace	Waterbury	06710	Mr. Michael Theriault	203-574-8160
Duggan School Pre-K	38 West Porter Street	Waterbury	06708	Dr. Patricia Frageau	203-574-8875
Gilmartin School - Pre-Kindergarten	94 Spring Lake Road	Waterbury	06706	Ms. Jennifer Dwyer	203-574-8175
Reed School	33 Griggs Street	Waterbury	06704	Mr. Juan Mendoza	203-574-8189

Identify the number for each type of space, start date and cost. List totals for agencies with multiple sites, then list each site. The name of the site(s) **MUST** match the name on the license (if applicable).

Site	Start Date*	# FD/FY Spaces	Total FD/FY Cost	# SD/SY Spaces	Total SD/SY Cost	# PD/PY Spaces	Total PD/PY Cost	# ED/EY Spaces**	Total ED/EY Cost**	Total # Spaces	Total Cost
Bucks Hill Pre-K at the Annex	8/26/2009	\$ -	-	36 \$	216,000.00	72 \$	324,000.00	0 \$	-	72 \$	324,000.00
Bucks Hill Pre-K at the Annex	8/26/2009	\$ -	-	36 \$	216,000.00	72 \$	324,000.00	0 \$	-	72 \$	324,000.00
Carrington School	8/29/2013	\$ -	-	36 \$	216,000.00	72 \$	324,000.00	0 \$	-	72 \$	324,000.00
Chase School	8/1/2017	\$ -	-	10 \$	60,000.00	20 \$	120,000.00	0 \$	-	20 \$	120,000.00
Driiggs School	12/1/2016	\$ -	-	18 \$	108,000.00	36 \$	216,000.00	0 \$	-	36 \$	216,000.00
Duggan School Pre-K	8/31/2011	\$ -	-	28 \$	168,000.00	56 \$	336,000.00	0 \$	-	56 \$	336,000.00
Gilmartin School - Pre-Kind.	9/1/2013	\$ -	-	28 \$	168,000.00	56 \$	336,000.00	0 \$	-	56 \$	336,000.00
Reed School	8/26/2012	\$ -	-	28 \$	168,000.00	56 \$	336,000.00	0 \$	-	56 \$	336,000.00
Sprague School	12/1/2016	\$ -	-	90 \$	540,000.00	180 \$	1,080,000.00	0 \$	-	180 \$	1,080,000.00
Washington School	8/1/2017	\$ -	-	10 \$	60,000.00	20 \$	120,000.00	0 \$	-	20 \$	120,000.00
TOTALS		0 \$	-	284 \$	1,704,000.00	72 \$	324,000.00	0 \$	-	356 \$	2,028,000.00

****Priority School Readiness only**

SPACE PROPOSAL

applicable).

Site	Start Date*	# FD/FY Spaces	Total FD/FY Cost	# SD/SY Spaces	Total SD/SY Cost	# PD/PY Spaces	Total PD/PY Cost	# ED/EY Spaces**	Total ED/EY Cost**	Total # Spaces	Total Cost
Bucks Hill Pre-K at the Annex	8/26/2009	\$ -	-	36 \$	216,000.00	72 \$	324,000.00	\$ -	-	72 \$	324,000.00
Bucks Hill Pre-K at the Annex	8/26/2009	\$ -	-	36 \$	216,000.00	\$ -	-	\$ -	-	36 \$	216,000.00
Carrington School	8/29/2013	\$ -	-	36 \$	216,000.00	\$ -	-	\$ -	-	36 \$	216,000.00
Chase School	8/1/2017	\$ -	-	10 \$	60,000.00	\$ -	-	\$ -	-	10 \$	60,000.00
Driggs School	12/1/2016	\$ -	-	18 \$	108,000.00	\$ -	-	\$ -	-	18 \$	108,000.00
Duggan School Pre-K	8/31/2011	\$ -	-	28 \$	168,000.00	\$ -	-	\$ -	-	28 \$	168,000.00
Gilmartin School - Pre-Kind.	9/1/2013	\$ -	-	28 \$	168,000.00	\$ -	-	\$ -	-	28 \$	168,000.00
Reed School	8/26/2012	\$ -	-	28 \$	168,000.00	\$ -	-	\$ -	-	28 \$	168,000.00
Sprague School	12/1/2016	\$ -	-	90 \$	540,000.00	\$ -	-	\$ -	-	90 \$	540,000.00
Washington School	8/1/2017	\$ -	-	9 \$	54,000.00	\$ -	-	\$ -	-	9 \$	54,000.00
TOTALS		0 \$	-	283 \$	1,698,000.00	72 \$	324,000.00	0 \$	-	355 \$	2,022,000.00

Priority School Readiness only

Priority School Readiness only

SITE ACCREDITATION / APPROVAL STATUS

The name of the site(s) MUST match the name on the license (if applicable).

SITE (must use legal licensed name/name in Registry)	Registry ID	DCEX Number (if License Exempt and had a Care4Kids health inspection)	LICENSING					NAEYC STATUS				HEAD START	
			License Number	Yes	License Exp. Date	Exempt	Pending	ID#	Certificate Exp. Date	4th Annual Report Submission Date	NEW Program (will be accredited 3 years from SR start date)	Yes	No
Bucks Hill Pre-K at the Annex	1631												
Carrington School	6396						725352	7/1/2020	7/1/2019				X
Chase School	8174						728594	6/1/2021	6/1/2020				X
Duggan School	8175						727633						X
Duggan School Pre-K	6257						729797						X
Gilman School - Pre-Kind.	6256						727633	7/1/2019	8/1/2018				X
Reed School	6380						726344	7/1/2022	7/1/2021				X
Sprague School	6381						728042	12/1/2020	12/1/2020				X
Washington School	8176						729826				8/1/2019		X

SCHOOL READINESS LOCAL PROGRAM BUDGET WORK

TOWN- Waterbury

SITE- Waterbury Public Schools

Directions:

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

Line Items	NARRATIVE	BUDGET
111A	NON-INSTRUCTIONAL	
	TOTALS	\$ -
111B	INSTRUCTIONAL	
	Teachers	\$ 1,749,955.00
	Assistants	\$ 272,045.00
	TOTALS	\$ 2,022,000.00
200	PERSONNEL SERVICES / EMPLOYEE BENEFITS	
	TOTALS	\$ -
320	PROFESSIONAL EDUCATIONAL SERVICES	
	TOTALS	\$ -
321	TUTORS	
	TOTALS	\$ -
322	IN-SERVICE	
	TOTALS	\$ -
323	PUPIL SERVICES	
	TOTALS	\$ -
324	FIELD TRIPS	

Office of Early Childhood
 30B Church Street
 Waterbury, CT 06702
 RFP 6348

		TOTALS	\$
325	PARENT ACTIVITIES		
		TOTALS	\$ -
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES		
		TOTALS	\$ -
340	OTHER PROFESSIONAL SERVICES		
		TOTALS	\$ -
400	PURCHASED PROPERTY SERVICES		
		TOTALS	\$ -
500	OTHER PURCHASED SERVICECS		
		TOTALS	\$ -
600	SUPPLIES		
		TOTALS	\$ -
700	PROPERTY		
		TOTALS	\$ -

Waterbury Public School Early Childhood Education Program
30 B Church Street, Waterbury, CT 06802 RFP 6321

FISCAL YEAR 2020			
ED 114 BUDGET FORM			
GRANTEE NAME:			
GRANT TITLE:	School Readiness Grant Program	Grant Period:	7/1/2019 to 6/30/20
Project Title	Priority School Readiness Local Grant Program	Total Award:	\$ 2,022,000.00
CODES	DESCRIPTIONS	BUDGET	
111A	Non-Instructional	\$	-
111B	Instructional	\$	2,022,000.00
200	Personal Services	\$	-
320	Professional Educational Services	\$	-
321	Tutors	\$	-
322	In-service	\$	-
323	Pupil Services	\$	-
324	Field Trips	\$	-
325	Parent Activities	\$	-
330	Employee Training and Development Services	\$	-
340	Other Professional Services	\$	-
400	Purchased Property Services	\$	-
500	Other Purchased Services	\$	-
600	Supplies	\$	-
700	Property	\$	-
	TOTAL	\$	2,022,000.00
		Original Date:	Revised Date:

Attachment M
Mr. Rocco Orso Statement

ATTACHMENT C

ROCCO ORSO
DIRECTOR OF PURCHASING
236 GRAND STREET
WATERBURY, CT 06702

The undersigned declares that the only persons or parties interested in this Proposal as principals are as stated; that the Proposal is made without any collusion with other persons, firms, or corporations; that Proposer has carefully examined the entire Request for Proposal; that Proposer has informed itself fully in regard to all conditions pertaining to the Work and the place where it is to be performed; and that with this representation, the undersigned makes this Proposal. These prices shall cover all expenses incurred in performing the Work required under the Contract Documents, of which this Proposal and Form are a part.

The undersigned agrees and covenants that the Contract Time shall commence on delivery of the City of Waterbury's written notice to proceed, which shall occur after contract execution by both parties.

The undersigned acknowledges receipt of addenda numbered: (insert date)

1 School Readiness Grant 2017-2018
2 _____ 5 _____
3 _____ 6 _____

All Work for this Project shall be performed at the Proposal Prices as described in the Proposal Documents.

The undersigned hereby certifies under the penalties of perjury that this Proposal is in all respects bona fide, fair and made without collusion or fraud with any other person. As used in this section, the work "person" shall mean any natural person, joint venture, partnership, corporation, or other business or legal entity.

06-6001900
Social Security Number
or Federal Identification Number

D. M. Orso
Signature of Individual or Corporate Name

Corporate Officer
(if applicable)

City notice of acceptance should be mailed, telegraphed or delivered to the undersigned Proposer at the following address:

Name Darien Schwartz
By: Chief Academic Officer
(Title)
Business Address: 236 Grand St.
(City, State, Zip Code)
Waterbury, CT 06702
Phone: (203) 574-8011

Date: April 21, 2017

Note: If the Proposer is a corporation, indicate State of incorporation under signature, and affix corporate seal; if a partnership, give full names and residential addresses, if different from business address.

INTERAGENCY COLLABORATION AGREEMENTS

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

PLEASE NOTE:

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

INTERAGENCY COLLABORATION
LETTER OF AGREEMENT
July 1, 2019-June 30, 2021

The City of Waterbury School Readiness Council, on behalf of school readiness grant funded early childhood programs, would like to enter into a collaborative agreement with Waterbury Youth Services 83 Prospect St., Waterbury, CT 06702 for the following services for fiscal year 2019-2021 a high quality, organized educational framework for preparing children for entry into kindergarten.

- ❖ Provide assistance to youth and families in all aspects of their lives
- ❖ Strengthen the family for the future
- ❖ Work with the schools to prevent truancy
- ❖ Collaborate with other stakeholders in our community

Responsibilities of Collaborating Agency:

Kiwanis Summer Youth Camp, provides 5 weeks of activities for children 3-13. Transportation is provided. A training program focusing on the proper care and safety of children in our community. The participants are unemployed/underemployed with serve language barriers and no observable skills or working experience. The result; participants are employed in our open their own home child care center, making the transition to self-sufficiency and prevent long term dependence on the social service system. Services consist of guidance, support as well as programs designed to develop independent living skills and promote personal growth. The Family Emergency Services provide crisis counseling and family therapy that is available 24 hours a day 7 days a week.

Thank you for your support.

<u>PROPOSING AGENCY</u>
Waterbury School Readiness Council
Name: Pres. Elizabeth Brown
Signature: _____
Date: _____
Name: CAO Darren Schwartz
Signature: _____
Date: _____

<u>COLLABORATING AGENCY</u>
Waterbury Youth Services
Name: <u>Kath M. Crowe</u>
Signature: <u>KATH M. CROWE</u>
Date: <u>7/21/19</u>

Date of Contract

From: July 1, 2019

To: June 30, 2021

Waterbury School Readiness, 30-B Church St. Waterbury, CT 06702

INTERAGENCY COLLABORATION

LETTER OF AGREEMENT

July 1, 2019-June 30, 2021

The City of Waterbury School Readiness Council, on behalf of school readiness grant funded early childhood programs, would like to enter into a collaborative agreement with Waterbury School Readiness Provider's Network for the following services for fiscal year 2019-2021. Provide assistance to youth and families in all aspects of their lives.

- ❖ A high quality, organized educational framework for preparing children into entry into kindergarten
- ❖ A supportive environment for families and community
- ❖ A staff and administration which prioritizes the health, education and socio-economic needs of the children and family

Responsibilities of Collaborating Agency:

Rehabilitation/Developmental Services

Access Rehab Center will provide rehabilitation services to children referred. The services will include; physical therapy, occupational therapy, and speech therapy evaluation and treatment as indicated upon verification of reimbursement.

Thank you for your support.

PROPOSING AGENCY

Waterbury School Readiness Council

Name: Pres. Elizabeth Brown

Signature: _____

Date: _____

Name: CAO Darren Schwartz

Signature: _____

Date: _____

COLLABORATING AGENCY

Waterbury School Readiness Provider's Network

Name: MIKE TROBSCO

Signature: [Signature]

Date: MARCH 12, 2019

Date of Contract

From: July 1, 2019

To: June 30, 2021

Waterbury School Readiness, 30-B Church St. Waterbury, CT 06702

INTERAGENCY COLLABORATION

LETTER OF AGREEMENT

July 1, 2019 – June 30, 2021

The City of Waterbury School Readiness Council, on behalf of school readiness grant funded early childhood programs, would like to enter into a collaborative agreement with Waterbury Regional Chamber for the following services for fiscal year 2019-2021 a high quality, organized educational framework for preparing children for entry into kindergarten.

- *Provide assistance to programs and families with the kindergarten registration process
- *Provide Kindergarten registration documents/packets
- *Provide schedule of kindergarten registration dates

Responsibilities of Collaborating Agency:

- * Share community resources and networking opportunities

Thank you for your support.

Proposing Agency

Waterbury School Readiness Council

Name: Pres. Elizabeth Brown

Signature: _____

Date: _____

Name: CAO Darren Schwartz

Signature: _____

Date: _____

Collaboration Agency

Waterbury Regional Chamber

Name: Lynn Ward

Signature: Lynn Ward

Date: Feb 28, 2019

Date of Contract from: July 1, 2019

To: June 30, 2021

Waterbury School Readiness, 30-B Church St. Waterbury, CT. 06702

INTERAGENCY COLLABORATION

LETTER OF AGREEMENT

July 1, 2019-June 30, 2021

The City of Waterbury School Readiness Council, on behalf of school readiness grant funded early childhood programs, would like to enter into a collaborative agreement with Waterbury Reads, c/o 158 Grand Street, Waterbury, CT 06702 for the following services for fiscal year 2019-2021.

Provide free books to children so that they may have access to age- and level-appropriate books:

- Volunteers from "Waterbury Reads" will bring new and/or gently used books to various sites and summer programs for distribution.
- Volunteers will host a Storytime and then help children choose free books to take home.

Responsibilities of Collaborating Agency

In an effort to impact the loss of learning known as the "summer slide," the Waterbury Reads team will promote literacy activities and provide books to children throughout Waterbury with a focus on distributions during July and August.

Thank you for your support.

PROPOSING AGENCY

Waterbury School Readiness Council

Name: Pres. Elizabeth Brown

Signature: _____

Date: _____

Name: CAO Darren Schwartz

Signature: _____

Date: _____

COLLABORATING AGENCY

Waterbury Reads

Name: Tina Agati, Co-Facilitator

Signature: Tina Agati

Date: 2-27-2019

Contact #: 203-577-3554

Date of Contract

From: July 1, 2019

To: June 30, 2021

Waterbury School Readiness, 30-B Church St. Waterbury, CT 06702

INTERAGENCY COLLABORATION

LETTER OF AGREEMENT

July 1, 2019-June 30, 2021

The City of Waterbury School Readiness Council, on behalf of school readiness grant funded early childhood programs, would like to enter into a collaborative agreement with the Waterbury Office of Children and Families 395 West Main St. Waterbury, CT 06702 for the following services for fiscal year 2019-2021.

Responsibilities of Proposing Agency:

- A high quality, organized educational framework for preparing children into entry into kindergarten
- A supportive environment for families and community
- A staff and administration which prioritizes the health, education and socio-economic needs of the child and family

Responsibilities of Collaborating Agency

- The Waterbury Office of DCF will refer children in need of preschool to our School Readiness programs
- Provide input on serving children who are in foster care
- Provide supportive services to children in the foster care program

Thank you for your support.

PROPOSING AGENCY

Waterbury School Readiness Council

Name: Pres. Elizabeth Brown

Signature: _____

Date: _____

Name: CAO Darren Schwartz

Signature: _____

Date: _____

COLLABORATING AGENCY

Waterbury Office of the Department of Children and Families

Name: Greg Curtis

Title: WTAKE SUPERVISOR DCF

Signature: _____

Date: 3/12/19

Contact #: 203-233-0779

Date of Contract

From: July 1, 2019

To: June 30, 2021

Waterbury School Readiness, 30-B Church St. Waterbury, CT 06702

INTERAGENCY COLLABORATION

LETTER OF AGREEMENT

July 1, 2019-June 30, 2021

The City of Waterbury School Readiness Council, on behalf of school readiness grant funded early childhood programs, would like to enter into a collaborative agreement with Family Intake Center, 1 Jefferson Square, Waterbury CT 06702 for the following services for fiscal year 2019-2021 a high quality, organized educational framework for preparing children for entry into kindergarten.

- ❖ Provide assistance to programs and families with the kindergarten registration process
- ❖ Provide Kindergarten registration documents/packets
- ❖ Provide schedule of kindergarten registration dates

Responsibilities of Collaborating Agency:

To provide support to parents and the program with the Kindergarten Registration process. To provide kindergarten registration documents, open house information, and any other information pertinent to families to support a successful transition to kindergarten.

Thank you for your support.

PROPOSING AGENCY

Waterbury School Readiness Council

Name: Pres. Elizabeth Brown

Signature: _____

Date: _____

Name: CAO Darren Schwartz

Signature: _____

Date: _____

COLLABORATING AGENCY

Family Intake Center

Name: MARGARET WILLIAMS

Signature: Margaret Williams

Date: 2/19/19

Date of Contract

From: July 1, 2019

To: June 30, 2021

Waterbury School Readiness, 30-B Church St. Waterbury, CT 06702

INTERAGENCY COLLABORATION

LETTER OF AGREEMENT

July 1, 2019-June 30, 2021

The City of Waterbury School Readiness Council, on behalf of school readiness grant funded early childhood programs, would like to enter into a collaborative agreement with the WIC, 185 South Main St. Waterbury, CT 06704, for the following services for fiscal year 2019-2021 a high quality, organized educational framework for preparing children for entry into kindergarten.

Department of Public Health

The Waterbury WIC Program aims to provide health leadership in promoting health and nutritious food and partnerships, and referrals to other public and private community groups.

Responsibilities of Collaborating Agency:

Supporting Women, Infant and Children with Federal funded nutrition assistance program administered by the U.S. Department of Agricultural (USDA) and Food and Nutrition Services (FNS). Services low-income, nutritional at-risk prenatal, post-partum breastfeeding and non-breastfeeding, and referrals to other public and private community groups.

Thank you for your support.

PROPOSING AGENCY

Waterbury School Readiness Council

Name: Pres. Elizabeth Brown

Signature: _____

Date: _____

Name: CAO Darren Schwartz

Signature: _____

Date: _____

COLLABORATING AGENCY

Waterbury
Department of Public Health/WIC Program

Name: William Quinn, MPH

Director of Health

Signature: _____

Date: 2-22-2019

Date of Contract

From: July 1, 2019

To: June 30, 2021

Waterbury School Readiness, 30-B Church St. Waterbury, CT 06702

INTERAGENCY COLLABORATION
LETTER OF AGREEMENT
July 1, 2019-June 30, 2021

The City of Waterbury School Readiness Council, on behalf of school readiness grant funded early childhood programs, would like to enter into a collaborative agreement with the Waterbury Adult and Continuing Education for the following services for fiscal year 2019-2021.

Responsibilities of Collaborating Agency

- ✧ We will provide information and resources to families who can benefit from adult education/continuing education and other.
- ✧ We will post flyers and refer families to website and services (i.e. ESL)

Responsibilities of Collaborating Agency:

- ✧ Provide assistance in obtaining GED

- ✧ Share information on other adult education programs including ESL, Literacy Volunteers, etc.

Thank you for your support.

<u>PROPOSING AGENCY</u>
Waterbury School Readiness Council
Name: Pres. Elizabeth Brown
Signature: _____
Date: _____
Name: CAO Darren Schwartz
Signature: _____
Date: _____

<u>COLLABORATING AGENCY</u>
Waterbury Adult and Continuing Education
Name: <u>Antonio Musto</u>
Title: <u>Principal</u>
Address: <u>11 Baker St Waterbury CT 06708</u>
Signature: <u>Antonio Musto</u>
Date: <u>2-20-19</u>

Date of Contract

From: July 1, 2019

To: June 30, 2021

Waterbury School Readiness, 30-B Church St. Waterbury, CT 06702

INTERAGENCY COLLABORATION

LETTER OF AGREEMENT

July 1, 2019-June 30, 2021

The City of Waterbury School Readiness Council, on behalf of school readiness grant funded early childhood programs, would like to enter into a collaborative agreement with CT. Parent Advocacy Center, Inc., 338 Main St., Niantic 06357 for the following services for fiscal year 2019-2021. The funded programs are part of a system to provide the following services to three and four year old children in the Waterbury area.

- ❖ A high quality, organized educational framework for preparing children into entry into kindergarten
- ❖ A supportive environment for families and community
- ❖ A staff and administration which prioritizes the health, education and socio-economic needs of the child and family

These programs may access services of the CT. Parent Advocacy Center, Inc., as follows:

- Telephone consultation
- Guidance and referrals
- Workshops for parents on topics related to special education and family support
- Community education

Thank you for your support.

PROPOSING AGENCY

Waterbury School Readiness Council

Name: Pres. Elizabeth Brown

Signature: _____

Date: _____

Name: CAO Darren Schwartz

Signature: _____

Date: _____

COLLABORATING AGENCY

The CT. Parent Advocacy Center, Inc

Name: John F. CendanoSignature: [Signature]Date: 2/20/19Date of Contract From: July 1, 2019To: June 30, 2021

Waterbury School Readiness, 30-B Church St. Waterbury, CT 06702

INTERAGENCY COLLABORATION

LETTER OF AGREEMENT

July 1, 2019-June 30, 2021

The City of Waterbury School Readiness Council, on behalf of school readiness grant funded early childhood programs, (a high quality, organized educational framework for preparing children for entry into kindergarten), would like to enter into a collaborative agreement with Stay Well Health Center, Dental Department, Smile Builders, 1302 South Main Street, Waterbury CT for the following services for fiscal year 2019-2021

The Stay Well Health Center Dental Department aims to provide preventative dental services for children. Smile Builders provides dental services while your child is in school. Smile Builders works with your insurance or gives services at a very affordable cost to you if you or child is uninsured.

Responsibilities of Collaborating Agency:

Smile Builders would provide opportunities for dental services such as dental cleaning and care coordination at designated sites. They would provide dental education about the care of teeth and tooth brushing. The School Readiness grant funded early childhood programs would utilize the Smile Builder program for dental education at their sites as well as disseminate Smile Builder information to their families.

Thank you for your support.

PROPOSING AGENCY

Waterbury School Readiness Council

Name: Pres. Elizabeth Brown

Signature: _____

Date: _____

Name: CAO Darren Schwartz

Signature: _____

Date: _____

COLLABORATING AGENCY

Stay Well Health Center, Dental Program

Smile Builders

Name: April Mishler, RDH

Signature: April Mishler, RDH

Date: 3/12/19

Date of Contract

From: July 1, 2019

To: June 30, 2021

Waterbury School Readiness, 30-B Church St. Waterbury, CT 06702

INTERAGENCY COLLABORATION

LETTER OF AGREEMENT

July 1, 2019-June 30, 2021

The City of Waterbury School Readiness Council, on behalf of school readiness grant funded early childhood programs, would like to enter into a collaborative agreement with the Silas Bronson Library, 267 Grand St., Waterbury, CT 06702 for the following services for fiscal year 2019-2021.

- ❖ A high quality, organized educational framework for preparing children into entry into kindergarten
- ❖ A supportive environment for families and community
- ❖ A staff and administration which prioritizes the health, education and socio-economic needs to child and family
- ❖ Bring children to the library along with some families

Responsibilities of Collaborating Agency:

- Providing activities including but not limited to
 - Presentation to children about the books and story time.
 - Presentation to the adult family literacy outreach programs.
 - Provide resources to program staff participating in professional development activities.

Thank you for your support.

<u>PROPOSING AGENCY</u>	
Waterbury School Readiness Council	
Name: Pres. Elizabeth Brown	
Signature: _____	
Date: _____	
Name: CAO Darren Schwartz	
Signature: _____	
Date: _____	

<u>COLLABORATING AGENCY</u>	
Silas Bronson Library	
Name: <u>Mackenzie Pennel</u>	
Signature: _____	
Date: <u>March 1st, 2019</u>	

Date of Contract

From: July 1, 2019To: June 30, 2021

Waterbury School Readiness, 30-B Church St. Waterbury, CT 06702

INTERAGENCY COLLABORATION

LETTER OF AGREEMENT

July 1, 2019-June 30, 2021

The City of Waterbury School Readiness Council, on behalf of school readiness grant funded early childhood programs, would like to enter into a collaborative agreement with the Safe Haven of Greater Waterbury, P.O. Box 1503-Waterbury, CT 06721, for the following services for fiscal year 2019-2021. The funded programs are part of a system to provide the following services to three and four year old children in the Waterbury area.

- A high quality, organized educational framework for preparing children for entry into kindergarten.
- A supportive environment for families and community
- A staff and administration which prioritizes the health, education, and socio-economic needs of the child and family

These programs may access services of Safe haven as follows:

- Up to 60 days of shelter to battered women and their children
- Advocacy for the special needs of children
- A unique legal advocacy program
- Community education
- Family violence victim advocacy
- All service is free, confidential and available to Spanish speaking clients.

Thank you for your support.

PROPOSING AGENCY

Waterbury School Readiness Council

Name: Pres. Elizabeth Brown

Signature: _____

Date: _____

Name: CAO Darren Schwartz

Signature: _____

Date: _____

COLLABORATING AGENCY

Safe Haven of Greater Waterbury

Name: Lee R Schussinger

Signature: [Signature]

Date: 2/28/2019

Date of Contract

From: July 1, 2019

To: June 30, 2021

Waterbury School Readiness, 30-B Church St. Waterbury, CT 06702

INTERAGENCY COLLABORATION

LETTER OF AGREEMENT

July 1, 2019-June 30, 2021

The City of Waterbury School Readiness Council, on behalf of school readiness grant funded early childhood programs, would like to enter into a collaborative agreement with the Naugatuck Valley Community College Early Childhood Education Club, 750 Chase Parkway, Waterbury, CT 06708 for the following services for FY 2019 and 2021.

Responsibilities of Proposing Agency:

- A high quality, organized educational framework for preparing children for entry into kindergarten
- A supportive environment for families and community
- A staff and administration which prioritizes the health, education, and socio-economic needs of the child and family

Items including but not limited to: children's clothes (infants-teenagers), children's books, board games, puzzles, baby care items, personal hygiene necessities (toothbrush, soap, powder, etc.), blankets and sheets, food (canned or dried), and store coupons.

Responsibilities of Collaborating Agency:

The Early Childhood Education Club will collect donations for families and will distribute collected donated items within their daycare centers to individuals in need.

Thank you for your support.

PROPOSING AGENCY

Waterbury School Readiness Council

Name: Pres. Elizabeth Brown

Signature: _____

Date: _____

Name: CAO Darren Schwartz

Signature: _____

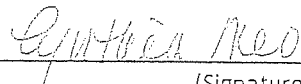
Date: _____

COLLABORATING AGENCY

Naugatuck Valley Community College, Early
Childhood Education Club

Name: Cynthia Meo

Title: ECE Coordinator & ECE Club Advisor


(Signature)

Date: 2-19-19

Date of Contract

From: July 1, 2019

To: June 30, 2021

Waterbury School Readiness, 30-B Church St. Waterbury, CT 05702

**INTERAGENCY COLLABORATION
LETTER OF AGREEMENT**

July 1, 2019-June 30, 2021

The City of Waterbury School Readiness Council, on behalf of school readiness grant funded early childhood programs, would like to enter into a collaborative agreement with the Northwest Regional Workforce Investment Board, 249 Thomaston Ave, Waterbury, CT 06702 for the following services for fiscal year 2019-2021.

A high quality, organized educational framework for preparing children into entry into kindergarten

A supportive environment for families and community

A staff and administration which prioritizes the health, education and socio-economic needs to child and family

Waterbury School Readiness will refer to Northwest Regional Workforce Investment Board family members who may qualify for workforce training assistance services in order to either obtain employment or advance their career goals. These referrals will be made and their eligibility determined at the discretion of Northwest Regional Workforce Investment Board, in accordance with their guidance and policies.

Responsibilities of Collaborating Agency

Northwest Regional Workforce Investment Board will determine the eligibility of family members associated with the Waterbury School Readiness Program for workforce training assistance services and will provide direct career navigation and training services for qualified applicants.

Thank you for your support.

PROPOSING AGENCY

Waterbury School Readiness Council

Name: Pres. Elizabeth Brown

Signature: _____

Date: _____

Name: CAO Darren Schwartz

Signature: _____

Date: _____

COLLABORATING AGENCY

Northwest Regional Workforce Investment

Name: Catherine N. Awwad

Signature: _____

Date: 7/24/19

Date of Contract

From: July 1, 2019

To: June 30, 2021

Waterbury School Readiness, 30-B Church St. Waterbury, CT 06702

INTERAGENCY COLLABORATION

LETTER OF AGREEMENT

July 1, 2019-June 30, 2021

The City of Waterbury School Readiness Council, on behalf of school readiness grant funded early childhood programs, would like to enter into a collaborative agreement with the Mattatuck Museum, 144 West Main Street, Waterbury, CT 06702 for the following services for fiscal year 2019-2021.

Responsibilities of Proposing Agency:

- A high quality, organized educational framework for preparing children into entry into kindergarten
- A supportive environment for families and community
- A staff and administration which prioritizes the health, education and socio-economic needs of the child and family

Responsibilities of Collaborating Agency

- To provide opportunities for children to visit the museum and become acquainted with the environment
- To consider age appropriate events to foster children's knowledge and love of history and art
- To encourage families to learn together

Thank you for your support.

PROPOSING AGENCY

Waterbury School Readiness Council

Name: Pres. Elizabeth Brown

Signature: _____

Date: _____

Name: CAO Darren Schwartz

Signature: _____

Date: _____

COLLABORATING AGENCY

Mattatuck Museum

Name: ROBERT BURNS

Title: EXECUTIVE DIRECTOR

Signature: _____

Date: 3/12/2019

Date of Contract

From: July 1, 2019

To: June 30, 2021

Waterbury School Readiness, 30-B Church St. Waterbury, CT 06702

INTERAGENCY COLLABORATION

LETTER OF AGREEMENT

July 1, 2019-June 30, 2021

The City of Waterbury School Readiness Council, on behalf of school readiness grant funded early childhood programs, would like to enter into a collaborative agreement with the Literacy Volunteers of Greater Waterbury Inc., 267 Grand St. Waterbury, CT 06702 for the following services for fiscal year 2019-2021.

Provide literacy assistance to adult learners:

- Assist families with being able to understand and help their children with school work
- Assist families with being able to effectively communicate with their child's teacher
- Assist adult learners with resumes and job applications
- Assist families with meeting personal goals related to literacy
- Provide ESL, Basic Literacy and Citizenship classes to adult learners in the community free of charge

Responsibilities of Collaborating Agency

Literacy Volunteers of Greater Waterbury, Inc. will provide literacy enhancement services to the appropriate individuals (parents of the children enrolled) upon referral. These services will include, learning to read and write along with other programs offered by the agency.

Thank you for your support.

PROPOSING AGENCY

Waterbury School Readiness Council

Name: Pres. Elizabeth Brown

Signature: _____

Date: _____

Name: CAO Darren Schwartz

Signature: _____

Date: _____

COLLABORATING AGENCY

Literacy Volunteers of Greater Waterbury, Inc.

Name: Jessica Behu

Signature: Jessica Behu

Date: 2/22/19

Contact #: 203-754-1164

Date of Contract

From: July 1, 2019

To: June 30, 2021

Waterbury School Readiness, 30-B Church St. Waterbury, CT 06702

INTERAGENCY COLLABORATION
LETTER OF AGREEMENT
July 1, 2019-June 30, 2021

The City of Waterbury School Readiness Council, on behalf of school readiness grant funded early childhood programs, would like to enter into a collaborative agreement with the Early Childhood Consultation Partnership (ECCP) for the following services for fiscal year 2019-2021

ECCP Service Summary:

The Early Childhood Consultation Partnership Program is an early childhood mental health consultation program that provides consultation services to early care and education settings throughout Connecticut and at no cost to the provider. ECCP is funded by the Department of Children and Families and is managed by Advanced Behavioral Health, the (ABH). ABH subcontracts with community based behavioral health care providers for Master's level consultants throughout Connecticut. Each ECCP Consultant provides services to a specific coverage area based on provider requests/need and therefore does not exclusively provide services to any one center or care provider

Responsibilities of Proposing Agency:

- Contact ECCP with referrals for classroom or child services related to social, emotional or behavioral concerns.
- Secure parent/guardian consent for services and their active participation in ECCP services.
- Attend/ Participate in partnership meetings to support the ECCP services provided
- Work closely with ECCP staff to implement Child and Classroom Action Plans.

Responsibilities of Collaborating Agency-Wellmore Behavioral Health:

- Social/Emotional & Behavioral Screenings on children referred
- Classroom social emotional assessments to aid in Action Plan development
- Child and Classroom Action Plans
- Child and Classroom Strategy implementation and support
- Team meetings to include directors, teachers, parents and ECCP Consultant
- Referrals and Resources for Child, family, and/or classroom staff

Thank you for your support.

PROPOSING AGENCY

Waterbury School Readiness Council

Name: Pres. Elizabeth Brown

Signature: _____

Date: _____

Name: CAO Darren Schwartz

Signature: _____

Date: _____

COLLABORATING AGENCY

Early Childhood Consultation Partnership-
Wellmore Behavioral Health

Name: Marcy Kane, Ph.D.

Signature: Marcy Kane

Title: Vice President, Child Services

Date: 2-26-19

Date of Contract

From: July 1, 2019

To: June 30, 2021

Waterbury School Readiness, 30-B Church St. Waterbury, CT 06702

INTERAGENCY COLLABORATION
LETTER OF AGREEMENT

July 1, 2019-June 30, 2021

The City of Waterbury School Readiness Council, on behalf of school readiness grant funded early childhood programs, would like to enter into a collaborative agreement with Connecticut Association for the Education of Young Children (CTAEYC), 1185 South Main St, Cheshire, CT 06410 for the following services for fiscal year 2019-2021. The funded programs are part of a system to provide the following services to three and four year old children in the Waterbury area.

- ❖ A high quality, organized educational framework for preparing children into entry into kindergarten
- ❖ A supportive environment for families and community
- ❖ A staff and administration which prioritizes the health, education and socio-economic needs of the child and family
- ❖ Provide development for staff.
- ❖ Volunteer services for CTAYEC conferences.

Responsibilities of Collaborating Agency:

CTAEYC will provide workshops and resources for early childhood professionals

Thank you for your support.

PROPOSING AGENCY

Waterbury School Readiness Council

Name: Pres. Elizabeth Brown

Signature: _____

Date: _____

Name: CAO Darren Schwartz

Signature: _____

Date: _____

COLLABORATING AGENCY

CTAEYC

Name: Dave Kulick, Co-president

Signature: Dave Kulick

Date: 3/4/19

Date of Contract

From: July 1, 2019

To: June 30, 2021

Waterbury School Readiness, 30-B Church St. Waterbury, CT 06702

INTERAGENCY COLLABORATION

LETTER OF AGREEMENT

July 1, 2019-June 30, 2021

The City of Waterbury School Readiness Council, on behalf of school readiness grant funded early childhood programs, would like to enter into a collaborative agreement with Access Rehabilitation Center, 22 Tompkins St., Waterbury CT 06708 for the following services for fiscal year 2019-2021. Provide assistance to youth and families in all aspects of their lives.

- ❖ A high quality, organized educational framework for preparing children into entry into kindergarten
- ❖ A supportive environment for families and community
- ❖ A staff and administration which prioritizes the health, education and socio-economic needs of the children and family

Responsibilities of Collaborating Agency:

Rehabilitation/Developmental Services

Access Rehab Center will provide rehabilitation services to children referred. The services will include; physical therapy, occupational therapy, and speech therapy evaluation and treatment as indicated upon verification of reimbursement.

Thank you for your support.

PROPOSING AGENCY

Waterbury School Readiness Council

Name: Pres. Elizabeth Brown

Signature: _____

Date: _____

Name: CAO Darren Schwartz

Signature: _____

Date: _____

COLLABORATING AGENCY

Access Rehabilitation Center

Name: 

Signature: 

Date: 2/22/19

Date of Contract

From: July 1, 2019

To: June 30, 2021

Waterbury School Readiness, 30-B Church St. Waterbury, CT 06702

BOARD OF EDUCATION

Waterbury, Connecticut

SUPERINTENDENT'S NOTIFICATION TO THE BOARD

Item #14.1

April 25, 2019

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

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

Clough, Kaitlyn – Duggan Intramural Tennis and Volleyball Coach, eff. 03/25/19.
Cruess, Steven- Mayor's Run Club, Bunker hill, effective 4/1/19.
Donahue, Jamie – Mayor's Run Club Mentor, WSMS, effective 4/1/2019.
Gonillo, Mark – Mayor's Run Club Mentor, Generali, effective 4/1/2019.
Monroe, Michael – WHS Varsity Baseball Coach, effective 03/09/19.
Ocasio, Matthew – NEMS Softball Coach, effective 3/20/2019.
Rotatori, Kayla – CHS Girls Tennis Coach, effective 03/20/19.
Terenzi, Tim – Mayor's Run Club Mentor, WMS effective 4/1/2019.

Respectfully submitted,

Verna D. Ruffin, Ed.D.
Superintendent of Schools

BOARD OF EDUCATION

Waterbury, Connecticut

SUPERINTENDENT'S NOTIFICATION TO THE BOARD

Item #14.2

April 25, 2019

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

The Superintendent of Schools notifies the Board of Education of the following grant funded appointments:

Biolo, Brittany – Grant Facilitator, \$18.00 p/hour, part time, non-union and w/o benefits, funded by Carl D. Perkins Grant.

Stemmer, Victoria – Tutor, Non-public Schools, \$32 p/hour, part time, non-union and w/o benefits, funded by Title I.

Respectfully submitted,

Verna D. Ruffin, Ed.D.
Superintendent of Schools

BOARD OF EDUCATION

Waterbury, Connecticut

SUPERINTENDENT'S NOTIFICATION TO THE BOARD

Item #14.3

April 25, 2019

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

The Superintendent of Schools notifies the Board of Education of the following Reed FRC Books and Basketball Before School Program appointments, Tuesday through Thursday, 7 – 8 a.m., beginning 4/23/19, funded by Reed FRC Grant:

Latasha Martinez – Coordinator

Deborah Price – Para

Jenny Giron – Para Sub

Catherine Coviello – Para

Janice Turrell – Para Sub

Respectfully submitted,

Verna D. Ruffin, Ed.D.
Superintendent of Schools

BOARD OF EDUCATION

Waterbury, Connecticut

SUPERINTENDENT'S NOTIFICATION TO THE BOARD

Item #14.4

April 25, 2019

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

The Superintendent of Schools notifies the Board of Education of the following Reed FRC Arts After School Program appointments, Tuesday through Thursday, 3 – 4:30 p.m., beginning 4/23/19, funded by Wilson FRC Grant:

Cindy Albizu - Teacher
Gina Farrington – Para
Jenny Giron – Para Sub

Kristin Soricelli – Para
Jillian Goodman – Teacher Sub

Respectfully submitted,

Verna D. Ruffin, Ed.D.
Superintendent of Schools

BOARD OF EDUCATION

Waterbury, Connecticut

SUPERINTENDENT'S NOTIFICATION TO THE BOARD

Item #14.5

April 25, 2019

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

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

Fann-Pierce, Cassandra – KHS Family Consumer Science, eff. 03/25/19.

Respectfully submitted,

Verna D. Ruffin, Ed.D.
Superintendent of Schools

BOARD OF EDUCATION

Waterbury, Connecticut

SUPERINTENDENT'S NOTIFICATION TO THE BOARD

Item #14.6

April 25, 2019

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

The Superintendent of Schools notifies the Board of Education of the following Academic Achievements effective 03/01/19:

Last Name	First Name	Degree From	Degree To	U
Amenta	Justin	BA+15/6	6TH Yr./ 6	CCSU
Bartley	Elizabeth	BA+15/9	MA+15/9	Post U
Bartoletti	Heather	BA+15/8	MA/8	Post U
Belancik	Benjamin	BA+15/6	MA/6	SCSU & U of Saint Joseph
Blaschke	Jennifer	BA/5	BA+15/5	Quinnipiac
Brangi	Charlene	6TH Yr./8	6+15/8	Dominican U of California
Caligan	Jean	6TH Yr./6	6+15/6	U of Bridgeport
Carpentieri	Carli	MA+15/5	6 th /5	Dominican U of CA & Sacred Heart U
Caruso	Anthony	MA/8	MA+15/8	Sacred Heart U
Ciaramella	Nicole	BA/4	BA+15/4	U of Saint Joseph
DellaCamera	Ashley	BA+15/4	MA/4	SCSU
DiFronzo	Jennifer	MA/7	MA+15/7	U of Saint Joseph
Donofrio	Alyssa	BA+15/4	MA/4	SCSU
Ensero	Caitlyn	MA/4	MA+15/4	Dominican U of CA & U of Bridgeport
Evanoski	Jessica	BA/5	BA+15/5	U of Saint Joseph
Filakovsky	Jenna	BA+15/3	MA/3	SCSU
Freitas	Ashley	BA+15/5	MA/5	CCSU
Germain	Benjamin	MA/5	MA+15/5	Southern New Hamp. U & U of Bridgeport
Gilligan	Amanda	MA+15/8	6 th /8	SCSU
Gillis	Holly	MA+15/12	6 th /12	U of Bridgeport
Grant	Nataine	MA+15/7	6 th /7	Walden U
Grella	Micaela	MA/4	MA+15/4	U of Phoenix & UCONN
Grendzinski	Kelsey	MA+15/4	6 th /4	SCSU
Hudobenko	Tanya	BA+15/5	MA/5	U of Bridgeport
Langan	Colleen	BA+15/3	MA/3	Post U

Migenes	Leslie-Ann	MA+15/5	6 th /5	Augustana U
Munoz	Kelly	BA+15/4	MA/4	WCSU
Munro	Cara	MA+15/8	6 th /8	SCSU
Pasnick	Sarah	BA/3	BA+15/3	U of Saint Joseph
Radzimirski	Abigail	BA/3	BA+15/3	WCSU
Richard	Linda	BA/12	BA+15/12	U of Saint Joseph
Santoro	Elizabeth	6 th /11	6 th +15/11	U of Bridgeport, Dominican U of CA, U of Hartford
Shaffer	Andrea	MA+15/12	6TH Yr./12	Fitchburg State & St. Rose College
Soares	Elenice	6TH Yr./8	6+15/8	SCSU
Stolfi	Maribeth	MA+15/12	6TH Yr./12	U of Saint Joseph
Sudell	Steven	BA+15/10	MA/10	CCSU
Tanushi	Doruntina	BA+15/4	MA/4	SCSU
Torres	Jessica	BA/3	BA+15/3	CCSU
Tracy	Andrew	BA/5	BA+15/5	CCSU
Zareck	Corrin	BA/5	BA+15/5	CCSU

Respectfully submitted,

Verna D. Ruffin, Ed.D.
Superintendent of Schools

BOARD OF EDUCATION

Waterbury, Connecticut

SUPERINTENDENT'S NOTIFICATION TO THE BOARD

Item #14.7

April 25, 2019

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

The Superintendent of Schools notifies the Board of Education of the following teacher transfers:

<u>Name</u>		<u>From</u>	<u>To</u>	<u>Effective</u>
Addona	Mary Lou	Tech Center Special Assignment	Adult Ed Social Studies 9-12	2019-2020 SY
Astacio Torres	Shirley	Bilingual Dept. Social Worker - (Interim)	Bilingual Dept. Social Worker - (Perm.)	2019-2020 SY
Brown	Susan	Bucks Hill Gr 3	Gilmartin Gr 3	2019-2020 SY
Brown	Michelle	Rotella Gr 5	WAMS Theater Arts Gr 9-12	2019-2020 SY
Calabrese	Melissa	Washington Gr 2	Washington Gr K	2019-2020 SY
Cavanaugh	Ellon	Enlightenment Art	State Street Art	2019-2020 SY
Ciaramella	Nicole	State Street Special Ed MS (Interim)	State Street Special Ed MS (Perm.)	2019-2020 SY
Conlon	Taylor	Duggan Pre-K Reg. Ed Readiness Co-Taught (Interim)	Duggan Pre-K Reg. Ed Readiness Co-Taught (Perm.)	2019-2020 SY
Crespo	Julissa	Wendell Pre-K Special Ed	Sprague Pre-K Reg. Ed	2019-2020 SY
Daniels	Mark	WSMS Art MS	Carrington Art K-8	2019-2020 SY
DeLisle	Danielle	Walsh Special Ed Elem	Bunker Hill Special Ed Elem	2019-2020 SY
Dojnia	Melissa	Wilson Gr 5	WAMS ELA Gr 6	2019-2020 SY
Evanoski	Jessica	Crosby Special Ed HS	State Street Special Ed MS	2019-2020 SY
Ferreira	Daniel	Crosby Music HS	WAMS Music HS	2019-2020 SY
Giannelli	Alexandra	Tinker Gr 3	Generali Gr 2	2019-2020 SY
Goodman	Jillian	Reed ELA Gr 7 (Interim)	Reed ELA Gr 7 (Perm.)	2019-2020 SY
Gundersen	Kimberly	Kingsbury Gr 2	Sprague Gr 1	2019-2020 SY
Hanlon	Rebecca	Bunker Hill Special Ed Elem	Rotella Special Ed Elem	2019-2020 SY
Imperato	Christian	Wilby Special Ed HS	Wilby Social Studies HS	2019-2020 SY

Kearns	Maura	NEMS Spanish MS	Kennedy Spanish HS	2019-2020 SY
Lanza	Jessica	NEMS ELA Gr 8	WAMS ELA Gr 8	2019-2020 SY
Mancini	Mark	Duggan Gr 4	Hopeville Gr 4	2019-2020 SY
Marquez	Chakira	Bunker Hill Gr 5 (Interim)	Bunker Hill Gr 5 (Perm.)	2019-2020 SY
McCorry	Kelly	Wallace ELA Gr 7 (Interim)	Wallace ELA Gr 7 (Perm.)	2019-2020 SY
Napoli	Ronald	Wilby Soc. Studies 9-12	Adult Ed Soc. Studies 9-12	2019-2020 SY
Rollins	Lauren	Wilson Special Ed Elem	Driggs Special Ed - Resource Room	2019-2020 SY
Rose	Kimberly	Tinker Library Media (Interim)	Tinker Library Media (Perm.)	2019-2020 SY
Ruggiero	Candice	Reed Pre-K Special Ed (Interim)	Reed Pre-K Special Ed (Perm.)	2019-2020 SY
Sanchez Cabrera	Alina	Hopeville Bilingual Speaking Social Worker (Interim)	Hopeville Bilingual Speaking Social Worker (Perm.)	2019-2020 SY
Sasso	Maria	Maloney Gr 3	Maloney Comp. Tech	2019-2020 SY
Sawyers	Hillary	WAMS Math Algebra (Interim)	WAMS Math Algebra (Perm.)	2019-2020 SY
Smith	Holly	Maloney Gr 2	Maloney Library Media	2019-2020 SY
Stafford	Amy	Bucks Hill Annex Pre-K Reg. Ed 3 yr. old - (Interim)	Bucks Hill Annex Pre-K Reg. Ed 3 yr old - (Perm.)	2019-2020 SY
Thomas	Richard	WAMS Math Geometry, Geometry Honors and Trigonometry (Interim)	WAMS Math Geometry, Geometry Honors and Trigonometry (Perm.)	2019-2020 SY
Villar	Yenny	Hopeville Bilingual Gr 5	Kingsbury ESL Gr K-5	2019-2020 SY

Respectfully submitted,

Verna D. Ruffin, Ed.D.
Superintendent of Schools

BOARD OF EDUCATION

Waterbury, Connecticut

SUPERINTENDENT'S NOTIFICATION TO THE BOARD

Item #14.8

April 25, 2019

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

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

Newland, Cheryl – ESL Instructor, Sprague/Bunker Hill, eff. 06/30/19,
Zionts, Lenore – CHS Special Education, effective 05/01/19.

Respectfully submitted,

Verna D. Ruffin, Ed.D.
Superintendent of Schools

BOARD OF EDUCATION

Waterbury, Connecticut

SUPERINTENDENT'S NOTIFICATION TO THE BOARD

Item #14.9

April 25, 2019

To the Board of Education
Waterbury, CT

Ladies and Gentlemen:

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

Acevedo-Usuga, Mateo – WHS Physical Education, effective 06/30/19.
Braica, Amy – Driggs/Kingsbury Music, effective 04/17/19.
Haley, Fabian – Maloney Magnet School grade 2, effective 04/04/19.
Stewart, Dina – Wilson Grade 3, effective 04/05/19.
Swasey, Christopher – Bunker Hill Music, effective 04/04/19.
Wallace, Matthew – Walsh Grade 4 & 5, effective 04/12/19.

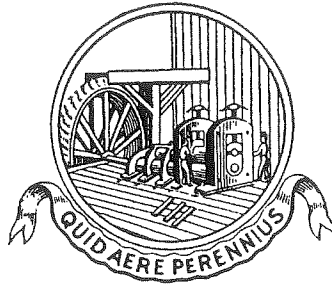
Respectfully submitted,

Verna D. Ruffin, Ed.D.
Superintendent of Schools

Communications



Packet week ending 4/23/19



236 Grand Street
Waterbury, CT 06702

(203) 574-6761

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

April 1, 2019

Mayra Acuna
29 Bryan St.
Waterbury, CT 06705

Dear Ms. Acuna:

We are pleased to receive your acceptance of our offer of employment for the position of Lunchroom Aide @ Tinker Elementary School for the Department of Education – Food Service (Requisition #2019643) at \$10.66 per hour.

This is a part-time position working in the Waterbury School System 10 months a year during school hours up to 19 hours per week.

This position does not provide health insurance benefits. Please refer to the CSEA – LOCAL 2001 contract for other available fringe benefits by visiting our website at www.waterburyct.org.

We have scheduled your orientation for Thursday, April 4, 2019 at 9:00 a.m. at the Department of Human Resources, 236 Grand Street, Room 202, 2nd Floor in Waterbury. You must attend this orientation session in order to work for the City. Your first day reporting to your new department/supervisor will be April 5, 2019 at your regular scheduled time.

At the orientation, we will provide you with a brief overview of the City, review its employment practices and complete all required paperwork. You will also be required to provide documentation, mandated by the federal government, to establish your right to work in this country. We have included a sheet that outlines the documents that are acceptable to meet this requirement. You cannot start work without providing us these documents.

Please call us prior to the orientation session if you should have any questions regarding the process.

We look forward to working with you.

Again, welcome to the City of Waterbury.

Sincerely,


Cherrie L. Lamb

Senior Human Resources Generalist
clamb@waterburyct.org

CLL/sd

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

Carrie Swain

From: Athena Wagner <atwagner08@gmail.com>
Sent: Tuesday, April 02, 2019 8:10 PM
To: ELIZABETH BROWN
Cc: Jimmie Griffin; 1 Board of Ed; Dr. Verna D. Ruffin; athibault@rep-am.com; mgagne@rep-am.com; cliftonpetteway; news8@wtnh.com
Subject: Re: Final Request For Emergency Agenda Item

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

To Liz Brown and ALL WATERBURY BOARD OF EDUCATION MEMBERS

Good evening,

Thanks for your response.

I would very much like for this meeting and discussion be conducted in a manner that makes it archived as public record for the Waterbury Board of Education and on YouTube, allowing us the same "privilege" granted to Commissioner Tom Van Stone Sr. while making his "disparaging" remarks about our students silent protest against Racism, injustice and police brutality. The same "privilege" afforded the mob-like teachers protest at a Waterbury Board of Education meeting/workshop. What's good for the goose is good for the gander. It needs to be an agenda item. A very teachable moment. Fair is only fair. The end goal being Commissioner Tom Van Stone Sr. resigning from the Waterbury Board of Education asap. He should have known better. Too often, board members hear us, but don't LISTEN.

Thank you in advance for your cooperation in this matter.

"Keep hope alive." ~ Rev. Jesse Jackson

Respectfully submitted,

Athena Wagner,

Education Advocate and Community Activist,

Former NAACP Legal Redress Committee Chairperson

Former NAACP Executive Board Member

Former NAACP Youth Advisor

On Tue, Apr 2, 2019, 7:18 PM ELIZABETH BROWN <ebrown@waterbury.k12.ct.us> wrote:

Dear Community members: Thank you for sharing your deeply felt concerns regarding Commissioner Van Stone's comments. In the spirit of healing and openness, I have reached out to the newly established Center for Racial Dialogue and Community Conversation at NVCC to host a community meeting with Board members to share concerns and start a dialogue about these critical issues that are dividing the community. I believe the center is the best venue to bring differing opinions together as adults and citizens of Waterbury. I believe we must lead by example and use this opportunity to demonstrate to our students and broader community that we can forgive and come to a better place. That is my sincere hope. best liz

President Waterbury BOE
Elizabeth C. Brown
Cell 203 560-7028

From: Jimmie Griffin [griffinj911@gmail.com]

Sent: Monday, April 01, 2019 3:29 PM

To: ELIZABETH BROWN

Cc: athibault@rep-am.com; mgagne@rep-am.com; [cliftonpetteway](#); Athena Wagner; news8@wtnh.com

Subject: Final Request For Emergency Agenda Item

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

[Clarification of Pledge of Allegiance Board Policy and discussion on the racist comments made by Thomas Van Stone in his suggestions for policy changes to Superintendent Verna Ruffin during the Feb. 21th Board Meeting.] Our community has been divided by the comments of Commissioner Van Stone and has created a hostile environment in our city for our public school students. I feel, a need for this board to take leadership in resolving those issues and not hiding them behind the hidden agenda of the Waterbury NAACP and others who are members of this board in direct conflict with our 1st amendment rights. I would hope that you would welcome this discussion to defuse and resolve any further confusion about the position of this Board of Education.

Respectfully submitted
Jimmie Griffin

Carrie Swain

From: Jimmie Griffin <griffinj911@gmail.com>
Sent: Tuesday, April 02, 2019 8:27 PM
To: ELIZABETH BROWN
Cc: 1 Board of Ed; Dr. Verna D. Ruffin; athibault@rep-am.com; mgagne@rep-am.com; cliftonpetteway; Athena Wagner; news8@wtnh.com
Subject: Re: Final Request For Emergency Agenda Item

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

Dear President Brown,

I appreciate your concern and suggestion, but the issue of Commissioner Thomas Van Stone was addressed at a regular meeting of the Board of Education. His comments were not only racist in the eyes of Black people but offensive to many whites who hold Martin Luther King Jr. and the Black National Anthem as symbols of unity not division.

I cannot say what was in Van Stones head when he made such racial references but they came from his mouth during one of the most sensitive eras in our history. There is no way for Van Stone to continue as a member of a board responsible for the education and safety of our students. You see Van Stone pitted veterans against our students and that's overboard for a commissioner. You see I am an Black Veteran, who suffered from racism while serving my country in South Korea. It was for the protection of our constitution that so many of us defended this nation during times of war.

My sympathies go out to the Van Stone family and his friends, but he has displayed a reckless reluctance to understand what we all fought and died for. This was never about the pledge of allegiance but about political posturing that has created a wound in our humanity and it must be removed. Thanks for your kind consideration but the Board of Education cannot be off the hook on this one. I would appreciate if our discussion took place in the proper venue(BOE) and then followed up at NVCC for further healing and resolution at a later date. Jimmie Griffin, former President of the Local and State NAACP, former member of CHRO and Judicial Selection Commission's and 2 time former Mayoral Candidate for Waterbury!!!

On Tue, Apr 2, 2019 at 7:18 PM ELIZABETH BROWN <ebrown@waterbury.k12.ct.us> wrote:

Dear Community members: Thank you for sharing your deeply felt concerns regarding Commissioner Van Stone's comments. In the spirit of healing and openness, I have reached out to the newly established Center for Racial Dialogue and Community Conversation at NVCC to host a community meeting with Board members to share concerns and start a dialogue about these critical issues that are dividing the community. I believe the center is the best venue to bring differing opinions together as adults and citizens of Waterbury. I believe we must lead by example and use this opportunity to demonstrate to our students and broader community that we can forgive and come to a better place. That is my sincere hope. best liz

President Waterbury BOE
Elizabeth C. Brown
Cell 203 560-7028

From: Jimmie Griffin [griffinj911@gmail.com]
Sent: Monday, April 01, 2019 3:29 PM
To: ELIZABETH BROWN

Cc: athibault@rep-am.com; mgagne@rep-am.com; cliftonpetteway; Athena Wagner; news8@wtnh.com
Subject: Final Request For Emergency Agenda Item

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

[Clarification of Pledge of Allegiance Board Policy and discussion on the racist comments made by Thomas Van Stone in his suggestions for policy changes to Superintendent Verna Ruffin during the Feb. 21th Board Meeting.] Our community has been divided by the comments of Commissioner Van Stone and has created a hostile environment in our city for our public school students. I feel a need for this board to take leadership in resolving those issues and not hiding them behind the hidden agenda of the Waterbury NAACP and others who are members of this board in direct conflict with our 1st amendment rights. I would hope that you would welcome this discussion to defuse and resolve any further confusion about the position of this Board of Education.

Respectfully submitted
Jimmie Griffin

Carrie Swain

From: Tessitore, James [CT] <jamest@cea.org>
Sent: Friday, April 05, 2019 12:22 PM
To: Dr. Verna D. Ruffin
Cc: William Clark; kegan@wtateacher.com; Carrie Swain
Subject: AAA Arbitration - Waterbury Teachers Association & Waterbury Board of Education - Grievance No. 18-19-09
Attachments: AAA Demand For Arbitration - Grievance No. 18-19-09 (4-5-19) FINAL.pdf

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

Dear Dr. Ruffin,

Please see attached copy for your records.

Kind Regards,
Jim

James W. Tessitore, Esq.
Connecticut Education Association
228 Meadow Street, Suite 301
Waterbury, CT 06702
PH: 860-490-5521
Fax: 203-465-7045
jamest@cea.org





Date: April 5, 2019		
Name of Filing Party: Waterbury Teachers Association		
Check applicable box: Filing Party is <input checked="" type="checkbox"/> Union or <input type="checkbox"/> Employer		
Address: 562 Lakewood Road		
City: Waterbury	State: Connecticut	Zip Code: 06704
Telephone: 203-574-5925	Fax No.:	
Cell Phone:		
Email Address: kegan@wtateacher.com		
Name of Filing Party's Representative: James W. Tessitore, Esq		
Name of Firm (if applicable): Connecticut Education Association		
Representative's Address: 228 Meadow Street, Suite 301		
City: Waterbury	State: Connecticut	Zip Code: 06702
Telephone: 203-465-7044	Fax No.: 860-725-6323	
Cell Phone: 860-490-5521		
Email Address: jamesst@cea.org		
Additional Email(s) to be Copied on Correspondence:		
AAA Should Communicate With Me By: <input checked="" type="checkbox"/> Email <input type="checkbox"/> Fax <input type="checkbox"/> Mail		
The filing party, a party to a Collective Bargaining Agreement dated 2016-2019, which provides for arbitration under the Labor Arbitration Rules of the American Arbitration Association, hereby demands arbitration.		
Nature of Grievance: <input type="checkbox"/> Discharge <input type="checkbox"/> Suspension <input type="checkbox"/> Other Discipline <input checked="" type="checkbox"/> Contract Interpretation <input checked="" type="checkbox"/> Other		
Describe: Loss of daily contractual free recess period without compensation - CBA Article 7(2). Grievance No. 18-19-09. This class action Grievance alleges that the Waterbury Board of Education (Board) is in violation of Article 7(2) and any other article deemed relevant in accordance with the 2016-2019 CBA between the Waterbury Teachers Association (WTA) and the Board. Members of the class action have been deprived of their daily free recess period and are required to supervise and/or provide instruction during this time period contractually reserved for teaching staff as a free period.		
Requested: <input checked="" type="checkbox"/> Full Administration <input type="checkbox"/> List with Appointment <input type="checkbox"/> List Only		
Remedy Sought: 1) That the Board be ordered to cease and desist from refusing to provide the contractually prescribed daily free period during recess as required under Article 7(2) of the 2016-2019 CBA; 2) Back pay for all affected class members required to supervise/instruct during the free recess period without compensation; 3) All other remedies deemed appropriate.		



Name of Grievant(s) (if applicable): Waterbury Teachers Association		
The filing party requests that hearings be held at the following location: Waterbury, CT.		
You are hereby notified that copies of our arbitration agreement and this demand are being filed with the American Arbitration Association office located in Boston, MA, with a request that it commence administration of the arbitration. Under the rules, you may file an answering statement within ten (10) days after notice from the AAA.		
Name of Respondent: Waterbury Board of Education		
Check applicable box: Respondent is <input type="checkbox"/> Union or <input checked="" type="checkbox"/> Employer		
Contact Person: Dr. Verna D. Ruffin		
Address: 236 Grand Street		
City: Waterbury	State: Connecticut	Zip Code: 06702
Telephone: (203) 574 -8000	Fax No.:	
Email Address: vruffin@waterbury.k12.ct.us		
Name of Respondent's Representative (if known): Tara L. Shaw, Esq.		
Name of Firm (if applicable): Secor, Cassidy & McPartland		
Representative's Address: 41 Church Street		
City: Waterbury	State: Connecticut	Zip Code: 06723
Telephone: 203.757.9261	Fax No.:	
Email Address: TShaw@ctlawyers.com		
AAA Customer Service can be reached at 800-778-7879.		
Reminders: Send a copy of this form to the other side at the time it is forwarded to the AAA. Please reference appropriate fees pursuant to the fee schedule outlined in the Labor Rules. You can file your case online by visiting the AAA's website at www.adr.org . Please select "AAA Webfile" from the list of side menu options. You may also wish to visit our website for a complete list of our administrative services and procedures, including our Grievance Mediation Procedures, Expedited Procedures, List Only Service and List with Appointment. Your case manager can also provide additional information.		

2016-2019

WRITTEN AGREEMENT

BETWEEN

THE WATERBURY

BOARD OF EDUCATION

AND

THE WATERBURY

TEACHERS' ASSOCIATION

CEA – NEA

employment for the six (6) months immediately following expiration of the leave, the teacher shall reimburse the Board, within ninety (90) days, the cost of insurance benefits that the Board provided while the teacher was on special leave without pay, unless serious illness or death prevents or interrupts the teacher's six (6) month return. Request for such leave must be received no later than April 30 of the year preceding the school year for which the leave is requested. In case of emergency the above date (April 30) may be waived with the permission of the Superintendent or his/her designee from central office and the Board.

Section 3. Nothing in this Article shall diminish the teachers' rights to leaves under the Family and Medical Leave Act or any other applicable laws. However, leaves that qualify under such laws shall run concurrently with leaves provided under this Article.

ARTICLE 24 GRIEVANCE PROCEDURE

Section 1. Definitions

a) A grievance is hereby defined as:

- (1) A claim by either an employee or a group of employees, the WTA, or the Board that there has been an alleged violation, misinterpretation, or misapplication of a specific provision or group of provisions of this Agreement, or a condition affecting the employee's health and safety.
- (2) An employee complaint or a complaint by the WTA concerning the evaluation of disciplinary action inflicted upon an employee shall be processed in accordance with the provisions of this Article.
- (3) An allegation that there has been a procedural violation of the teacher evaluation plan, provided that such grievance shall not proceed beyond Level 2 of the formal process.

b) Whenever the term "days" is used in this Article, such term shall mean regularly scheduled school days.

Section 2. All grievances shall be processed in the following manner:

a) Employee Grievance

Stage 1. (Informal)

The employee and a WTA representative (if the employee so desires) shall discuss the grievance informally with the school official serving as the employee's immediate administrative superior.

While the aforementioned discussion is mandatory, it shall have no effect on the running of the time limit of thirty (30) school days as set forth in Stage 2, Level 1, below, within which a written grievance must be submitted to the employee's immediate administrative superior. Therefore, in the event it becomes apparent to the employee that the aforementioned discussion will not be held or completed within said thirty (30) days period, it is incumbent upon the employee to submit the written grievance to his/her immediate superior in accordance with the provisions of Stage 2, Level 1, below.

Stage 2. (Formal)

Level 1. In the event a grievance is not satisfactorily resolved as a result of the informal discussion held pursuant to Stage 1 above, the employee shall reduce the grievance to writing, setting forth a statement as to the grounds for the grievance and the Article and Section of this Agreement alleged to have been violated, and shall, within thirty (30) school days after the occurrence giving rise to the grievance, submit the written grievance to his/her immediate administrative superior. The immediate administrative superior may request another meeting to discuss the grievance with the employee and a WTA representative, which they must attend, but in any event must answer the grievance in writing with copies to the employee and the WTA within seven (7) school days following receipt of the written grievance.

Level 2. In the event the grievance is not satisfactorily resolved as a result of the submission required by Level 1 above, the employee, by himself/herself or through the WTA, may appeal the decision rendered on the grievance by his/her immediate administrative superior to the Superintendent or his/her designee provided said appeal is received by the Superintendent or his/her designee within seven (7) school days following the date upon which the employee's immediate administrative superior answered the grievance. Within seven (7) school days following timely receipt of an appeal filed pursuant to this Level 2, the Superintendent or his/her designee shall meet with the employee, a WTA representative, and witnesses, if any, for the employee and/or the Board, for the purpose of hearing the appeal and shall within seven (7) school days following the date upon which said meeting is held, render his/her decision in writing, sending copies to the employee and the WTA. The time limit for rendering of a decision herein may be extended by mutual agreement. Such requests and extensions shall be communicated in writing and consent to extend said time limit shall not be unreasonably withheld. If no extension has been agreed upon and a decision has not been rendered within the designated time frame, the grievance shall automatically be advanced to the next step of the grievance process.

Level 3. In the event the grievance is not satisfactorily resolved as a result of the decision rendered by the Superintendent or his/her designee in Level 2 above, the employee, by himself/herself or through the WTA, may appeal said decision to the Board, provided said appeal shall be filed with the Clerk of the

Board in writing, setting forth the basis for the appeal, within seven (7) school days following the receipt of the Superintendent's or his/her designee's decision. Within seven (7) school days after receipt of a timely appeal made pursuant to this Level 3, the Board shall cause a hearing to be held with the employee, the WTA, and witnesses, if any, for the employee and/or the Board, with respect to said appeal and shall, within seven (7) school days following hearing, render a decision in writing with copies to the employee and the WTA. The time limits for a Board hearing and/or rendering of a decision herein may be extended by mutual agreement. Such requests and extensions shall be communicated in writing and consent to extend said time limits shall not be unreasonably withheld. If no extensions have been agreed upon and a decision has not been rendered within the designated time frame, the grievance shall automatically be advanced to the next step of the grievance process.

Level 4. In the event the grievance is not resolved as a result of the procedures of Level 3 above, the WTA may submit the grievance to the American Arbitration Association (the "AAA") or the Alternative Dispute Resolution Center (the "ADRC") in writing to binding arbitration in accordance with the Voluntary Rules of Labor Arbitration of the American Arbitration Association and subject to the limitations of Statute, including the Connecticut Arbitration Statutes; provided that the grievance is submitted to the AAA in writing by registered mail, return receipt requested and postage prepaid, no later than ten (10) school days following the receipt of the Board's decision pursuant to Level 3 above or the expiration of the time limits for making such decision, whichever shall occur first. Copies of the Demand for Arbitration sent to the AAA or the ADRC must also be sent to the Superintendent and to the Board.

Fees and expenses of the Arbitrator shall be borne equally by both parties. Any grievance not filed or processed by the grieving party in accordance with the time periods set forth above shall be deemed to be resolved and shall not be subject to further processing or to arbitration. If the Board fails to respond to a grievance in a timely fashion, the grievance shall be deemed to be denied at that particular step and the grieving party may proceed to the next step in accordance with its provisions. Prior to the expiration of any time period, the parties may mutually agree to extend the time period. The procedures hereby established in this Article shall be the sole remedy for grievances under this Agreement.

b) Board or WTA Grievance

Section 1. The WTA and the Board and/or the Superintendent or his/her designee may file grievances, provided each grievance must be in writing and sent to the non-grieving party no later than thirty (30) school days following the occurrence giving rise to the grievance. Such grievances may be filed at Level 2 set forth above if they allege a violation of the contractual rights of the WTA as a labor organization or of the Board and/or the administration as an employer, or if they affect teachers in more than one school.

Section 2. Parties to a grievance are encouraged to make every effort to settle the grievance at the lowest possible administrative level and at the earliest stages of the grievance procedure set forth in this Article.

Section 3. Any grievance, not processed in accordance with time limits specified herein, shall be deemed waived by the grievant. Failure at any step of this procedure to communicate the decision on a grievance within the time limits set forth herein shall permit the grieving party to proceed to the next step.

Section 4. The preparation and processing of grievances shall be conducted after hours of employment. All reasonable effort will be made to avoid involvement of students in any phase of the grievance procedure.

Section 5. The Professional Rights and Responsibilities Committee (PR&R Committee) of the WTA shall have the right to assure compliance with the provisions of such Procedure or to represent the aggrieved if the aggrieved so desires. The WTA will receive prior notice of the time and place of any formal meetings held hereunder.

Section 6. Nothing in this Agreement shall be construed as compelling the WTA to submit a grievance to arbitration.

Section 7. The procedures hereby established in this Article shall be the sole remedy for grievances under this Agreement.

Section 8. All grievances, including WTA grievances, shall include the name and position of the grievant and the names and positions of the parties to a WTA grievance, the provision of the agreement violated, the time and the place where the alleged events or conditions constituting grievance existed, the identity of the party responsible for causing said events or conditions, if known, and a general statement of the nature of the grievance and the redress sought by the aggrieved party. The WTA shall, within twenty (20) days after filing a class action grievance, provide the Board with the names and positions of the parties to the WTA class action grievance, where appropriate. For example, in a grievance affecting all teachers, or all teachers in a level (K-5), grade, department or building, it shall be appropriate for the WTA to identify the group; in a grievance where a class of individuals claim harm and such harm is not directly related to their "class" then it shall be incumbent upon the WTA to name the individuals and their positions.

Section 9. Unless mutually agreed to by the parties, the Arbitrator shall hear and decide only one (1) grievance in each case. He/She shall be bound by, and must comply with, all the terms of this Agreement. He/She shall have no powers to add to, delete from, or modify in any way, any of the provisions of this Agreement. The decision of the Arbitrator shall be binding (per the limitations of

Stage 2 - Level 4 - hereof) upon both parties and all employees during the life of this Agreement, except that neither the Arbitrator nor his/her award shall usurp the statutory authority of the Board. The Arbitrator shall have the power to make an award, including appropriate compensatory awards.

Section 10(a). Meetings - Meetings held under this procedure shall generally be conducted on non-school time at a place which will afford a fair and reasonable opportunity for all persons proper to be present. Persons proper to be present for the purpose of this Article are defined as the aggrieved person, a WTA-CEA-NEA representative(s) and Board representatives and witnesses (not to be construed as observers to the proceedings). WTA and Board counsel shall be permitted at Levels 3 and 4. If, at the option of the Superintendent, his/her designee, or the Board, hearings are held during school hours, persons proper to be present shall be excused without loss of pay.

Section 10(b). The WTA may, if it so desires, call upon the professional services of the Connecticut Education Association and/or the National Education Association for consultation and assistance at any stage of the procedure.

Section 10(c). When, pursuant to the Grievance Procedure prescribed by this Article, the WTA considers that it is necessary to investigate an alleged grievance during school hours, then, with the permission of the Superintendent (which permission shall not be unreasonably or arbitrarily withheld) a representative of the WTA Committee on Professional Rights and Responsibilities, or other representative designated by the WTA, shall be released for one (1) school day, without loss of pay, to investigate the alleged grievance.

Section 11. Copies of any grievances, or answers thereto, shall be sent to the grievant, the WTA and/or the Board.

Section 12. In the event a grievance is filed between June 1st and the end of the school year, the time limits of the Grievance Procedure shall be accelerated so that the grievance shall be processed through Level 3 by August 15. If such expedited procedure is not possible, the parties shall waive the time limits herein and establish new time limits for processing of each such grievance and such agreement shall be reduced to writing and signed by the parties so that there will be a resolution of such grievance through Level 3 by the succeeding Labor Day.

Section 13. In the event that any grievance is adjusted in Stage 1 of this Grievance Procedure while such adjustment shall be binding upon the aggrieved party and shall, in all respects, be final, said adjustment shall not create a precedent or ruling binding upon either of the parties to this Agreement in future proceedings.

Section 14. Neither the Board nor the WTA shall discriminate against or otherwise coerce any employee or individual who is involved in the processing, or the refusal to process a grievance hereunder, provided that the WTA shall not be

required to process a grievance for any employee or represent him during the processing of his own grievance.

Section 15. The aggrieved teacher may be represented at Stage 1 of the informal grievance procedure and/or at Levels 1, 2 and 3 of the formal grievance procedure by a representative of the WTA who is not a member of the Rep Council. When a teacher is not represented by the WTA, the WTA shall have the right to be present and to state its views at all stages of the Grievance Procedure.

Section 16. Grievance processing software implemented on 8/13/2014 shall be continued in use. Any further revision shall be mutually agreed upon. The filing and processing grievances and related documents shall be prepared by the WTA and made available to the Superintendent or his/her designee so as to facilitate operation of the Grievance Procedure.

ARTICLE 25 SALARIES

Section 1. Salaries for all employees are attached hereto in Appendix A as the Schedules listed below:

- a) Salary Schedule A¹ for 2016-2017.
- b) Salary Schedule A² for 2017-2018.
- c) Salary Schedule A³ for 2018-2019.

Section 2. All employees shall be paid in accordance with the provisions noted below:

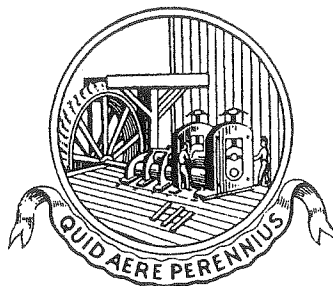
Section 2(a). All those who hold a permanent teaching certificate and who have completed less than fifteen (15) semester hours of approved study or those who have a Baccalaureate Degree shall be paid in accordance with the "Bachelors" Column of the appropriate schedule.

Section 2(b). All those who have completed at least fifteen (15) semester hours of approved study beyond the Baccalaureate Degree shall be paid in accordance with the "Bachelors + 15" Column of the appropriate schedule.

Section 2(c). All those who possess at least thirty (30) semester hours of approved study beyond the Baccalaureate Degree or who hold a Master's Degree shall be paid in accordance with the "Masters" Column of the appropriate Schedule.

Section 2(d). All those who have completed at least fifteen (15) semester hours of approved study beyond a Master's Degree or forty-five (45) semester hours beyond a Baccalaureate Degree shall be paid in accordance with the "Masters +15" Column of the appropriate schedule.

Section 2(e). All those who have at least thirty (30) semester hours of approved study beyond the Master's Degree, sixty (60) hours of approved study beyond the Baccalaureate Degree, or



236 Grand Street
Waterbury, CT 06702

(203) 574-6761

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

April 12, 2019

Joann Ltaif
83 Marney Dr.
Middlebury, CT 06762

Dear Ms. Ltaif:

We are pleased to receive your acceptance of our offer of employment for the position of Food Service Worker for the Department of Education – Food Service (Requisition #2019644) at \$13.91 per hour.

This is a part-time position working in the Waterbury School System 10 months a year during school hours up to 19 hours per week.

This position does not provide health insurance benefits. Please refer to the CSEA – LOCAL 2001 contract for other available fringe benefits by visiting our website at www.waterburyct.org.

We have scheduled your orientation for Monday, April 22, 2019 at 9:00 a.m. in the Department of Human Resources, Chase Municipal Building, 236 Grand Street, 2nd Floor, Room 202 in Waterbury. You must attend this orientation session in order to work for the City. Please call Denise Carroll at 203-574-8035 as to your start date.

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

Please call us prior to the orientation session if you should have any questions regarding the process.

We look forward to working with you.

Again, welcome to the City of Waterbury.

Sincerely,

Cherrie L. Lamb
Senior Human Resource Generalist
clamb@waterburyct.org

CLL/sd

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



Connecticut Association of Boards of Education

Vincent A. Mustaro, Senior Staff Associate for Policy Services

PRESENTS POLICY HIGHLIGHTS

April 12, 2019

Volume 18 – Issue #21

Popularity of Student Journalism Classes Cited: Despite harsh criticism from President Trump, shrinking job prospects, and safety threats, student interest in journalism has risen or held steady in many high schools, a new survey shows.

Author Sasha Jones in a recent article in *Education Week*, reported that in many of the nation's schools, student interest in journalism is growing or holding steady, according to a new survey by the Education Week Research Center. In coordination with the Journalism Education Association, the research center surveyed, in December 2018, nearly 500 journalism and media educators in 45 states.

As reported in *Education Week*, respondents said participation in many school news outlets has grown in the past two years, with 44 percent of teachers reporting a rise in journalism class enrollment and more than 30 percent noticing an increase in students' interest in majoring in journalism in college or pursuing a career in the field later in life. That compares with 33 percent who report a decrease in course enrollment and 21 percent seeing fewer students interested in staking a career in the field.

Further, it was reported that of the approximately 200 survey respondents who supplemented their answers with theories on why student interest has increased, 39 percent linked the results to the current national political climate, which respondents variously referred to as current events, the Trump-era presidency, "fake news" accusations, and other attacks on media. Laura Widmer, Executive Director of the national Scholastic Press Association stated, "With President Trump, everyone is really in tune to the importance of a free press."

The Education Week Research Center reported that the Journalism Education Association in a recent survey indicated that the numbers of students signing up for journalism classes or school media outlets are growing or holding steady in many schools. There are also differences cited in student interest and trust in media based upon the location of schools in rural, suburban and urban communities.

Teachers of journalism programs cited competition from other academic programs, extracurricular programs, inadequate funding, resources and administrative support. The competition was reported as greatest in suburban districts.

Sasha Jones, in her article, reported that most educators and advisers surveyed also said they have brought national-level criticism of the press from President Trump into their classroom discussions.

“It’s advisers today who are really the backbone in teaching these students to be good, strong, fair journalists and [telling] them ‘there are more levels [of proof] that we need to go through today just because there’s this shadow of fake news,’” Widmer said.

For most teachers and advisers, the most sensible way to do so is to include such conversations in lessons that cover media ethics and journalistic bias. However, some teachers said students were the ones to spark the discussion.

According to the Education Week Research Center analysis, 37 percent of teachers surveyed said that their student journalists have “not very much” trust in mass media outlets, such as newspapers, TV, and radio, when it comes to reporting the news fully, accurately, and fairly. Thirty-six percent of educators said that this level of trust has decreased in the past two years. A smaller share of educators, 19 percent, said that students feel the same way about their own school news media.

The Education Week Research Center analysis also reported on nationwide trust issues. Trust issues appear particularly acute in schools where the majority of students are from low-income families. This finding was also cited among educators in programs in which the majority make-up of students was non-white. Students in more-affluent schools were also more likely to become more interested in journalism following President Trump’s criticism of the press than their peers in low-income schools, according to their teachers.

Source: “Poll Finds Journalism Classes Going Strong, by Sasha Jones,” *Education Week*, vol.38, Issue 21, February 13, 2019.

Policy Implications: Four policies pertain to this topic of student journalism. They are:

1. Policy #5145.2 – Freedom of Speech/Expression
2. Policy #6144 – Controversial Issues
3. Policy #6145 – Extra-Class Activities
4. Policy #6145.3 – Publications (an administrative regulation is also available)

It is important to consider the regulation of the content of any school newspaper and student free speech concerns. The U.S. Supreme Court has ruled that school officials have the right to exercise control over the type and content of student speech in school newspapers if such action is reasonably related to legitimate pedagogical concerns. This issue is addressed in policy #6145.3 and within its accompanying administrative regulation.

Students of Military Personnel Have Unique Needs: There are approximately a million children of active duty military personnel in the U.S. Most attend public school, move six to nine times before finishing high school and must cope with a parent being absent for extended periods of time. Schools don’t always know how to offer support to these children, but new initiatives are trying to change that. Special PBS correspondent Kavitha Cardoza reports, with partner *Education Week*.

Nationally, less than 1 percent of the U.S. population serves in the military. This often results in these children’s challenges going unnoticed. These children go through many and frequent transitions in the schools they attend. Frequent transitions can mean an inconsistent and uneven education.

Public schools across the country vary greatly. Some have many military children, but there are also school districts that have just a few military-connected children. This makes it more difficult for teachers and school personnel in those situations to recognize the needs of such children.

A federal report found there are no national public data on military dependent students' academic progress, attendance, or long-term outcomes, such as college attendance or workplace readiness.

Advocates hope having a military identifier on enrollment forms will help track how well public schools are meeting these students' needs.

Source: "Military Students Have Unique Needs," reported by Special Correspondent Kavitha Cardoza, PBS, January 22, 2019.

Policy Implications:

Connecticut, in 2008 (P.A. 08-57) joined the Interstate Compact on Educational Opportunity for Military Children. This legislation provides a mechanism and standards for schools to facilitate placement, enrollment, graduation, and data collection for students in grades kindergarten through grade 12 who move to other states because their parents are on active duty in the U.S. Armed Services. The Interstate Compact aims to facilitate a more uniformed approach between states on specific local and state issues. This Compact focuses on military children transferring between school districts and states, and recognizes that no matter how supportive states are of military children they can only control what happens within their borders. By joining together with other states in the Compact, each state can help ensure that children have the educational opportunities they deserve even after they move to another state.

This legislation (1) enacts and commits Connecticut to the terms of the Interstate Compact on Educational Opportunity for Military Children and (2) creates an Interstate Commission on Educational Opportunity for Military Children to administer and enforce the Compact.

The Compact provides a legal mechanism, and creates uniform standards, for schools and local school districts to use to facilitate placement, enrollment, graduation, data collection, and other decisions involving children in kindergarten through grade 12 when they move to other states because their parents are deployed on active duty in the U.S. Armed Services. The Compact's purpose is to remove barriers to educational success imposed on such children because of their parents' frequent moves and deployment.

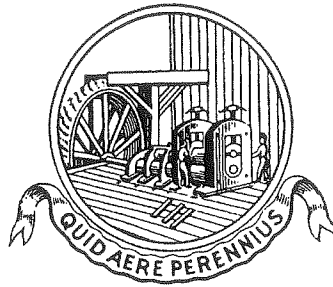
The Compact applies to children of (1) active-duty armed forces members, including National Guard members and reservists on active duty under Title X of federal law; (2) veterans severely injured and medically discharged or retired, for one year after discharge or retirement; and (3) service members who die on active duty or from active duty injuries, for one year after death.

The Compact's stated purpose, as previously stated, is to remove barriers to educational success imposed on children of military families because of their parents' frequent moves and deployment. It aims to:

1. facilitate their timely enrollment and ensure that they are not placed at a disadvantage because of (a) variations in entrance or age requirements or (b) the difficulty in transferring education records from the previous school districts;

2. facilitate their placement so that they are not disadvantaged by variations in attendance requirements, scheduling, sequencing, grading, course content, or assessment;
3. facilitate their qualification and eligibility for enrollment, educational programs, and participation in extracurricular academic, athletic, and social activities;
4. facilitate on-time graduation;
5. provide for promulgation and enforcement of administrative implementing rules;
6. provide for uniform collection and sharing of information among member states, schools, and military families;
7. promote coordination with other compacts affecting military children; and
8. promote flexibility and cooperation between the educational systems, parents, and students to achieve educational success for the students.

Policy, #5118.2, "Educational Opportunities for Military Children," pertains to this topic. This is considered an optional policy for inclusion in the district's policy manual.



236 Grand Street
Waterbury, CT 06702

(203) 574-6761

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

April 15, 2019

Jacqueline Thomas
3221 East Main St., #1F
Waterbury, CT 06705

Dear Ms. Thomas:

Welcome to employment with the City of Waterbury. Your name is being certified to the Education Department – School Inspector's Office for the position of Administrative Associate II (Req. #2018574) at \$16.76 per hour. Please contact Chris Harmon, Acting School Inspector at (203) 574-8013 with any questions you may have in regards to this position.

We have scheduled your orientation for Monday, April 22, 2019 at 9:00 a.m. at the Department of Human Resources, 236 Grand Street, 2nd Floor, Room 202 in Waterbury. You must attend this orientation session in order to work for the City. Your first day reporting to your new department/supervisor will be April 23, 2019 at your regular scheduled time.

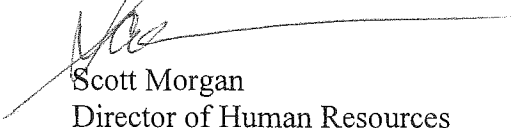
At the orientation, we will provide you with a brief overview of the City, review its employment practices and complete all required paperwork. In addition, if you are an employee eligible for benefits, it is useful to bring the social security numbers and birth dates of your spouse and children in order to complete the insurance enrollment forms.

Please call us prior to the orientation session if you should have any questions regarding the process.

Your new probationary period in accordance with your applicable contract will be 6 months in duration. The department head will be responsible for executing your probationary evaluation no later than 6 months from your first day in your new position.

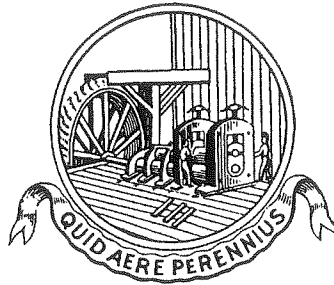
Again, welcome to the City of Waterbury.

Sincerely,


Scott Morgan
Director of Human Resources

SM/sd

cc Board of Education
Chris Harmon, Acting School Inspector
Dr. Ruffin, Supt. of Schools
file



236 Grand Street
Waterbury, CT 06702

(203) 574-6761

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

April 16, 2019

Chelsea White
115 Maple Ave.
Oakville, CT 06779

Dear Ms. White:

Welcome to employment with the City of Waterbury. Your name is being certified to the Education Department for the position of School Secretary – Bunker Hill Elementary School (Req. #2019710) at \$16.06 per hour. Please contact Celia Piccochi, Principal @ Bunker Hill Elementary School at (203) 574-8183 with any questions you may have in regards to this position.

We have scheduled your orientation for Monday, April 22, 2019 at 9:00 a.m. at the Department of Human Resources, 236 Grand Street, 2nd Floor, Room 202 in Waterbury. You must attend this orientation session in order to work for the City. Your first day reporting to your new department/supervisor will be April 23, 2019 at your regular scheduled time.

At the orientation, we will provide you with a brief overview of the City, review its employment practices and complete all required paperwork. In addition, if you are an employee eligible for benefits, it is useful to bring the social security numbers and birth dates of your spouse and children in order to complete the insurance enrollment forms.

Please call us prior to the orientation session if you should have any questions regarding the process.

Your new probationary period in accordance with your applicable contract will be 6 months in duration. The department head will be responsible for executing your probationary evaluation no later than 6 months from your first day in your new position.

Again, welcome to the City of Waterbury.

Sincerely,

Scott Morgan
Director of Human Resources

SM/sd

cc Board of Education
Dr. Ruffin, Supt. of Schools
Celia Piccochi, Prin @ Bunker Hill Elem Schl
file