



MEMORANDUM

**FROM:** Carrie A. Swain, Clerk  
Board of Education

**DATE:** April 3, 2018

**TO:** Michael J. Dalton, City Clerk

**SUBJECT:** Notice of Committee Meetings – Thursday, April 5, 2018,  
5:30 p.m., Driggs School, Café  
Notice of RESCHEDULED Regular Meeting – Thursday, April 26, 2018,  
6:30 p.m., Waterbury Arts Magnet School Atrium

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The Committees of the Board of Education will meet on Thursday, April 5, 2018, Driggs School, Café, 77 Woodlawn Terrace, Waterbury, CT.

AGENDA

SILENT PRAYER

PLEDGE ALLEGIANCE TO THE FLAG

- 1. Committee of the Whole/20 minutes ~ Principal’s Report (no backup)– Michael Theriault.

PUBLIC SPEAKING

- 2. Committee on Finance/5 minutes: Monthly Expenditure Report for February 2018 – D. Biolo.
- 3. Committee on Finance/5 minutes: Request approval of a Contract with Light Tower Fiber Networks II, LLC for wide area fiber network (to be distributed) – W. Zhuta.
- 4. Committee on Finance/5 minutes: Request approval to apply for the 2018-2020 CSDE Individuals with Disabilities Education (IDEA) Entitlement Grant – E. Skoronski.
- 5. Committee of the Whole/20 minutes ~ Bilingual Department Report – A. Jorge Nelson.
- 6. Committee of the Whole/20 minutes ~ Student Assessment Results – D. Schwartz, et al.
- 7. Committee on Curriculum/20 minutes ~ Discussion: Special Education and Alternative Programs (no backup) – D. Schwartz, M. Baldwin, R. Brenker.
- 8. Committee on School Facilities & Grounds/2 minutes ~ Use of school facilities by school organizations and/or City departments.
- 9. Committee on School Facilities & Grounds/3 minutes ~ Use of school facilities by outside organizations and/or waiver requests.

10. Superintendent's Notification to the Board/5 minutes:

a. Grant funded appointments effective immediately:

Ciochetti, Angela – H.R. Associate, \$16.26 p/hour, non-union with benefits governed by UPSEU #69, funded by Title II Part A.

Joseph, Renee – Assistant Talent Recruiter, \$23.08 p/hour, non-union with benefits governed by UPSEU #69, funded by Alliance Grant.

Marofsky, Etienne – H.R. Generalist, \$50,000 annually, non-union with benefits governed by the UPSEU #69, funded by Title II Part A.

White, Andrea – Prevention Specialist, \$18.14 p/hour, non-union with benefits governed by UPSEU #69, funded by Priority Schools Grant.

b. 21<sup>st</sup> Century After School Program Recreation Specialist appointments, part-time, \$12.00 p/hour, non-union and without benefits:

Patricia Alonso (sub)	Annette Goncalves	Edward Larose
Robert Lewis	Sabrina Martinez	Davon Robinson
Massiel Romero	James Santiago	Jeffrey Smith
Shaniqua Thomas	Husseiann Villanueva	

c. 21<sup>st</sup> Century After School program appointments, salary according to individual's contract:

Carrington School

Melissa Thompson – Site Admin.

Harley Gaafar – Teacher

Karen Renna – Site Admin. (Sub)

Patricia Theriault – Teacher

Kristen Gwiazdoski – Site Admin. (Sub)

Emily Wengertsman – Teacher (Sub)

Stephen Barone – Teacher (Sub)

Maura Kerns – Teacher (Sub)

Ashley Feliz – Teacher (Sub)

Scott McWhirt – Teacher (Sub)

Elisa D'Agostino – Teacher (Sub)

Elisa D'Agostino – Teacher (Sub)

Duggan School

Melissa DiGiovanni – Site Admin.

Kaitlyn Clough – Teacher

Patricia Frageau – Site Admin. (Sub)

Jennifer DiFronzo – Teacher

David Lucian – Teacher

Sarah Martin – Teacher (Sub)

Joseph Perrucci – Teacher (Sub)

Gilmartin School

Amy Petruzzi – Site Admin.

Christine Taylor-Braxton – Teacher

Jennifer Dwyer – Site Admin. (Sub)

Sybil Wynne P. Jones – Teacher

Brenda Falcone – Teacher

Kathryn Iaiennaro – Teacher (Sub)

Jessica Sconziano – Teacher (Sub)

Suzanne Newman – Teacher (Sub)

Reed School

Diurca Tomasella – Site Admin.

Denise Griffin – Teacher

Juan Mendoza – Site Admin. (Sub)

Kimberly Rock – Teacher

Jonna McKirryher – Teacher

Susan D'Amato – Teacher (Sub)

Emily Phillips – Teacher (Sub)

Jessica Boratko – Teacher (Sub)

Jessica Boratko – Teacher (Sub)

Robotics for 21<sup>st</sup> Century and SDE Programming

Charles Fareira – Teacher

Kathy Gaydosh – Teacher

Margaruite Pesce – Teacher

d. Middle School STEM After-school Program appointments, CPEP, stipend salary funded by Title IV:

Ford, Marnie	Carrington
Carpenter, Ryan	North End M.S.
Carpenter, Sarah	North End M.S.
Della Calce, Anthony	North End M.S.
Perrucci, Joe	Duggan
Gluz, Debra	Wallace M.S.
Kowalski, Erik	Wallace M.S.
Gaafar, Harley	West Side
Irizarry, Jorge	West Side

- e. Wilson Family Resource Center Books and Basketball Before School Program appointments, Monday through Thursday, 7 – 8 a.m., beginning 4/23/18, funded by Wilson FRC Grant:  
 Jessica Reho – Coordinator Kelly Fengler – Teacher  
 Amy Densmore – Teacher Rebecca James – Para  
 Donna Orsatti – Para Linda Fitzgerald – Tutor  
 Tracy Trotman – Para Sub
- f. Wilson FRC Arts After School Program appointments, Tuesday through Thursday, 3 – 4:30 p.m., beginning 4/24/18, funded by Wilson FRC Grant:  
 Jessica Reho – Coordinator Karyn Skinner – Teacher  
 Kelly Pinho – Teacher Melissa Dojnia – Teacher (Wed.)  
 Tara Healey – Teacher Sub Rebecca James – Para Sub
- g. Reed FRC Books and Basketball Before School Program appointments, Monday through Thursday, 7 – 8 a.m., beginning 4/23/18, funded by Reed FRC Grant:  
 Melissa Steffero – Teacher/ Coordinator  
 Patricia McKenna – Para Debbie Price – Para  
 Zinnia Hensley – Para
- h. Reed FRC Arts After School Program appointments, Monday through Thursday, 3 – 4:30 p.m., beginning 4/23/18, funded by Wilson FRC Grant:  
 Latasha Martinez – Building Sub Zinnia Hensley – Para  
 Gina Farrington – Para Debbie Price – Para  
 Tawanna Fisher – Para
- i. Mayor’s Run Club Mentor appointments effective 03/23/18:  
 Benjamin, Krista Cianfagna, Traci Guerrera, Sara  
 Hart, Richard Ouellette, Bernadette Parks, Michele  
 Peschke, Marcy Poulter, Dennis Rocco, Margaret  
 Wheeler, Kristen
- j. Teacher hires:
- | <u>Name</u> |         | <u>Assignment</u> |      | <u>Effective</u> |
|-------------|---------|-------------------|------|------------------|
| Olaoye      | Abioye  | WAMS              | Math | 03/08/18         |
| Rodriguez   | Lynette | Wallace           | Math | 03/08/18         |
- k. Academic Achievements effective 03/01/18:
- l. Retirements:  
 Acevedo-Gordils, Nancy – Bilingual Science, CHS, effective 06/30/18.  
 Bousaada, Doreen – Speech Language Pathologist, W. Cross, eff. 06/30/18.  
 Howard, Kathleen – Special Education, Maloney, effective 06/30/18.
- m. Resignations:  
 Cocuzzi, Matt – Grade 5, Wilson, effective 03/16/18.  
 Leone, Holly – Grade 5, Sprague, effective 03/28/18.  
 Simon, Michael – ROTC USMC teacher, WHS, effective 06/30/18.

## EXECUTIVE SESSION

## ADJOURNMENT

ATTEST:   
 Carrie A. Swain, Clerk  
 Board of Education

# WATERBURY PUBLIC SCHOOLS

## Collective Assessment Results

February 6, 2018








# CT Core Standards

## Six Shifts in ELA Common Core

The new English Language Arts Common Core State Standards contain many changes in learning standards, but they can be grouped into 6 main shifts. The shifts are directly linked to the College and Career Readiness Standards.

- Shift 1: Balance of literature and information text (K-5)  
-50% of information text by 4th grade
- Shift 2: Literacy across all content areas (6-12)
- Shift 3: Staircase of complexity
- Shift 4: Question and Answers: text-dependent
- Shift 5: Writing to inform or argue using evidences
- Shift 6: Academic Vocabulary

## Standards for Mathematical Practice

-  **1** Make sense of problems and persevere in solving them.
-  **2** Reason abstractly and quantitatively.
-  **3** Construct viable arguments and critique the reasoning of others.
-  **4** Model with mathematics.
-  **5** Use appropriate tools strategically.
-  **6** Attend to precision.
-  **7** Look for and make use of structure.
-  **8** Look for and express regularity in repeated reasoning.

# 5<sup>TH</sup> GRADE SAMPLE

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[http://sampleitems.smarterbalanced.org/Item/Details?bankKey=187&itemKey=1490&isaap=TDS\\_ITM1%3BTDS\\_APC\\_SCRUBBER%3BTDS\\_SCNotepad%3BTDS\\_WL\\_Glossary%3BTDS\\_Highlight1%3BTDS\\_ExpandablePassages1%3BTDS\\_GN1%3BTDS\\_ST1%3BTDS\\_PS\\_L0%3BTDS\\_CC0%3BTDS\\_Masking0%3BDISABLED%3BENU%3BTDS\\_ASL0%3BTDS\\_BT0%3BTDS\\_SLM0%3B](http://sampleitems.smarterbalanced.org/Item/Details?bankKey=187&itemKey=1490&isaap=TDS_ITM1%3BTDS_APC_SCRUBBER%3BTDS_SCNotepad%3BTDS_WL_Glossary%3BTDS_Highlight1%3BTDS_ExpandablePassages1%3BTDS_GN1%3BTDS_ST1%3BTDS_PS_L0%3BTDS_CC0%3BTDS_Masking0%3BDISABLED%3BENU%3BTDS_ASL0%3BTDS_BT0%3BTDS_SLM0%3B)

# CMT

**The carnival offers you two different options for buying tickets.**

**OPTION A: \$2.00 per person plus \$0.75 per ride**

**OR**

**OPTION B: \$5.00 per person plus \$0.25 per ride**

**If your uncle gave you \$10 for the carnival, which option – A or B - would you choose. Show the mathematics you used to determine your answer.**

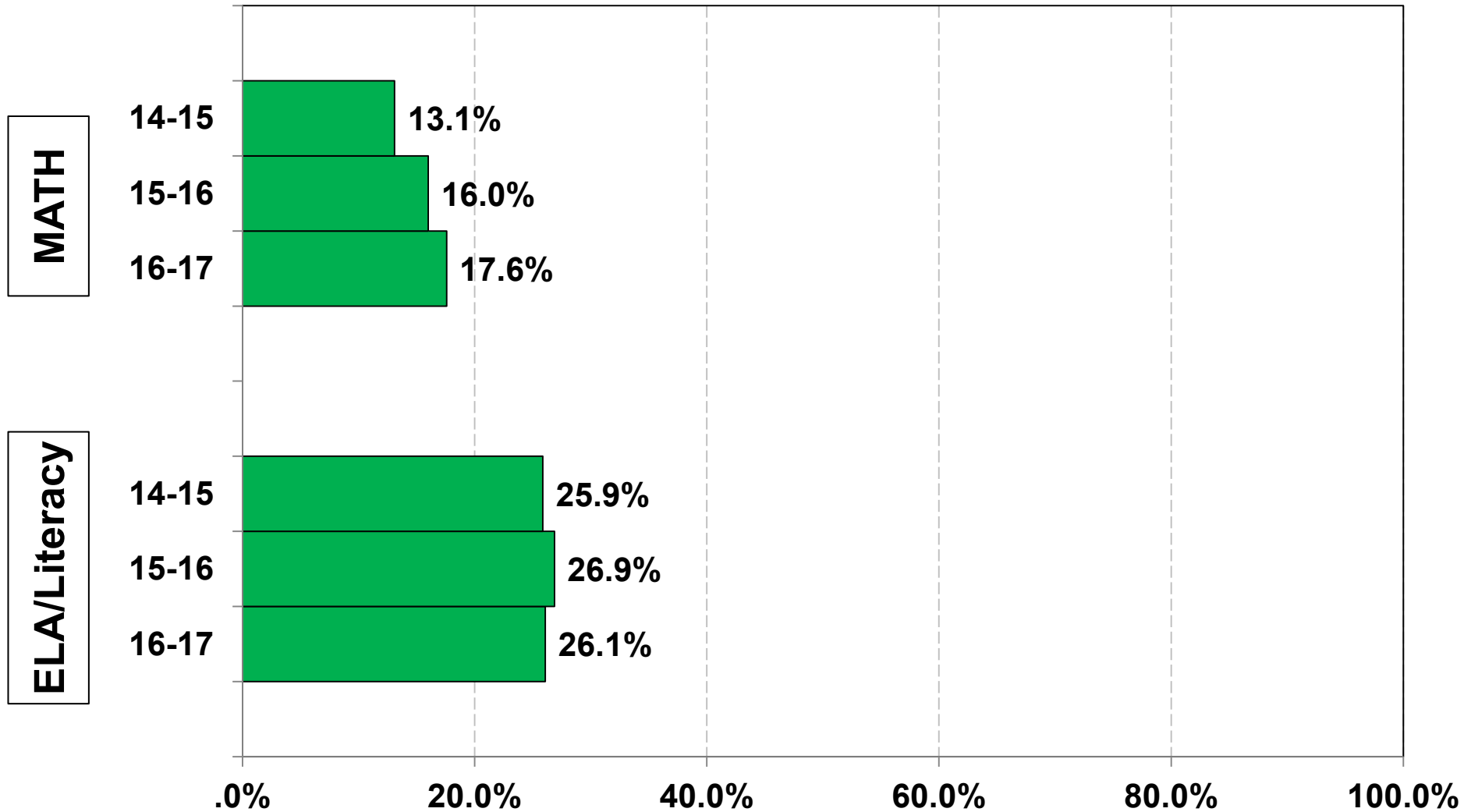
**OPTION CHOSEN: \_\_\_\_\_**

**Explanation:**

# Smarter Balanced Background

- The Smarter Balanced Assessment replaced the CMT/CAPT in Connecticut for math and English Language Arts/Literacy for grades 3-8 in 2014-2015
- The Smarter Balanced Assessment is designed to measure achievement of the CT Core Standards
- Administered entirely online and adaptive within each grade level
- Test taken March-May 2017
- Student scores are reported in four levels
  - Level 4 – Exceeds the achievement level
  - Level 3 – Meets the achievement level
  - Level 2 – Approaching the achievement level
  - Level 1 – Does not meet the achievement level

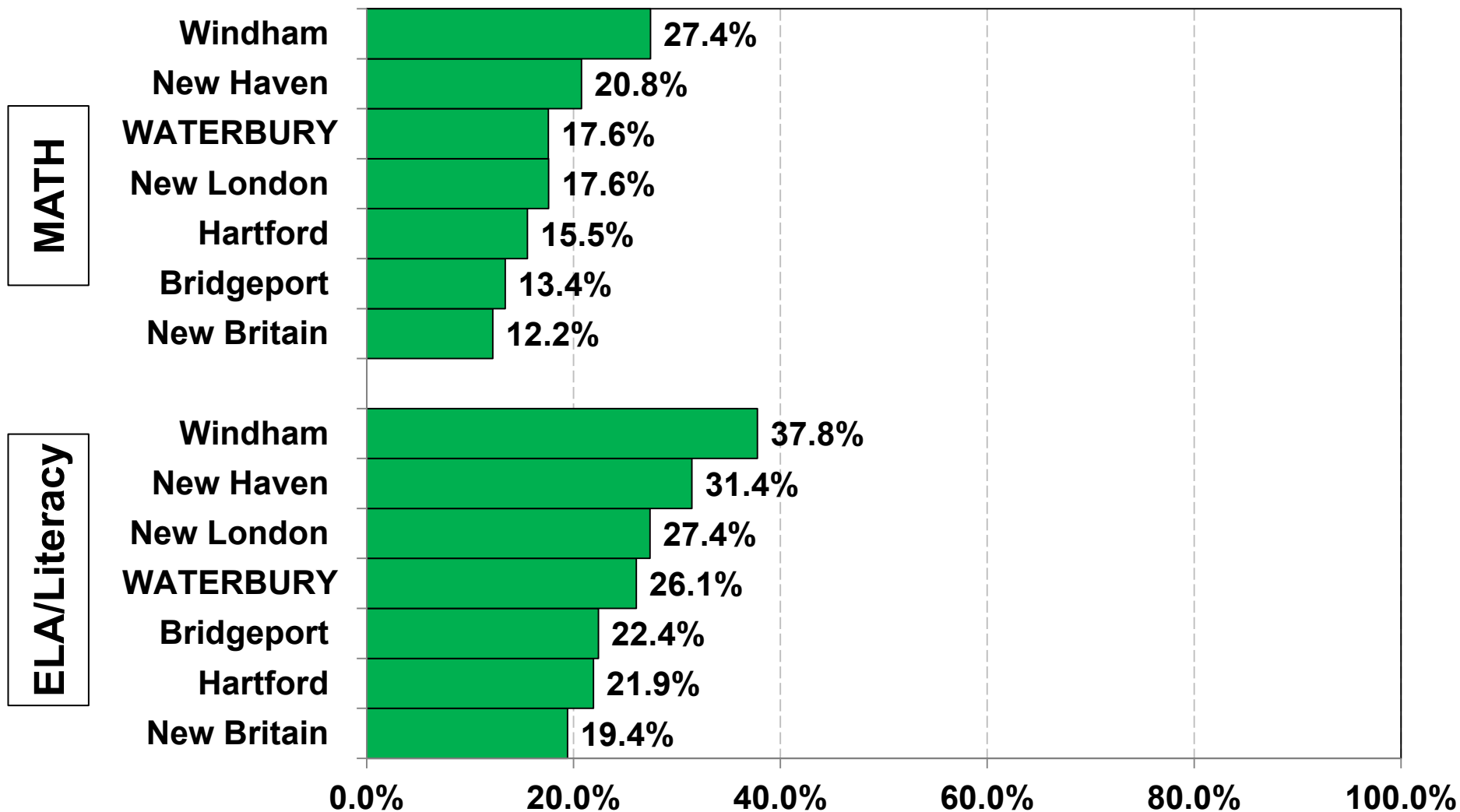


**SMARTER BALANCED****District – All Grades****Percentage of Students Meeting or Exceeding the Achievement Level**

# SMARTER BALANCED 2016-2017

## DRG I – All Grades

Percentage of Students Meeting or Exceeding the Achievement Level



# SMARTER BALANCED 2016-2017

## All Schools Ranked by Change From Prior Year

### Percentage of Students Meeting or Exceeding the Achievement Level

School	Subject	% Level 3/4 (Meets/ Exceeds)	Change From Prior Year
Maloney Interdistrict Magnet	ELA	54.1	13.0
H. S. Chase	ELA	27.7	4.7
Bucks Hill	ELA	21.9	3.4
Wendell L. Cross	ELA	40.0	3.3
Reed	ELA	28.1	2.4
North End Middle	ELA	22.9	1.9
Duggan	ELA	33.6	1.2
Waterbury Arts Magnet (Middle)	ELA	49.5	0.6
B. W. Tinker	ELA	37.0	0.4
West Side Middle	ELA	21.6	0.3
Carrington	ELA	31.4	0.3
DISTRICT	ELA	26.1	-0.8
Michael F. Wallace Middle	ELA	22.6	-1.3
Walsh	ELA	14.6	-2.0
Hopeville	ELA	14.4	-2.9
Driggs	ELA	14.7	-3.0
Sprague	ELA	11.4	-3.3
Gilmartin	ELA	22.6	-3.6
Washington	ELA	22.3	-3.9
Bunker Hill	ELA	22.8	-4.1
Woodrow Wilson	ELA	24.4	-4.9
Rotella Interdistrict Magnet	ELA	51.3	-5.0
Margaret M. Generali Elementary	ELA	32.2	-5.1
Regan	ELA	33.8	-5.2
F. J. Kingsbury	ELA	27.5	-10.8

School	Subject	% Level 3/4 (Meets/ Exceeds)	Change From Prior Year
Wendell L. Cross	Math	36.4	14.0
Maloney Interdistrict Magnet	Math	44.7	13.9
Bucks Hill	Math	20.2	12.9
Driggs	Math	18.0	9.1
H. S. Chase	Math	27.7	8.3
Woodrow Wilson	Math	21.3	5.7
Carrington	Math	29.8	5.7
Duggan	Math	24.2	4.0
Reed	Math	19.7	3.5
Hopeville	Math	14.9	2.4
Margaret M. Generali Elementary	Math	24.5	2.3
DISTRICT	Math	17.6	1.6
Walsh	Math	12.4	1.5
Bunker Hill	Math	18.3	1.3
Sprague	Math	12.3	1.3
Gilmartin	Math	12.4	1.0
North End Middle	Math	6.4	0.9
Rotella Interdistrict Magnet	Math	45.2	0.4
Waterbury Arts Magnet (Middle)	Math	23.8	0.1
West Side Middle	Math	10.1	-0.4
Michael F. Wallace Middle	Math	9.2	-2.0
B. W. Tinker	Math	28.3	-2.7
Washington	Math	13.4	-2.9
F. J. Kingsbury	Math	26.8	-3.5
Regan	Math	21.9	-10.0

# Smarter Balanced Growth

- The growth model for Smarter Balanced was introduced last year for the first time
- It measures if individual students are reaching scale score improvement targets set by CSDE
  - All students are expected to improve annually
  - Examines scale scores of students that were enrolled all year compared to their prior year scale scores
- Two measures

## **Growth rate**

- Does not factor in to CSDE accountability model
- How many students met their individual target set by CSDE?
  - No credit for just missing the target
- 40% is the expected growth rate based on CSDE model design

## **Average Percent of Target Achieved (PTA)**

- Heaviest weighted indicator in the CSDE accountability model
- How much of their individual target did students achieve?
- 100% is the school/district-wide target

## Two Aggregate Outcome Metrics

	Growth Rate	Percentage of Target Achieved
<b>Measure?</b>	Percentage of students meeting their respective growth target	Average percentage of growth target achieved for all students
<b>Precision?</b>	Binary (yes/no), less precise	Based on scale score, more precise
<b>Continuous?</b>	No. Students <i>nearly</i> meeting target will be deemed <i>not</i> meeting target	Yes. Students get “credit” for any growth up to <i>and</i> beyond the target
<b>Interpretability?</b>	Simple to understand	More nuanced
<b>Uses?</b>	Reporting only	Reporting and district/school accountability



# ELA Achievement Level Ranges and Growth Targets

Grade in Yr. 1	Level	Level 1: Not Met		Level 2: Approaching		Level 3: Met		Level 4: Exceeded	
		1 - LOW	2 - HIGH	3 - LOW	4 - HIGH	5 - LOW	6 - HIGH	7 - LOW	8 - HIGH
3	Range	2114-2330	2331-2366	2367-2399	2400-2431	2432-2460	2461-2489	2490-2522	2523+
	Target	82	71	70	69	68	64	60	45/maintain
4	Range	2131-2378	2379-2415	2416-2444	2445-2472	2473-2502	2503-2532	2533-2568	2569+
	Target	82	69	69	64	58	55	49	34/maintain
5	Range	2201-2405	2406-2441	2442-2471	2472-2501	2502-2541	2542-2581	2582-2619	2620+
	Target	69	56	55	48	43	39	30	16/maintain
6	Range	2210-2417	2418-2456	2457-2493	2494-2530	2531-2574	2575-2617	2618-2656	2657+
	Target	73	58	53	47	44	38	33	21/maintain
7	Range	2258-2438	2439-2478	2479-2515	2516-2551	2552-2600	2601-2648	2649-2687	2688+
	Target	69	50	49	44	40	31	20	12/maintain
8	Range	2288-2446	2447-2486	2487-2526	2527-2566	2567-2617	2618-2667	2668-2703	2709+



# Math Achievement Level Ranges and Growth Targets

Grade in Yr. 1	Level	Level 1: Not Met		Level 2: Approaching		Level 3: Met		Level 4: Exceeded	
		1 - LOW	2 - HIGH	3 - LOW	4 - HIGH	5 - LOW	6 - HIGH	7 - LOW	8 - HIGH
3	Range	2189-2351	2352-2380	2381-2408	2409-2435	2436-2468	2469-2500	2501-2526	2527+
	Target	77	61	59	60	59	57	56	47/maintain
4	Range	2204-2381	2382-2410	2411-2447	2448-2484	2485-2516	2517-2548	2549-2574	2575+
	Target	51	38	40	44	46	47	43	37/maintain
5	Range	2219-2419	2420-2454	2455-2491	2492-2527	2528-2553	2554-2578	2579-2605	2606+
	Target	43	46	45	44	42	41	41	44/maintain
6	Range	2235-2434	2435-2472	2473-2512	2513-2551	2552-2580	2581-2609	2610-2639	2640+
	Target	49	41	38	36	36	36	38	31/maintain
7	Range	2250-2438	2439-2483	2484-2525	2526-2566	2567-2600	2601-2634	2635-2664	2665+
	Target	58	35	31	31	36	37	38	35/maintain
8	Range	2265-2455	2457-2503	2504-2544	2545-2585	2586-2619	2620-2652	2653-2685	2686+





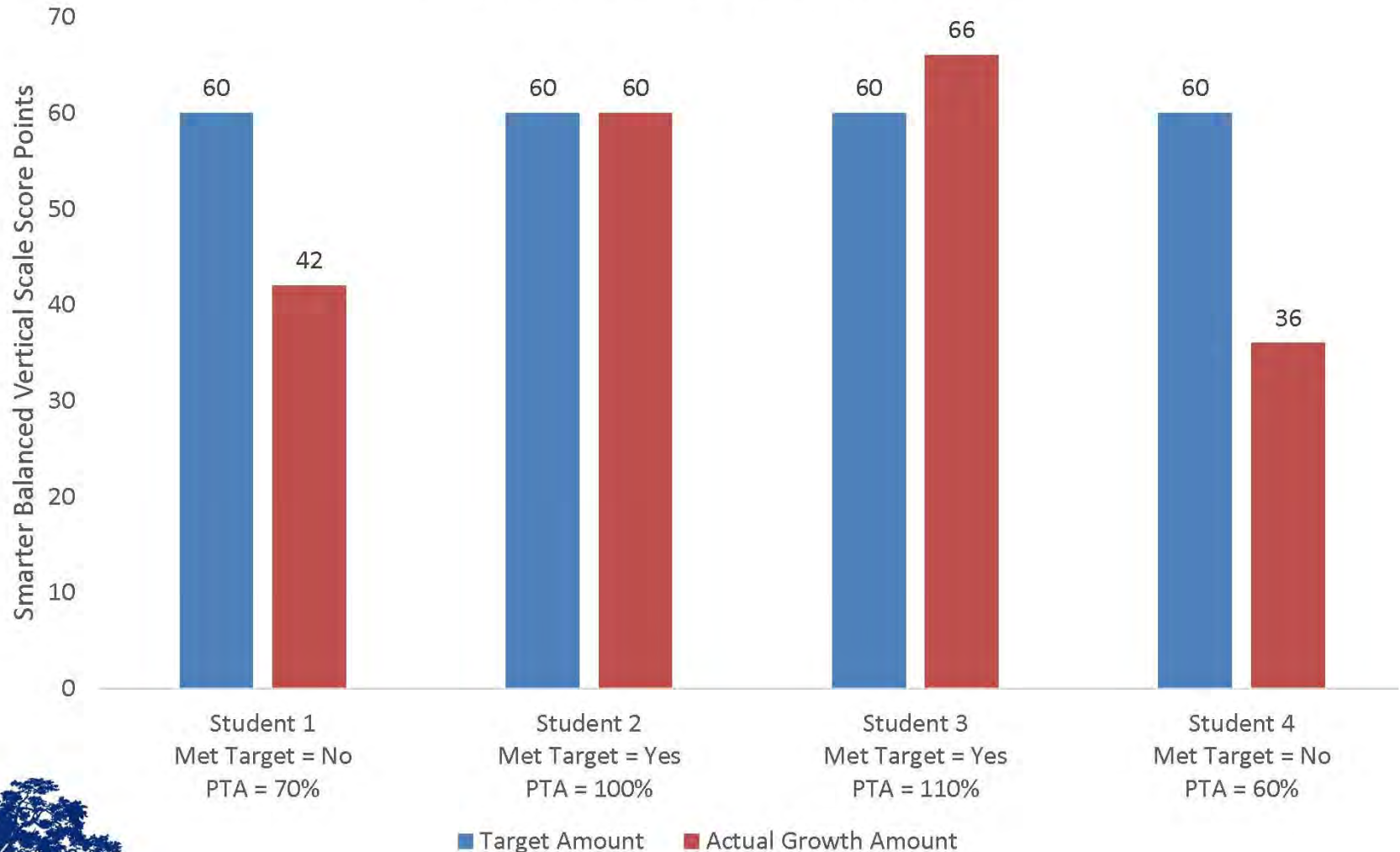
# Hypothetical Example

Growth Rate = 50% (2 out of 4 students met target)

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Average Percent of Target Achieved (PTA) = 85%

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# Smarter Balanced Growth District – All Grades

District	Subject	Smarter Balanced Growth 2015-2016			Smarter Balanced Growth 2016-2017		
		Number of Matched Students	Growth Rate	Average Percentage of Target Achieved	Number of Matched Students	Growth Rate	Average Percentage of Target Achieved
Waterbury	ELA	6297	33.2%	57.0%	6452	26.0%	47.7%
Waterbury	Math	6354	30.5%	51.6%	6447	30.9%	51.8%

# Smarter Balanced Growth 2016-2017

## DRG I – All Grades

District	Subject	# Matched Students	Growth Rate	Average Percentage of Target Achieved
Windham	ELA	1228	32.7%	54.1%
New Haven	ELA	7067	30.0%	53.0%
Bridgeport	ELA	6767	26.2%	48.8%
WATERBURY	ELA	6452	26.0%	47.7%
New London	ELA	1119	23.0%	45.1%
Hartford	ELA	6878	23.5%	43.2%
New Britain	ELA	3292	20.9%	42.2%

District	Subject	# Matched Students	Growth Rate	Average Percentage of Target Achieved
Bridgeport	Math	6752	35.0%	55.8%
Windham	Math	1217	33.2%	54.5%
New Haven	Math	7036	31.6%	52.9%
WATERBURY	Math	6447	30.9%	51.8%
New London	Math	1112	26.0%	48.2%
Hartford	Math	6731	27.6%	47.1%
New Britain	Math	3274	25.4%	44.9%

# Smarter Balanced Growth 2016-2017

## All Schools Ranked by PTA Change From Prior Year

		Smarter Balanced Growth 2016-2017		
School	Subject	Growth Rate	Average Percentage of Target Achieved	PTA Change from Prior Year
Bucks Hill	ELA	26.7%	55.2%	18.4%
Maloney Interdistrict Magnet	ELA	50.0%	74.2%	16.5%
Sprague	ELA	28.1%	58.9%	12.4%
Carrington	ELA	32.8%	56.4%	1.7%
Waterbury Arts Magnet (Middle)	ELA	34.4%	51.3%	-0.4%
Margaret M. Generali Elementary	ELA	29.7%	56.8%	-2.5%
B. W. Tinker	ELA	26.1%	48.6%	-2.9%
Michael F. Wallace Middle	ELA	25.7%	44.4%	-4.9%
Rotella Interdistrict Magnet	ELA	23.5%	50.4%	-5.0%
Reed	ELA	30.2%	53.3%	-5.3%
H. S. Chase	ELA	24.9%	50.5%	-6.0%
DISTRICT	ELA	26.0%	47.7%	-9.3%
North End Middle	ELA	27.4%	46.7%	-9.8%
Wendell L. Cross	ELA	26.9%	52.8%	-10.5%
Washington	ELA	25.5%	53.1%	-12.7%
F. J. Kingsbury	ELA	27.6%	52.1%	-15.8%
Gilmartin	ELA	25.1%	49.0%	-16.9%
West Side Middle	ELA	23.2%	42.3%	-17.6%
Regan	ELA	24.7%	50.6%	-22.3%
Duggan	ELA	26.8%	46.6%	-23.5%
Hopeville	ELA	14.5%	38.5%	-25.8%
Woodrow Wilson	ELA	23.6%	47.4%	-26.1%
Driggs	ELA	12.5%	36.9%	-26.4%
Bunker Hill	ELA	11.7%	33.3%	-27.2%
Walsh	ELA	15.4%	37.3%	-38.7%

		Smarter Balanced Growth 2016-2017		
School	Subject	Growth Rate	Average Percentage of Target Achieved	PTA Change from Prior Year
Wendell L. Cross	Math	53.4%	84.3%	35.2%
Bucks Hill	Math	44.6%	71.8%	28.0%
Margaret M. Generali Elementary	Math	44.5%	75.0%	25.4%
Maloney Interdistrict Magnet	Math	51.9%	79.9%	17.8%
H. S. Chase	Math	38.6%	65.8%	10.8%
Gilmartin	Math	37.7%	58.2%	10.5%
B. W. Tinker	Math	34.7%	60.6%	6.8%
Bunker Hill	Math	29.7%	51.6%	2.3%
Hopeville	Math	36.1%	65.2%	0.9%
Carrington	Math	41.6%	62.3%	0.8%
Reed	Math	35.6%	60.1%	0.4%
Woodrow Wilson	Math	34.8%	63.5%	0.3%
DISTRICT	Math	30.9%	51.8%	0.2%
North End Middle	Math	27.2%	43.8%	-0.8%
Washington	Math	33.0%	61.9%	-1.0%
Walsh	Math	34.6%	61.2%	-1.1%
Rotella Interdistrict Magnet	Math	34.8%	63.8%	-1.4%
Driggs	Math	23.4%	54.7%	-1.7%
Sprague	Math	26.6%	52.4%	-2.4%
Michael F. Wallace Middle	Math	24.0%	41.2%	-2.8%
Duggan	Math	32.1%	52.9%	-3.8%
Waterbury Arts Magnet (Middle)	Math	27.1%	43.3%	-3.9%
F. J. Kingsbury	Math	39.3%	66.5%	-6.7%
West Side Middle	Math	25.5%	40.8%	-8.1%
Regan	Math	15.7%	37.7%	-16.3%

# PTA By School Compared to State Average

School	Subject	Average Percentage of Target Achieved	School	Subject	Average Percentage of Target Achieved
Maloney Interdistrict Magnet School	ELA	74.20%	Wendell L. Cross School	Math	84.30%
Sprague School	ELA	58.90%	Maloney Interdistrict Magnet School	Math	79.90%
Bucks Hill Bilingual	ELA	57.20%	Bucks Hill Bilingual	Math	77.90%
Margaret M. Generali Elementary School	ELA	56.80%	Margaret M. Generali Elementary School	Math	75.00%
Carrington School	ELA	56.40%	Bucks Hill School	Math	71.80%
State of CT Average	ELA	55.40%	F. J. Kingsbury School	Math	66.50%
Bucks Hill School	ELA	55.20%	H. S. Chase School	Math	65.80%
Reed School	ELA	53.30%	Hopeville School	Math	65.20%
Enlightenment School	ELA	53.20%	Rotella Interdistrict Magnet School	Math	63.80%
Washington School	ELA	53.10%	Woodrow Wilson School	Math	63.50%
Wendell L. Cross School	ELA	52.80%	Carrington School	Math	62.30%
F. J. Kingsbury School	ELA	52.10%	Washington School	Math	61.90%
Waterbury Arts Magnet School (Middle)	ELA	51.30%	State of CT Average	Math	61.70%
Regan School	ELA	50.60%	Walsh School	Math	61.20%
H. S. Chase School	ELA	50.50%	B. W. Tinker School	Math	60.60%
Rotella Interdistrict Magnet School	ELA	50.40%	Reed School	Math	60.10%
Gilmartin School	ELA	49.00%	Hopeville Bilingual	Math	58.50%
B. W. Tinker School	ELA	48.60%	Gilmartin School	Math	58.20%
Woodrow Wilson School	ELA	47.40%	Driggs School	Math	54.70%
North End Middle School	ELA	46.70%	Duggan School	Math	52.90%
Duggan School	ELA	46.60%	Sprague School	Math	52.40%
Hopeville Bilingual	ELA	45.10%	Bunker Hill School	Math	51.60%
Michael F. Wallace Middle School	ELA	44.40%	Enlightenment School	Math	44.40%
West Side Middle School	ELA	42.30%	North End Middle School	Math	43.80%
State Street School	ELA	41.70%	Waterbury Arts Magnet School (Middle)	Math	43.30%
Hopeville School	ELA	38.50%	Michael F. Wallace Middle School	Math	41.20%
Walsh School	ELA	37.30%	West Side Middle School	Math	40.80%
Driggs School	ELA	36.90%	Regan School	Math	37.70%
Bunker Hill School	ELA	33.30%	State Street School	Math	37.70%

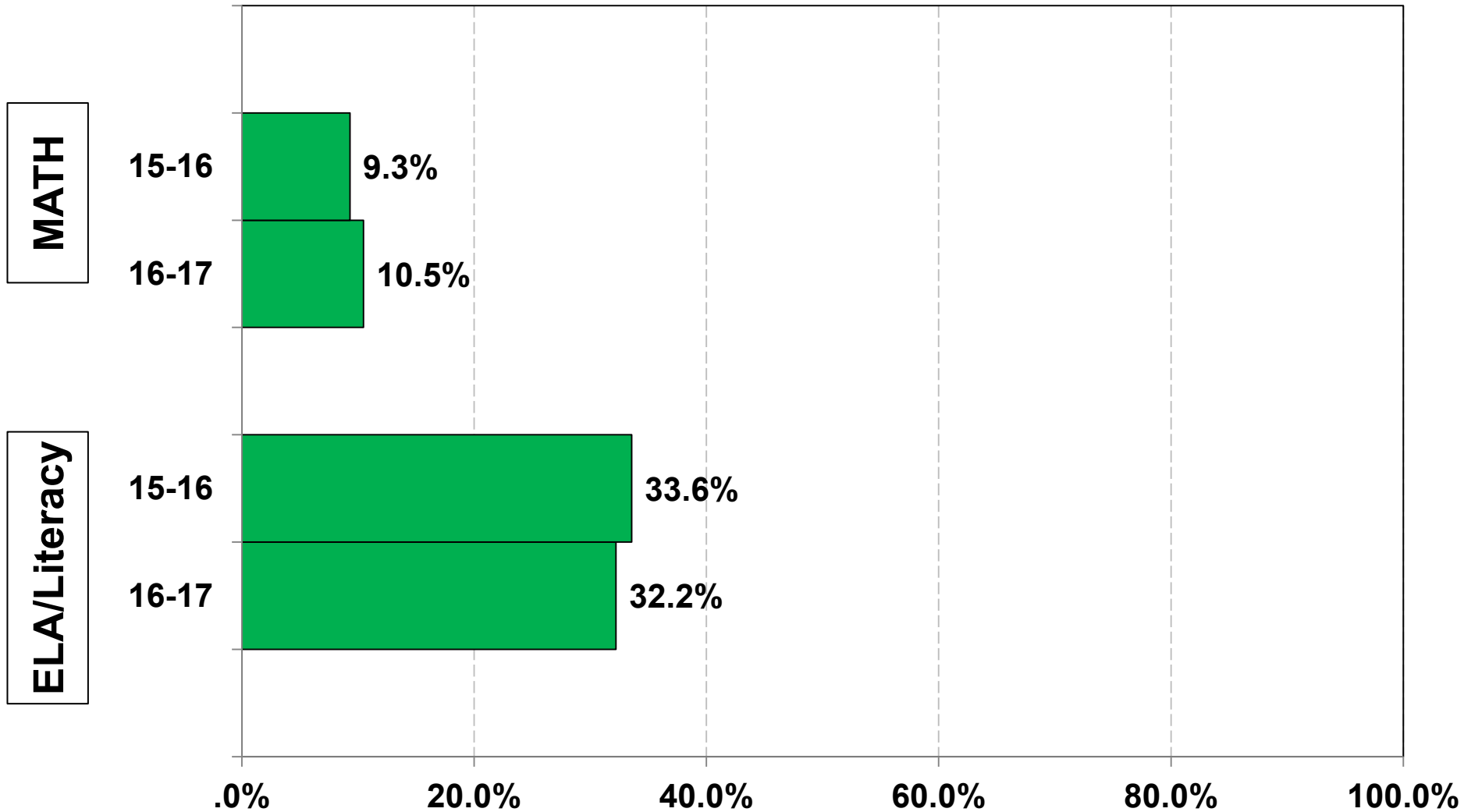
# SAT Background

- The Connecticut SAT (CT-SAT) replaced the Smarter Balanced Assessment in Connecticut for math and English Language Arts/Literacy for grade 11 in 2015-2016
- The redesigned SAT is intended to measure achievement of the CT Core Standards
  - Math
  - Evidence-based reading and writing (EBRW)
- The CT-SAT did not include the writing (essay) assessment
- Test dates were April 5, April 25, and April 26, 2017 during the school day
- Student scores are reported in four levels
  - Level 4 – Exceeds the achievement level
  - Level 3 – Meets the achievement level
  - Level 2 – Approaching the achievement level
  - Level 1 – Does not meet the achievement level

# CONNECTICUT SAT

## District

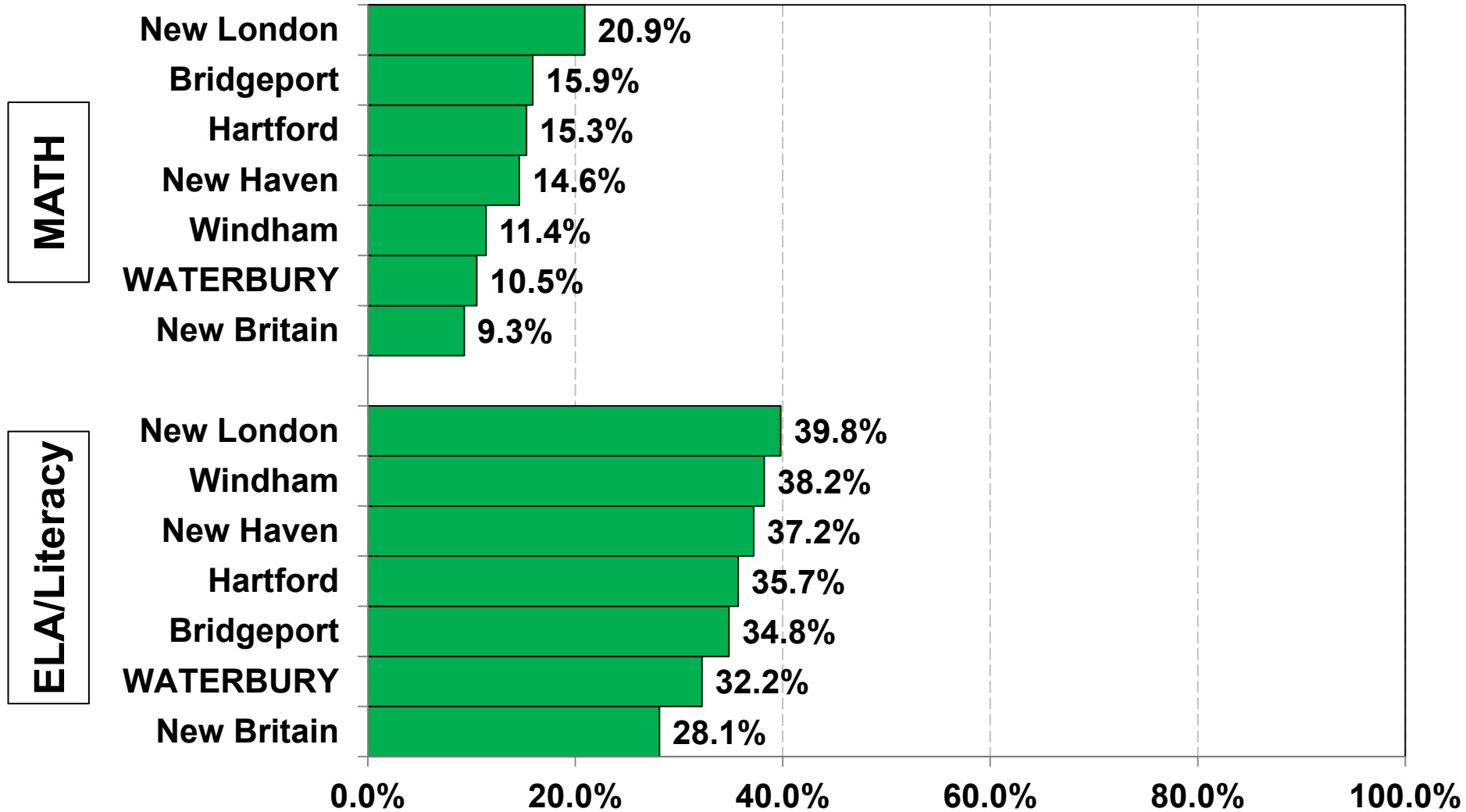
Percentage of Students Meeting or Exceeding the Achievement Level



# CONNECTICUT SAT 2016-2017

## DRG I

### Percentage of Students Meeting or Exceeding the Achievement Level



# CONNECTICUT SAT 2016-2017

## All Schools Ranked by Change From Prior Year

### Percentage of Students Meeting or Exceeding the Achievement Level

School	Subject	% Level 3/4 (Meets/ Exceeds)	Change From Prior Year
Waterbury Career Academy	ELA	53.5	8.9
Waterbury Arts Magnet (High)	ELA	59.8	2.7
DISTRICT	ELA	32.2	-1.4
Crosby High	ELA	21.8	-2.6
John F. Kennedy High	ELA	28.3	-3.4
Wilby High	ELA	17.1	-9.4

School	Subject	% Level 3/4 (Meets/ Exceeds)	Change From Prior Year
Waterbury Career Academy	Math	21.7	8.0
Waterbury Arts Magnet (High)	Math	23.4	5.5
DISTRICT	Math	10.5	1.2
John F. Kennedy High	Math	8.0	0.6
Wilby High	Math	4.6	-0.1
Crosby High	Math	3.7	-5.2



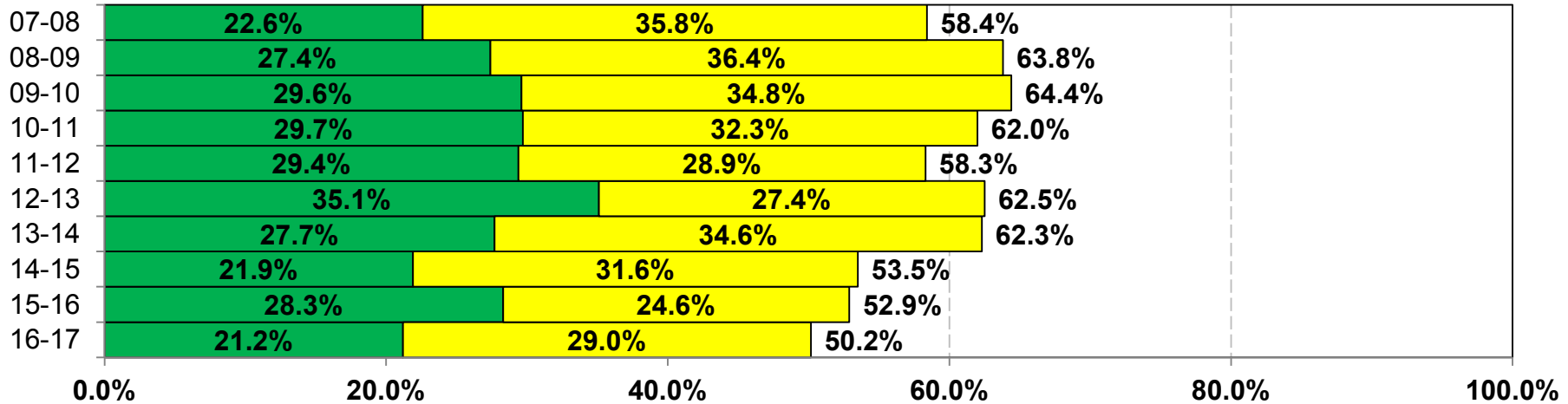
# CMT/CAPT Background

- Grade 5, 8, and 10 students
- Test taken March and April 2017
- Student scores are reported in five levels
  - Level 5 – Advanced
  - Level 4 – Goal
  - Level 3 – Proficient
  - Level 2 – Basic
  - Level 1 – Below Basic
- CMT/CAPT Science has been discontinued; all grade 5, 8, and 11 students will participate in a field test of the Next Generation Science Standards (NGSS) assessment in spring 2018; no results will be provided

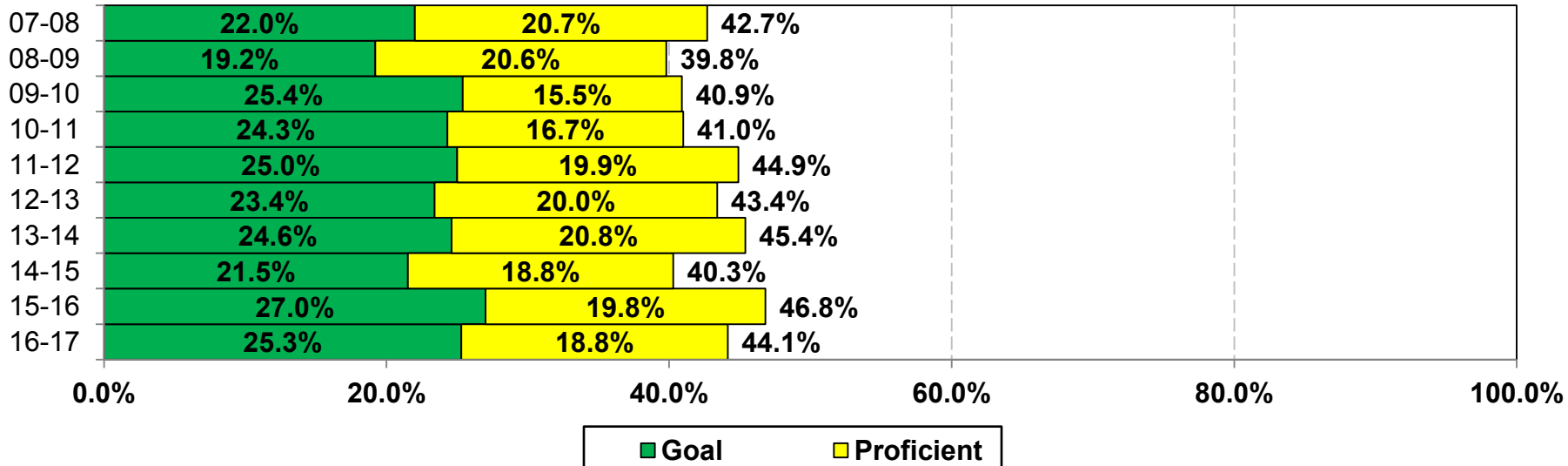
# Connecticut Mastery Test

## Percentage of Students At or Above Goal/Proficient

### District – SCIENCE Grade 5

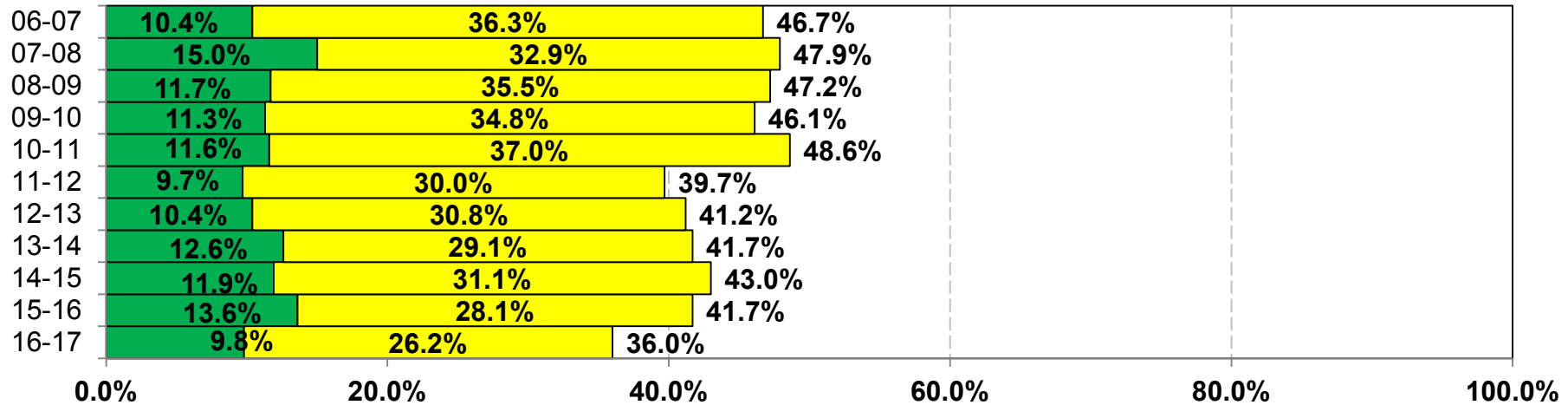


### District – SCIENCE Grade 8



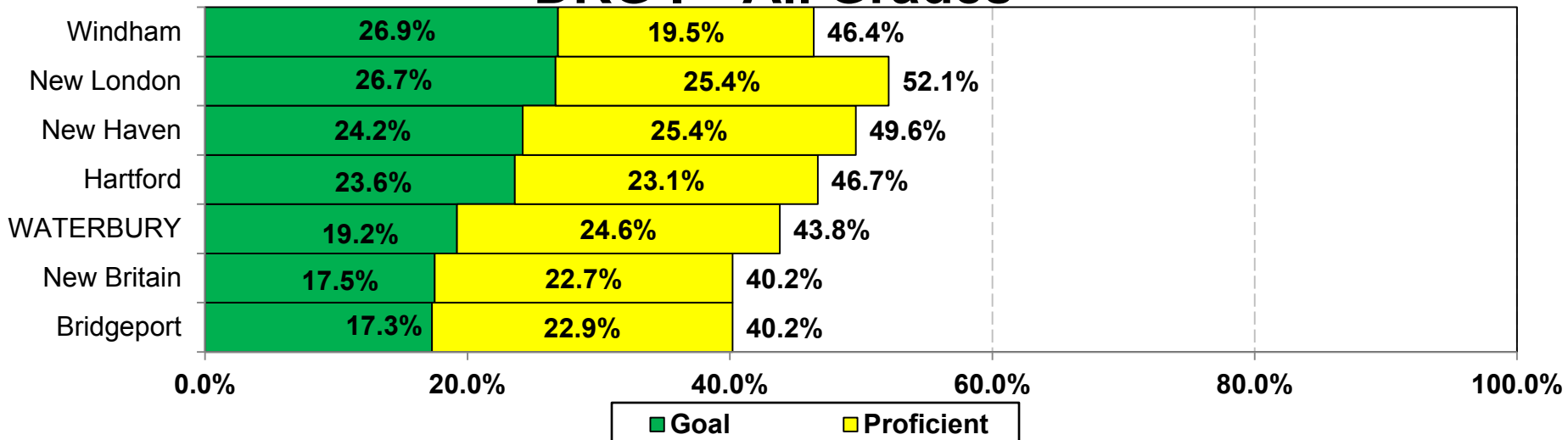
# Connecticut Academic Performance Test Percentage of Students At or Above Goal/Proficient

## District – SCIENCE Grade 10



## CMT/CAPT Science 2016-2017

### DRG I – All Grades



# CMT/CAPT Science 2016-2017

## All Schools Ranked by Change in Goal From Prior Year Percentage of Students At or Above Goal/Proficient

School	% Level 3/4/5 (Proficient or Above)	% Level 4/5 (Goal or Above)	Change From Prior Year
Walsh	41.4	13.8	4.7
Maloney Interdistrict Magnet	84.4	54.5	4.5
North End Middle	42.9	25.0	1.6
Michael F. Wallace Middle	44.7	25.3	0.2
H. S. Chase	45.9	21.1	0.1
Waterbury Arts Magnet (Middle)	74.3	55.0	-0.1
Gilmartin	48.0	17.6	-0.2
Bucks Hill	40.8	13.0	-0.5
Reed	41.0	19.3	-0.7
Wilby High	25.1	4.9	-1.5
West Side Middle	45.1	23.5	-2.3
Hopeville	54.2	18.8	-2.8
Crosby High	19.9	2.6	-3.1
Sprague	34.5	12.7	-4.0
DISTRICT	43.8	19.2	-4.2

School	% Level 3/4/5 (Proficient or Above)	% Level 4/5 (Goal or Above)	Change From Prior Year
Rotella Interdistrict Magnet	82.3	51.0	-4.2
John F. Kennedy High	29.5	5.4	-4.3
Bunker Hill	48.1	16.9	-4.6
Carrington	59.4	31.4	-5.0
Waterbury Career Academy	68.5	24.5	-5.7
Driggs	36.4	9.1	-6.3
B. W. Tinker	54.7	23.6	-6.9
Waterbury Arts Magnet (High)	57.8	21.0	-7.6
Washington	44.0	10.0	-10.5
Duggan	45.1	19.8	-12.2
Woodrow Wilson	41.2	15.7	-13.5
Wendell L. Cross	65.4	21.2	-21.3
Margaret M. Generali Elementary	50.6	17.3	-21.9
F. J. Kingsbury	60.1	24.7	-22.3
Regan	63.3	10.2	-24.5

# Current Strategies Essential Next Steps

...



Area of Focus	2017-18	Moving Forward
<b>Elementary ELA</b>	<ul style="list-style-type: none"> <li>● Implementing Foundations PK-3               <ul style="list-style-type: none"> <li>○ Grade 3 new this year</li> </ul> </li> <li>● Partnership with CT K-3 Literacy Initiative (CK3LI)               <ul style="list-style-type: none"> <li>○ Instructional Focus Area for each student (targeted)</li> <li>○ Supporting small group reading management and strategies/content for instruction (Oral Blending, decodable text routines, and vocabulary/comprehension routines)                   <ul style="list-style-type: none"> <li>■ Strategies included in School Improvement Plans (SIPs) and District Improvement Plan (DIP)</li> <li>■ PD/Support during collab days, IDT, and via coaching cycles</li> <li>■ Monitored via the District Data Team (DDT)</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Revise curriculum to tightly align to the CT Core Standards</li> <li>● Purchase and Implement resources that support the curriculum               <ul style="list-style-type: none"> <li>○ Core program that is explicit and systematic for oral language and vocabulary, comprehension, grammar, and writing</li> <li>○ Decodable and leveled texts to support instruction</li> <li>○ Standards-based assessment                   <ul style="list-style-type: none"> <li>■ Ongoing professional learning</li> <li>■ Develop monitoring plan</li> </ul> </li> </ul> </li> </ul>

Area of Focus	2017-18	Moving Forward
<b>Secondary ELA</b>	<ul style="list-style-type: none"> <li>• Implementing grades 6-10 ELA curriculum</li> <li>• Grades 6-12: standards-based benchmark assessments: BOY, MOY, EOY; building efficacy in relation to standards</li> <li>• Revising grade 11 curriculum</li> <li>• Professional learning teams (consistent contributors at curriculum council) providing professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Continuously engage in a systematic standards-based review, development, implementation and evaluation process. <ul style="list-style-type: none"> <li>◦ Complete grades 11 and 12 curriculum</li> </ul> </li> <li>• Develop tools to describe, in measurable terms, student performance.</li> <li>• Coaching!</li> <li>• Common Materials and lessons aligned to the Standards</li> </ul>

Area of Focus	2017-18	Moving Forward
<b>Math</b>	<ul style="list-style-type: none"> <li>• Provide small group and individualized Tier 2 intervention in grades 2-5 using i-Ready Diagnostic and Instruction data and reports</li> <li>• Revise Grade 3-5 CT Core Standard Curriculum</li> <li>• Provide professional development on Number Talks to develop mental math strategies as a pathway to computational fluency in grades in grades K-8.</li> <li>• Grades 6-12 standards-based assessments</li> <li>• Pilot i-Ready Diagnostic as a Tier 2 intervention in comprehensive middle schools</li> <li>• Revise and align Algebra 1, Algebra II and Geometry curriculum and assessments to CCS</li> <li>• Partner with NVCC to develop a plan for provide support for students and develop a professional learning community for professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Complete K-12 CCS curriculum revisions</li> <li>• Develop a system of intervention for grades 6-8</li> <li>• Purchase standards aligned instructional resources for high school courses to support the curriculum</li> <li>• Provide instructional support to high school teachers via instructional coaching</li> <li>• Implement plan developed in collaboration with NVCC</li> </ul>



Area of Focus	2017-18	Moving Forward
<b>Science</b>	<ul style="list-style-type: none"> <li>• For K-5 determine schedule for regular science periods.</li> <li>• Select the optimal science curriculum for each grade K-5</li> <li>• Determine the optimal NGSS curriculum phasing-in schedule for grades K-12 in 2018-19 and 2019-20.</li> <li>• Initiate NGSS PD for K-5 and continue NGSS PD for middle and high school teachers.</li> <li>• For middle school complete writing NGSS curriculum.</li> <li>• For high school determine the optimal NGSS curriculum for core courses.</li> <li>• CMT and CAPT will no longer be given. Low stakes NGSS pilot test given for grades 5, 8, and 11 in Spring 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Convert to an NGSS-aligned curriculum in all grades.</li> <li>• Implement the NGSS-aligned curriculum according the phasing-in schedule.</li> <li>• Provide extensive PD and support to ensure success at all grade levels.</li> <li>• High stakes NGSS testing in grades 5, 8, and 11 begins in Spring 2019.</li> </ul>

Area of Focus	2017-18	Moving Forward
<b>Instructional Leadership</b>	<ul style="list-style-type: none"> <li>Each School Administrator will use a newly formatted School Improvement Plan.</li> <li>Each school's SIP will have a minimum of 4 goals: ELA, Mathematics, SEL, and Climate and Culture</li> <li>Specific adult actions and indicators are identified for each of the above goals.</li> <li>A specific monitoring plan for the administrator is embedded in the SIP.</li> <li>Administrators will conduct walk thrus, monitoring that adult actions/indicators are in place in each classroom</li> <li>Evidence of implementation and observations will drive future planning for professional development</li> <li>The SIP will intentionally align decisions, actions and resources to meet needs</li> </ul>	<ul style="list-style-type: none"> <li>Articulate tier one curriculum in all grades/content areas</li> <li>Align SIPs to DIP instructional improvement indicators</li> <li>Develop the systems to share evidence of progress and/or impact of high-leverage practices - i.e. feedback loops</li> <li>Build efficacy and consensus: Offer ongoing professional learning modules related to high-leverage elements of effective instruction</li> <li>Develop/map clearly articulated and interrelated teaming structures               <ul style="list-style-type: none"> <li>DDT/SWDT/IDT</li> <li>Purpose, scope, roles/responsibilities, criteria for success, planning proces</li> </ul> </li> </ul>

Area of Focus	2017-18	Moving Forward
<b>Instructional Leadership Cont.</b>	<ul style="list-style-type: none"><li>● Administrators will identify professional learning and support needed to continue to address needs to design and implement a rigorous, aligned, and engaging academic program that allow all students to achieve high levels.</li><li>● Administrator will assess student learning quarterly and analyze effectiveness of adult indicators within the SIP and ad</li><li>● Administrators are provided with professional development dedicated to SEL</li><li>● Each school has identified a SEL team</li><li>● Each SEL team attends professional development on a monthly basis with their ILD and network.</li></ul>	<ul style="list-style-type: none"><li>● Articulate criteria related to coaching cycles, including:<ul style="list-style-type: none"><li>○ Scheduling</li><li>○ Routine (teacher/admin) focus walks</li></ul></li><li>● Identify specific building-based needs related to Google utility</li><li>● Delineate plan to identify needs related to master schedules across all levels (to determine models/criteria to support district learning expectations/needs)</li><li>● Set strategic budget priorities based on progress related to curriculum management cycle, including human capital needs</li><li>● Delineate structures and processes associated with SRBI</li></ul>

Area of Focus	2017-18	Moving Forward
<b>Instructional Leadership Secondary</b>	<ul style="list-style-type: none"> <li>• Administrators will identify professional learning and support needed to continue to address needs to design and implement a rigorous, aligned, and engaging academic program that allow all students to achieve high levels.</li> <li>• Specific adult actions and indicators are identified for each of the above goals.</li> <li>• Administrators are provided with professional development dedicated to SEL</li> <li>• Each school has identified a SEL team</li> <li>• Each SEL team attends professional development on a monthly basis with their ILD and network.</li> </ul>	<ul style="list-style-type: none"> <li>• Design the data sharing structures</li> <li>• Share data across school               <ul style="list-style-type: none"> <li>○ SAT/ PSAT/ CFA</li> </ul> </li> <li>• Data will inform instructional practices tied to curriculum</li> <li>• Change department responsibilities to include more data management</li> <li>• Train administrators in data analysis with focus on instructional practices</li> <li>• Establish school wide monitoring process.               <ul style="list-style-type: none"> <li>○ Create accountability structure tied to monitoring</li> <li>○ Prioritize instructional observation on a daily basis                   <ul style="list-style-type: none"> <li>■ Monitored by ILD</li> </ul> </li> </ul> </li> </ul>

Area of Focus	
<b>Central Office</b>	<ul style="list-style-type: none"><li>● District Improvement Plan (DIP)<ul style="list-style-type: none"><li>○ SIP tied to DIP</li></ul></li><li>● Expanded weekly cabinet to include all directors and supervisors</li><li>● District Data Team analyzing current strategies and data on a monthly basis aligned with the District Improvement Plan and School Improvement Plans</li><li>● Monthly Deputy Superintendent Forums</li><li>● BOE presentation schedule</li><li>● Team/culture building</li><li>● Inclusive budget process based on high needs</li></ul>

# Final Thoughts

The following was the PowerPoint Mr. Schwartz presented at the Workshop.

# WATERBURY PUBLIC SCHOOLS

## Collective Assessment Results

February 6, 2018

# CT Core Standards

## Six Shifts in ELA Common Core

The new English Language Arts Common Core State Standards contain many changes in learning standards, but they can be grouped into 6 main shifts. The shifts are directly linked to the College and Career Readiness Standards.

Shift 1: Balance of literature and information text (K-5)  
-50% of information text by 4th grade

Shift 2: Literacy across all content areas (6-12)

Shift 3: Staircase of complexity

Shift 4: Question and Answers: text-dependent

Shift 5: Writing to inform or argue using evidences

Shift 6: Academic Vocabulary

## Standards for Mathematical Practice



Make sense of problems and persevere in solving them.



Reason abstractly and quantitatively.



Construct viable arguments and critique the reasoning of others.



Model with mathematics.



Use appropriate tools strategically.



Attend to precision.



Look for and make use of structure.



Look for and express regularity in repeated reasoning.



# 5<sup>TH</sup> GRADE SAMPLE

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[http://sampleitems.smarterbalanced.org/Item/Details?bankKey=187&itemKey=1490&isaap=TDS\\_ITM1%3BTDS\\_APC\\_SCRUBBER%3BTDS\\_SCNotepad%3BTDS\\_WL\\_Glossary%3BTDS\\_Highlight1%3BTDS\\_ExpandablePassages1%3BTDS\\_GN1%3BTDS\\_ST1%3BTDS\\_PS\\_L0%3BTDS\\_CC0%3BTDS\\_Masking0%3BDISABLED%3BENU%3BTDS\\_ASL0%3BTDS\\_BT0%3BTDS\\_SLM0%3B](http://sampleitems.smarterbalanced.org/Item/Details?bankKey=187&itemKey=1490&isaap=TDS_ITM1%3BTDS_APC_SCRUBBER%3BTDS_SCNotepad%3BTDS_WL_Glossary%3BTDS_Highlight1%3BTDS_ExpandablePassages1%3BTDS_GN1%3BTDS_ST1%3BTDS_PS_L0%3BTDS_CC0%3BTDS_Masking0%3BDISABLED%3BENU%3BTDS_ASL0%3BTDS_BT0%3BTDS_SLM0%3B)

## COMMUNITY GARDEN

Your class is going to plant vegetables in a section of the local community garden. The garden manager has provided an area to plant the vegetables as follows:

**The total area for the class to plant vegetables will be a rectangle 40 feet long and 30 feet wide.**

The class has decided to plant four rectangular sections of the class garden with vegetables according to this plan:

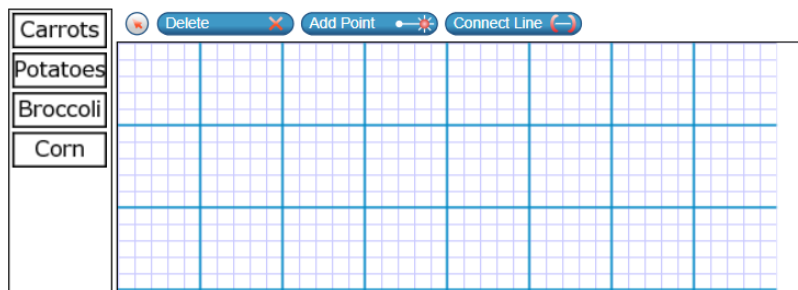
- 1/4 of the garden will be planted with carrots.
- 1/6 of the garden will be planted with potatoes.
- 1/8 of the garden will be planted with broccoli.
- 1/12 of the garden will be planted with corn.

In this task, you will analyze the class plan and determine an alternate plan that will help make the most use of the available area.

1490

Using the connect line tool, draw rectangles on this model of the garden to represent the four rectangular sections for planting vegetables according to the class plan. The garden model is divided into 5 feet by 5 feet sections.

- Use whole number side lengths.
- Each square on the model represents 1 square foot.
- Drag the correct label that shows the vegetable for each section.



1492

Your class has decided to plant potatoes in the unused portion of the garden plot.

### Part A

What total fraction of the class garden will be planted with potatoes?  
Remember that 1/6 of the garden is already planned for potatoes.

Enter your response in the first response box.

### Part B

How many total square feet of the class garden plot will be planted with potatoes?

Enter your response in the second response box.

1493

Using the new plan with more potatoes, write an equation to show that the **total area** of the class's garden is used to grow vegetables. Make sure the equation shows that the sum of the areas, in square feet, of each section equals the total area of the class's garden.

- Carrots
- Potatoes
- Broccoli
- Corn

← → ↶ ↷ ✕

1 2 3 + - × ÷

1/2 1/3 1/4 1/5 1/6

# CMT

**The carnival offers you two different options for buying tickets.**

**OPTION A: \$2.00 per person plus \$0.75 per ride**

**OR**

**OPTION B: \$5.00 per person plus \$0.25 per ride**

**If your uncle gave you \$10 for the carnival, which option – A or B - would you choose. Show the mathematics you used to determine your answer.**

**OPTION CHOSEN: \_\_\_\_\_**

**Explanation:**

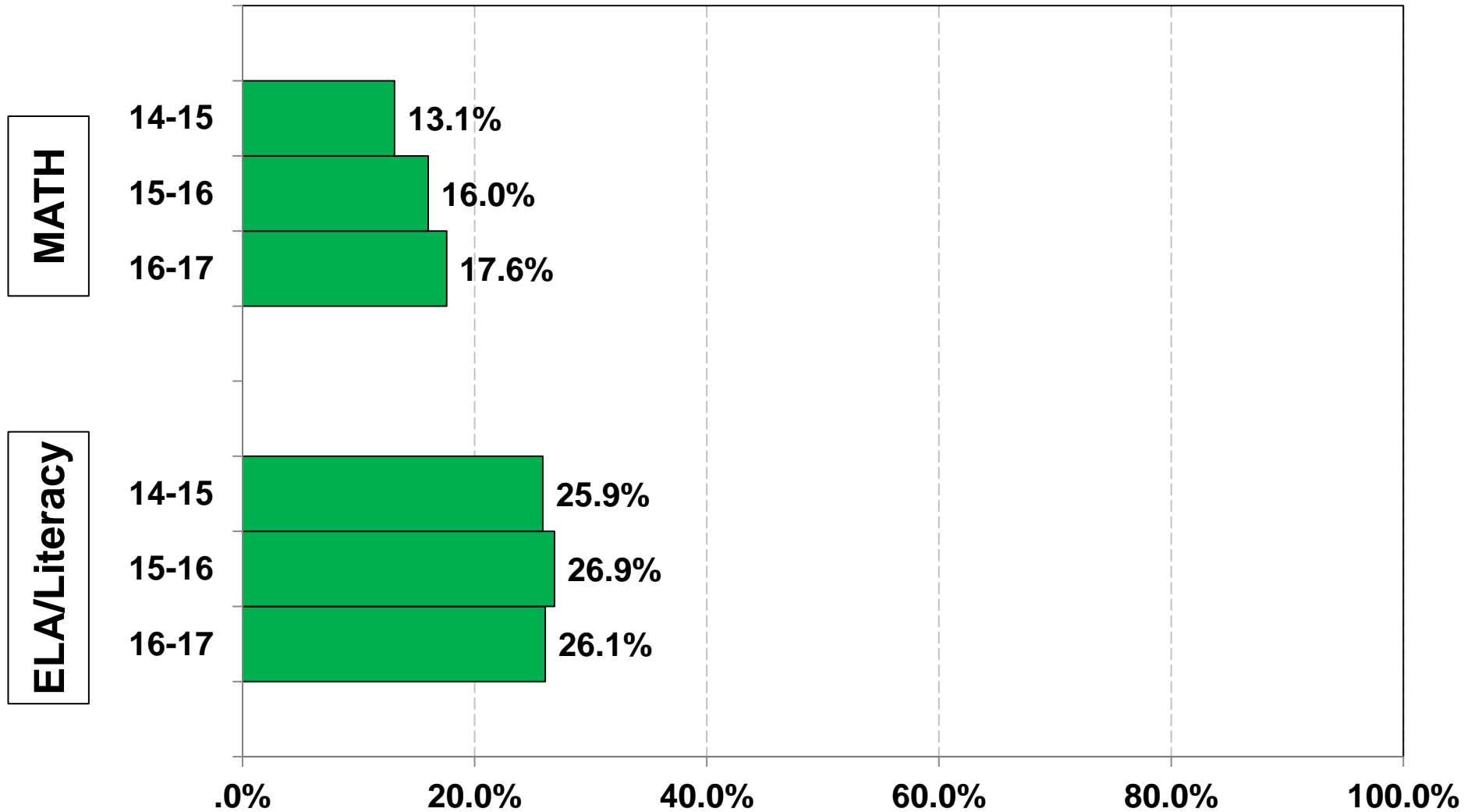
# Smarter Balanced Background

- The Smarter Balanced Assessment replaced the CMT/CAPT in Connecticut for math and English Language Arts/Literacy for grades 3-8 in 2014-2015
- The Smarter Balanced Assessment is designed to measure achievement of the CT Core Standards
- Administered entirely online and adaptive within each grade level
- Test taken March-May 2017
- Student scores are reported in four levels
  - Level 4 – Exceeds the achievement level
  - Level 3 – Meets the achievement level
  - Level 2 – Approaching the achievement level
  - Level 1 – Does not meet the achievement level

# SMARTER BALANCED

## District – All Grades

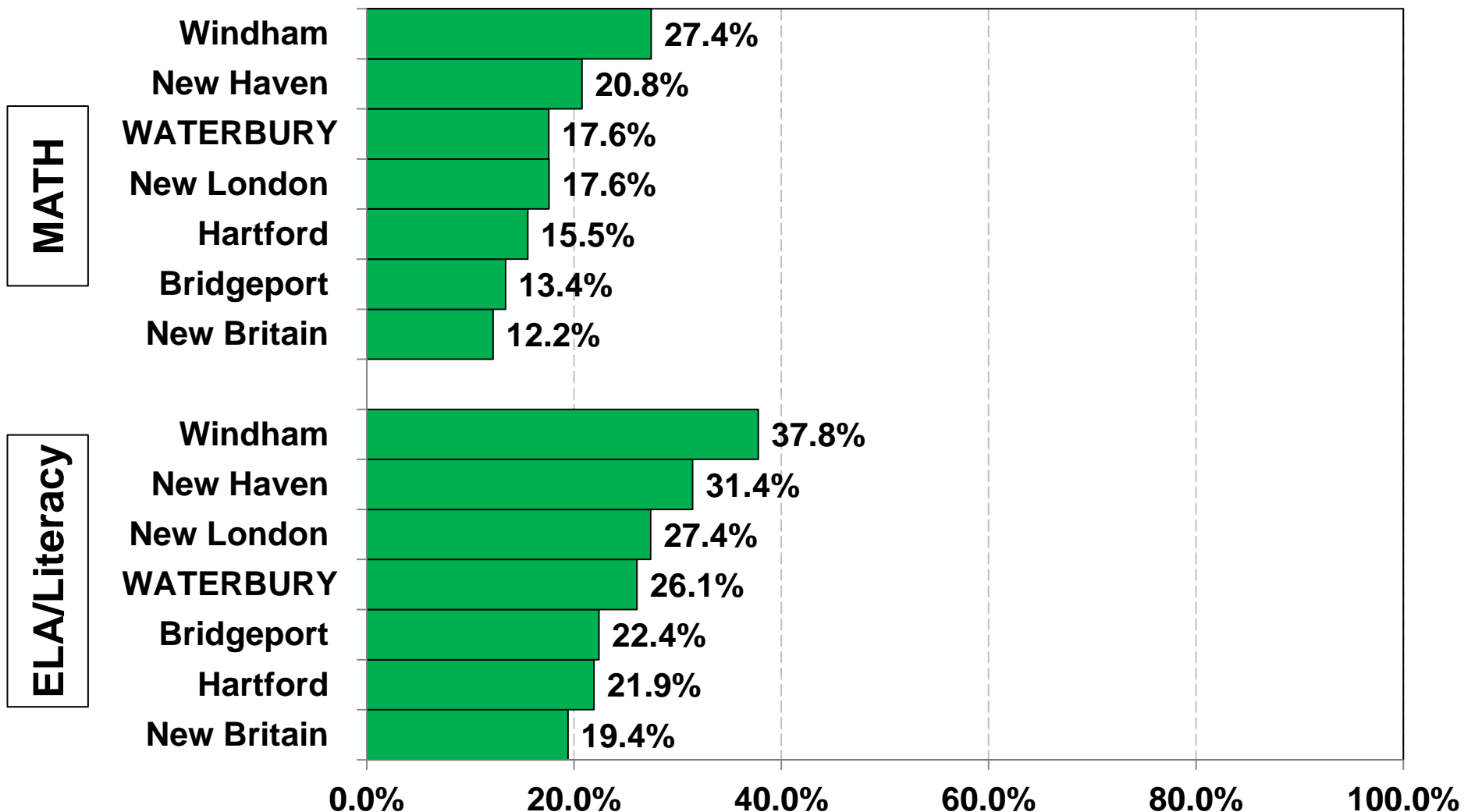
### Percentage of Students Meeting or Exceeding the Achievement Level



# SMARTER BALANCED 2016-2017

## DRG I – All Grades

Percentage of Students Meeting or Exceeding the Achievement Level



# SMARTER BALANCED 2016-2017

## All Schools Ranked by Change From Prior Year

### Percentage of Students Meeting or Exceeding the Achievement Level

School	Subject	% Level 3/4 (Meets/ Exceeds)	Change From Prior Year
Maloney Interdistrict Magnet	ELA	54.1	13.0
H. S. Chase	ELA	27.7	4.7
Bucks Hill	ELA	21.9	3.4
Wendell L. Cross	ELA	40.0	3.3
Reed	ELA	28.1	2.4
North End Middle	ELA	22.9	1.9
Duggan	ELA	33.6	1.2
Waterbury Arts Magnet (Middle)	ELA	49.5	0.6
B. W. Tinker	ELA	37.0	0.4
West Side Middle	ELA	21.6	0.3
Carrington	ELA	31.4	0.3
DISTRICT	ELA	26.1	-0.8
Michael F. Wallace Middle	ELA	22.6	-1.3
Walsh	ELA	14.6	-2.0
Hopeville	ELA	14.4	-2.9
Driggs	ELA	14.7	-3.0
Sprague	ELA	11.4	-3.3
Gilmartin	ELA	22.6	-3.6
Washington	ELA	22.3	-3.9
Bunker Hill	ELA	22.8	-4.1
Woodrow Wilson	ELA	24.4	-4.9
Rotella Interdistrict Magnet	ELA	51.3	-5.0
Margaret M. Generali Elementary	ELA	32.2	-5.1
Regan	ELA	33.8	-5.2
F. J. Kingsbury	ELA	27.5	-10.8

School	Subject	% Level 3/4 (Meets/ Exceeds)	Change From Prior Year
Wendell L. Cross	Math	36.4	14.0
Maloney Interdistrict Magnet	Math	44.7	13.9
Bucks Hill	Math	20.2	12.9
Driggs	Math	18.0	9.1
H. S. Chase	Math	27.7	8.3
Woodrow Wilson	Math	21.3	5.7
Carrington	Math	29.8	5.7
Duggan	Math	24.2	4.0
Reed	Math	19.7	3.5
Hopeville	Math	14.9	2.4
Margaret M. Generali Elementary	Math	24.5	2.3
DISTRICT	Math	17.6	1.6
Walsh	Math	12.4	1.5
Bunker Hill	Math	18.3	1.3
Sprague	Math	12.3	1.3
Gilmartin	Math	12.4	1.0
North End Middle	Math	6.4	0.9
Rotella Interdistrict Magnet	Math	45.2	0.4
Waterbury Arts Magnet (Middle)	Math	23.8	0.1
West Side Middle	Math	10.1	-0.4
Michael F. Wallace Middle	Math	9.2	-2.0
B. W. Tinker	Math	28.3	-2.7
Washington	Math	13.4	-2.9
F. J. Kingsbury	Math	26.8	-3.5
Regan	Math	21.9	-10.0

# Smarter Balanced Growth

- The growth model for Smarter Balanced was introduced last year for the first time
- It measures if individual students are reaching scale score improvement targets set by CSDE
  - All students are expected to improve annually
  - Examines scale scores of students that were enrolled all year compared to their prior year scale scores
- Two measures

## **Growth rate**

- Does not factor in to CSDE accountability model
- How many students met their individual target set by CSDE?
  - No credit for just missing the target
- 40% is the expected growth rate based on CSDE model design

## **Average Percent of Target Achieved (PTA)**

- Heaviest weighted indicator in the CSDE accountability model
- How much of their individual target did students achieve?
- 100% is the school/district-wide target



## Two Aggregate Outcome Metrics

	Growth Rate	Percentage of Target Achieved
<b>Measure?</b>	Percentage of students meeting their respective growth target	Average percentage of growth target achieved for all students
<b>Precision?</b>	Binary (yes/no), less precise	Based on scale score, more precise
<b>Continuous?</b>	No. Students <i>nearly</i> meeting target will be deemed <i>not</i> meeting target	Yes. Students get “credit” for any growth up to <i>and</i> beyond the target
<b>Interpretability?</b>	Simple to understand	More nuanced
<b>Uses?</b>	Reporting only	Reporting and district/school accountability

# ELA Achievement Level Ranges and Growth Targets

Grade in Yr. 1	Level	Level 1: Not Met		Level 2: Approaching		Level 3: Met		Level 4: Exceeded	
		1 - LOW	2 - HIGH	3 - LOW	4 - HIGH	5 - LOW	6 - HIGH	7 - LOW	8 - HIGH
3	Range	2114-2330	2331-2366	2367-2399	2400-2431	2432-2460	2461-2489	2490-2522	2523+
	Target	82	71	70	69	68	64	60	45/maintain
4	Range	2131-2378	2379-2415	2416-2444	2445-2472	2473-2502	2503-2532	2533-2568	2569+
	Target	82	69	69	64	58	55	49	34/maintain
5	Range	2201-2405	2406-2441	2442-2471	2472-2501	2502-2541	2542-2581	2582-2619	2620+
	Target	69	56	55	48	43	39	30	16/maintain
6	Range	2210-2417	2418-2456	2457-2493	2494-2530	2531-2574	2575-2617	2618-2656	2657+
	Target	73	58	53	47	44	38	33	21/maintain
7	Range	2258-2438	2439-2478	2479-2515	2516-2551	2552-2600	2601-2648	2649-2687	2688+
	Target	69	50	49	44	40	31	20	12/maintain
8	Range	2288-2446	2447-2486	2487-2526	2527-2566	2567-2617	2618-2667	2668-2703	2709+



# Math Achievement Level Ranges and Growth Targets

Grade in Yr. 1	Level	Level 1: Not Met		Level 2: Approaching		Level 3: Met		Level 4: Exceeded	
		1 - LOW	2 - HIGH	3 - LOW	4 - HIGH	5 - LOW	6 - HIGH	7 - LOW	8 - HIGH
3	Range	2189-2351	2352-2380	2381-2408	2409-2435	2436-2468	2469-2500	2501-2526	2527+
	Target	77	61	59	60	59	57	56	47/maintain
4	Range	2204-2381	2382-2410	2411-2447	2448-2484	2485-2516	2517-2548	2549-2574	2575+
	Target	51	38	40	44	46	47	43	37/maintain
5	Range	2219-2419	2420-2454	2455-2491	2492-2527	2528-2553	2554-2578	2579-2605	2606+
	Target	43	46	45	44	42	41	41	44/maintain
6	Range	2235-2434	2435-2472	2473-2512	2513-2551	2552-2580	2581-2609	2610-2639	2640+
	Target	49	41	38	36	36	36	38	31/maintain
7	Range	2250-2438	2439-2483	2484-2525	2526-2566	2567-2600	2601-2634	2635-2664	2665+
	Target	58	35	31	31	36	37	38	35/maintain
8	Range	2265-2455	2457-2503	2504-2544	2545-2585	2586-2619	2620-2652	2653-2685	2686+



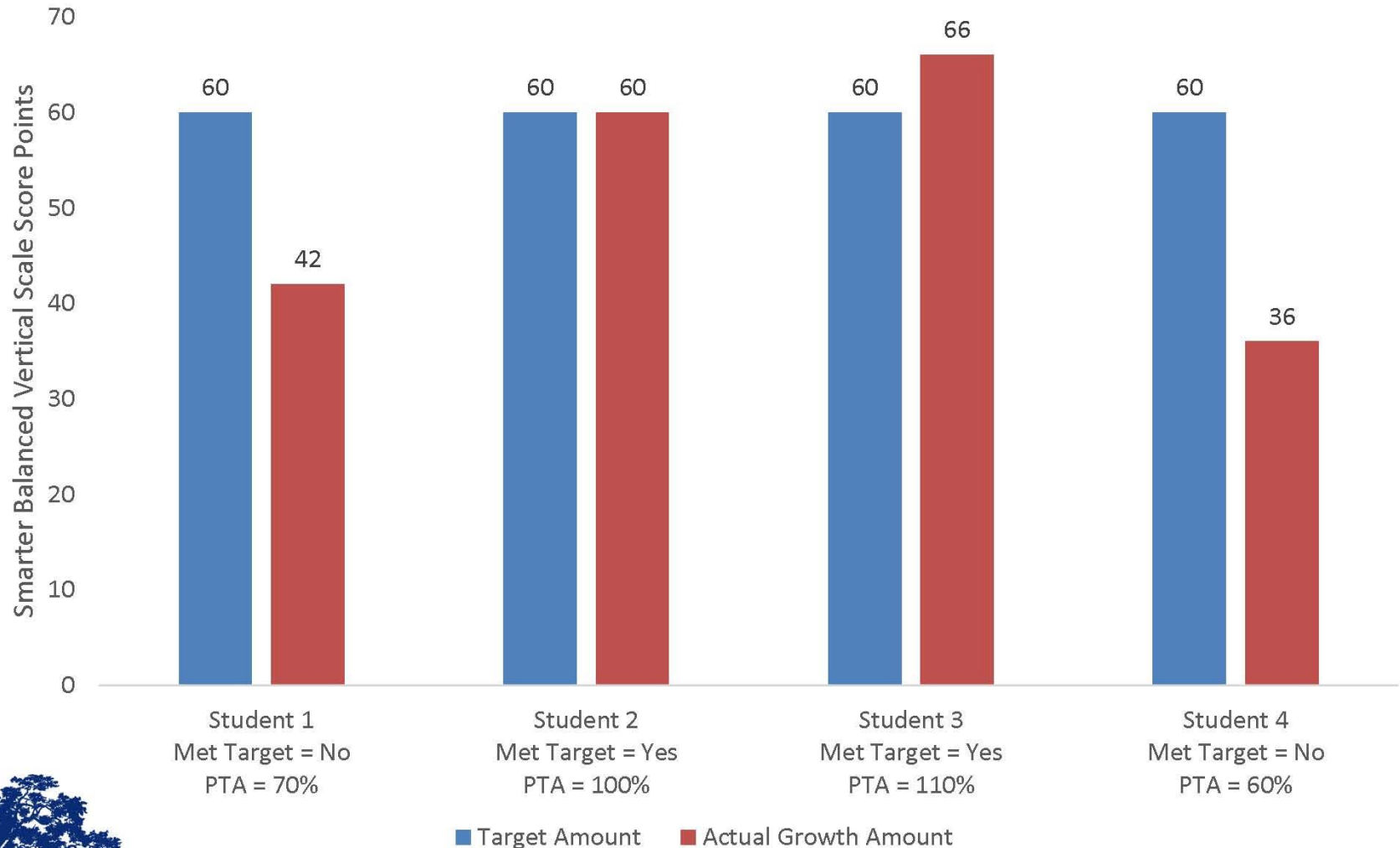
# Hypothetical Example

Growth Rate = 50% (2 out of 4 students met target)

\*\*\*

Average Percent of Target Achieved (PTA) = 85%

\*\*\*



# Smarter Balanced Growth District – All Grades

District	Subject	Smarter Balanced Growth 2015-2016			Smarter Balanced Growth 2016-2017		
		Number of Matched Students	Growth Rate	Average Percentage of Target Achieved	Number of Matched Students	Growth Rate	Average Percentage of Target Achieved
Waterbury	ELA	6297	33.2%	57.0%	6452	26.0%	47.7%
Waterbury	Math	6354	30.5%	51.6%	6447	30.9%	51.8%

# Smarter Balanced Growth 2016-2017

## DRG I – All Grades

District	Subject	# Matched Students	Growth Rate	Average Percentage of Target Achieved
Windham	ELA	1228	32.7%	54.1%
New Haven	ELA	7067	30.0%	53.0%
Bridgeport	ELA	6767	26.2%	48.8%
WATERBURY	ELA	6452	26.0%	47.7%
New London	ELA	1119	23.0%	45.1%
Hartford	ELA	6878	23.5%	43.2%
New Britain	ELA	3292	20.9%	42.2%

District	Subject	# Matched Students	Growth Rate	Average Percentage of Target Achieved
Bridgeport	Math	6752	35.0%	55.8%
Windham	Math	1217	33.2%	54.5%
New Haven	Math	7036	31.6%	52.9%
WATERBURY	Math	6447	30.9%	51.8%
New London	Math	1112	26.0%	48.2%
Hartford	Math	6731	27.6%	47.1%
New Britain	Math	3274	25.4%	44.9%



# Smarter Balanced Growth 2016-2017

## All Schools Ranked by PTA Change From Prior Year

		Smarter Balanced Growth 2016-2017		
School	Subject	Growth Rate	Average Percentage of Target Achieved	PTA Change from Prior Year
Bucks Hill	ELA	26.7%	55.2%	18.4%
Maloney Interdistrict Magnet	ELA	50.0%	74.2%	16.5%
Sprague	ELA	28.1%	58.9%	12.4%
Carrington	ELA	32.8%	56.4%	1.7%
Waterbury Arts Magnet (Middle)	ELA	34.4%	51.3%	-0.4%
Margaret M. Generali Elementary	ELA	29.7%	56.8%	-2.5%
B. W. Tinker	ELA	26.1%	48.6%	-2.9%
Michael F. Wallace Middle	ELA	25.7%	44.4%	-4.9%
Rotella Interdistrict Magnet	ELA	23.5%	50.4%	-5.0%
Reed	ELA	30.2%	53.3%	-5.3%
H. S. Chase	ELA	24.9%	50.5%	-6.0%
DISTRICT	ELA	26.0%	47.7%	-9.3%
North End Middle	ELA	27.4%	46.7%	-9.8%
Wendell L. Cross	ELA	26.9%	52.8%	-10.5%
Washington	ELA	25.5%	53.1%	-12.7%
F. J. Kingsbury	ELA	27.6%	52.1%	-15.8%
Gilmartin	ELA	25.1%	49.0%	-16.9%
West Side Middle	ELA	23.2%	42.3%	-17.6%
Regan	ELA	24.7%	50.6%	-22.3%
Duggan	ELA	26.8%	46.6%	-23.5%
Hopeville	ELA	14.5%	38.5%	-25.8%
Woodrow Wilson	ELA	23.6%	47.4%	-26.1%
Driggs	ELA	12.5%	36.9%	-26.4%
Bunker Hill	ELA	11.7%	33.3%	-27.2%
Walsh	ELA	15.4%	37.3%	-38.7%

		Smarter Balanced Growth 2016-2017		
School	Subject	Growth Rate	Average Percentage of Target Achieved	PTA Change from Prior Year
Wendell L. Cross	Math	53.4%	84.3%	35.2%
Bucks Hill	Math	44.6%	71.8%	28.0%
Margaret M. Generali Elementary	Math	44.5%	75.0%	25.4%
Maloney Interdistrict Magnet	Math	51.9%	79.9%	17.8%
H. S. Chase	Math	38.6%	65.8%	10.8%
Gilmartin	Math	37.7%	58.2%	10.5%
B. W. Tinker	Math	34.7%	60.6%	6.8%
Bunker Hill	Math	29.7%	51.6%	2.3%
Hopeville	Math	36.1%	65.2%	0.9%
Carrington	Math	41.6%	62.3%	0.8%
Reed	Math	35.6%	60.1%	0.4%
Woodrow Wilson	Math	34.8%	63.5%	0.3%
DISTRICT	Math	30.9%	51.8%	0.2%
North End Middle	Math	27.2%	43.8%	-0.8%
Washington	Math	33.0%	61.9%	-1.0%
Walsh	Math	34.6%	61.2%	-1.1%
Rotella Interdistrict Magnet	Math	34.8%	63.8%	-1.4%
Driggs	Math	23.4%	54.7%	-1.7%
Sprague	Math	26.6%	52.4%	-2.4%
Michael F. Wallace Middle	Math	24.0%	41.2%	-2.8%
Duggan	Math	32.1%	52.9%	-3.8%
Waterbury Arts Magnet (Middle)	Math	27.1%	43.3%	-3.9%
F. J. Kingsbury	Math	39.3%	66.5%	-6.7%
West Side Middle	Math	25.5%	40.8%	-8.1%
Regan	Math	15.7%	37.7%	-16.3%

# PTA By School Compared to State Average

School	Subject	Average Percentage of Target Achieved	School	Subject	Average Percentage of Target Achieved
Maloney Interdistrict Magnet School	ELA	74.20%	Wendell L. Cross School	Math	84.30%
Sprague School	ELA	58.90%	Maloney Interdistrict Magnet School	Math	79.90%
Bucks Hill Bilingual	ELA	57.20%	Bucks Hill Bilingual	Math	77.90%
Margaret M. Generali Elementary School	ELA	56.80%	Margaret M. Generali Elementary School	Math	75.00%
Carrington School	ELA	56.40%	Bucks Hill School	Math	71.80%
State of CT Average	ELA	55.40%	F. J. Kingsbury School	Math	66.50%
Bucks Hill School	ELA	55.20%	H. S. Chase School	Math	65.80%
Reed School	ELA	53.30%	Hopeville School	Math	65.20%
Enlightenment School	ELA	53.20%	Rotella Interdistrict Magnet School	Math	63.80%
Washington School	ELA	53.10%	Woodrow Wilson School	Math	63.50%
Wendell L. Cross School	ELA	52.80%	Carrington School	Math	62.30%
F. J. Kingsbury School	ELA	52.10%	Washington School	Math	61.90%
Waterbury Arts Magnet School (Middle)	ELA	51.30%	State of CT Average	Math	61.70%
Regan School	ELA	50.60%	Walsh School	Math	61.20%
H. S. Chase School	ELA	50.50%	B. W. Tinker School	Math	60.60%
Rotella Interdistrict Magnet School	ELA	50.40%	Reed School	Math	60.10%
Gilmartin School	ELA	49.00%	Hopeville Bilingual	Math	58.50%
B. W. Tinker School	ELA	48.60%	Gilmartin School	Math	58.20%
Woodrow Wilson School	ELA	47.40%	Driggs School	Math	54.70%
North End Middle School	ELA	46.70%	Duggan School	Math	52.90%
Duggan School	ELA	46.60%	Sprague School	Math	52.40%
Hopeville Bilingual	ELA	45.10%	Bunker Hill School	Math	51.60%
Michael F. Wallace Middle School	ELA	44.40%	Enlightenment School	Math	44.40%
West Side Middle School	ELA	42.30%	North End Middle School	Math	43.80%
State Street School	ELA	41.70%	Waterbury Arts Magnet School (Middle)	Math	43.30%
Hopeville School	ELA	38.50%	Michael F. Wallace Middle School	Math	41.20%
Walsh School	ELA	37.30%	West Side Middle School	Math	40.80%
Driggs School	ELA	36.90%	Regan School	Math	37.70%
Bunker Hill School	ELA	33.30%	State Street School	Math	37.70%



# State Accountability Model

	Choose a District						
	Waterbury School District						
No:	Indicator	Index/Rate <sup>1</sup>		Target	Points Earned	Max Points	% Points Earned
1a.	ELA Performance Index – All Students	53.4		75	35.6	50	71.2%
1b.	ELA Performance Index – High Needs Students	51.5		75	34.4	50	68.7%
1c.	Math Performance Index – All Students	46.9		75	31.2	50	62.5%
1d.	Math Performance Index – High Needs Students	45.1		75	30.1	50	60.1%
1e.	Science Performance Index – All Students	41.5		75	27.6	50	55.3%
1f.	Science Performance Index – High Needs Students	39.8		75	26.5	50	53.0%
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	47.7%		100	47.7	100	47.7%
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	47.0%		100	47.0	100	47.0%
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	51.8%		100	51.8	100	51.8%
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	51.0%		100	51.0	100	51.0%
4a.	Chronic Absenteeism – All Students	16.0%		<=5%	28.0	50	56.0%
4b.	Chronic Absenteeism – High Needs Students	17.1%		<=5%	25.7	50	51.5%
5	Preparation for CCR – % taking courses	48.2%		75%	32.1	50	64.3%
6	Preparation for CCR – % passing exams	13.8%		75%	9.2	50	18.4%
7	On-track to High School Graduation	77.2%		94%	41.0	50	82.1%
8	4-year Graduation All Students (2016 Cohort)	73.3%		94%	78.0	100	78.0%
9	6-year Graduation - High Needs Students (2014 Cohort)	70.3%		94%	74.8	100	74.8%
10	Postsecondary Entrance (Class of 2016)	57.0%		75%	76.1	100	76.1%
11	Physical Fitness (estimated part rate) and (fitness rate)	89.3%	51.6%	75%	17.2	50	34.4%
12	Arts Access	35.2%		60%	29.4	50	58.7%
	Accountability Index				794.5	1350	58.9%

**Student Assessment Results Account for:**

**700/1350 pts. for HS = 52%**

**700/850 pts. for ES = 82%**

**700/900 pts. for MS and PK-8s = 77.8%**

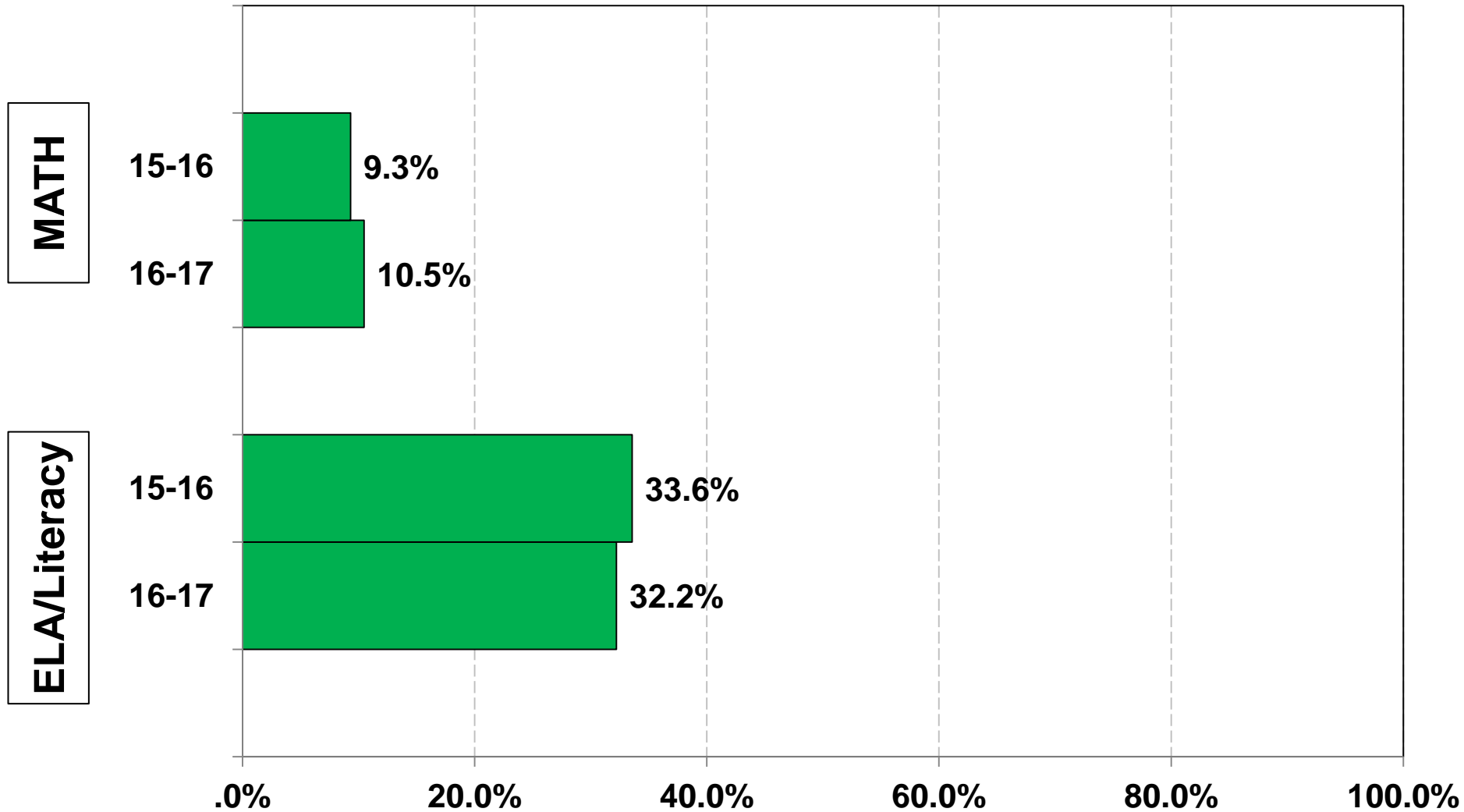
# SAT Background

- The Connecticut SAT (CT-SAT) replaced the Smarter Balanced Assessment in Connecticut for math and English Language Arts/Literacy for grade 11 in 2015-2016
- The redesigned SAT is intended to measure achievement of the CT Core Standards
  - Math
  - Evidence-based reading and writing (EBRW)
- The CT-SAT did not include the writing (essay) assessment
- Test dates were April 5, April 25, and April 26, 2017 during the school day
- Student scores are reported in four levels
  - Level 4 – Exceeds the achievement level
  - Level 3 – Meets the achievement level
  - Level 2 – Approaching the achievement level
  - Level 1 – Does not meet the achievement level

# CONNECTICUT SAT

## District

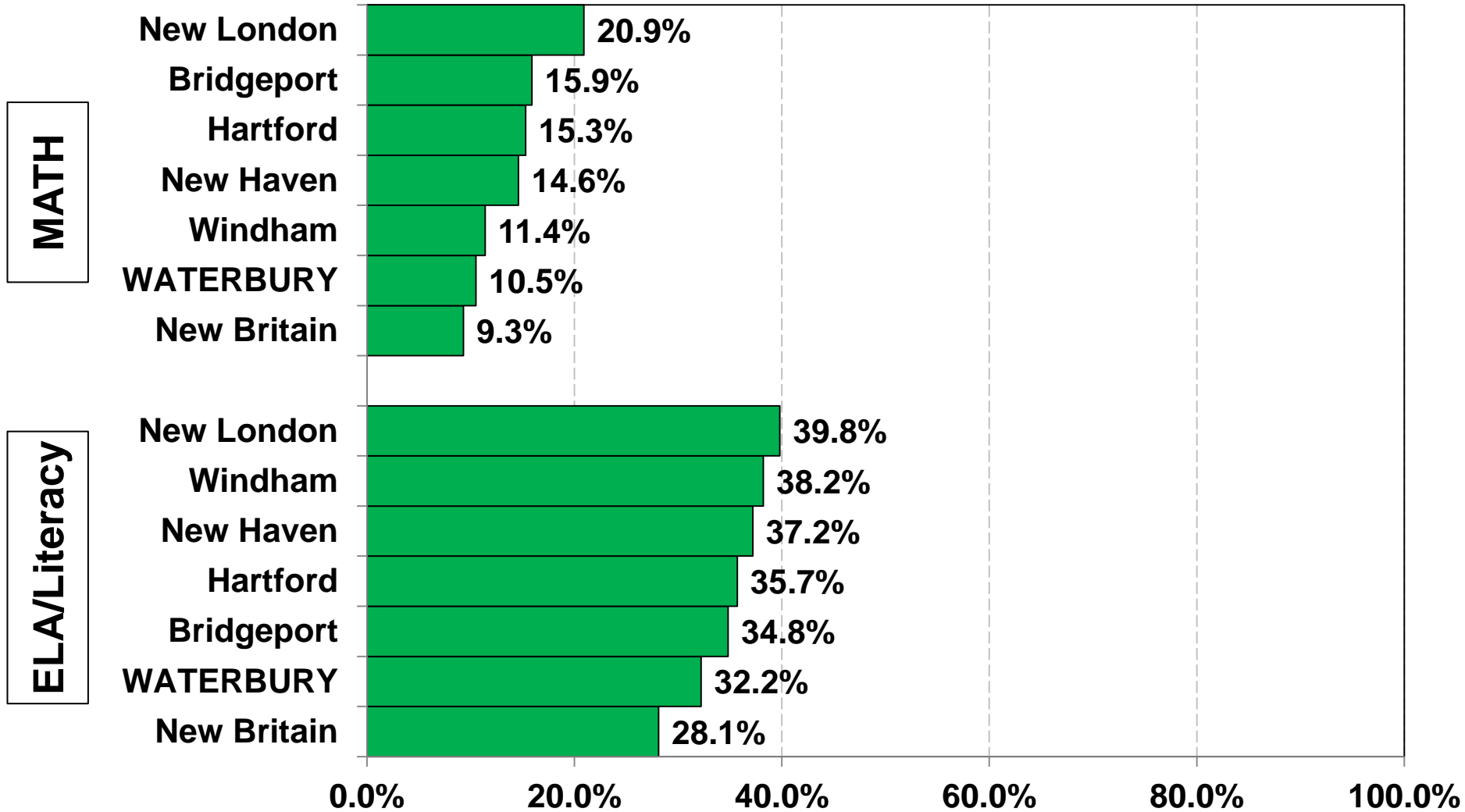
Percentage of Students Meeting or Exceeding the Achievement Level



# CONNECTICUT SAT 2016-2017

## DRG I

### Percentage of Students Meeting or Exceeding the Achievement Level



# CONNECTICUT SAT 2016-2017

## All Schools Ranked by Change From Prior Year

### Percentage of Students Meeting or Exceeding the Achievement Level

School	Subject	% Level 3/4 (Meets/ Exceeds)	Change From Prior Year
Waterbury Career Academy	ELA	53.5	8.9
Waterbury Arts Magnet (High)	ELA	59.8	2.7
DISTRICT	ELA	32.2	-1.4
Crosby High	ELA	21.8	-2.6
John F. Kennedy High	ELA	28.3	-3.4
Wilby High	ELA	17.1	-9.4

School	Subject	% Level 3/4 (Meets/ Exceeds)	Change From Prior Year
Waterbury Career Academy	Math	21.7	8.0
Waterbury Arts Magnet (High)	Math	23.4	5.5
DISTRICT	Math	10.5	1.2
John F. Kennedy High	Math	8.0	0.6
Wilby High	Math	4.6	-0.1
Crosby High	Math	3.7	-5.2

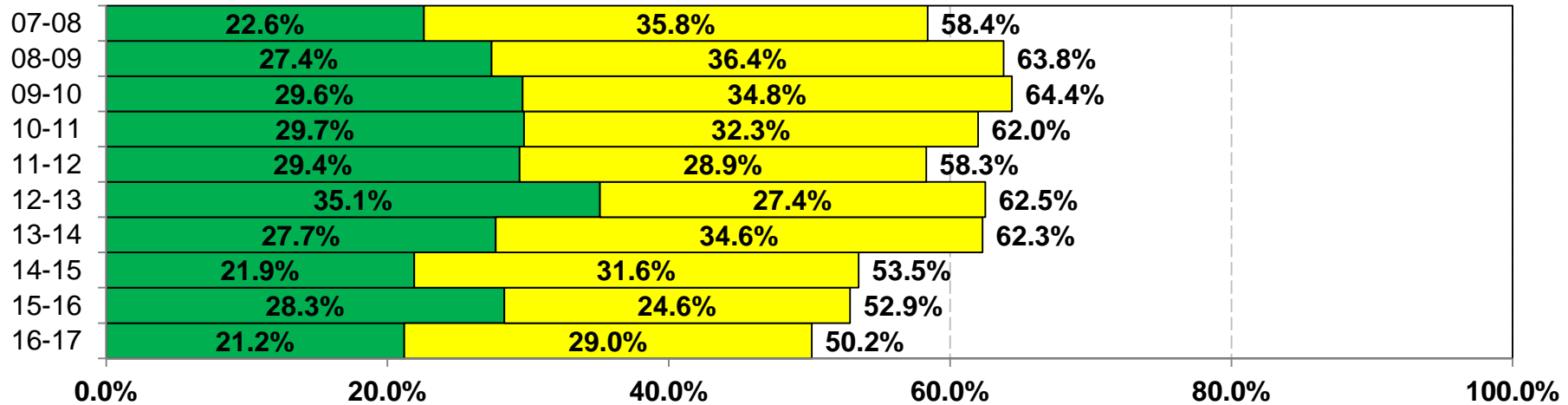
# CMT/CAPT Background

- Grade 5, 8, and 10 students
- Test taken March and April 2017
- Student scores are reported in five levels
  - Level 5 – Advanced
  - Level 4 – Goal
  - Level 3 – Proficient
  - Level 2 – Basic
  - Level 1 – Below Basic
- CMT/CAPT Science has been discontinued; all grade 5, 8, and 11 students will participate in a field test of the Next Generation Science Standards (NGSS) assessment in spring 2018; no results will be provided

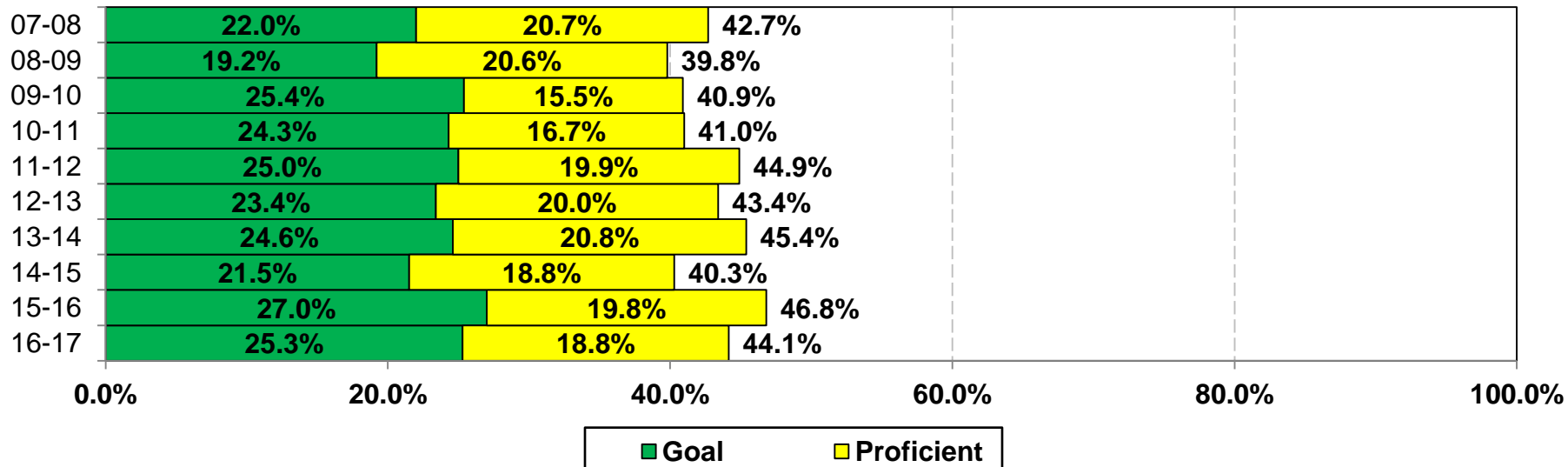
# Connecticut Mastery Test

## Percentage of Students At or Above Goal/Proficient

### District – SCIENCE Grade 5

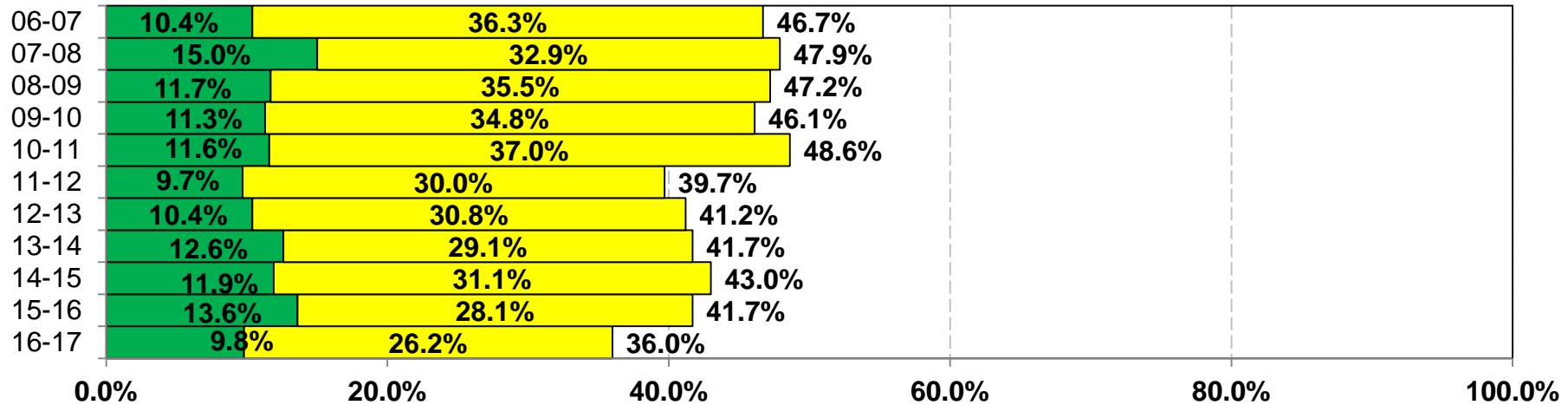


### District – SCIENCE Grade 8



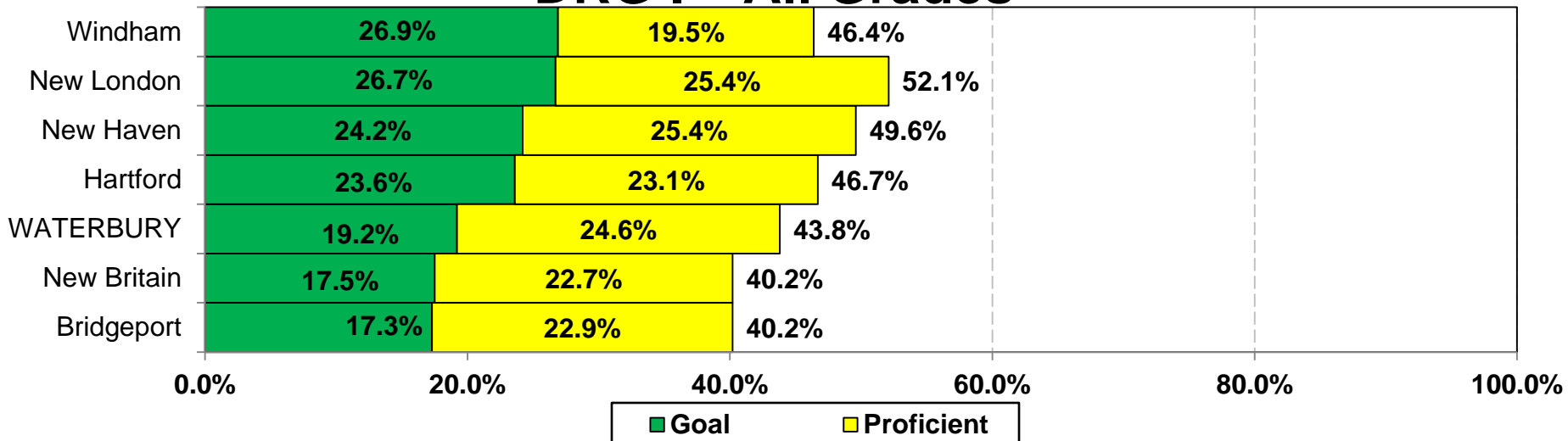
# Connecticut Academic Performance Test Percentage of Students At or Above Goal/Proficient

## District – SCIENCE Grade 10



## CMT/CAPT Science 2016-2017

### DRG I – All Grades





# CMT/CAPT Science 2016-2017

## All Schools Ranked by Change in Goal From Prior Year Percentage of Students At or Above Goal/Proficient

School	% Level 3/4/5 (Proficient or Above)	% Level 4/5 (Goal or Above)	Change From Prior Year
Walsh	41.4	13.8	4.7
Maloney Interdistrict Magnet	84.4	54.5	4.5
North End Middle	42.9	25.0	1.6
Michael F. Wallace Middle	44.7	25.3	0.2
H. S. Chase	45.9	21.1	0.1
Waterbury Arts Magnet (Middle)	74.3	55.0	-0.1
Gilmartin	48.0	17.6	-0.2
Bucks Hill	40.8	13.0	-0.5
Reed	41.0	19.3	-0.7
Wilby High	25.1	4.9	-1.5
West Side Middle	45.1	23.5	-2.3
Hopeville	54.2	18.8	-2.8
Crosby High	19.9	2.6	-3.1
Sprague	34.5	12.7	-4.0
DISTRICT	43.8	19.2	-4.2

School	% Level 3/4/5 (Proficient or Above)	% Level 4/5 (Goal or Above)	Change From Prior Year
Rotella Interdistrict Magnet	82.3	51.0	-4.2
John F. Kennedy High	29.5	5.4	-4.3
Bunker Hill	48.1	16.9	-4.6
Carrington	59.4	31.4	-5.0
Waterbury Career Academy	68.5	24.5	-5.7
Driggs	36.4	9.1	-6.3
B. W. Tinker	54.7	23.6	-6.9
Waterbury Arts Magnet (High)	57.8	21.0	-7.6
Washington	44.0	10.0	-10.5
Duggan	45.1	19.8	-12.2
Woodrow Wilson	41.2	15.7	-13.5
Wendell L. Cross	65.4	21.2	-21.3
Margaret M. Generali Elementary	50.6	17.3	-21.9
F. J. Kingsbury	60.1	24.7	-22.3
Regan	63.3	10.2	-24.5

# Current Strategies Essential Next Steps

...



Area of Focus	2017-18	Moving Forward
<b>Elementary ELA</b>	<ul style="list-style-type: none"> <li>● Implementing Foundations PK-3               <ul style="list-style-type: none"> <li>○ Grade 3 new this year</li> </ul> </li> <li>● Partnership with CT K-3 Literacy Initiative (CK3LI)               <ul style="list-style-type: none"> <li>○ Instructional Focus Area for each student (targeted)</li> <li>○ Supporting small group reading management and strategies/content for instruction (Oral Blending, decodable text routines, and vocabulary/comprehension routines)                   <ul style="list-style-type: none"> <li>■ Strategies included in School Improvement Plans (SIPs) and District Improvement Plan (DIP)</li> <li>■ PD/Support during collab days, IDT, and via coaching cycles</li> <li>■ Monitored via the District Data Team (DDT)</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Revise curriculum to tightly align to the CT Core Standards</li> <li>● Purchase and Implement resources that support the curriculum               <ul style="list-style-type: none"> <li>○ Core program that is explicit and systematic for oral language and vocabulary, comprehension, grammar, and writing</li> <li>○ Decodable and leveled texts to support instruction</li> <li>○ Standards-based assessment                   <ul style="list-style-type: none"> <li>■ Ongoing professional learning</li> <li>■ Develop monitoring plan</li> </ul> </li> </ul> </li> </ul>

Area of Focus	2017-18	Moving Forward
<b>Secondary ELA</b>	<ul style="list-style-type: none"> <li>• Implementing grades 6-10 ELA curriculum</li> <li>• Grades 6-12: standards-based benchmark assessments: BOY, MOY, EOY; building efficacy in relation to standards</li> <li>• Revising grade 11 curriculum</li> <li>• Professional learning teams (consistent contributors at curriculum council) providing professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Continuously engage in a systematic standards-based review, development, implementation and evaluation process. <ul style="list-style-type: none"> <li>◦ Complete grades 11 and 12 curriculum</li> </ul> </li> <li>• Develop tools to describe, in measurable terms, student performance.</li> <li>• Coaching!</li> <li>• Common Materials and lessons aligned to the Standards</li> </ul>

Area of Focus	2017-18	Moving Forward
<b>Math</b>	<ul style="list-style-type: none"> <li>• Provide small group and individualized Tier 2 intervention in grades 2-5 using i-Ready Diagnostic and Instruction data and reports</li> <li>• Revise Grade 3-5 CT Core Standard Curriculum</li> <li>• Provide professional development on Number Talks to develop mental math strategies as a pathway to computational fluency in grades in grades K-8.</li> <li>• Grades 6-12 standards-based assessments</li> <li>• Pilot i-Ready Diagnostic as a Tier 2 intervention in comprehensive middle schools</li> <li>• Revise and align Algebra 1, Algebra II and Geometry curriculum and assessments to CCS</li> <li>• Partner with NVCC to develop a plan for provide support for students and develop a professional learning community for professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Complete K-12 CCS curriculum revisions</li> <li>• Develop a system of intervention for grades 6-8</li> <li>• Purchase standards aligned instructional resources for high school courses to support the curriculum</li> <li>• Provide instructional support to high school teachers via instructional coaching</li> <li>• Implement plan developed in collaboration with NVCC</li> </ul>

Area of Focus	2017-18	Moving Forward
<b>Science</b>	<ul style="list-style-type: none"> <li>• For K-5 determine schedule for regular science periods.</li> <li>• Select the optimal science curriculum for each grade K-5</li> <li>• Determine the optimal NGSS curriculum phasing-in schedule for grades K-12 in 2018-19 and 2019-20.</li> <li>• Initiate NGSS PD for K-5 and continue NGSS PD for middle and high school teachers.</li> <li>• For middle school complete writing NGSS curriculum.</li> <li>• For high school determine the optimal NGSS curriculum for core courses.</li> <li>• CMT and CAPT will no longer be given. Low stakes NGSS pilot test given for grades 5, 8, and 11 in Spring 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Convert to an NGSS-aligned curriculum in all grades.</li> <li>• Implement the NGSS-aligned curriculum according the phasing-in schedule.</li> <li>• Provide extensive PD and support to ensure success at all grade levels.</li> <li>• High stakes NGSS testing in grades 5, 8, and 11 begins in Spring 2019.</li> </ul>

Area of Focus	2017-18	Moving Forward
<b>Instructional Leadership</b>	<ul style="list-style-type: none"> <li>Each School Administrator will use a newly formatted School Improvement Plan.</li> <li>Each school's SIP will have a minimum of 4 goals: ELA, Mathematics, SEL, and Climate and Culture</li> <li>Specific adult actions and indicators are identified for each of the above goals.</li> <li>A specific monitoring plan for the administrator is embedded in the SIP.</li> <li>Administrators will conduct walk thrus, monitoring that adult actions/indicators are in place in each classroom</li> <li>Evidence of implementation and observations will drive future planning for professional development</li> <li>The SIP will intentionally align decisions, actions and resources to meet needs</li> </ul>	<ul style="list-style-type: none"> <li>Articulate tier one curriculum in all grades/content areas</li> <li>Align SIPs to DIP instructional improvement indicators</li> <li>Develop the systems to share evidence of progress and/or impact of high-leverage practices - i.e. feedback loops</li> <li>Build efficacy and consensus: Offer ongoing professional learning modules related to high-leverage elements of effective instruction</li> <li>Develop/map clearly articulated and interrelated teaming structures               <ul style="list-style-type: none"> <li>DDT/SWDT/IDT</li> <li>Purpose, scope, roles/responsibilities, criteria for success, planning proces</li> </ul> </li> </ul>

Area of Focus	2017-18	Moving Forward
<b>Instructional Leadership Cont.</b>	<ul style="list-style-type: none"><li>● Administrators will identify professional learning and support needed to continue to address needs to design and implement a rigorous, aligned, and engaging academic program that allow all students to achieve high levels.</li><li>● Administrator will assess student learning quarterly and analyze effectiveness of adult indicators within the SIP and ad</li><li>● Administrators are provided with professional development dedicated to SEL</li><li>● Each school has identified a SEL team</li><li>● Each SEL team attends professional development on a monthly basis with their ILD and network.</li></ul>	<ul style="list-style-type: none"><li>● Articulate criteria related to coaching cycles, including:<ul style="list-style-type: none"><li>○ Scheduling</li><li>○ Routine (teacher/admin) focus walks</li></ul></li><li>● Identify specific building-based needs related to Google utility</li><li>● Delineate plan to identify needs related to master schedules across all levels (to determine models/criteria to support district learning expectations/needs)</li><li>● Set strategic budget priorities based on progress related to curriculum management cycle, including human capital needs</li><li>● Delineate structures and processes associated with SRBI</li></ul>

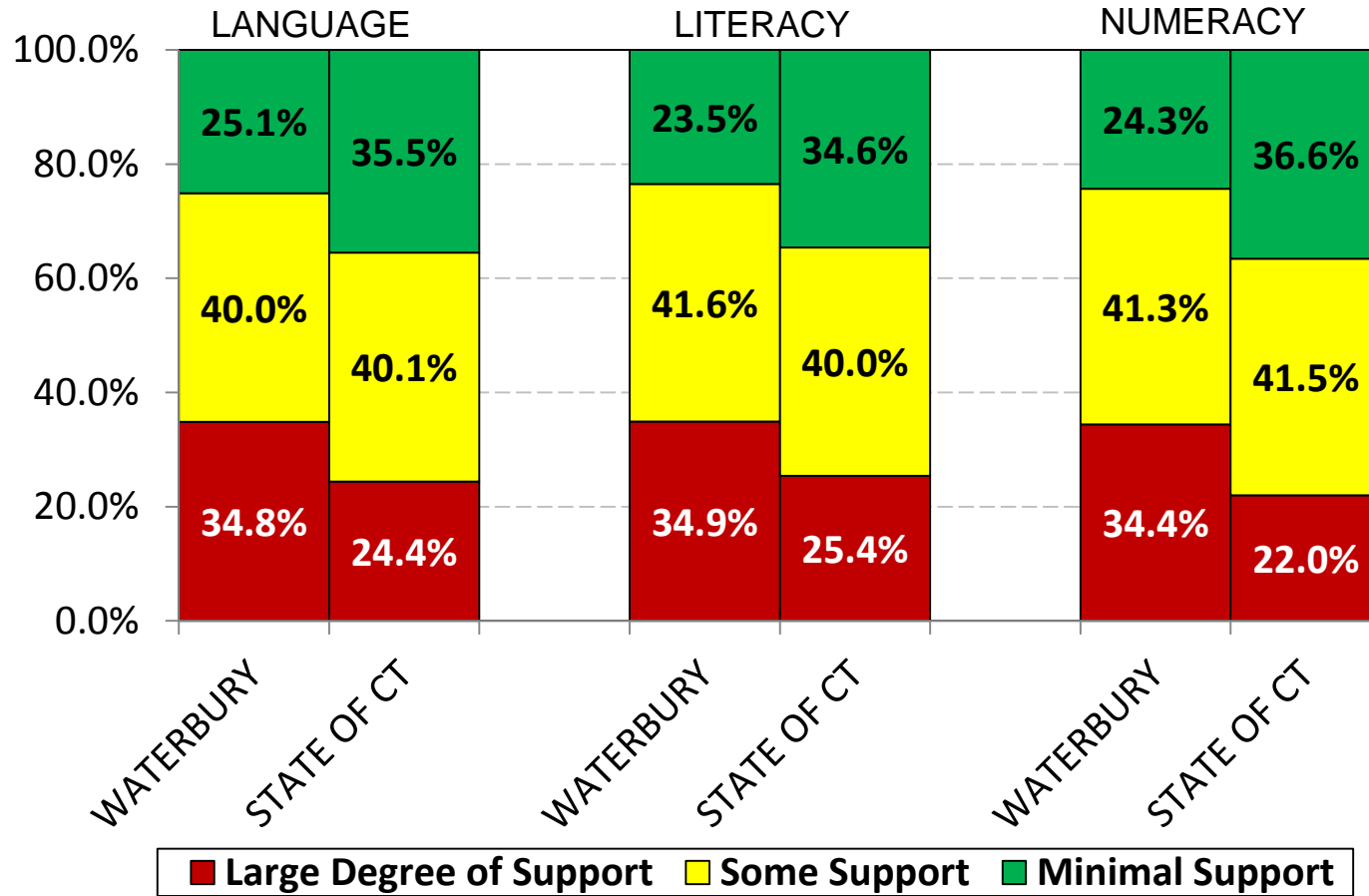


Area of Focus	2017-18	Moving Forward
<b>Instructional Leadership Secondary</b>	<ul style="list-style-type: none"> <li>• Administrators will identify professional learning and support needed to continue to address needs to design and implement a rigorous, aligned, and engaging academic program that allow all students to achieve high levels.</li> <li>• Specific adult actions and indicators are identified for each of the above goals.</li> <li>• Administrators are provided with professional development dedicated to SEL</li> <li>• Each school has identified a SEL team</li> <li>• Each SEL team attends professional development on a monthly basis with their ILD and network.</li> </ul>	<ul style="list-style-type: none"> <li>• Design the data sharing structures</li> <li>• Share data across school               <ul style="list-style-type: none"> <li>○ SAT/ PSAT/ CFA</li> </ul> </li> <li>• Data will inform instructional practices tied to curriculum</li> <li>• Change department responsibilities to include more data management</li> <li>• Train administrators in data analysis with focus on instructional practices</li> <li>• Establish school wide monitoring process.               <ul style="list-style-type: none"> <li>○ Create accountability structure tied to monitoring</li> <li>○ Prioritize instructional observation on a daily basis                   <ul style="list-style-type: none"> <li>■ Monitored by ILD</li> </ul> </li> </ul> </li> </ul>

Area of Focus	
<b>Central Office</b>	<ul style="list-style-type: none"><li>● District Improvement Plan (DIP)<ul style="list-style-type: none"><li>○ SIP tied to DIP</li></ul></li><li>● Expanded weekly cabinet to include all directors and supervisors</li><li>● District Data Team analyzing current strategies and data on a monthly basis aligned with the District Improvement Plan and School Improvement Plans</li><li>● Monthly Deputy Superintendent Forums</li><li>● BOE presentation schedule</li><li>● Team/culture building</li><li>● Inclusive budget process based on high needs</li></ul>

# Final Thoughts

# Fall 2016 Kindergarten Inventory



# District Demographics vs. State Demographics

2017-2018	WATERBURY	STATE OF CONNECTICUT
SPECIAL EDUCATION	18.5%	14.8%
ENGLISH LEARNERS	13.8%	7.1%
FREE LUNCH	64.0%	31.9%
REDUCED LUNCH	7.8%	4.8%
FULL-PRICED LUNCH	28.8%	63.3%

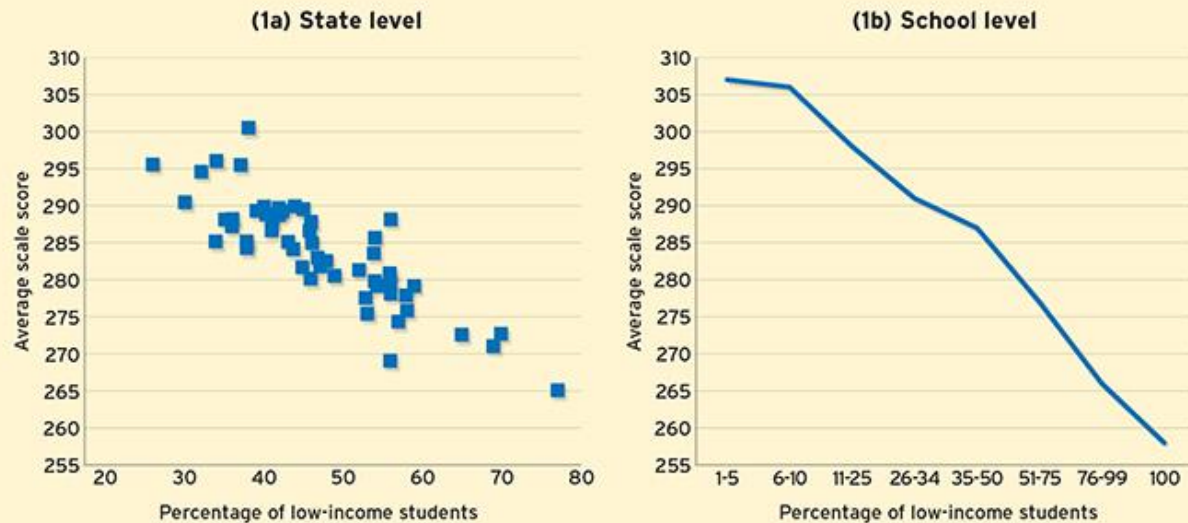
## District Smarter Balanced Results vs. State Smarter Balanced Results

2016-2017 MEETS OR EXCEEDS THE ACHIEVEMENT LEVEL	WATERBURY ELA	WATERBURY MATH	STATE OF CONNECTICUT ELA	STATE OF CONNECTICUT MATH
ALL STUDENTS	26.1%	17.6%	54.2%	45.6%
FREE LUNCH	21.8%	14.4%	29.5%	20.9%

# National Assessment of Educational Progress

## Lower Scores for Low-Income Kids (Figure 1)

*A strong relationship exists between families' socioeconomic status and students' academic achievement.*

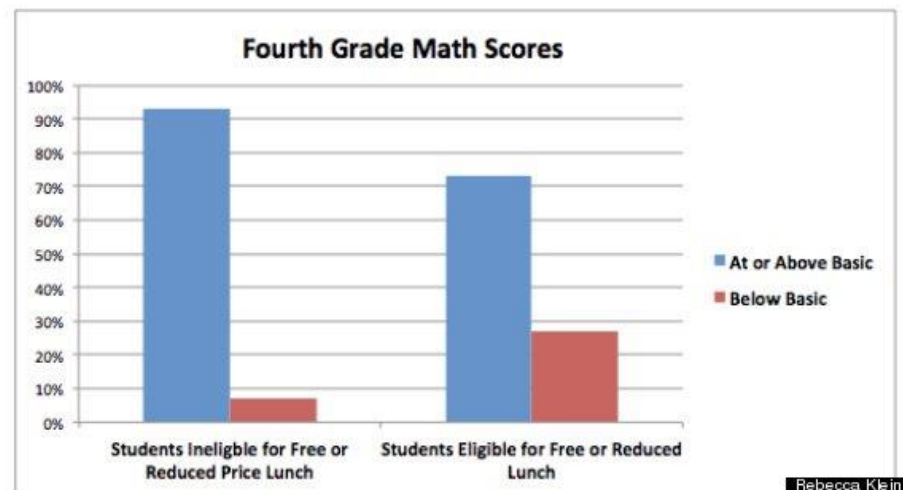
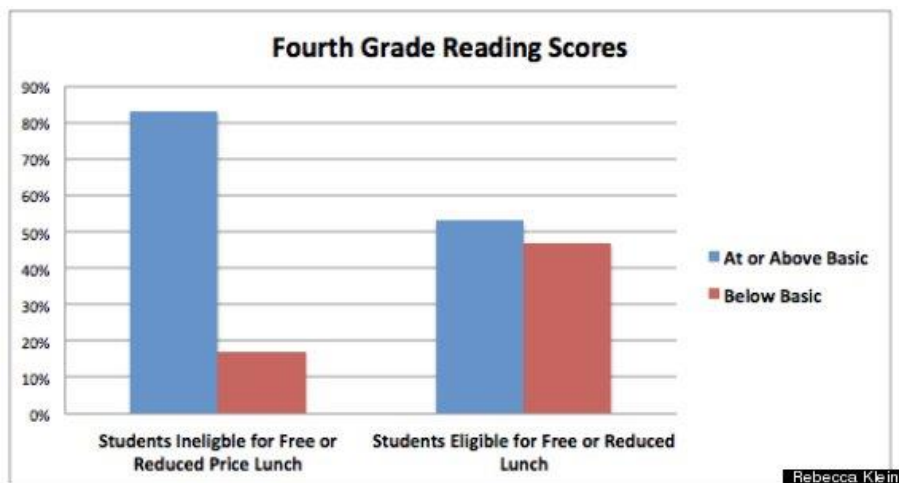


NOTES: Scores are shown for grade 8 math from the 2013 National Assessment of Educational Progress. Low-income students are defined as those who qualify for free- or reduced-price lunch.

SOURCE: National Center for Education Statistics

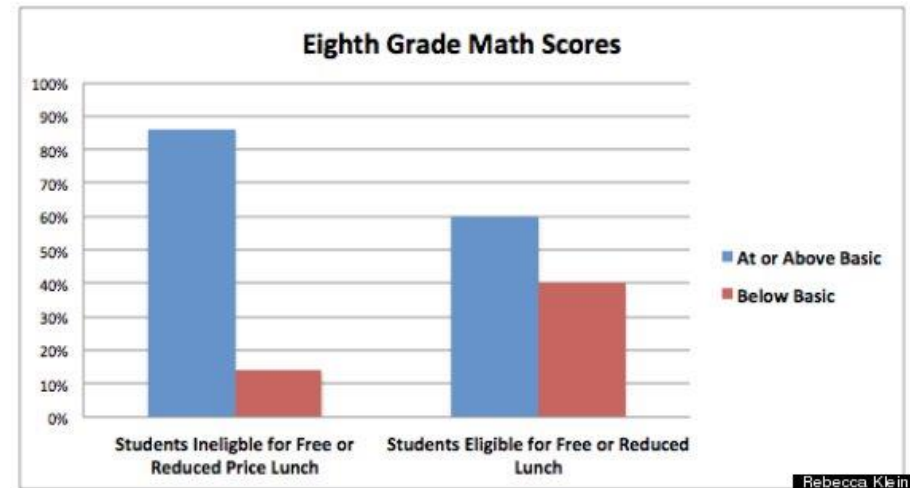
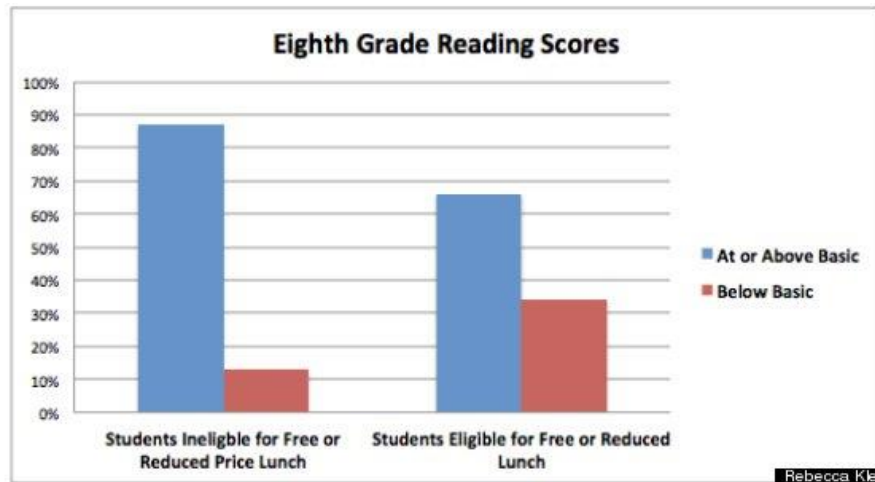
America's Mediocre Test Scores: Education Crisis or Poverty Crisis; 2016

# National Assessment of Educational Progress



How Poverty Impacts Students' Test Scores, In 4 Graphs; 2013 Huffington Post updated 2017

# National Assessment of Educational Progress



How Poverty Impacts Students' Test Scores, In 4 Graphs; 2013 Huffington Post updated 2017



## Percent of Students at/above Goal

<i>Reading</i>	Hopeville	Gilmartin	Washington	District	State	District vs State
1994 CMT	9			20	45	25
1995 CMT	11			17	48	31
1996 CMT		20		26	55	29
1997 CMT		25		23	55	32
1998 CMT		17		27	54	27
1999 CMT			24	25	56	31
2000 CMT			19	29	57	28
2001 CMT			34	30	58	28
<b>2016-17 Smarter Balanced</b>	<b>14</b>	<b>23</b>	<b>22</b>	<b>26</b>	<b>54</b>	<b>28</b>
<i>Math</i>	Hopeville	Gilmartin	Washington	District	State	District vs State
1994 CMT	24			21	56	35
1995 CMT	11			20	59	39
1996 CMT		13		25	59	34
1997 CMT		37		25	61	36
1998 CMT		26		29	61	32
1999 CMT			33	38	64	26
2000 CMT			36	35	60	25
2001 CMT			34	36	61	25
<b>2016-17 Smarter Balanced</b>	<b>15</b>	<b>12</b>	<b>13</b>	<b>18</b>	<b>46</b>	<b>28</b>

# Questions

Waterbury Public Schools  
Enlightenment / State Street

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Board of Education  
Workshop - April 5, 2018

Distr.  
4/5/18 WKshp

# Enlightenment / State Street

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Enlightenment – 30A Church Street

Current Enrollment – 186 students

6-8 – 74 Students

9-12 – 112 Students

Provides a full continuum of services for students in regular education and some level of Special Education support for students in grades 6-12.

State Street – 58 Griggs Street

Current Enrollment – 85 (plus 13 students who are hospitalized, in detention, or other facility)

K-5 – 27 Students

6-8 – 23 Students

9-12 – 35 Students

All students have Individual Education Plans and receive 32.5 hours/week of special education/related services

## Plan – Switch the Enlightenment / State Street Programs Physically

---

- The 30A Church Street (previously Enlightenment) location will service elementary, middle, and high school students Kindergarten through 12<sup>th</sup> grade. This program will provide a full continuum of services for special education students.
- The program capacity would run between 175-200 students.
- 45 students receiving special education services in 30a previously would remain.
- 145 students to start SY 2018-2019
- The 58 Griggs Street location (previously State Street) will become a grades 6 through 12 alternative program. This program will provide a full continuum of services for regular education students. Special education students with minimum specialized and related services will remain.
- The program capacity would run between 120 to 150 students. Expulsion students and students from Unified School Districts I & II will be embedded into this population.
- 135 students to start SY 2018-2019

# Benefits to Both Programs

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- 30A Church Street

- Building allows for Grades K-5 and 6-12 to be separated
- Increase number of seats available for children with social-emotional and behavioral concerns in the district
- Market the facility to other districts (currently have 4 students from other districts attending program)
- Ability to bring children in out-of-district placements back into the system.

- 58 Griggs Street

- Access to transition programming through PAL: Greenhouse, Culinary Programs
- Access to PAL gym, baseball and basketball fields
- Volunteer at Reed (partner school)
- Students requiring a higher level of care will remain at the 30A building to increase specialized and related services

# Other Considerations...

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- Movement will take place over the summer
- No additional staffing required
- Psychiatric services may be offered at 30A in the future



Questions?



## COMMITTEE ON SCHOOL FACILITIES & GROUNDS

# #8

**WORKSHOP:** Thursday, April 5, 2018 (Driggs)  
**BOARD MEETING:** Thursday, April 26, 2018

TO THE BOARD OF EDUCATION  
WATERBURY, CONNECTICUT

LADIES AND GENTLEMEN:

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

<b>GROUP</b>	<b>FACILITIES AND DATES/TIMES</b>
A. Edwards	Tinker gym & café: Thurs., Mar. 29 <sup>th</sup> 5:30-8:00 pm (Science Night)
M. Rocco	W.Cross gym: Fri., April 6 <sup>th</sup> 5-9 pm ((Movie/Pancake Night)
R.Augelli	Washington gym: Mon.,April 2 <sup>nd</sup> 5:00-6:30pm (Spec. Olympics tennis mtg.)
M.Case	WAMS recital hall: Mon.,May 21 <sup>st</sup> 2:30-4:30pm (Make-up artist Presentation)
M. Neff	Career Academy café: Tues.,Apr. 3 <sup>rd</sup> (discussion about Wtby. Forensic Unit)
D. Melendez	Chase café: Wed.,May 9 <sup>th</sup> 5:30-7:30pm (Family Math Night)
C. Damore	Wilson gym: Thurs., Apr. 26 <sup>th</sup> (Science workshop for parents & students)
Adult Education	Kennedy aud.: Fri.,June 15 <sup>th</sup> and Mon.,June 18 <sup>th</sup> 5-7pm (rehearsals) and
A.Musto	Tues.,June 19 <sup>th</sup> 5-8pm (Adult Education Graduation)
M. Case	WAMS recital hall: Thurs.,May 24 <sup>th</sup> 2-9 pm (Senior Orchestra Recital)
L. Richard	Career Academy café: Thurs.,May 3 <sup>rd</sup> 4-9pm (Super Seniors Supper)
A. Carroll	Reed café: Thurs.,Apr. 26 <sup>th</sup> 5:00-6:00 pm (Bingo Night)

Approved:

\_\_\_\_\_  
John Theriault

\_\_\_\_\_  
Robert Henry  
Deputy Superintendent of Schools

SCHOOL PERSONNEL USE ONLY

MAR 16 2018

DATE: 2/27/18

TO: SCHOOL BUSINESS OFFICE

FROM: Tinker School

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

NAME OF SCHOOL REQUESTED: B N Tinker School☐ Auditorium☒ Gymnasium☐ Swimming Pool☒ Cafe/RoomsDATES REQUESTED: March 29<sup>th</sup> 2018FROM: 5:30 am/pmTO: 8:00 am/pmFOR THE FOLLOWING PURPOSES:Science Night - Jeff Dwyer & the Science RangerAzalee Elwood  
APPLICANTPlease 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.

Cancel at 2:00pm

*Book*

## SCHOOL PERSONNEL USE ONLY

MAR 15 2018

DATE: 3/15/18

TO: SCHOOL BUSINESS OFFICE

FROM: Margaret Rocco

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

NAME OF SCHOOL REQUESTED: Wendell Cross School PTA

☐

Auditorium

☒

Gymnasium

☐

Swimming Pool

☐

Café/Rooms/Library

DATES REQUESTED: Friday, April 6, 2018

FOR THE FOLLOWING PURPOSES:

PTA Movie and Pancake night from 5:00 – 9:00 (event 6-8)

Margaret Rocco  
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.

MAR 23 2018

SCHOOL PERSONNEL USE ONLYDATE: 3-21-18

TO: SCHOOL BUSINESS OFFICE

FROM:

Roxanne Augelli

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

NAME OF SCHOOL REQUESTED:

Washington☐ Auditorium☒ Gymnasium☐ Swimming Pool☐ Café/Rooms

DATES REQUESTED:

April 2nd

FROM:

5:00

am/pm

TO:

6:30

am/pm

FOR THE FOLLOWING PURPOSES:Special Olympus tennis team  
meetingRoxanne Augelli  
APPLICANTPlease 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

MAR 23 2018

SCHOOL PERSONNEL USE ONLY

DATE: 3/22/18

TO: SCHOOL BUSINESS OFFICE

FROM: Waterbury Arts Magnet School  
16 South Elm St.  
Waterbury, CT

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

NAME OF SCHOOL REQUESTED: Waterbury Arts Magnet School

☐ Auditorium ☐ Gymnasium ☐ Swimming Pool ☐ Café/Rooms ☒ Rental Hall

DATES REQUESTED: 5/21/18

FROM: 2:30 am/pm TO: 4:30 am/pm

FOR THE FOLLOWING PURPOSES:

Presentation by Professional Make-up Artist  
as a Fundraiser for Orchestra

Mary E. Case  
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.

MAR 22 2018

SCHOOL PERSONNEL USE ONLYDATE: 3/20/18

TO: SCHOOL BUSINESS OFFICE

FROM:

Michele Neff LMS

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

NAME OF SCHOOL REQUESTED:

WCA☐ Auditorium

Gymnasium



Swimming Pool



Café/Rooms

DATES REQUESTED:

4/3/18

FROM:

6

am/pm

TO:

8

am/pm

FOR THE FOLLOWING PURPOSES:

Waterbury Forensic Unit - will be  
coming to talk about their field and  
to demonstrate techniques used in Forensic Photography.  
-All WCA students are invited to attend

Michele Neff  
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.

MAR 26 2018

FROM:

Doreen Melendez

NAME OF SCHOOL REQUESTED:

Chase Elementary

☐ Auditorium

☐ Gymnasium

☐ Swimming Pool☒ Café/Rooms

DATES REQUESTED:

May 9, 2018

FROM:

530

ATTN/INT.

TO:

736

am/pm

# Family Math Night

Queen Melendy  
APPLICANT

[illegible]

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.

MAR 23 2018

03/19/2008 10:43 FAX 2035748032

SCHOOL BUSINESS OFFICE

001

**SCHOOL PERSONNEL USE ONLY**

DATE: 3/22/18

TO: SCHOOL BUSINESS OFFICE

FROM: Cristina Danna - Wilton School

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

NAME OF SCHOOL REQUESTED: Wilton

☐ AUDITORIUM ☒ GYMNASIUM ☐ SWIMMING POOL ☐ CAFE/ROOMS

DATES REQUESTED: April 26  
FROM 6<sup>00</sup> am TO 7<sup>00</sup> am

FOR THE FOLLOWING PURPOSES:

Science Workshop for parent & students

Cristina Danna - parent  
APPLICANT

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



*Book*

## SCHOOL PERSONNEL USE ONLY

DATE: 3-28-18

TO: SCHOOL BUSINESS OFFICE

FROM: Adult Education

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

NAME OF SCHOOL REQUESTED: Kennedy

☒ Auditorium    ☐ Gymnasium    ☐ Swimming Pool    ☐ Café/Rooms

DATES REQUESTED: June 15<sup>th</sup> & 18<sup>th</sup> - Rehearsals

FROM: 5:00 am/pm TO: 7:00 am/pm

FOR THE FOLLOWING PURPOSES:

Graduation  
Tues. June 19<sup>th</sup> 5-8 pm

Sam  
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

MAR 29 2018

SCHOOL PERSONNEL USE ONLY

DATE: \_\_\_\_\_

TO: SCHOOL BUSINESS OFFICE

FROM: Waterbury Arts Magnet

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

NAME OF SCHOOL REQUESTED: Waterbury Arts Magnet

☐ Auditorium ☐ Gymnasium ☐ Swimming Pool ☐ Café/Rooms

☒ Recital HallDATES REQUESTED: 5/24/18FROM: 2 am/pm TO: 9 am/pmFOR THE FOLLOWING PURPOSES:

Senior members of WAMS orchestra  
to present a showcase of pieces  
they have worked on (Senior Recital)

Mary E. Bass  
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.

APR - 0 2018

SCHOOL PERSONNEL USE ONLY

DATE:

4/2/18

TO: SCHOOL BUSINESS OFFICE

FROM:

Linda Richard WCA

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

NAME OF SCHOOL REQUESTED:

Waterbury Career

☐ Auditorium

Gymnasium



Swimming Pool

☒ Café/Rooms

DATES REQUESTED:

Thursday May 3rd

FROM:

4:00 am/pm

TO:

9:00 am/pm

FOR THE FOLLOWING PURPOSES:

Super Senior Supper

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.

APR - 3 2018

SCHOOL PERSONNEL USE ONLYDATE: 4/2/2018

TO: SCHOOL BUSINESS OFFICE

FROM: Amy Carroll, Reed School

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☒ ~~Cafeteria~~DATES REQUESTED: Thursday, April 26, 2018FROM: 5:00 am/pm ☒ TO: 6:00 am/pm ☒FOR THE FOLLOWING PURPOSES:

Bingo activity for students in grades 4-8 and  
their families.

Amy J. Carroll  
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.

# COMMITTEE ON SCHOOL FACILITIES & GROUNDS

**WORKSHOP:** Thursday, April 5, 2018 (Driggs)

**BOARD MEETING:** Thursday, April 26, 2018

**TO THE BOARD OF EDUCATION  
WATERBURY, CONNECTICUT**

**LADIES AND GENTLEMEN:**

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

<b>GROUP</b>	<b>FACILITIES AND DATES/TIMES</b>
Woodbury Ballet	Kennedy aud.: Wed., June 13 <sup>th</sup> 5-9pm (rehearsal) and June 16 <sup>th</sup> 6-10pm
R. Errica	(recital performance)

**REQUESTING WAIVERS:**

Waterbury Parochial League	Kennedy & Career Academy gyms: April 7 <sup>th</sup> 8am-6pm
John Egan	Kennedy gym: April 8 <sup>th</sup> 10am-6pm
	(New England parochial league tournament) (\$2,604.)

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

P.A.L.	Wilby track: 4/2-6/11/18 Mondays 6:00-8:00pm (practice)
Ofc.C.Amatruda	
Wtby.Ballers	Carrington gym: April 9 <sup>th</sup> to June 7 <sup>th</sup> Mon.,Wed.,Thurs. 6:00-8:00pm
T. Lott	(basketball practice)
Hillside Neighborhood Assoc.	Driggs gym: Wed.,April 18 <sup>th</sup> 7-9pm
Michael Batista, Pres.	(neighborhood meeting)
Neighborhood Housing Services	Reed café: Wednesdays April 11 <sup>th</sup> & 25 <sup>th</sup> and May 2 <sup>nd</sup> & 16 <sup>th</sup>
E. Cooper	6:00-8:00 pm (neighborhood program)

**MONIES COLLECTED TO DATE:**

**\$ 39,877.25**

**Approved:**

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**John Theriault**

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**Robert Henry**  
**Deputy Superintendent of Schools**

**These activities are completed and have been billed:**

Dance Expressions  
Porter & Chester  
Ticket to Broadway

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#

MAR 29 2018

APPLICANT Randy Ericka NAME OF ORGANIZATION Woodbury Ballet  
ADDRESS 29 Atwood St WTN CT 06795 TELEPHONE # 860-274-5669  
(street) (city) (state) (zip code)  
SCHOOL REQUESTED Kennedy High DATES 6/13 6/14 6/15 6/16 ROOM(S) Auditorium + Dressing Rooms  
6/13 6/14 6/13 6/14  
OPENING TIME 5:00 CLOSING TIME 9:00 pm 10:00 pm 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 3-26-18

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

Randy Ericka 29 Atwood St WTN CT 06795 - 203-206-7607

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. RE (PLEASE INITIAL)

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

RENTAL FEES: \$1000/17 HRS + \$200/ea add hr.

MISCELLANEOUS FEES: \$55/HR - TECH

SECURITY DEPOSIT \$ 500.- INSURANCE COVERAGE YES NO

PLEASE READ THE FOLLOWING CAREFULLY OK

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#

MAR 29 2018

APPLICANT John M. EGAN NAME OF ORGANIZATION Waterbury Parochial League  
ADDRESS 76 REDISCO DR WTB CT 06708 TELEPHONE # 203-206-9861  
(street) (city) (state) (zip code)  
SCHOOL REQUESTED KENNEDY CAREER DATES 4-7, 4-8 ROOM(S) Gym  
OPENING TIME 8:00 AM CLOSING TIME 6:00 PM PURPOSE NE TOURNEY  
ADMISSION (if any) \$3/2 CHARGE TO BE DEVOTED TO Expenses  
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 200 CHILDREN 50  
SIGNATURE OF APPLICANT John M. Egan DATE 3/29/18  
PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:  
SAME

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. fy (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES: \$42/HR. plus 1 HR service (\$2,604)

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

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

SECURITY DEPOSIT \$ 250. INSURANCE COVERAGE / YES \_\_\_\_\_ NO \_\_\_\_\_

PLEASE READ THE FOLLOWING CAREFULLY

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

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

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

THERE WILL BE NO ACTIVITIES DURING SCHOOL OPEN HOUSE.

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

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

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

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

PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.

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

APPROVAL DATE \_\_\_\_\_ SCHOOL BUSINESS OFFICE \_\_\_\_\_

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



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

APPLICANT/ORGANIZATION:

Why Parochial League

Please check below specific item(s):

Building Usage Fees ☒

Custodial Fees ☒

SCHOOL/ROOMS REQUESTED:

Kennedy Junior High

DATE(S):

4/7 KHS & WCA

TIMES:

8 AM to 6 PM

DATE(S):

4/8 Kennedy

TIMES:

10 AM to 6 PM

DATE(S):

ONLY

TIMES:

DATE(S):

TIMES:

DATE(S):

TIMES:

DATE(S):

TIMES:

3/29/

Date

John M. Egan

Signature

OFFICE USE ONLY

List total cost of fees being requested to be waived:

\$

Building Usage Fees

\$

2604.

Custodial Fees

\$

Security Deposit

BOARD USE ONLY

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

ATTEST:

Clerk, Board of Education

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

MAR 20 2018

CONTRACT#

APPLICANT Chris Amato NAME OF ORGANIZATION PAL  
ADDRESS 64 Division St Waterbury CT 06704 TELEPHONE # 203-246-3921  
(street) (city) (state) (zip code)  
SCHOOL REQUESTED Wilby DATES 4/2 - 4/11/18 ROOM(S) Track  
OPENING TIME 6pm CLOSING TIME 8pm PURPOSE \_\_\_\_\_  
ADMISSION (if any) \_\_\_\_\_ CHARGE TO BE DEVOTED TO \_\_\_\_\_  
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS \_\_\_\_\_ CHILDREN \_\_\_\_\_  
SIGNATURE OF APPLICANT [Signature] DATE 3-20-18  
PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:  
(Same)

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. CA (PLEASE INITIAL)

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

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

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

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

PLEASE READ THE FOLLOWING CAREFULLY

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

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

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SCHOOL BUSINESS OFFICE

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

CONTRACT# 203-574 8032  
Sandy

MAR 26 2018

APPLICANT Terence Lott NAME OF ORGANIZATION Waterbury Ballers

ADDRESS 25 Girard Ave Waterbury CT 06704 TELEPHONE # 203-508-4757  
(street) (city) (state) (zip code)

SCHOOL REQUESTED Canaanington DATES 4/9 - 4/7/18 ROOM(S) Gym

OPENING TIME 6pm CLOSING TIME 9pm PURPOSE Basketball Practice, tournaments

ADMISSION (if any) — CHARGE TO BE DEVOTED TO —

APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 5 CHILDREN 25

SIGNATURE OF APPLICANT Terence Lott DATE 3-26-18

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

CONTRACT# MAR 27 2018

APPLICANT Michael Batista NAME OF ORGANIZATION Hillside Historic District Neighborhood Association

ADDRESS 54 Hillside Ave Waterbury CT 06710 TELEPHONE # 203-233-8464  
(street) (city) (state) (zip code)

SCHOOL REQUESTED Driggs DATES 4/18/18 ROOM(S) \_\_\_\_\_

OPENING TIME 7pm CLOSING TIME 9pm PURPOSE Neighborhood Meeting

ADMISSION (if any) \_\_\_\_\_ CHARGE TO BE DEVOTED TO \_\_\_\_\_

APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 30 CHILDREN \_\_\_\_\_

SIGNATURE OF APPLICANT [Signature] DATE 3/27/18

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

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

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

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

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

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

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

DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT

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

CONTRACT# APR - 2 2018

APPLICANT Chika Cooper NAME OF ORGANIZATION NHSL  
ADDRESS 161 N. main St (street) Waterbury (city) CT (state) 06702 (zip code) TELEPHONE # 203-753-1896  
SCHOOL REQUESTED Beed DATES Below ROOM(S) Cafe  
OPENING TIME 6:45 AM CLOSING TIME 8:00 PM PURPOSE \_\_\_\_\_  
ADMISSION (if any) \_\_\_\_\_ CHARGE TO BE DEVOTED TO \_\_\_\_\_  
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 20 CHILDREN 40  
SIGNATURE OF APPLICANT Chika Cooper DATE 4/2/2018  
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. EC (PLEASE INITIAL)

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

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

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

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

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# Communications



Packet week ending 4/3/18

**Carrie Swain**

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**From:** ELIZABETH BROWN  
**Sent:** Friday, March 02, 2018 9:29 AM  
**To:** 1 Board of Ed  
**Subject:** Fwd: CABA Policy Highlights 3-2-2018  
**Attachments:** March 2 2018.pdf; ATT00001.htm

FYI

Sent from my iPhone

Begin forwarded message:

**From:** Theresa DeMars <[CABE@embrams-mail.com](mailto:CABE@embrams-mail.com)>  
**Date:** March 2, 2018 at 7:14:12 AM EST  
**To:** <[ebrown@waterbury.k12.ct.us](mailto:ebrown@waterbury.k12.ct.us)>  
**Subject:** CABA Policy Highlights 3-2-2018  
**Reply-To:** <[tdemars@cabe.org](mailto:tdemars@cabe.org)>

EXTERNAL MAIL



Hello,

Attached you will find *CABA's Policy Highlights Publication* for **March 2, 2018**. Policy Highlights are designed to contain informative topics of interest for your district.

Please feel free to contact the Policy Department at 860-571-7446 with any questions or concerns.

The publication is attached as a PDF file. You will need Adobe Acrobat Reader which is available by [clicking here](#).

To unsubscribe to this publication, please email Terry DeMars at [tdemars@cabe.org](mailto:tdemars@cabe.org) and state that you would like to unsubscribe from Policy Highlights.

**Connecticut Association of Boards of Education**  
81 Wolcott Hill Road  
Wethersfield, CT 06109

Phone 860-571-7446 ~ Fax 860-571-7452





# Connecticut Association of Boards of Education

*Vincent A. Mustaro, Senior Staff Associate for Policy Services*

## PRESENTS POLICY HIGHLIGHTS

March 2, 2018

Volume 17 – Issue #18

**Increased Focus on Physical Education:** As a result of the Every Student Succeeds Act (ESSA) school districts nationwide are elevating physical education standards beyond traditional sports in order to provide a more well-rounded education. ESSA has shifted control over physical education and fitness to the states, resulting in a wide range of interpretations and standards. Connecticut, Vermont and Michigan, for example, now include physical education or fitness in the required federal accountability plans. It is only two years since the introduction of the new ESSA standards. Therefore, approaches to physical education continue to evolve. States are addressing the new standards differently.

Instead of old favorites such as dodgeball and basketball, some districts have introduced more individually focused activities such as rock climbing, cross-training and yoga. “We are seeing new physical education now because the ultimate goal is to prepare students to be active and healthy for a lifetime,” says Carly Wright, senior manager of advocacy for SHAPE America, the Society of Health and Physical Educators.

“Most adults who stay physically active don’t participate in team sports, so the goal is to expose students to as many different kinds of physical activities as possible.” States addressing chronic absenteeism in federal accountability plans should consider that healthier, active students are more likely to attend school, says Wright.

SHAPE America’s national standards define what a physically literate student should be able to do:

1. Demonstrate competency in a variety of motor skills and movements.
2. Apply to performance in class the knowledge of concepts, principles, strategies and tactics related to movement and activity.
3. Demonstrate skills to maintain a health-enhancing level of physical activity and fitness.
4. Exhibit responsible personal and social behavior.
5. Recognize the value of physical activity for health, enjoyment, challenge, self-expression and social interaction.

The No Child Left Behind (NCLB) era saw a focus on core subjects, such as English and math, often at the cost of physical education instruction. In the wake of that, physical educators have worked hard to get administrative support or professional development. “Often on PD days, they get lumped in with English and science teachers,” says Wright. “They don’t get access to physical education best practices or learn about the great new innovative programs.”

Administrators can look to Title II for funding to improve physical educator professional development.

Source: "ESSA drives new approaches to K12 physical education," by Ray Bendici, *District Administration*, January 2018.

**Policy Implications:** The new website of the Connecticut State Department of Education contains a section pertaining to physical education with resources to consider. It states, in the "Overview" section the following:

Planned, sequential PK-12 physical education provides psychomotor, cognitive and affective content and learning experiences that promote optimum personal development. Quality curriculum and instruction, provided in a safe, supportive environment, offer meaningful, challenging learning for all students, and result in lifetime learning outcomes of skills, literacy, and ability to understand concepts and develop plans for lifetime physical activity and wellness.

Physical education is one component in a coordinated approach to school health. For information about the role of physical education in coordinated school health programs, go to: [Healthy ConneCTions](#).

Physical education and physical activity is covered in a number of policies which include those listed below:

1. Policy #6142.101 – Student Nutrition and Physical Activity/Student Wellness (a mandated policy)
2. Policy #6142.10 – Health Education (an optional policy)
3. Policy #6142.6 – Physical Education (an optional policy)
4. Policy #6142.61 – Physical Activity (an optional policy)
5. Policy #6142.62 – Recess/Unstructured Time (an optional policy)
6. Policy #5144.4 – Physical Exercise and Discipline of Students (a mandated policy)

Sample copies of the above are available upon request from CAGE's Policy Service.

**Issues in Teaching Controversial Content Reviewed:** The courts usually leave to the schools, issues pertaining to the curriculum. However, the courts will intervene when necessary to protect the legal rights of parents and students. Curriculum-related lawsuits usually result from disputes over content. While courts usually defer to schools, a board's curricular discretion, either to require content or to censor it, is limited.

Following is a listing of what schools are and are not permitted to do, based upon judicial decisions over time pertaining to controversial issues in the curriculum. Schools may:

1. Require students to learn controversial content, even if such content may offend the ideological or religious sensibilities of some in the community.
2. Teach about religion.

3. Require values or character education. The fact that some secular values parallel religious tenets does not taint a program as establishing religion.
4. Hold or require activities based on cultural traditions or fantasy, as long as they do not border on religious ritual.
5. Teach about religious holidays.
6. Include religious music in a school music group's repertoire.
7. Restrict content based on legitimate pedagogical grounds. These include age appropriateness, professional acceptance, consistency with general educational objectives, or currency.
8. Require a teacher to teach content he/she finds objectionable.
9. Discipline a teacher for violating curricular guidelines or common sense propriety. Academic freedom does not permit a teacher to show a R-rated movie to young students or be in violation of district policy.

Schools may not:

1. Make arbitrary curriculum decisions without rational reasons. A decision must be rationally related to a legitimate governmental purpose.
2. Ban academic content solely because it's controversial or offensive to the religious or family values of some community members. Courts have held that students have certain legal rights to receive information, even if controversial.
3. Engage in religious instruction. Promoting or denigrating religion is unconstitutional.
4. Fail to address abuses of discretion by teachers.
5. Teach religion in the guise of other subjects.
6. Hold activities, that border on religious practice.
7. Hold religious celebrations.

The rules for making textbook decisions are similar to those for curricular decisions. Schools may:

1. Require assignment of materials even if some parents object to some of the ideas in them.
2. Forbid use of textbooks or materials in class because of vulgarity or graphic treatment of sexual matters, even where material has great literary value.
3. Rely on motion picture ratings to determine the appropriateness of films for students.
4. Use religious materials in class to teach about religion and culture.

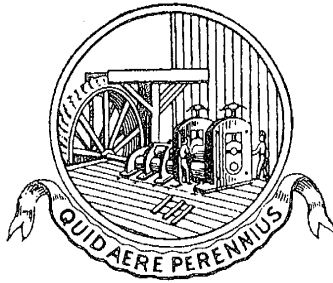
Schools should not remove instructional materials from the curriculum based solely on religious and ideological beliefs of parents/guardians and community members.

The Every Student Succeeds Act (ESSA) requires districts receiving federal funds to adopt a policy giving a parent the right to inspect any instructional material, regardless of format, used as part of the educational curriculum. Parents must be notified, at least annually at the beginning of the school year, of the existence of the policy. Policy #6162.51, Surveys of Students (Student Privacy) addresses this issue.

## **Policy Implications**

The policies listed below relate to the information contained in this discussion of controversial issues and may be considered for possible adoption by your board of education.

1. Policy #1312 - Public Complaints (a recommended good practice policy)
2. Policy #4118.21 - Academic Freedom (a recommended good practice policy)
3. Policy #6144 - Controversial Issues (a recommended good practice policy)
4. Policy #6144.1 - Exemption from Instruction (a recommended good practice policy)
5. Policy #6144.3 - Controversial Speakers (an optional policy)
6. Policy #6160 - Educational Resources & Material (a recommended good practice policy)
7. Policy #6161 - Equipment, Books and Materials (a recommended good practice policy)
8. Policy #6161.1 - Evaluation/Selection of Instructional Materials (a recommended good practice policy)
9. Policy #6177 - Use of Commercially Produced Video Recordings Materials (a recommended good practice policy)



236 Grand Street  
Waterbury, CT 06702

(203) 574-6761

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

March 12, 2018

Maria Milo  
143 Newton Terrace  
Waterbury, CT 06704

Dear Ms. Milo:

Your name is being certified to the Department of Education for the position of Teaching Vice-Principal @ Regan Elementary School, Req. #2018465 (salary in accordance with the WTA contract).

Under the Civil Service Rules, your name will be removed from the eligibility list if you refuse this offer of appointment unless, within seven days from today, you furnish satisfactory evidence acceptable to me justifying such refusal. Please call the Civil Service Office at (203) 574-6761 if you are not interested in the position so that another candidate can be certified. If you have any questions, please do not hesitate to contact us.

Sincerely,

  
Scott Morgan  
Director of Human Resources

SM/sd

cc: Board of Education  
Robert Brenker, Dir. of Pers - Educ  
Robert Henry, Dep Supt. of Schools  
file

## Carrie Swain

---

**From:** MARGARET CAIAZZO  
**Sent:** Tuesday, March 13, 2018 10:05 AM  
**To:** JOHN HERMAN; Robert Henry; Darren Schwartz; AMY SIMMS; MICHAEL THERIAULT; AIMEE MISSET; Mary Ann Marold  
**Cc:** 1 Board of Ed; KEVIN EGAN  
**Attachments:** Arrival and Dismissal Changes.docx

Thank you!

Dear Mr Herman, Mr Theriault, Miss Misset, Miss Simms, Superintendent Henry, Mr. Swartz, BOE Members, and Kevin Egan, Mrs. Marold, Mr. Herman visited my Prek classroom at Driggs on Tuesday morning, March 6, 2018. Mr. Herman asked me if I had a problem with my outside door and I replied no. I said Mr. Theriault wants to move my classroom upstairs. He asked me if I knew what my old room was going to be. I said no because everything in this city is a big secret. He agreed. I'm guessing the room should not have kids in it because of the door leading to the outside and then the library would have to change also. He said he was going to check out the room I would be moving to. I heard he wasn't too happy with the utility sink in the hallway next to the room I would be moving with cleaning chemicals in bottles. That's another story. Wednesday and Thursday we had snow days and Friday morning Mr. Theriault came to my room and said starting on Monday March 12, 2018, no parents are allowed to drop off or pick up their children on Irving Street. When I asked why, he hemmed and said in a lackadaisical way that he should have done it a long time ago but never got around to it. To me this statement didn't sound too serious, or pressing, or having to do with an immediate safety issue. I advised him that it doesn't give the parents much notice and parents will not be happy. It didn't seem to have an effect on him. His secretary reluctantly drew up a notice in English and Spanish. (I will get you a copy). I was concerned with the arrival in the front of the school at 8:05 with the late comers entering also. It was not in the best interest of my 2, 3, 4 year olds. It did not go smoothly. There were so many parents who wanted to know why it changed, some couldn't find parking spaces and there was no one to answer their legitimate concerns. The secretary told them one thing, another office staff member told another parent it came from downtown. When the parent asked from whom, she didn't know. One parent couldn't find parking so he went back home. Now his little girl was marked absent. It was a mess! Dismissal of A.M. at 10:35 was just as bad. Arrival of P.M. was worse. Parents whose kids were late because of parking were let into the building and told to bring their kids to the PreK classroom without any visitor badges. It was a breach. Dismissal of P.M. on the blacktop was the culmination of disaster. As I'm walking my kids out one little boy became so anxious, because it was different, he pulled his hood over his head. Another little girl said, "Wow! Miss Caiazzo, there are a lot of big kids out here!" I hugged both of them and reassured them they'll be safe. Parents could not find the kids. We did not have a place to stay. The parents are very concerned about the health and safety of their children on rainy, snowy, windy, and cold days standing out there. What happened to kids first? There was no procedure in place and Mr. Theriault was out of the building for the day.

I

In addition, I don't know what transpired when you (Mr. Herman) looked at the room to where I will be moved in August, but many of the

parents of the students I teach this year will also be the parents of the students I will teach next year. They have many concerns about the classroom the PreK will be housed in next year. There is only 1 entrance to the room. In case of a fire and the main door cannot be reached how do we exit the children? Also, in a fire drill there will be classes coming from next door, Kindergarten hallway, upstairs, first grade hallway, this is horrifically overwhelming for 3 and 4year olds. In the room we are now, we have an exit, the students are not intimidated or overwhelmed by hundreds of bigger and more vocal students. Is this about safety or money?

The present PreK room has served it constituents for about 20 years- Mrs. Capaldo-Mrs. Rinaldi-and presently myself, Miss Caiazzo. We have more safety control in our present space than in any other room in the building. Why jeopardize what works? Change does not always make things better! I see people making so many decisions for all the wrong reasons. I don't want this decision to be one of those wrong decisions. It involves our youngest and most vulnerable students-And I will protect them with my last breath. Thank you. Sincerely, Margaret Caiazzo



## Carrie Swain

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**From:** Theresa DeMars <CABE@embrams-mail.com>  
**Sent:** Friday, March 16, 2018 7:29 AM  
**To:** Carrie Swain  
**Subject:** CABE Policy Highlights 3-16-2018  
**Attachments:** March 16 2018.pdf

### EXTERNAL MAIL



Hello,

Attached you will find *CABE's Policy Highlights Publication* for **March 16, 2018**. Policy Highlights are designed to contain informative topics of interest for your district.

Please feel free to contact the Policy Department at 860-571-7446 with any questions or concerns.

The publication is attached as a PDF file. You will need Adobe Acrobat Reader which is available by [clicking here](#).

To unsubscribe to this publication, please email Terry DeMars at [tdemars@cabe.org](mailto:tdemars@cabe.org) and state that you would like to unsubscribe from Policy Highlights.

## Connecticut **A**ssociation of **B**oards of **E**ducation

81 Wolcott Hill Road  
Wethersfield, CT 06109  
Phone 860-571-7446 ~ Fax 860-571-7452



# Connecticut Association of Boards of Education

*Vincent A. Mustaro, Senior Staff Associate for Policy Services*

## PRESENTS POLICY HIGHLIGHTS

March 16, 2018

Volume 17 – Issue #19

**The Role of Schools in Teaching about Sexual Harassment:** In an article in *Education Week*, Stephen Sawchuk reports that most school sex education programs have very little content on sexual harassment and consent in relationships. This is a puzzling omission, say some educators. “From the first time that a girl got her ponytail dunked in an inkwell, schools have been places where girls (and, in some cases, boys, too) have experienced gender-based harassment,” says Sawchuk. “Given the amount of time children spend in them, schools are also the most logical places to teach young people how to recognize harassment – and how to avoid perpetrating it.”

The author further indicates that the #MeToo movement is adding urgency to this question, with students sharing stories from the adult world, and their own experiences in the companion hashtag #MeTooK12, which was launched by “Stop Sexual Assault in Schools.” He believes all this casts new light on the age-old view that girls should put up with touching and teasing because it’s a sign that a boy likes them. If schools don’t give clear guidance, students will get their “education” in this area through rumors, anecdotes, social media, and pornography.

Sawchuk asks how early should schools get into all this? Students in the elementary grades need lessons on body autonomy, personal space, and appropriate and inappropriate touching. However, teaching them about assertiveness can be tricky – the idea that you don’t have to hug grandma if you feel uncomfortable can get pushback from families. He believes there can be much worse consequences from not talking about these issues. “If we tell kids they’re too young to talk about this,” says Kate Rohdenburg of the WISE program in Vermont and New Hampshire, “we’re reinforcing the idea that they need to keep their mouths shut...”

Sawchuk states that outside of formal sex ed programs, educators’ personal behavior is key, as are the limits they set (or don’t set) when they see inappropriate touching and hear disrespectful and sexist comments in classrooms, corridors, cafeterias, and playgrounds. In addition, there are the questions students privately ask educators about how women are talked about and treated by peers, TV personalities, and politicians, and the norms around them. “Why, for example, do the most popular Google searches that contain the word ‘girls’ result in images of women in various stages of undress?” writes Sawchuk. “Why do TV shows often show women in catty rivalries with one another? Why are women ‘period shamed’ and taught to use coded words for menstruation?” What adults say in these informal conversations can have a major impact on how young people think about gender norms, relationships, and harassment.

Source: “What Do Schools Teach About Sexual Harassment?” by Stephen Sawchuk in *Education Week*, January 26, 2018, as summarized in *Marshall Memo 721*, January 29, 2018.

**Policy Implications:** In an article appearing in *The New York Times* on February 24, 2018, written by Susan Chira, a description is provided of a survey of a nationally representative sample of 1,000 women and 1,000 men pertaining to their experience with sexual harassment and assault. Some of the details reported are as follows:

Occurrences, by gender:

- Verbal sexual harassment – 77% of women, 34% of men
- Unwelcome sexual touching – 51% of women, 17% of men
- Online sexual harassment – 41% of women, 22% of men
- Being physically followed – 34% of women, 12% of men
- Sexual assault – 27% of women, 7% of men

Occurrences, by locations:

- A public space – 66% of women, 19% of men
- Workplace – 38% of women, 13% of men
- Own home – 35% of women, 13% of men
- School through 12<sup>th</sup> grade – 30% of women, 14% of men
- By phone – 28% of women, 13% of men
- Someone else's home – 27% of women, 11% of men
- Mass transportation – 26% of women, 8% of men
- Online – 25% of women, 11% of men

These findings drive home the importance of K-12 schools educating students to understand, resist, and refrain from these startlingly common practices.

A number of policies pertain to this issue. They include the following:

- #0521 – Equal Opportunity Plan/Nondiscrimination
- #0521.1 – Grievance Procedure-Title IX
- #4111.1/4211.1 – Affirmative Action: Equal Employment Opportunities
- #4118.112/4218.112 – Sexual Harassment
- #4118.113/4218.113 – Harassment
- #5131.911 – Bullying/Safe School Climate Plan
- #5145.5 – Sexual Harassment
- #5145.51 – Peer Sexual Harassment
- #5145.511 – Sexual Abuse Prevention and Education Program
- #5145.57 – Harassment

In addition, a new policy, #6142.111, “Sexual Health Education,” is now available for your consideration and possible use. This policy is available upon request from CABE’s policy Department.

**Standards-Based Grading:** In this article in *School Administrator*, Matt Townsley, director of instruction and technology of the Solon Community School District in Solon, Iowa, describes how his high school gradually adopted standards-based grading. Teachers shifted from giving students grades on homework assignments, projects, and class tests to monitoring and posting students’ current level of mastery on course standards. (At the end of each reporting period, these were converted to letter grades.) The school moved to standards-based grading for three reasons:

1. *To communicate students' current level of learning* – The best way of explaining this to students and parents was with the analogy of how a band instructor gives feedback to a flute player: “Rhythm could be better, but you’re exceptional at hitting high notes.” Clearly this is a better way to affirm and improve performance than a letter or percentage grade.
2. *To eliminate the influence of practice work on students' final grades* – What really matters is mastery at the end of a unit or course, not on the formative assignments, some of which may not have gone that well. An athletic analogy is apt: some of a football team’s scrimmages may have been less than stellar, but it’s game scores that count. Teachers using standards-based grading keep track of homework and other assignments, as well as student absences, but the key feedback for students and parents is final mastery of content and skills.
3. *To give students multiple opportunities to demonstrate understanding* – Students learn at different rates and find some parts of any curriculum unit more difficult than others. Standards-based grading keeps students’ and parents’ eyes on the ball: mastery of content, which sometimes requires several attempts and some stumbles along the way.

This high school made the transition to standards-based grading gradually over a period of several school years. Initially a small group of teachers participated in a 10-week after-school study group on effective grading practices and started to implement some components of standards-based grading. Then district administrators did a thorough study of this approach, and the early adopters provided informal support to colleagues who were ready to make the shift. After a year of professional reading and presentations to the school board and a community forum, 82 percent of teachers were either using the new system or ready to take the plunge, and the school board unanimously approved a two-year implementation timeline: year one included just-in-time professional support for teachers new to implementation, and year two was full implementation in all courses. District leaders made regular reports to the school board and developed an implementation guide for newly hired teachers.

Some parents pushed back on standards-based grading, says Townsley, mostly based on these misconceptions:

- *Grading this way will hurt students' college chances.* Administrators pointed out that the grades sent to colleges were conventional letter grades based on students’ mastery of the subject matter. Okay, said parents, but what about some neighboring schools that inflated students’ final grades with homework and classroom assignments? True, said administrators, but under standards-based grading, students get more feedback and opportunities to improve their grades throughout each marking period. The bottom line: in every year that standards-based grading has been used, students from this high school were admitted to college at expected levels.
- *This isn't how things work in the real world.* Actually, there are plenty of post-school situations where people have multiple opportunities to demonstrate mastery – for example, drivers’ tests, nursing exams, and bar exams.

Townsley says the district has continued to tweak the system over the last five years, including retrofitting electronic grade books to accommodate standards updates rather than homework, assignments, and tests.

Source: "Mastery-Minded Grading in Secondary Schools" by Matt Townsley in *School Administrator*, February 2018 (Vol. 75, #2, p. 16-21).

**Policy Implications:** Districts in many states, including Connecticut, have started to consider and implement competency-based learning as a secondary school reform in order to increase graduation rates and ensure that students have the skills and knowledge for post-secondary success. Many Connecticut schools and districts have begun to implement practices pertaining to a Mastery-Based Learning environment (MBL).

Competency-Based learning lacks a common definition but researchers have found that it has the four following common elements.

1. Students must demonstrate mastery of all required competencies to earn credit or graduate.
2. Students advance once they have demonstrated mastery, and students receive more time, and possibly individualized instruction, to demonstrate mastery if needed.
3. Students are assessed using multiple measures to determine mastery, usually requiring that students apply their knowledge, not just repeat facts. Formative and summative assessments should be developed to measure progress towards mastery.
4. Students can earn credit toward graduation in ways other than seat time, including apprenticeships, blended learning, dual enrollment, career and technical education programs, and other learning opportunities outside the traditional classroom setting.

In a MBL environment, students are given multiple pathways to master critical content knowledge and skills. By demonstrating competency, students meet course expectations and are given credit.

The SDE has stated that traditional assessment is insufficient to support the MBL environment. The traditional practice of averaging a student's achievement over time, including factors such as behavior in determining grades, do not paint an accurate picture of a student's attainment of competencies. In a MBL environment, not only is the learning individualized, but the way students demonstrate mastery is tailored to their needs and strengths.

In a transition to a mastery-based system of teaching and learning, districts and schools will need to review and possibly revise existing policies, while also creating new policies that address emerging models, practices and learning experiences

Some policies are available for districts to consider if they are contemplating moving into a mastery-based learning environment. It must be stressed that these policies should be viewed as a starting point for the district as it transitions into a mastery-based learning environment.

- Policy #6146 – Graduation Requirements (based on a MBL approach)
- Policy #6146.1 – Grading and Reporting System (based on a MBL approach)
- Policy #6146.13 – Multiple Pathways (based on a MBL approach)

## Carrie Swain

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**From:** Pamela Brooks <CABE@embrams-mail.com>  
**Sent:** Monday, March 19, 2018 11:51 AM  
**To:** Carrie Swain  
**Subject:** SPECIAL EDITION OF POLICY HIGHLIGHTS  
**Attachments:** March 19A 2018.pdf

### EXTERNAL MAIL

Hello,

Attached you will find a ***Special Edition*** of CABA's *Policy Highlights Publication* for **March 19, 2018**. This issue deals with a correction to one of CABA's policies regarding Public Videotaping of Educational Activity.

Please feel free to contact the Policy Department at 860-571-7446 with any questions or concerns.

The publication is attached as a PDF file. You will need Adobe Acrobat Reader which is available by [clicking here](#).

To unsubscribe to this publication, please email Terry DeMars at [tdemars@cabe.org](mailto:tdemars@cabe.org) and state that you would like to unsubscribe from Policy Highlights.

## Connecticut Association of Boards of Education

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# Connecticut Association of Boards of Education

*Vincent A. Mustaro, Senior Staff Associate for Policy Services*

## PRESENTS POLICY HIGHLIGHTS

March 19, 2018

Volume 17 – Issue #19A

### *Special Edition*

**Correction to Policy Required:** While in the process of developing a new manual for one of our districts, an error in wording in a portion of one of CABE's sample policies came to our attention. The policy in question is #1321.2, "Public Videotaping of Educational Activity."

This sample policy had language in a section listed as "Recordings of Meetings" which incorrectly stated, "The Board of Education prohibits the use of audio, video or other recording devices at meetings held pursuant to the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973, as well as other meetings between District employees and parents/guardians."

CABE recognizes that "The Parent's Guide to Special Education in Connecticut," posted on the website of the Connecticut State Department of Education states that parents/guardians at a PPT meeting "have the right to tape-record the meetings as a means to help you understand the proceedings. A school district may also choose to tape-record the meeting. If the school district tape-records the meeting, the tape-recording becomes part of your child's education record. If either the school district or the parent records the meeting, all participants in the meeting must be informed that they are being taped."

A lot of information is shared at these meetings which some parents/guardians can find overwhelming at the time. A recording, if they choose to do so, may assist them in the processing of this information and help them participate as equal partners of their child's teams. Be assured that CABE does not want, in any way, to interfere with a family's right to effectively participate in the PPT/Section 504 process.

At this time, I urge districts to check their policy manual to see if it contains a policy #1321.2, based on our model, with the language listed above. It is recommended that the policy should be modified. A copy of the updated version of this policy follows.

I apologize for any difficulty this may have caused.

**Policy Implications:** The corrected policy:

Connecticut Association of Boards of Education ~ 81 Wolcott Hill Road, Wethersfield, CT 06109 ~ 860-571-7446

*An optional policy to consider.*

## **Community Relations**

### **Public Videotaping of Educational Activity**

The Board of Education (Board) hereby establishes limits on the use of recording equipment in order to minimize disruption and protect instructional time essential to improving student achievement. Any recording activity, even activity permitted under this policy, will be prohibited if the activity creates a disruption to the education process.

#### **Definitions**

**Visual Recording:** Registering visual images on film, tape, digitally or by other mechanical or electronic means.

**Audio Recording:** Registering sounds on tape, digitally or by other mechanical or electronic means.

**Outside Entity:** Any individual, group, organization or corporation other than the administration, officers, staff or students of the District or individuals authorized to act on behalf of the District.

#### **Recording by Outside Entities**

The Board prohibits the use of video or audio recording equipment on District property or at District activities by outside entities without permission from the Superintendent or his/her designee unless authorized by law.

This prohibition shall not apply to:

1. Performances or activities to which the general public is invited, such as athletic competitions, concerts and plays.
2. Recording of staff for the sole purpose of professional training or development.
3. Open meetings of the Board or committees appointed by or at the direction of the Board.
4. Outside entities, including student-initiated groups, using or renting District facilities in accordance with Board policies and established administrative procedures.

#### **Recording by District Personnel**

The District may make audio or visual recordings to provide security, to maintain order, for professional staff development use or for other purposes related to furthering the educational mission of the District. This may include the use of video equipment in school buildings and on District transportation. No recording equipment will be placed in areas of the building where the occupant would have a reasonable expectation of privacy, such as restroom facilities or locker rooms. Recordings by and on behalf of District personnel that include students will be considered student records and will be maintained in accordance with the Family Educational Rights and Privacy Act (FERPA) and other applicable laws.



## **Community Relations**

### **Public Videotaping of Educational Activity (continued)**

#### **Recording by Students**

The District prohibits the use of video or audio recording equipment on District property or at District activities by students except:

1. If required by a school-sponsored class or activity.
2. At performances or activities to which the general public is invited such as athletic competitions, concerts and plays.
3. At open meetings of the Board of Education or committees appointed by or at the direction of the Board.
4. As otherwise permitted by the Building Principal.

#### **Recording of Meetings**

The Board of Education recognizes a parent's/guardian's right to record a PPT meeting held pursuant to the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.

The Board prohibits the use of audio, video, or other recording devices at other meeting held between District employees and parents/guardians. Exceptions to this prohibition will be made only in accordance with Board policy and law. Requests for such exceptions must be made within a reasonable period of time prior to the scheduled meetings. This prohibition does not apply to conversations held within view of District security cameras or devices.

(cf. 1112 – News/Media Relationships)  
(cf. 1112.6 – Video Taping of Staff/Students)  
(cf. 5125 – Student Records; Confidentiality)  
(cf. 5131.11 – Video Cameras on School Buses)  
(cf. 5131.111 – Video Surveillance)  
(cf. 9320 – Board Meetings)  
(cf. 9322 – Public and Executive Sessions)  
(cf. 9326 – Taping of Meetings)

Legal Reference:     The Individuals with Disabilities Education Act, 20 U.S.C. §§1400-1487,  
                              34 C.F.R. Part 300  
  
                              The Family Educational Rights and Privacy Act, 20 U.S.C. §1232g 34  
                              C.F.R. Part 99

Policy adopted:  
cps 4/11  
rev 3/18

## Carrie Swain

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**From:** KAREN HARVEY  
**Sent:** Thursday, March 22, 2018 1:10 PM  
**To:** Carrie Swain  
**Subject:** Fwd: ABA Therapists

Hi Carrie,

Please mark this as Correspondanc. More to follow.

Karen

Sent from my iPad

Begin forwarded message:

**From:** Gia Lucenti <[glucenti@waterbury.k12.ct.us](mailto:glucenti@waterbury.k12.ct.us)>  
**Date:** March 21, 2018 at 2:16:35 PM EDT  
**To:** 1 Board of Ed <[1BoardofEd@waterbury.k12.ct.us](mailto:1BoardofEd@waterbury.k12.ct.us)>  
**Subject:** ABA Therapists

March 21, 2018

Dear Members of the Board,

As a behavior therapist for the city, I have been following closely all the discussion of potentially privatizing the position. Most of the parents and colleagues of mine, that have expressed their feelings, have focused on how important our job is with the children of this delicate population. As true as this is, I feel that you already know that. I also feel that it is shallow of us to assume that the new company would not do a good job and also love these children. What I feel like has not been expressed to you is how this will really effect these children. That's the real issue.

As you've heard, many of us have been with the city over ten years. Although we change which students we primarily work with each school year, our former students still see us everyday. They know that when they come to school for a new school year, Ms. Gia or Mr. Mike, Ms. Lauren, or whoever will be there to greet them when the bus doors open. Can you imagine what it would be like for them to see not one familiar face waiting for them in August? Not only that but they won't understand why we aren't there. They may even feel betrayed by us in some way. I personally worked with a student at the beginning of the school year and due to uncontrollable forces, had to be reassigned. I was only down the hall but my student was devastated. He wrote me a note asking me why "I traded him in for someone else". Another student in the program asks about former staff members all the time and sometimes gets emotional when we tell them that they work somewhere else now. Their reactions to situations

are totally different than that of a typical kid. Eventually, they are able to come to terms with these small changes but a complete overhaul of every staff they know?! I know you've assured us that we would have first choice at the new jobs but let's face it, most of us will not be able to take them. Many of us need to stay in the city because we have been contributing to our pension for nine years, or we need the benefits, or we can't afford to take a pay cut and need to look elsewhere for work.

Under this same topic you should also consider that the staff turnover rate in these private companies is astronomical. They usually hire fresh college grads that move on after a year or so leaving the students constantly adjusting to new staff but also creating a less coherent staff than what we have now. As mentioned above, most of us have been with the city for a significant number of years. We work together in a way that is hard to describe. We are so used to each other that we often don't even need words to communicate what we need or what's going on in a situation. None of us hesitate to jump in and help a fellow staff member. It's an innate sense, it's like we are family. This level of cohesion can't be replicated, not with new staff coming in and out year after year.

I realize jobs have to be cut and that is unfortunate and I'm not going to advocate for myself and say that I deserve to keep my job over anyone else. I'm truly concerned for how this will effect these children. The repercussions will be devastating. It's too much for them. Please take this into consideration when making this drastic decision. Thank you for your time.

Sincerely,

Gia Lucenti

ABA Therapist

## Carrie Swain

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**From:** KAREN HARVEY  
**Sent:** Thursday, March 22, 2018 1:11 PM  
**To:** Carrie Swain  
**Subject:** Fwd: BOE Budget

Correspondence

Sent from my iPad

Begin forwarded message:

**From:** SIMONA CARTER <[scarter@waterbury.k12.ct.us](mailto:scarter@waterbury.k12.ct.us)>  
**Date:** March 21, 2018 at 3:37:31 PM EDT  
**To:** CATHY AWWAD <[cawwad@waterbury.k12.ct.us](mailto:cawwad@waterbury.k12.ct.us)>, ELIZABETH BROWN <[ebrown@waterbury.k12.ct.us](mailto:ebrown@waterbury.k12.ct.us)>, KAREN HARVEY <[kharvey@waterbury.k12.ct.us](mailto:kharvey@waterbury.k12.ct.us)>, MELISSA SERRANO ADORNO <[mserranoadorno@waterbury.k12.ct.us](mailto:mserranoadorno@waterbury.k12.ct.us)>, "CHARLES L. STANGO" <[clstango@waterbury.k12.ct.us](mailto:clstango@waterbury.k12.ct.us)>, ANN SWEENEY <[asweeney@waterbury.k12.ct.us](mailto:asweeney@waterbury.k12.ct.us)>, JOHN THERIAULT <[jtheriault@waterbury.k12.ct.us](mailto:jtheriault@waterbury.k12.ct.us)>, JASON VAN STONE <[jvanstone@waterbury.k12.ct.us](mailto:jvanstone@waterbury.k12.ct.us)>, THOMAS VAN STONE SR. <[tvastone@waterbury.k12.ct.us](mailto:tvastone@waterbury.k12.ct.us)>, JUANITA HERNANDEZ <[jhernandez@waterbury.k12.ct.us](mailto:jhernandez@waterbury.k12.ct.us)>  
**Subject:** BOE Budget

Good Afternoon Commissioners

My name is Simona Carter, I am an Attendance Counselor for the City of Waterbury. I have worked for the City for 5 years in this position. I have worked in elementary school and high school and I love my job. I enjoy working with the families and the students. The majority of the attendance counselors live and work in Waterbury, our children are being educated in the public school system and we pay taxes to the city as well as we are registered voters in the city of Waterbury. These cuts to our jobs not only affect our family but the city as well. As I stated at the BOE meeting on March 15, we work very hard not just to decrease the number of absences but to get our students into school so that they are able to learn. As an attendance counselor we not only get the student in to school but we attempt to make sure when they are there they are available to learn. We feed, clothe and provide personal hygiene for our students and family. We reach out to our communities for help with these items so that our students are not working about these things. We look for resources in the community and surrounding areas for our families. As attendance counselors we go to some of Waterbury's impoverished neighborhoods to get our students. We find our students and families dealing with a multitude of issues although we are not social workers we make appropriate referrals and we look to our school social workers for assistance with family issues.

Crosby High School is a turn around school with approximately 12 hundred students and we have done a great deal to combat attendance. I say this because we work with our counterparts in elementary school for assistance because they may have information on a family that will help us with our high school student and vice versa. Chronic absenteeism is not just a tag line or a focal point for schools. Chronic absenteeism is a serious concern not only for our schools but for

our communities. Studies show that students who miss 10 of the school year do not do well in reading and math. With that being said how are the going to compete with other students applying for college and jobs. For years we have been told when a student gets to 3rd grade this is the grade in which schools are able to determine if student will be reading on a proficient level. This is crucial, attendance counselors are critical in elementary school. We need our students in school so that they can be successful in their lives.

A few months ago chronic absenteeism in high schools were being linked to the rising gang activity in the Waterbury Area. I was greatly offended by this statement and I disagree with that. I can say when home visits are being conducted we are finding students at home due to illness, students and families dealing with mental health issues, caring for family members or home asleep because they work and did not get home until 1 am. I have parents who come to me to express their concerns about their children working after 10 pm.

I say all of this because it appears the main concerns of everyone who attended the BOE meeting, the Board of Alderman meeting and the financial committee meeting were mainly concerned about the jobs of the Behavioral Therapist, but what was not mentioned prior to me asking to speak was the job of the attendance counselor and reading clerks whose jobs will be cut as well. All jobs are important and we are all needed to help our school system great. As the BT's and others have pointed out they serve 260 students were attendance counselors 6 in elementary school and 3 in high school we serve thousands of students and families and that is not to make comparison but to say all our students and families are important to all of us who work in public education.

I respectfully ask that you review the budget and keep the attendance counselors who work hard for our students. Attendance counselors make between 28,000 to 35,000 a year. We come to work everyday and take on any challenges that face us daily. In our capacity as attendance counselors we receive no funding to provide incentives for our students who have perfect for improved attendance. A lot of times we come out of our own pockets or we reach out to the community to obtain incentives for them.

Thank you for your time.

Simona Carter

Attendance Counselor

Crosby High School

## Carrie Swain

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**From:** KAREN HARVEY  
**Sent:** Thursday, March 22, 2018 1:11 PM  
**To:** Carrie Swain  
**Subject:** Fwd: Attendance counselor budget cuts

Correspondance.

Sent from my iPad

Begin forwarded message:

**From:** DIANE KUSKOWSKI <[dkuskowski@waterbury.k12.ct.us](mailto:dkuskowski@waterbury.k12.ct.us)>  
**Date:** March 21, 2018 at 8:35:41 AM EDT  
**To:** CATHY AWWAD <[cawwad@waterbury.k12.ct.us](mailto:cawwad@waterbury.k12.ct.us)>, ELIZABETH BROWN <[ebrown@waterbury.k12.ct.us](mailto:ebrown@waterbury.k12.ct.us)>, KAREN HARVEY <[kh Harvey@waterbury.k12.ct.us](mailto:kh Harvey@waterbury.k12.ct.us)>, JUANITA HERNANDEZ <[jhernandez@waterbury.k12.ct.us](mailto:jhernandez@waterbury.k12.ct.us)>, MELISSA SERRANO ADORNO <[mserranoadorno@waterbury.k12.ct.us](mailto:mserranoadorno@waterbury.k12.ct.us)>, "CHARLES L. STANGO" <[clstango@waterbury.k12.ct.us](mailto:clstango@waterbury.k12.ct.us)>, ANN SWEENEY <[asweeney@waterbury.k12.ct.us](mailto:asweeney@waterbury.k12.ct.us)>, JOHN THERIAULT <[jtheriault@waterbury.k12.ct.us](mailto:jtheriault@waterbury.k12.ct.us)>, JASON VAN STONE <[jvanstone@waterbury.k12.ct.us](mailto:jvanstone@waterbury.k12.ct.us)>, THOMAS VAN STONE SR. <[tvastone@waterbury.k12.ct.us](mailto:tvastone@waterbury.k12.ct.us)>, Neil O'Leary <[noleary@waterburyct.org](mailto:noleary@waterburyct.org)>  
**Subject:** Attendance counselor budget cuts

Hello,

My name is Diane Kuskowski. I have been an attendance counselor for 10 years, I am reaching out to you with my concerns of possible cuts to attendance counselors. I know that you are in a tough position making these important decisions on what the city can trim from the budget in order to better our students. I wanted to give you a better idea on what attendance counselors do, and our importance to the youth of Waterbury. When a student misses school, the most important thing is to figure out the why. Why aren't they coming to school? When we do home visits, we find students who are taking care of their siblings because their parents are at work. We find students left home alone at young ages because their parent have gone on vacation. We find students who are scared to come to school because they are being bullied, or don't have clean clothes. We then work with police, 211, state agencies to help these families. We buy them clothes, we go to their extra curricular activities. We go above and beyond to help the youth of Waterbury. We set up meetings with parents, we do home visits alone in the worst sections of Waterbury. We do whatever it takes to get the parents involved, or at least hold them accountable.

Chronic absenteeism is a huge issue in Waterbury. Stastically without intervention a student in an urban district will miss 25 days of school starting in Kindergarten. By the time they get to 3rd grade they will have missed so much school they will be on a 1st grade reading level. As you know 3rd grade is their first state testing year. I know the main focus is bringing up test scores. This isn't going to happen if 3rd graders can't read. Also, schools get extra points on SBAC for having a certain percentage rating. Chronic attendance is also on the school improvement plan. I recently had a significant surgery and I was on medical leave for 6 weeks. I bring this up because when I began my leave my K-8 schools were at 9% chronic attendance. When my leave ended, I came back to 16%. That's a 7% increase in 6 weeks. Imagine what the entire school

year would look like.

Which brings up another factor. The proposed cut is to elementary schools, what about K-8 schools with middle schools attached?

One last thing is numbers. We are 10 month employees who the most we make is 35k. Some don't even make that. We only work the days school is in session. We don't work any days before the school year starts or ends. We don't work or get paid for any PD days. We do not get paid snow days or school vacations.

I thank you greatly for listening to my concerns.

Diane Kuskowski  
Attendance Counselor

## Carrie Swain

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**From:** KAREN HARVEY  
**Sent:** Thursday, March 22, 2018 1:13 PM  
**To:** Carrie Swain  
**Subject:** Fwd: ABA program

Correspondence

Sent from my iPad

Begin forwarded message:

**From:** Barbara Carlson <[barbjeanc@comcast.net](mailto:barbjeanc@comcast.net)>  
**Date:** March 15, 2018 at 3:41:31 PM EDT  
**To:** <[Kharvey@waterbury.k12.ct.us](mailto:Kharvey@waterbury.k12.ct.us)>  
**Subject:** Fwd: ABA program

EXTERNAL MAIL

Barbara Carlson

----- Forwarded message -----

From: Barbara Carlson <[barbjeanc@comcast.net](mailto:barbjeanc@comcast.net)>  
Date: Mar 15, 2018 3:39 PM  
Subject: ABA program  
To: [NOLeary@waterburyct.org](mailto:NOLeary@waterburyct.org)  
Cc: [tleclerc@waterbury.k12.ct.us](mailto:tleclerc@waterbury.k12.ct.us)

I have recently been informed of an impending proposal to discontinue the contract with the Behavior Therapists that are currently working with our Special Education Children in the ABA program in the Waterbury School System.

Horrible idea.

These professionals have years invested in the success of our children. The proof of that is in the ability of these children to achieve goals and build on skills that these Behavior Therapists have worked tirelessly to successfully facilitate. There is a trust that these children have acquired through the continuity of care and support that is provided by these familiar faces. That is not accomplished overnight. It takes time and effort. Denying these children their tools for success, these familiar Behavior Therapists is wrong. The time it will take for our children to adapt to such huge changes in their educational lives would be a huge disruption and could reasonably have a negative impact on their ability to maintain their skills, not to mention enhancing them. The best interests of these students should far outweigh anything else. Wouldn't you agree?

Thank you,

Barbara Carlson



## Carrie Swain

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**From:** MIKE CHRISTIANO  
**Sent:** Sunday, March 25, 2018 6:57 PM  
**To:** 1 Board of Ed  
**Subject:** concerns

Dear Commissioners

My name is Michael Christiano and I am a lifelong resident and TAXPAYER of our fine city. I have been employed as a Behavioral Therapist in The Waterbury Autism Program for 14 years, about 2 months after this program began. I am proud of that.

I am writing this board hoping that the move to possibly privatizing The Behavioral Therapist position does not occur. Privatizing will, WITHOUT A DOUBT hinder the progress of our special students. Familiar faces would be gone and the trust we have established and worked so very hard on would be thrown away. The bond with our students and their families would fade. Behaviors long extinguished could soon resurface.

The Waterbury Republican printed an article on Wednesday, May 21 stating that attendance in our program could be an issue. I would like to respond to that stating that as of the first 125 days of school, I have been present for 124 of them. Needless to say there are MANY OTHERS like me. I do not stand alone!

Our students are special to us in so many ways. I could not possibly list them all. We provide so much to them. We have ALWAYS put their needs well ahead of our own. We are hard working and see success every day. We also make mistakes. We learn from them. We are a TEAM in every sense of the word. I know that even after the "toughest" of days that when the alarm clock rings the next morning, we roll up our sleeves and get right back into it. We DO NOT QUIT OR WALK AWAY.

I do not hang my head when I tell people I work and live in this great city. I was raised here and CHOSE to raise my family here. I have 3 children, one of which starts college this fall. I am from Waterbury and proud. I hope than when this is all said and done, I feel the same way. PLEASE ALLOW US TO BE PART OF THE SOLUTION. I gladly welcome your feedback. Thanks, Mike Christiano

## Carrie Swain

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**From:** KAREN HARVEY  
**Sent:** Tuesday, March 27, 2018 11:33 AM  
**To:** Carrie Swain  
**Subject:** Fwd: Education Budget Cuts/ Attendance Counselors

Hi Carrie - Correspondence. Karen

Sent from my iPad

Begin forwarded message:

**From:** STACEY IRIZARRY <[sirizarry@waterbury.k12.ct.us](mailto:sirizarry@waterbury.k12.ct.us)>  
**Date:** March 27, 2018 at 11:31:30 AM EDT  
**To:** Neil O'Leary <[noleary@waterburyct.org](mailto:noleary@waterburyct.org)>, CATHY AWWAD <[cawwad@waterbury.k12.ct.us](mailto:cawwad@waterbury.k12.ct.us)>, ELIZABETH BROWN <[ebrown@waterbury.k12.ct.us](mailto:ebrown@waterbury.k12.ct.us)>, KAREN HARVEY <[khharvey@waterbury.k12.ct.us](mailto:khharvey@waterbury.k12.ct.us)>, JUANITA HERNANDEZ <[jhernandez@waterbury.k12.ct.us](mailto:jhernandez@waterbury.k12.ct.us)>, MELISSA SERRANO ADORNO <[mserranoadorno@waterbury.k12.ct.us](mailto:mserranoadorno@waterbury.k12.ct.us)>, "CHARLES L. STANGO" <[clstango@waterbury.k12.ct.us](mailto:clstango@waterbury.k12.ct.us)>, ANN SWEENEY <[asweeney@waterbury.k12.ct.us](mailto:asweeney@waterbury.k12.ct.us)>, JOHN THERIAULT <[jtheriault@waterbury.k12.ct.us](mailto:jtheriault@waterbury.k12.ct.us)>, JASON VAN STONE <[jvanstone@waterbury.k12.ct.us](mailto:jvanstone@waterbury.k12.ct.us)>, THOMAS VAN STONE SR. <[tvanstone@waterbury.k12.ct.us](mailto:tvanstone@waterbury.k12.ct.us)>  
**Subject:** Education Budget Cuts/ Attendance Counselors

Good afternoon,

My name is Stacey Irizarry and I have been an attendance counselor for 6 years. I am writing to you out of concern for the potential job cuts that are being considered, especially the elementary school attendance counselors. After attending the board of education meeting, my concerns were not put to rest considering the motion was passed and there is already a plan in place on who will take over the attendance counselor's duties.

We add tremendous value to the school system and it is the belief of many and not just the attendance counselors that we are essential to the student's success. Teachers, principals, parent liaisons, and all other support staff already have their hands full. Burdening them with this task will only take away from the many great things they will be able to accomplish.

The measures we are enforced to take hold parents and students accountable for their attendance and academic success. Parent Liaisons are here to bridge the gap between the the parents and the schools. Giving them this task on top of their many duties will only widen that gap. The proof of that is in the letters that have to be sent home. They are not friendly. In fact, we receive many complaints from parents about the wording of those letters. They mention , DCF, Waterbury Youth Services, retention, and the Community Relations Officer. On a regular basis we encounter parents that become very guarded when asked about their child's absences. Going to the home to discuss attendance usually produces the same result. But never the less, we get the job done.

We also engage students to improve attendance.

During our CAT meetings we come up with plans and incentives to encourage perfect and improved attendance. Examples include the attendance drive-thru where we give parents who have dropped their children off on time treats, coupons for Texas Roadhouse, and information about attendance. We also

give the students who are coming off the bus coupons from Texas Roadhouse. We were even able to get their mascot Andy the Armadillo to hand it out to the children. We have incentives that include the parents so we commend them for getting the children into school everyday. We have incentives for class wide attendance goals. All of which have changed some of our most chronically absent students attendance habits for the better. These occasional incentives are not covered by a budget given to us. We creatively come up with free solutions or inexpensive prizes generously provided by our principals.

I keep hearing and reading that the reason for the cuts is to put more money back into the classroom. Without the attendance counselors, there won't be many students in the classroom to benefit from that money.

*Slacey Grizarry*

Attendance Counselor

A-Day- Wendell Cross (203) 574-8171

B-Day- Maloney (203) 574-8162

C-Day- Rotella (203) 574-8168

D-Day- Waterbury Career Academy (203) 574-6000 Ext. 7258

E-Day- Gilmartin (203) 574-8175

[SIrizarry@waterbury.k12.ct.us](mailto:SIrizarry@waterbury.k12.ct.us)

## Carrie Swain

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**From:** Joan Cavalari  
**Sent:** Wednesday, March 28, 2018 2:02 PM  
**To:** 1 Board of Ed  
**Subject:** ABA Program

Dear Members of the Board of Education,

My name is Joan Cavalari. I am a Behavior Therapist in the ABA program at Generali School. I have been employed by the City of Waterbury for the past 9 years. Through the years I have seen many changes take place in this program. The most important one is the insignificant number of staff to the ever increasing number of students in the program. Even with that, the program has been successful due to the dedicated staff. Our education, training and experience has led to the success of this program. To change this program with young, less educated, and inexperienced people would lead to a decline in this program.

I realize the city need to save money. I also know that the \$456,000 is a small price to save on these services for the most vulnerable of the student population. There is no price you can place on these children. They are priceless.

Sincerely,  
Joan Cavalari

ACES

**TO: All Board Members**  
**FROM: Tom Danehy**  
**DATE: March 28, 2018**  
**RE: Governing Board Update**

**ACES Gala:** We had another successful year with the ACES Foundation Gala with 350 attendees raising about \$115,000 with a net of about \$90,000. The 15<sup>th</sup> Annual Gala honored Peter Young, ACES' first Executive Director for over 30 years; Roger Joyce, CEO of Bilco Company; and Drew Gambardella, student from Whitney High School East. Proceeds are used each year for teachers and staff members to write grant applications which are approved by the Foundation Board in June. There are countless people to thank in this work from corporate sponsors to staff, retirees, and community members who donated silent and live auction items. We thank them all.

**Teaching and Learning:** Our schools will be closed tomorrow for students while staff and teachers have a professional development day. Over the past few years for this March PD Day we have been running DIY – 'Do It Yourself' professional development sessions wherein staff submit a proposal to the PDEC Committee for themselves or teams to learn about topics and skills pertinent to their respective teaching or practice. This day, in conjunction with others throughout the year is designed to allow for self-selection on a variety of topics and complements other professional development provided by individual school or programs throughout the year.

**Facilities:** I have invited David Stein from Silver Petrucelli and Tim Gunn for our Facilities unit to come to the April Board meeting with an update on the Leeder Hill project.

We have also been looking at St. Stephen's School on Ridge Road as possible space that could be used to house some lower elementary grade, Mill Road School students so that students from the ASPIRE program can have better learning spaces from their present space in New Haven where their lease is ending. The ASPIRE program is an alternative middle school program for New Haven students.

**Legislative Happenings:** The legislative season ends on the first Monday in May this year. One of the bills that would have been beneficial to districts is reducing the excess cost grant on special education placements from 4 ½ times per pupil average to 2 ½ times per pupil average. Regretfully, the Bill died. We are still hopeful among the RESCs that there will be positive changes to the fingerprinting bill to allow for RESCs to use the old model for taking fingerprints.

**Fiscal Matters and Budget Preparation:** Our audit for the year ending June 30, 2017 will hopefully be completed in April. The budgets are online at ACES.org and we have added the Thomas Edison budget which was approved by its Steering Committee last week with a surplus of \$633. We are working through a few budget reductions in management areas and will have them available in our April meeting.

**Status of Wintergreen Magnet School:** We are awaiting Hamden's report with recommendations and how that may impact Wintergreen. We are also looking at ways to reduce its budget out of deficit.

**New Haven Superintendent and Transition Team:** I will be attending transition meetings with the new Superintendent of Schools in New Haven as she unveils her plans and gets community input over the next few months.

**Communication Audit:** Our Design Plan's Bold Step Four group met this afternoon to discuss outcomes and recommendations from the Communications Audit we conducted. In the audit, 233 employees of our 944 responded to an online survey, then 90 employees met with facilitators in focus groups after which interviews were held with three people. Our scores on the survey regarding Employee Satisfaction with Communication was 3.5 out of 5 where national averages range from a low of 3.0 and a high of 4.1. In the area of Perceptions of the Agency on Communication, the survey score was 3.6 of 5 with the national range being between 2.9 on the low end and 4.1 on the high end. And in the Agency Living and Working category we scored 3.7 in a national range as noted above.

The recommendations report as well as the entire study report are attached herewith. While the recommendations provide support for more resources to be allocated to the platform, not all twelve will be able to be completed in one year. Furthermore, the full report includes various items about which we should be proud and definitely concerns which serve as a wake-up call and we need to address. We will continue this work in the upcoming months and we could surely use support in budget approval on the Marketing and Outreach platform.

**Salary and Pay Increases:** On the April Agenda there may be two possible motions related to increases of our substitute pay rates which include sub pay for teachers moving from our present rate of \$65 to higher rates starting at \$85 per day and up. There are also proposed increases for nurses and aides as well as Executive Leadership Team members other than me. The salary increase range nationwide is around 3%, especially with the unemployment numbers as low as they have been recently. I have comparison salaries for other districts too. Please let me know if you have any questions.

**Upcoming Dates:**

**April 2, 11:30AM:** Expulsion Hearing, 205 Skiff Street

**April 12, 11:00AM:** Finance Committee Meeting, 205 Skiff Street

**April 12, 12:00PM:** Regular Board Meeting, 205 Skiff Street, Hamden

## Carrie Swain

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**From:** Theresa DeMars <CABE@embrams-mail.com>  
**Sent:** Friday, March 30, 2018 7:00 AM  
**To:** Carrie Swain  
**Subject:** CABE Policy Highlights 3-30-2018  
**Attachments:** March 30 2018.pdf

### EXTERNAL MAIL



Hello,

Attached you will find *CABE's Policy Highlights Publication* for **March 30, 2018**. Policy Highlights are designed to contain informative topics of interest for your district.

Please feel free to contact the Policy Department at 860-571-7446 with any questions or concerns.

The publication is attached as a PDF file. You will need Adobe Acrobat Reader which is available by [clicking here](#).

To unsubscribe to this publication, please email Terry DeMars at [tdemars@cabe.org](mailto:tdemars@cabe.org) and state that you would like to unsubscribe from Policy Highlights.

**Connecticut Association of Boards of Education**  
81 Wolcott Hill Road  
Wethersfield, CT 06109  
Phone 860-571-7446 ~ Fax 860-571-7452



# Connecticut Association of Boards of Education

*Vincent A. Mustaro, Senior Staff Associate for Policy Services*

## PRESENTS POLICY HIGHLIGHTS

March 30, 2018

Volume 17 – Issue #20

**Civility on School Property:** Much attention has been given to the issue of preventing bullying. School districts need to continue their efforts to improve the social climate within our schools. Policies in a number of areas, in addition to bullying, impact the issue of achieving the desired moral and ethical climate desired in our schools. These additional policy areas include, but are not limited to, policies pertaining to nondiscrimination, suspension and expulsion, conduct, violent and aggressive behavior, sexual harassment, racial harassment, and equal educational opportunity. Samples are available upon request from CABE.

In today's society there is an increasingly common "in-your-face" model of dealing with conflict. The media and popular culture seem to exemplify the angry argument as the model of communication. However, it is possible for people to disagree but to do it civilly. This could enhance the safe, nurturing culture in the school environment. Therefore, it is appropriate that school districts consider a policy pertaining to civility that provides ground rules for communication among teachers, parents and students.

School districts are required to prepare a safe school climate plan pertaining to the elimination of bullying behavior in the school setting through the overall improvement of school climate. As an extension of this effort and as part of the effort to improve school climate, boards may want to consider a policies pertaining to civility and civil discourse. Safety policies and plans are designed to respond to crisis situations involving violent behavior or natural emergencies. Incidents occur in schools also which involve parents or other members of the community that do not rise to the level of behavior requiring the activation of the district's or school's safety or crisis management plan. Such behavior, however, may involve hostile and/or aggressive actions.

A board of education has every right to expect civility, civil discourse, respect, and orderly conduct among all individuals on school property or at school events. A powerful example is set for the student population when the district indicates that it expects mutual respect, civility and orderly conduct from the adults with whom the district interacts. A civility policy may be used as a preventative measure to stop or curb incidents of violent or hostile behavior by adults before they become a problem. Such a policy could apply to both school employees and to adult patrons of the school community. A civil discourse policy promotes the district's desire to model the desired interaction among all facets of the school community

Boards of education and their employees, through their actions, should be role models of the desired behavior and civil discourse. Board bylaws related to methods of operation will help ensure the appropriate orderly conduct. The premise of such a policy is that schools must be safe, and even when people disagree, they can do so with an air of civility to each other.



This is an important message for the students in our schools, especially in light of the current political climate in our nation. All too often in schools we see examples of loud disruptive behavior by adults and verbally abusive attacks directed toward board members, school administrators and staff. Such incidents impact staff morale. Therefore, the purpose of a civility policy is to promote mutual respect, civility, civil discourse and orderly conduct among board members, district employees, parents and the public. Moreover, through such a policy the board encourages positive communication and discourages volatile, hostile or aggressive actions.

School boards, through C.G.S. 10-221, are given the authority to “prescribe rules for the management, studies, classification and discipline of the public schools.” The same statute indicates that boards of education have the responsibility for the care, maintenance, and operation of buildings, lands, apparatus and other property used for school purposes. Members of the public are subject to the reasonable rules and policies of the board while in attendance at school events and in and on school facilities.

It is reasonable for a school board to ask its employees and patrons to act civilly toward each other when discussing education concerns and other issues. The primary function of the schools is to educate the children. An effective way to perform this vital function is in an environment free of and from interference with teaching the students. Civility is part of that education; it should be practiced by and expected from school employees and members of the community.

**Policy Implications:** Policy #1316, “Conduct on School Property,” pertains to this topic of civility on school property. This policy has been one of CABE’s sample policies since the time former Commissioner of Education Theodore Sergi requested school districts to work harder on improving the social climate within our schools, over a decade ago. It has been updated and some new models have also been prepared.

In addition, a new policy has been prepared, related to this topic, which specifically addresses the issue of civil discourse. This was developed in relation to CABE’s adopted resolution. This is policy #1316.3, “Promoting Civil Discourse,” which is available upon request.

**Weather Impacting School Calendars:** Recent inclement weather has necessitated the closing of school or the shortening of the school day on several occasions during the current school year. This is impacting school calendars.

Schools are required by state law to be in session for at least 180 days per school year. Some districts have voluntarily adopted a calendar with more than this required amount. The number of school closings thus far may make it necessary for districts to modify their adopted school-year calendar to comply with the 180 day minimum requirement. In making modifications, districts must be aware that state law prohibits scheduling school sessions held on Saturdays or Sundays. Also, law prohibits making up lost time by extending the hours of the school day. Schools may be in session on legal holidays, provided a suitable nonsectarian educational program is held in observance of the holiday. However, schools may not be in session on those legal holidays that are in December or January.

The State Department of Education (SDE) is permitted by statute to modify the school calendar to contain fewer than the 180 day requirement due to “unavoidable emergency.” However, Commissioner Wentzell has advised superintendents that school closures due to inclement weather generally will not constitute unavoidable emergencies because school closures have occurred early enough in the school year to allow districts to make up the lost days.

The establishment of a date for graduation is also impacted by lost school days due to the weather. As a general rule, because school must be in session for at least 180 days, graduation may not be held until this requirement is met. C.G.S. 10-16l provides an exception to this rule. It provides that boards of education, at the beginning of the school year, may adopt a school calendar with a specified graduation date provided the calendar contains at least 185 dates. "Graduation may then be held on the specified graduation date, regardless of the number of school closings that occur during the school year. If a school has not been in session for at least 180 days at the time of graduation, however, seniors would be required to return to school after graduation to complete the 180 required school days."

Another exception allows a district after April 1 to establish a graduation date that would provide for 180 school days if graduation were held on the established date. If, after this date is set and inclement weather or another emergency necessitates the closing of school, graduation can be held on the designated day. However, as above, if the 180 day requirement has not been met, seniors are required to return to school after the graduation to fulfill the 180 day required school days.

Districts may also need to address their bargaining unit agreements when modifying their school calendar.

Source: "School Closures and the School Calendar," by Commissioner of Education Dr. Dianna R. Wentzell, in a memorandum sent to Superintendents of Schools, March 15, 2018.

**Policy Implications:** The policy pertaining to the school calendar and graduation date is #6111, "School Calendar." This is considered an optional policy for inclusion in a district's policy manual.

## Carrie Swain

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**From:** Jennifer Way  
**Sent:** Sunday, April 01, 2018 7:34 PM  
**To:** 1 Board of Ed  
**Subject:** A Letter with concerns for Waterbury ABA Program

**Importance:** High

Monday April 2, 2018

Dear Board of Education Members,

My name is Jennifer Way and I am a Behavioral Therapist. I have been with the ABA Program for 13 years. I am writing this letter with questions and concerns I have about the changes being presented about the ABA Program.

To quote a parent of one of our students, "Our students are not only Autistic they are Autistic!" This is true on so many levels, just like they are on the spectrum. Our children face daily challenges that many people don't understand. We as Behavioral Therapist work extremely hard to create a bond with our students, which may take months depending on the student, to help them overcome these daily challenges. The bonds we create with our students are part of the backbone to their success.

Change, even the slightest change is challenging for someone with Autism. To make this dramatic of a change will be detrimental to our students. I am worried the hard work and progress that our students have made will all go out the window. That our students will regress back to old behaviors we have extinguished and that all that has been learned will have to be retaught. This benefits no one especially our students, some who have an unstructured home lives and the only consistency they have is us.

As Behavioral Therapist we have daily interactions with all of the students in our program. We have created a structured, positive, and safe environment for our students to thrive in. Even on their worst day we always find a way to turn it around and end it positively. Just to see a smile on our students faces helps to ease the struggles we know they deal with every day.

I just don't understand how you can make such dramatic cuts to our most vulnerable students? How can you expect these kids to continue to make progress when change is their biggest challenge? Can we as employees of the same city sit down and have a conversation about our kids, how change affects them, what we as Behavioral Therapist are willing to do to keep our jobs and to continue to service our Autistic children to the best of our ability?

Thank you for taking the time to read my email and I hope we have the opportunity to sit down with you and have an open conversation.

Sincerely,  
Jennifer Way  
Behavioral Therapist  
ABA Program