

Sprague Elementary School



Vision Statement

Our vision is for children to learn in a caring environment in which they are held to high expectations and supported academically, behaviorally and socially so all students can reach their greatest potential.

Board of Education Workshop
March 10, 2016

CAT – Chronic Absenteeism Team

- **Tier 1 strategies** – class with the best attendance monthly at each grade level has their class picture displayed on bulletin board
 - > Pre-K: Attendance score card
 - > Kindergarten & Grade 1: High Five Club
 - > Grades 2 – 5: Perfect Punctuality
- **Tier 2 strategies** – lunch bunch groups
- **Tier 3 strategies** – members of the team check in daily with students



Governance Council



- Active council that meets monthly
- 2 community members – Pastor Lijo Thomas (First of Assembly of God) and Angela Holmes (Waterbury Hospital – Community Outreach Coordinator)
- Council has met with Mrs. Marold, updated parent policy, reviewed student achievement data and the school improvement plan

PBIS – Positive Behavior and Intervention Support Team

Sprague Eagles **SOAR**

Safe

Organized

Achieve

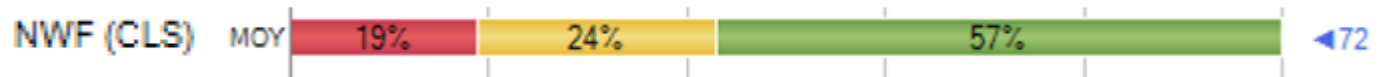
Respectful

- Team reviews data, interventions in place for students
- Monthly rewards planned
- Suspension data –
 - > 2014 – Feb. 2015: 54 suspensions
 - > 2015 – Feb. 2016: 29 suspensions

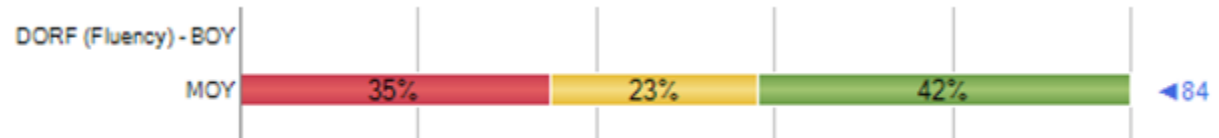


ELA – MOY Data

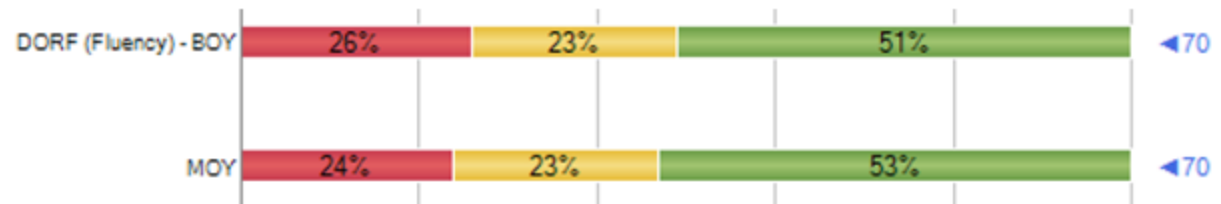
- Kindergarten



- Grade 1

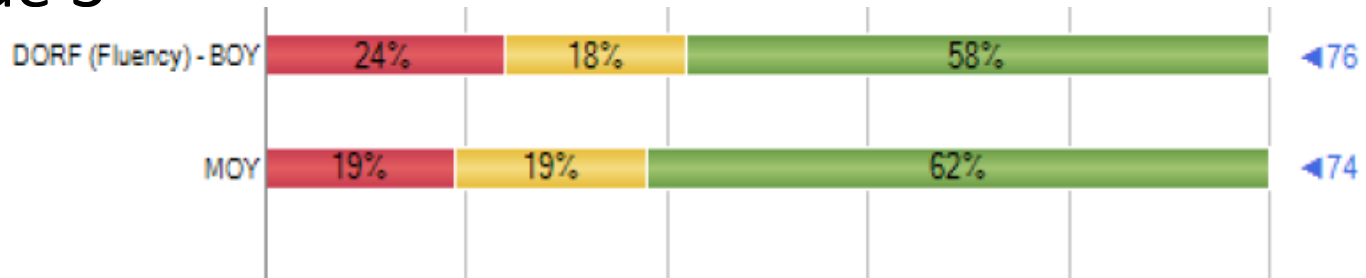


- Grade 2

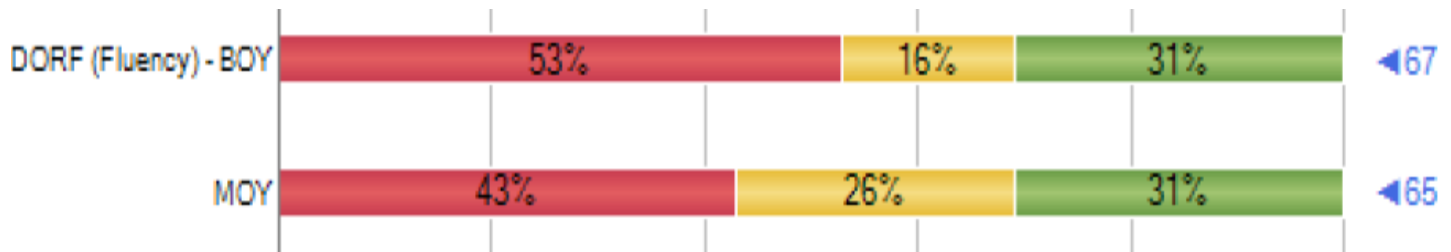


ELA – MOY Data

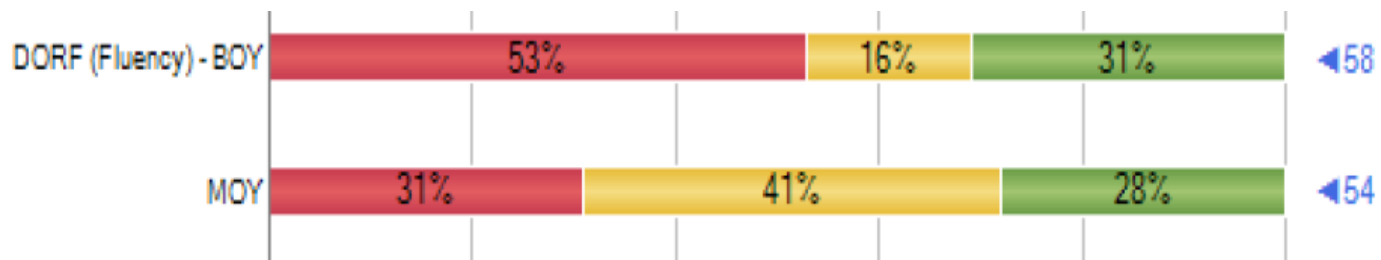
- Grade 3



- Grade 4



- Grade 5





Math



- District Assessment Test
 - > 2 per marking period
- DAT 1 – 4
 - > 73% growth at mid year
- Exemplar rubric
 - > Novice, Apprentice, Practitioner, Expert

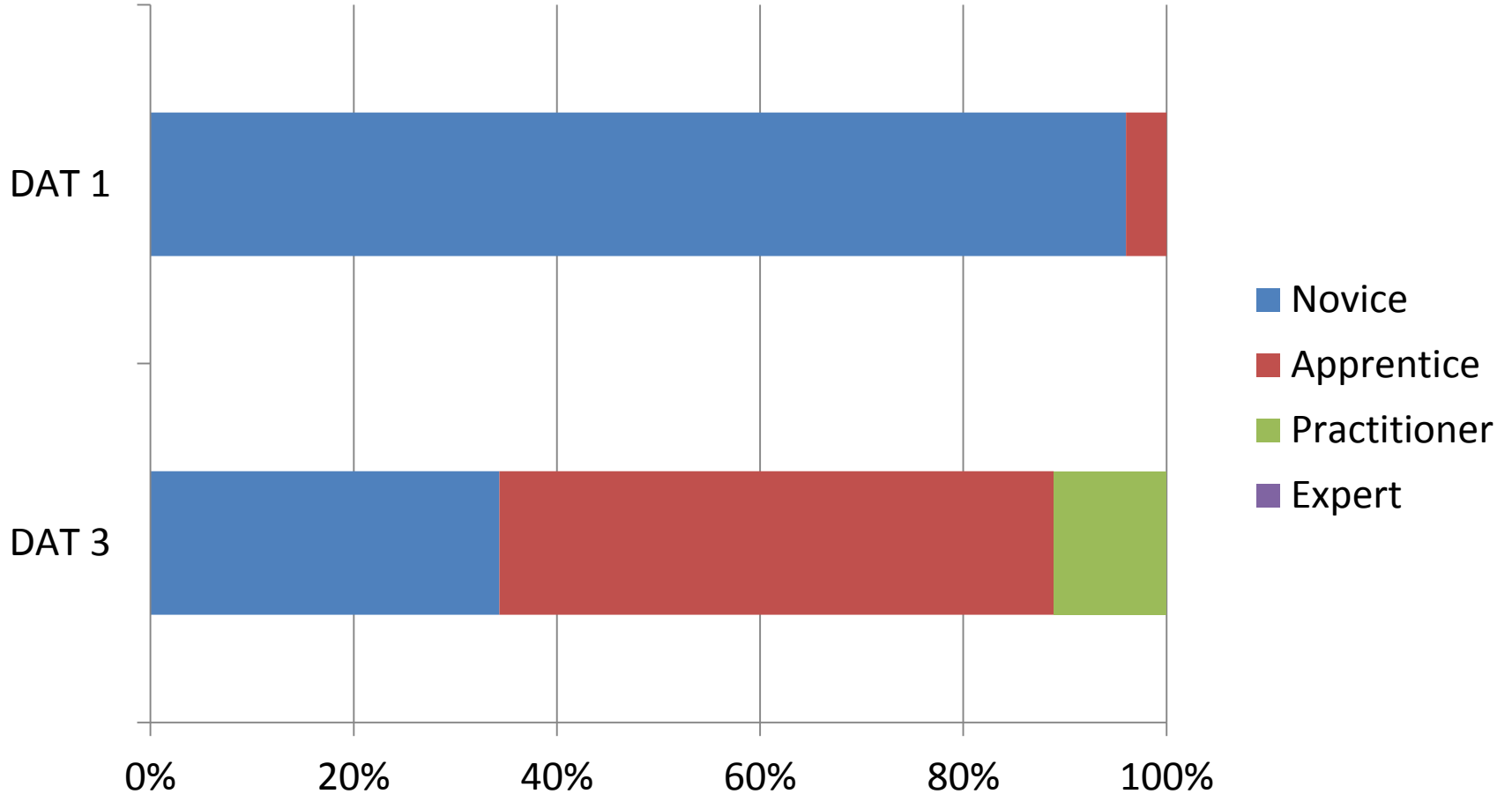
Standards-Based Math Rubric

	Problem Solving	Reasoning and Proof	Communication	Connections	Representation
Novice	No strategy is chosen, or a strategy is chosen that will not lead to a solution. Little or no evidence of engagement in the task is present.	Arguments are made with no mathematical basis. No correct reasoning nor justification for reasoning is present.	No awareness of audience or purpose is communicated. No formal mathematical terms or symbolic notations are evident.	No connections are made or connections are mathematically or contextually irrelevant.	No attempt is made to construct a mathematical representation.
Apprentice	A partially correct strategy is chosen, or a correct strategy for only solving part of the task is chosen. Evidence of drawing on some relevant previous knowledge is present, showing some relevant engagement in the task.	Arguments are made with some mathematical basis. Some correct reasoning or justification for reasoning is present.	Some awareness of audience or purpose is communicated. Some communication of an approach is evident through verbal / written accounts and explanations. An attempt is made to use formal math language. One formal math term or symbolic notation is evident.	A mathematical connection is attempted but is partially incorrect or lacks contextual relevance.	An attempt is made to construct a mathematical representation to record and communicate problem solving but is not accurate.

Standards-Based Math Rubric (cont.)

	Problem Solving	Reasoning and Proof	Communication	Connections	Representation
Practitioner	A correct strategy is chosen based on the mathematical situation in the task. Planning or monitoring of strategy is evident. Evidence of solidifying prior knowledge and applying it to the problem-solving situation is present. <i>Note: The Practitioner must achieve a correct answer.</i>	Arguments are constructed with adequate mathematical basis. A systematic approach and / or justification of correct reasoning is present.	A sense of audience or purpose is communicated. Communication of an approach is evident through a methodical, organized, coherent, sequenced and labeled response. Formal math language is used to share and clarify ideas. At least two formal math terms or symbolic notations are evident, in any combination.	A mathematical connection is made. Proper contexts are identified that link both the mathematics and the situation in the task. Some examples may include one or more of the following: - clarification of the mathematical or situational context of the task - exploration of mathematical phenomenon in the context of the broader topic in which the task is situated - noting patterns, structures and regularities	An appropriate and accurate mathematical representation(s) is constructed and refined to solve problems or portray solutions.
Expert	An efficient strategy is chosen and progress towards a solution is evaluated. Adjustments in strategy, if necessary, are made along the way, and / or alternative strategies are considered. Evidence of analyzing the situation in mathematical terms and extending prior knowledge is present. <i>Note: The Expert must achieve a correct answer.</i>	Deductive arguments are used to justify decisions and may result in formal proofs. Evidence is used to justify and support decisions made and conclusions reached.	A sense of audience and purpose is communicated. Communication at the Practitioner level is achieved, and communication of argument is supported by mathematical properties. Formal math language and symbolic notation is used to consolidate math thinking and to communicate ideas. At least one of the math terms or symbolic notations is beyond grade level.	Mathematical connections are used to extend the solution to other mathematics or to a deeper understanding of the mathematics in the task. Some examples may include one or more of the following: - testing and accepting or rejecting of a hypothesis or conjecture - explanation of phenomenon - generalizing and extending the solution to other cases	An appropriate mathematical representation(s) is constructed to analyze relationships, extend thinking and clarify or interpret phenomenon.

Kindergarten



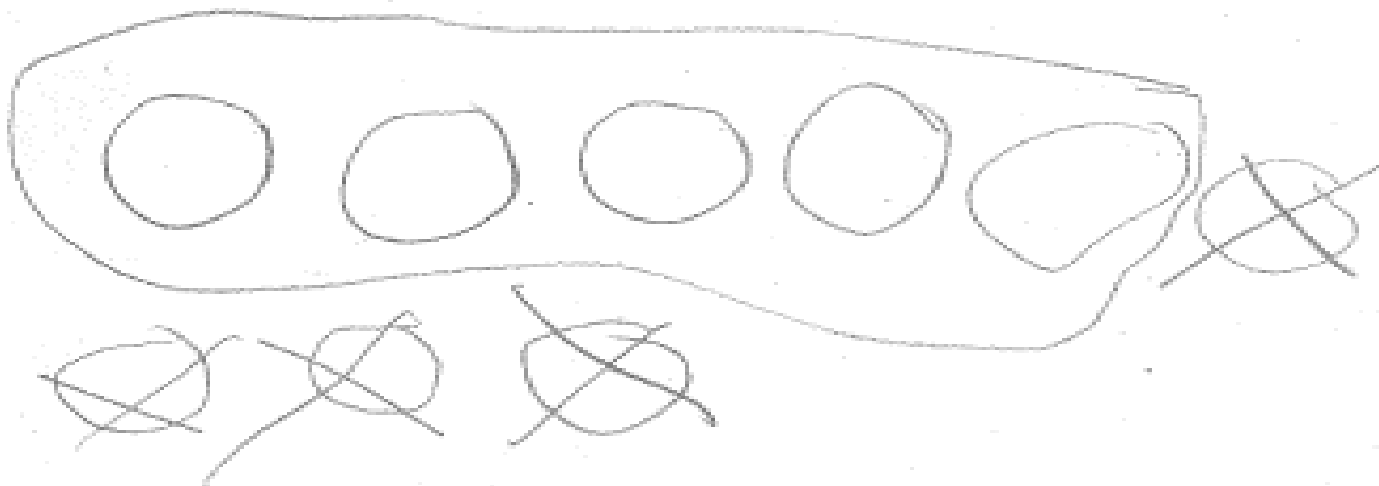
Kindergarten District Assessment Task

Name: _

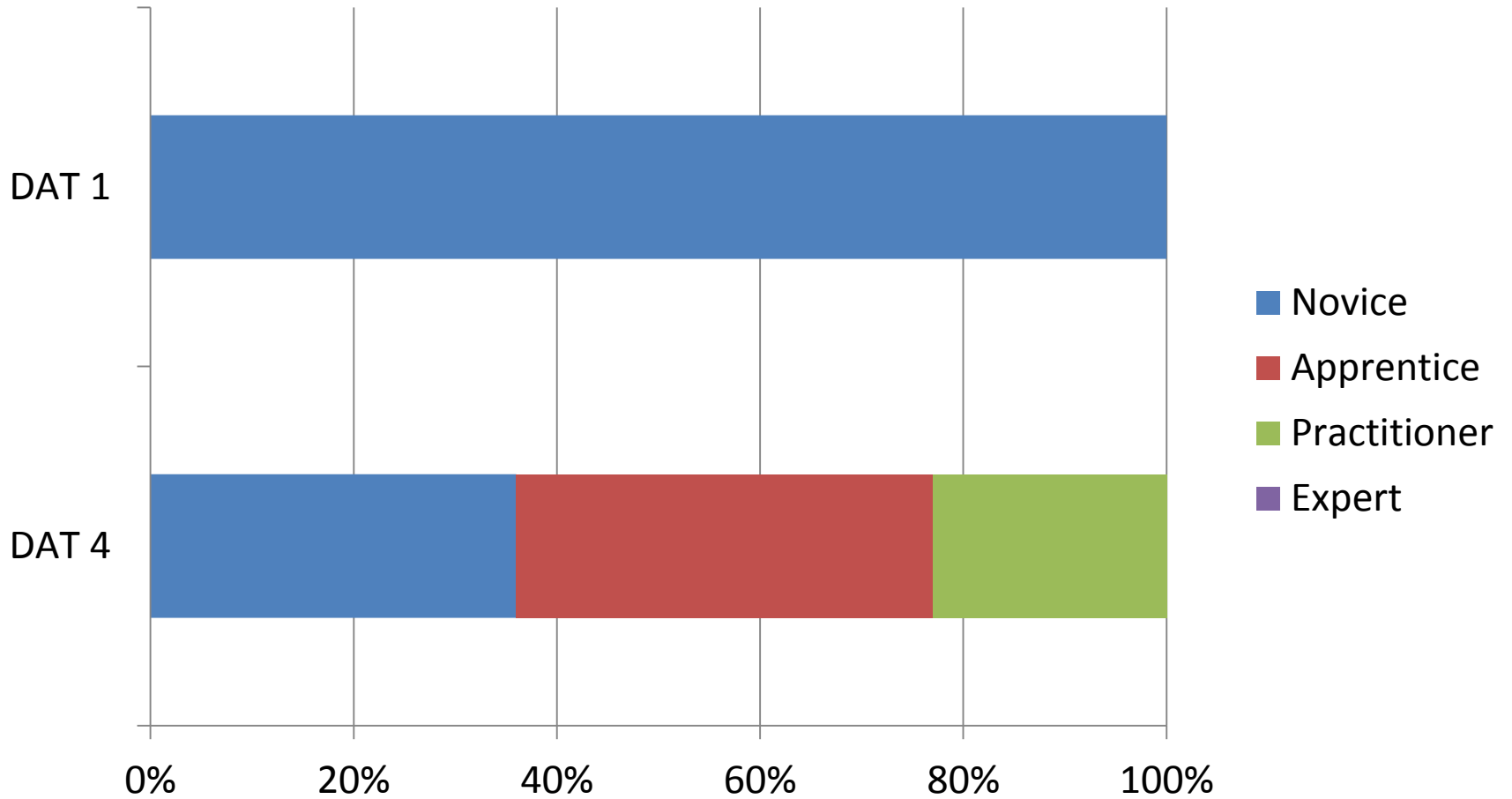
Cookies in a Jar

Mom puts 9 cookies in a jar. Max eats 4 of the cookies. How many cookies are left in the jar? Show and tell how you know.

$$9 - 4 = 5$$



Grade 1



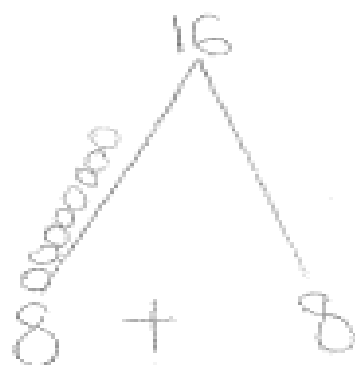
Grade 1 District Assessment Task

Name: _____

Toy Box

Jose has sixteen toys in his toy box. Jose took eight toys out of his toy box. Jose says he now has seven toys in his toy box. Is Jose correct? Show your mathematical thinking.

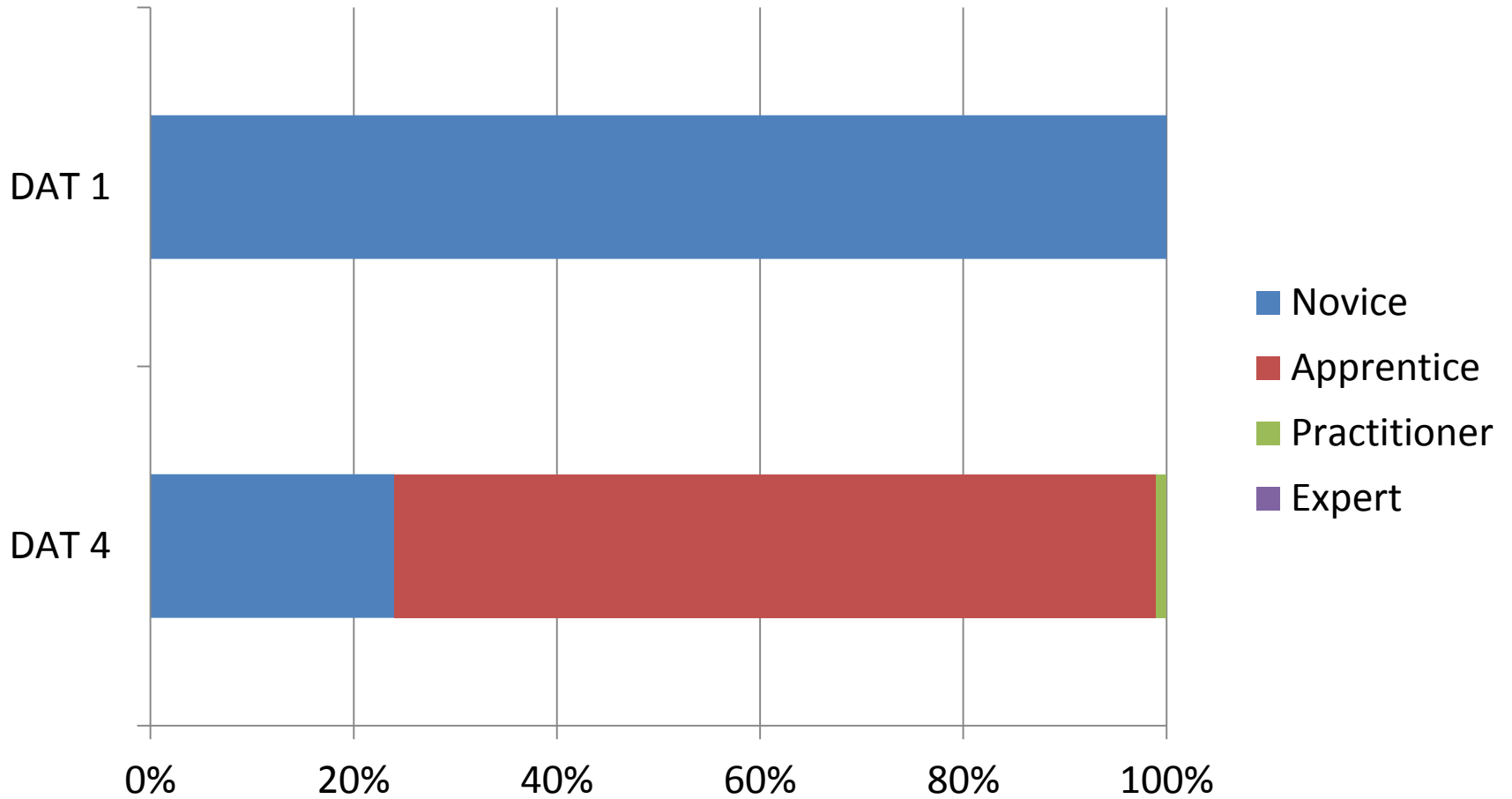
$$16 - 8 = \boxed{8}$$



$$8 + \boxed{8} = 16$$

My strategy is a equation and a number bond.

Grade 2



Grade 2 District Assessment Task

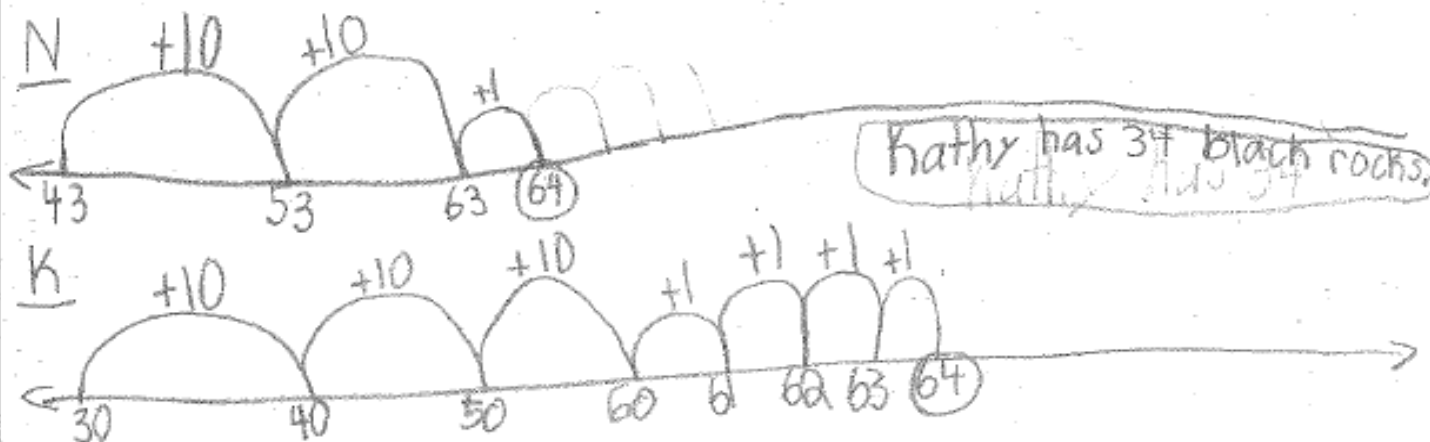
Rock Collecting

Ned collects forty-three white rocks and twenty-one black rocks in the woods. Kathy collects thirty white rocks and some black rocks in the woods. Kathy shows her rocks to Ned. Ned says, "We have the same number of rocks!" How many black rocks does Kathy collect in the woods? Show all your mathematical thinking.

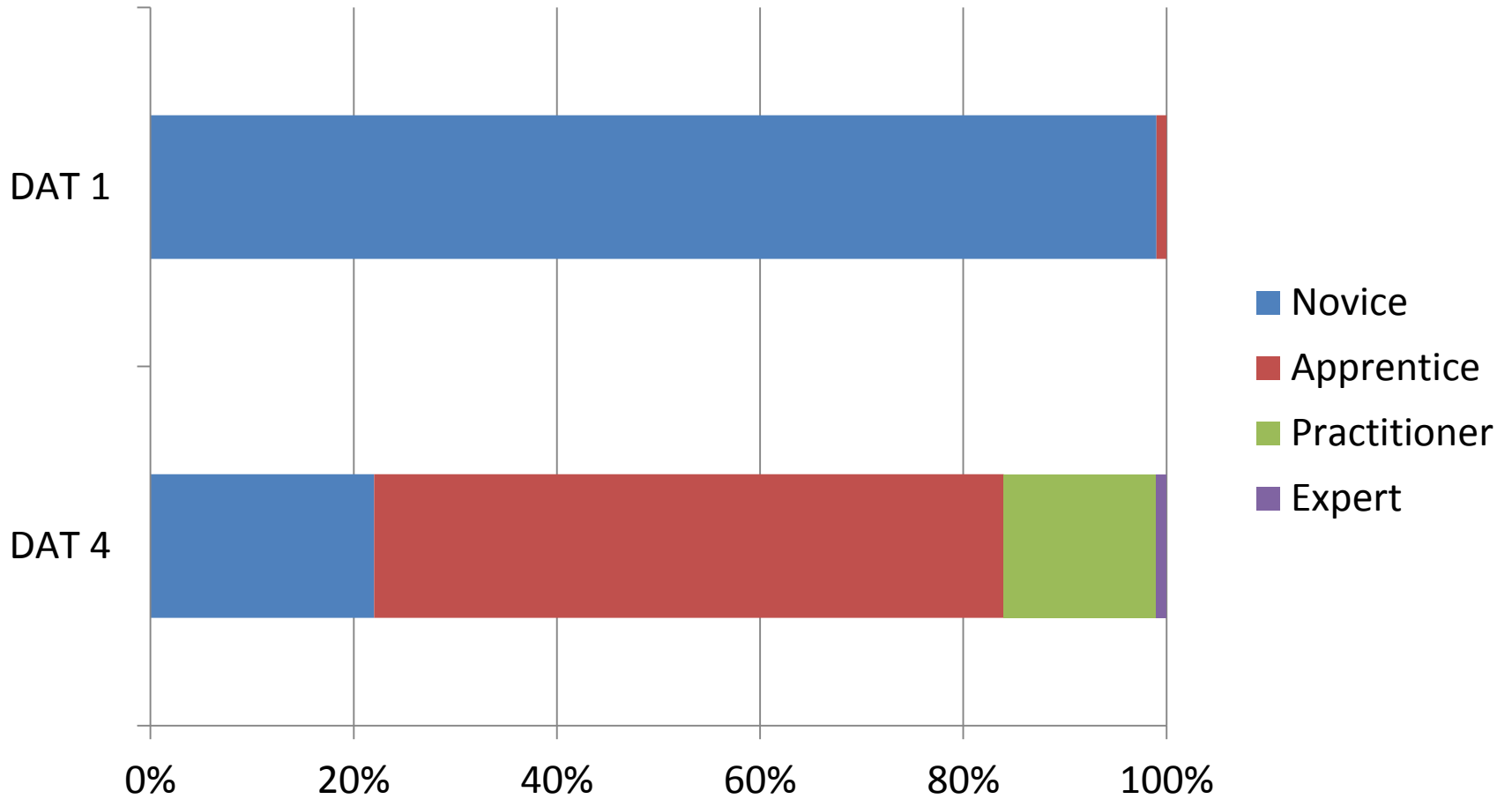
I need to find out how many black rocks Kathy collects. I will use a number line and tens and ones.

W 43 + 21 = 64
K 30 + 34 = 64

Kathy has 34 black rocks.



Grade 3

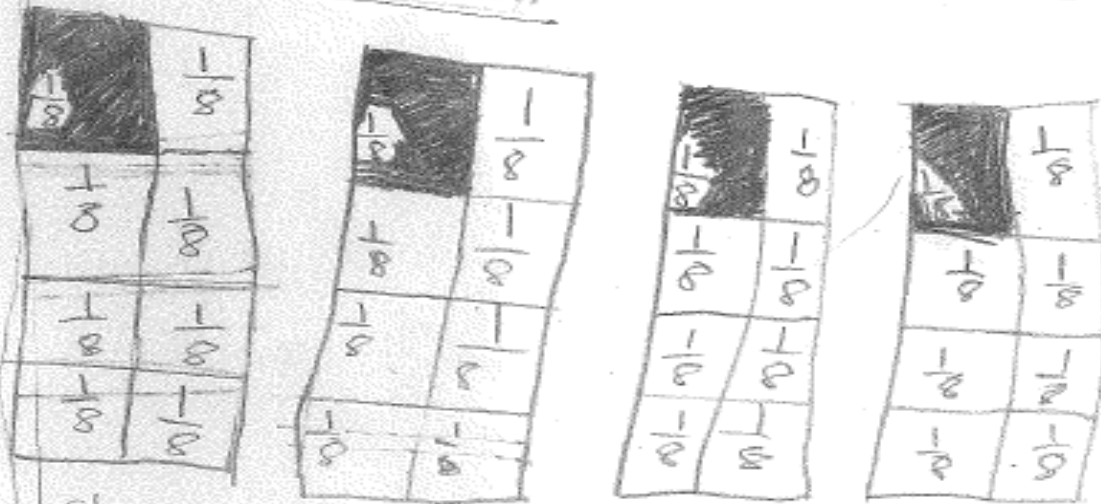


Grade 3 District Assessment Task

Brownies

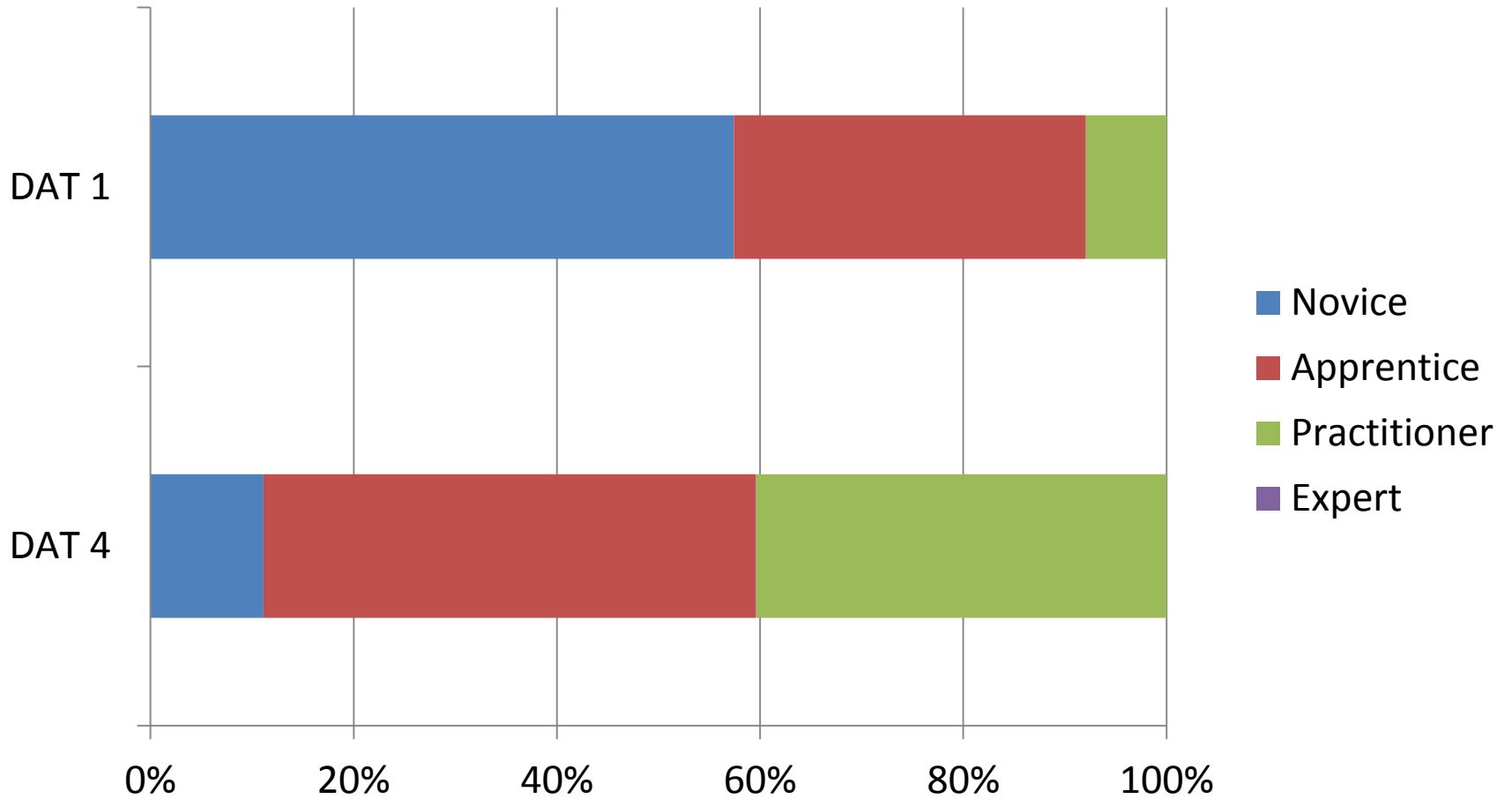
Karla makes four kinds of brownies in large rectangular pans to share with her seven friends. Each pan of brownies is the same size. How can Karla cut each pan brownies so that Karla and her seven friends can each have an equal share of each kind of brownie? Show all of your mathematical thinking.

I need to find out how many brownies does Karla and her seven friend get. The strategy I will use is a fraction model.



She cuts her pan into eighths.
I notice that $\frac{8}{8}$ is 1 whole

Grade 4



Grade 4 District Assessment Task

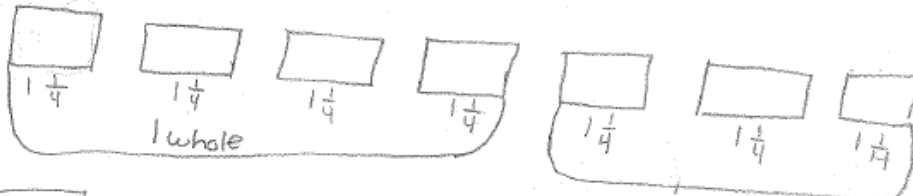
Baking

Enzo the Baker is going to bake seven loaves of bread. Each loaf is the same size. Each loaf uses $1\frac{1}{4}$ cups of flour. How many cups of flour were needed to bake seven loaves of bread? Show all your mathematical thinking.

* I need to find out how many cups of flour were needed to bake seven loaves of bread.

* I will use fraction bars, diagram and key, logical thinking to the answer.

Data: 7 Loaves of bread the same size bread loaf.



Key
 = 1 whole

$$1 + 1 + 1 + 1 + 1 + 1 + 1 = 7$$

$$\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{7}{4}$$

$\frac{7}{4}$ is a improper number

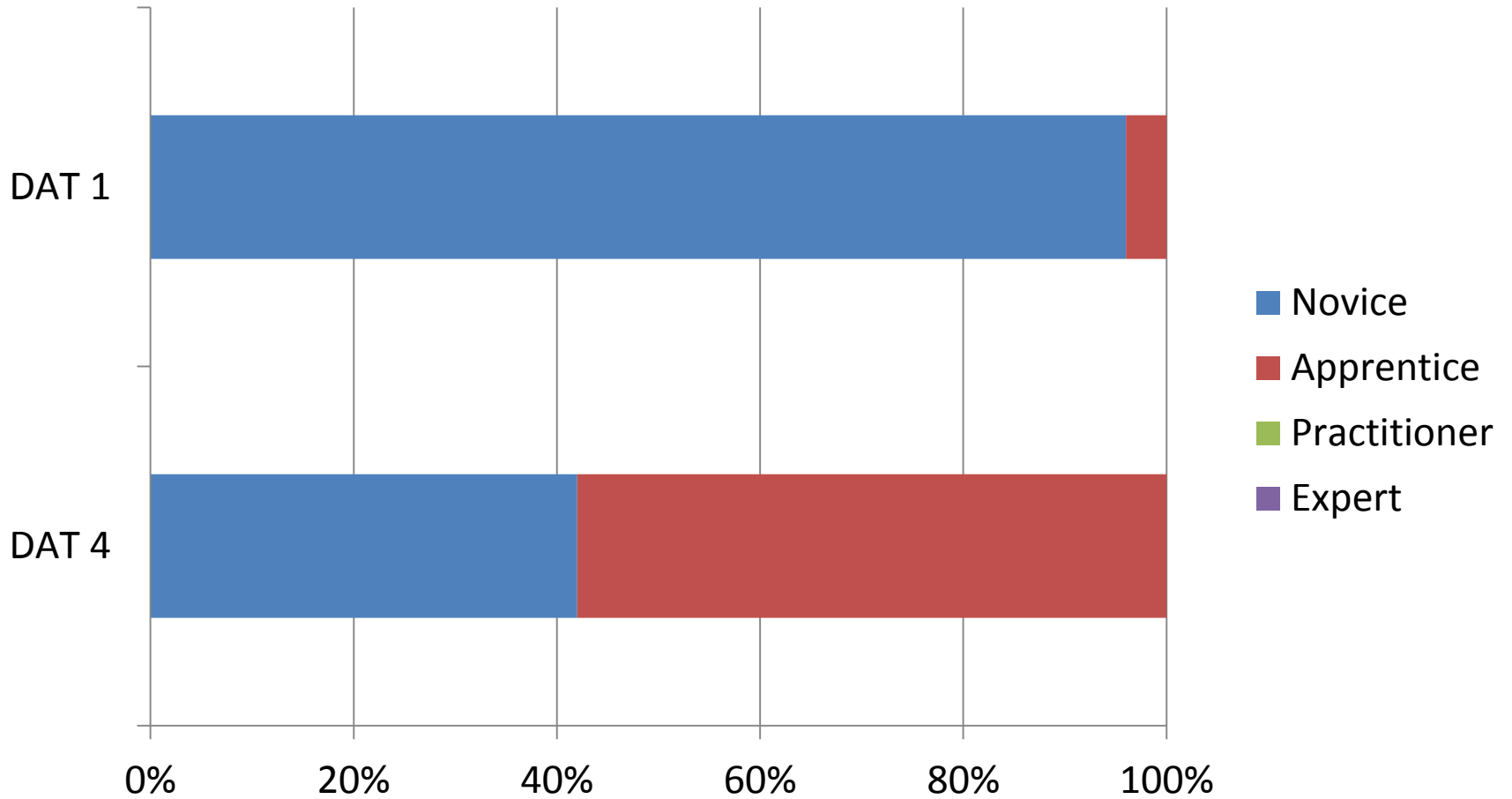


$$7 + 1 + \frac{3}{4} = 8\frac{3}{4} \text{ of bread}$$

I noticed that $\frac{4}{4} = 1$ whole and the rest we had left was $1\frac{3}{4}$ so then I added $7 + 1 + \frac{3}{4} = 8\frac{3}{4}$ of bread we needed $1\frac{3}{4}$ of a cup of flour.

$\frac{7}{4}$ numerator
 4 denominator

Grade 5



Grade 5 District Assessment Task

Art Project

The art teacher is doing a project with 725 students.

- Each student will get 3 sheets of craft paper for the project.
- The craft paper comes in packages of 50 sheets.
- There are 12 packages of craft paper in each box.
- Craft paper can only be purchased in full boxes.

The school secretary is sure that you will get the exact number of sheets of craft paper needed for the students by purchasing full boxes. The art teacher says that there will be some pieces of craft paper left over.

Explain if the art teacher or the secretary is correct and why.

How many full boxes of craft paper does the art teacher need?

6A ☒ Show work.

Handwritten work showing calculations and a chart.

725
725
+ 725
2,175

50
x 12
600

50 + 0
10 | 500 | 0
+ 2 | 100 | 0
600

Chart

Boxes	Sheets
2	600
2	1200
3	1800
4	2400

We need 4 full boxes of craft paper.

The art teacher is correct because if we had 3 boxes there would not be enough. If we had 4 boxes there would be enough and extra.

6B ☒ Explain.

First I added the number of students 3 times. My sum was 2,175. Then I multiplied the number of sheets in each package x the number of packages in each box. My product was 600. Then I made a chart with boxes and sheets and got my answer. That we need 4 boxes.

7. ☒ Highlight or circle my final answer.

8. ☒ I noticed you could use a chart for alot of things.

#4

(Final Copy of Executive Summary on Letter Head)

Memorandum

Security and School Safety Coordinator

Waterbury Public Schools

Date: March 1, 2016

To: Waterbury Board of Education

From: John Herman

Re: Executive Summary for Automated Fingerprints Identification System for Live Scan Submissions Memorandum of Understanding

I am respectfully requesting your approval of the above referenced Memorandum of Understanding (MOU) between the State of Connecticut Department of Emergency Services and Public Protection and the City of Waterbury, Waterbury Public Schools, Board of Education for the purposes of sending scanned fingerprints, electronically, to the State and National Criminal databases.

This MOU will also allow the BOE to receive, electronically, the results of these fingerprint checks.

Presently, the time frame for response to the BOE rolled, inked, fingerprint cards is two to four weeks. By gaining direct access to the Automated Fingerprint Identification System (AFIS) the BOE Human Resources department, in most cases, will receive an immediate response to the presence of an applicant's criminal history from the Federal and State databases.

This MOU outlines the process and procedures for BOE employees, who are trained and authorized, to operate and access the AFIS to fingerprint BOE employees, school nurses, contract employees and volunteers who may be authorized by the BOE.

The fingerprinting of these employees, school nurses, and contract employees is a requirement under state law before they are hired to have access to students within the Waterbury Public Schools.

The requirement of fingerprinting volunteers has yet to be determined by the BOE.

Any BOE costs associated with the maintenance of this operation are De minimis monthly phone line fees and the initial cost of a router that will be owned by the BOE.

Fees charged, per applicant, will be recouped from each applicant at the time of submission and paid monthly to the DESPP by the BOE fiscal office.

(Insert signature)

**Memorandum of Understanding
Automated Fingerprint Identification System (AFIS)
for Live Scan Submissions
by and between
the State of Connecticut Department of Emergency Services and Public Protection
and
the City of Waterbury, Waterbury Public Schools, Board of Education**

WHEREAS, the State of Connecticut Department of Emergency Services and Public Protection (hereinafter "DESPP") operates a central Automated Fingerprint Identification System (hereinafter "AFIS"); and

WHEREAS, the **City of Waterbury, Waterbury Public Schools, Board of Education** (hereinafter "BOE"), is a local or regional board of education established under Connecticut General Statute (CGS) § 10-220, and through its approval from the Federal Bureau of Investigation (hereinafter "FBI"), Office of General Counsel, Criminal Justice Information Law Unit, has been authorized to directly transmit Live Scan fingerprints to the AFIS pursuant to the limited purposes set forth in the Connecticut General Statutes (CGS), the National Child Protection Act/Volunteers for Children Act of 1993 (NCPA/VCA); or the Adam Walsh Act of 2006 (hereinafter "AWA") as applicable.

NOW, THEREFORE, the DESPP and the BOE, by and through its Mayor, enter into this Memorandum of Understanding (MOU) to permit the BOE to directly transmit Live Scan fingerprints to AFIS and electronically receive back the results of the national and/or state criminal history record checks.

1. **Effective Date.** This MOU shall be effective upon signing by both parties and approval by the State of Connecticut Office of the Attorney General.
2. **Authority to Enter MOU.** The DESPP is authorized to enter into this MOU through the Commissioner of Emergency Services and Public Protection, pursuant to the authority provided under Connecticut General Statutes § 4-8.
3. **Duration of MOU.** This MOU shall remain in full force and effect unless terminated by the DESPP or by the BOE, giving the other party written notice of such intention at least thirty (30) days in advance. DESPP reserves the right to suspend or revoke access to AFIS without notice in the event of a breach of the conditions of this MOU. Notwithstanding any provisions in this MOU, DESPP, through a duly authorized employee, may terminate the MOU whenever DESPP makes a written determination that such termination is in the best interests of the State. DESPP shall notify the BOE in writing of termination pursuant to this section, which notice shall specify the effective date of termination and the extent to which the BOE must complete its performance under the MOU prior to such date.
4. **DESPP Responsibilities.** The DESPP shall:

- a) Permit interface of a portable Live Scan device with AFIS for use by BOE subject to the conditions of this MOU.
- b) Monitor use and operations of the BOE portable Live Scan device to ensure that it is being used within the guidelines set forth in this MOU. Failure of BOE to abide by the provisions of this MOU may result in the revocation of the privileges granted to BOE to access the AFIS.
- c) Electronically process BOE digitized applicant fingerprints as required and report results of required State and/or Federal record checks to BOE.
- d) Identify a liaison as the primary point of contact for any issues related to this MOU.

5. BOE Responsibilities. The BOE shall:

- a) Ensure the Live Scan device is FBI and DESPP approved.
- b) Qualify for an FBI-assigned Originating Agency Identifier.
- c) Provide qualifying fingerprints that meet submission criteria approved by the FBI as authority for submission and not to exceed said state or federal authority.
- d) Assign a Local Agency Security Officer (hereinafter "LASO") in accordance with the United States Department of Justice (USDOJ) FBI Criminal Justice Information Services Security Policy (hereinafter "CJIS Security Policy").
- e) Retain title and be responsible for the portable Live Scan device.
- f) Ensure installation, testing and training through the DESPP-approved vendor.
- g) Provide a secure area for the portable Live Scan device that is accessible only to authorized individuals. Control of such access shall be ensured through the use of locks and/or other appropriate means. Authorized personnel shall be clearly identified. This area shall be accessible to DESPP personnel twenty-four (24) hours per day, seven (7) days a week with advance notice to be given during working hours.
- h) Provide the proper environmental conditions for the operation of the portable Live Scan device and any related equipment. BOE is responsible for the cost of preparing and maintaining the site for the equipment to the specifications of the vendor.
- i) Serve as account administrator and manage and track all users and user identification numbers and ensure that immediate steps are taken for any user who resigns, is reassigned or otherwise becomes ineligible to access the system to eliminate the individual's access to and remove the individual's user identification number from the system.
- j) Maintain the portable Live Scan device and contract with such vendor as may be designated by the DESPP for a maintenance plan as provided in the DESPP MOU. BOE shall arrange for installation and maintenance of all telecommunication links from the portable Live Scan device to the DESPP AFIS central site.
- k) Ensure that BOE personnel having access to or using the portable Live Scan device and criminal justice information (hereinafter "CJI") sign an acknowledgment form in the form attached hereto as Attachment A

acknowledging that they have received copies of this MOU and Attachment A and that they are responsible for complying with the terms contained therein. Such forms shall be maintained in the official personnel files of such personnel.

- l) Make no changes or modifications to the Live Scan device without written permission from the DESPP.
- m) Ensure that the Live Scan device is not sold, transferred or distributed without the prior written approval of the DESPP.
- n) Ensure that the Live Scan device and any information derived therefrom are only used for the purposes allowed under law and information received from the Live Scan device shall not be shared with entities not entitled to receive such information.
- o) Capture and electronically forward applicant fingerprints to DESPP/State Police Bureau of Identification for processing.
- p) Pay for the initial cost of the state router and circuit installation.
- q) Pay for the annual DESPP circuit cost.
- r) If an ADSL circuit is installed, pay for the AT & T plain old telephone service (POTS) line.
- s) Allow the FBI to periodically test the ability to penetrate the FBI's network through the external network connection or system per authorization of the USDOJ Order 2640.2F.
- t) Ensure that all BOE personnel accessing or using the portable Live Scan device are screened and properly trained prior to the issuance of a password.
- u) Ensure that all BOE personnel accessing CJI are screened and properly trained before access to CJI is authorized. Screening must include a fingerprint-supported state background check. In accordance with the CJIS SECURITY POLICY, if a record of any kind exists; access to CJI shall not be granted until the CJIS Systems Officer (hereinafter "CSO") or his/her designee reviews the matter to determine if access is appropriate. If the person appears to be a fugitive or has an arrest history without conviction, the CSO or his/her designee shall review the matter to determine if access to CJI is appropriate. Training must include Security Awareness Training in accordance with the provisions of the CJIS Security Policy.
- v) Ensure that access to CJI, in any form, is limited to BOE personnel requiring access to such information for the specific purposes of an FBI-approved state or federal statute.
- w) Ensure that CJI is maintained, in a physically secure location or controlled area as defined in the CJIS SECURITY POLICY.
- x) Ensure that all persons with access to physically secure locations or controlled areas, including, but not limited to, support personnel, contractors, vendors, and custodial workers, are escorted by authorized personnel at all times. Authorized personnel are BOE personnel who have been appropriately trained and vetted through the screening process and have been granted access to CJI for the specific purposes of an FBI-approved state or federal statute.
- y) The use of cameras or other electronic means to monitor a physically secure location or controlled area does not constitute an escort.

- z) Ensure appropriate security measures as applicable to the physical security of communication equipment; personnel security to including screening requirements; technical security to protect against unauthorized use; and security of CJI in accordance with the provisions of the CJIS SECURITY POLICY.
- aa) Ensure that all security incidents are reported to the CSO or his/her designee. If a person already has access to CJI and is subsequently arrested and/or convicted, continued access to CJI shall be determined by the CSO. If the CSO or his/her designee determines that access to CJI by the person would not be in the public interest, access shall be denied and BOE shall be notified in writing of the access denial.
- bb) Comply with all audit requirements for CJIS Systems, including, but not limited to, appropriate and reasonable quality assurance procedures.
- cc) Ensure that, prior to fingerprinting, all applicants are provided with the Noncriminal Justice Applicant's Privacy Rights.
- dd) Ensure that, prior to fingerprinting, all applicants fingerprinted under NCPA are provided with the NCPA Consent Form, in addition to the Privacy Rights.
- ee) Violations of the CJIS SECURITY POLICY can result in the termination of system access for BOE, individual suspension or termination of access to CJI, criminal and/or administrative investigation, arrest; and/or prosecution and conviction for violation of state and federal statutes designated to protect confidentiality and integrity of CJI and related data.

6. **Transaction Fees.** DESPP shall calculate the total number and type of BOE transactions and submit an invoice to BOE on a monthly basis directed to the attention of Raffaele Fasulo, Accountant 3, The Chase Building, 236 Grand Street, Waterbury, CT 06702. BOE shall remit payment for the transactions within thirty (30) days of its receipt of the monthly invoice and reference assigned ORI# **CT920407Z** on each remittance. Fees shall be calculated as follows:

Statute	Category	State Fee	Federal Fee
CGS §10-221d	BOE Employee	-	\$14.75
CGS §10-212	BOE School Nurse	-	\$14.75
AWA	BOE Contracted Worker who is in a position with or around children in a school setting.	\$50.00	\$14.75
NCPA	BOE Contracted Worker who provides treatment, education, training, instruction, supervision, or recreation to children <u>outside</u> of a school setting.	\$50.00	\$14.75
AWA/volunteer	BOE Volunteer who is in a position with or around children in a school setting.	\$50.00	\$13.50
NCPA/VCA	BOE Volunteer who provides treatment, education, training, instruction, supervision, or recreation to children <u>outside</u> of a school setting.	\$50.00	\$13.50

Fingerprinting Fee at State Police Troop

\$15.00

7. **Modification or Amendment of the MOU.** This MOU may not be modified or amended unless in writing signed by an authorized representative of both parties and approved by the Office of the Attorney General.

8. **Audit Compliance.** BOE shall comply with the State Single Audit Act §§ 4-230 through 236 inclusive, and regulations promulgated thereunder. BOE shall maintain all records and reports which relate to any of its obligations under this MOU. Such records will be made available to the DESPP, and/or state and/or federal auditors upon request. BOE shall permit DESPP site access and cooperate fully with any on-site or off-site audit conducted by the DESPP relative to this MOU. At a minimum, BOE may be subject to triennial audits by the FBI CJIS Division Audit staff or DESPP Audit Staff. BOE shall permit an inspection team to conduct an appropriate inquiry and audit of any alleged security violations.

9. **Indemnification**

BOE shall indemnify and hold harmless the State of Connecticut, the State of Connecticut, Department of Emergency Services and Public Protection, its officers, agents, employees, commissions, boards, departments, divisions, successors and assigns from and against all actions (pending or threatened and whether at law or in equity in any forum), liabilities, damages, losses, costs and expenses, including but not limited to reasonable attorneys' and other professionals' fees, resulting from (i) misconduct or negligent or wrongful acts (whether of commission or omission) of BOE or any of its officers, representatives, agents, servants, consultants, employees or other persons or entities with whom BOE is in privity of oral or written contract; (ii) liabilities arising directly or indirectly in connection with this MOU out of the acts of BOE; and (iii) damages, losses, costs and expenses, including but not limited to, attorneys' and other professionals' fees, that may arise out of such claims and/or liabilities.

10. **Sovereign Immunity**

The parties acknowledge and agree that nothing in the Solicitation or the Contract shall be construed as a modification, compromise or waiver by the State of any rights or defenses of any immunities provided by Federal law or the laws of the State of Connecticut to the State or any of its officers and employees, which they may have had, now have or will have with respect to all matters arising out of the Contract. To the extent that this section conflicts with any other section, this section shall govern.

11. **Executive Orders**

This MOU is subject to the provisions of Executive Order No. Three of Governor Thomas J. Meskill, promulgated June 16, 1971, concerning labor employment practices, Executive Order No. Seventeen of Governor Thomas J. Meskill, promulgated February 15, 1973, concerning the listing of employment openings and Executive Order No. Sixteen of Governor John G. Rowland promulgated August 4, 1999, concerning violence

in the workplace, all of which are incorporated into and are made a part of this MOU as if fully set forth herein. This MOU may also be subject to Executive Order No. 7C of Governor M. Jodi Rell, promulgated July 13, 2006, concerning contracting reforms, and Executive Order No. 14 of Governor M. Jodi Rell, promulgated April 17, 2006, concerning procurement of cleaning products and services, in accordance with their respective terms and conditions. If Executive Order Nos. 7C and 14 are applicable, they are deemed to be incorporated into and made a part of this MOU as if fully set forth herein.

12. BOE agrees and warrants that in the performance of its obligations under this MOU, it shall meet the requirements of all applicable federal, state, tribal and local laws, ordinances, regulations and codes.

13. The following documents are incorporated by reference and made part of this MOU:
- a. CJIS Security Policy;
 - b. National Crime Prevention and Privacy Compact, 42 U.S.C. § 14616; and
 - c. Title 28, Code of Federal Regulations, Parts 20 and 25, § 50.12, and Chapter IX;

THE DEPARTMENT OF EMERGENCY SERVICES AND PUBLIC PROTECTION

By: _____ (Date)
Dora B. Schriro
Commissioner
Duly Authorized Pursuant to CGS § 4-8

THE CITY OF WATERBURY, WATERBURY PUBLIC SCHOOLS, BOARD OF EDUCATION

By: _____ (Date)
Neil M. O'Leary
Mayor
Duly Authorized

OFFICE OF THE ATTORNEY GENERAL

By: _____

Date: _____

ACKNOWLEDGEMENT

I, _____, acknowledge the following:

1. I have received a copy of the Memorandum of Understanding (MOU) between the State of Connecticut Department of Emergency Services and Public Protection and the City of Waterbury, Waterbury Public Schools, Board of Education concerning the use of the portable Live Scan device and access to the DESPP Automated Fingerprint Identification System ("AFIS").
2. I understand that I am being allowed to transmit applicant prints using the portable Live Scan device into the AFIS for the specific purposes of an FBI-approved state or federal statute.
3. I understand that I am not authorized to submit any other fingerprints except those authorized by the MOU into the AFIS.
4. I will fully cooperate with state or federal personnel regarding any audit, system check, and user privilege inquiries.
5. I understand that I am responsible for complying with the MOU between the State of Connecticut DESPP and Waterbury Public Schools, Board of Education and that noncompliance may result in suspension or revocation of user privileges and/or other action as provided by law.

Signature

Date

cc: Official Personnel File



Waterbury Public Schools

#5

236 Grand Street ♦ Waterbury, Connecticut 06702 ♦ (203) 346-2340 ♦ Fax (203) 574-8010

W. Garrett Miller, Jr.
Interim Chief Operating Officer
and Chief of Staff

MEMORANDUM

DATE: March 8, 2016

TO: Board of Education Commissioners

FROM: Gary Miller, Interim Chief Operating Officer and Chief of Staff

SUBJECT: Proposed Agreement Amendment #1 with Kaestle Boos Associates for Kennedy High School Addition & Alterations - Athletic Field Improvements

Attached, for Board of Education (BOE) approval, is a copy of the Agreement Amendment No. 1 between the City of Waterbury, CT and Kaestle Boos Associates, Inc. to perform additional design services associated with the Kennedy High School athletic field improvements project. The additional design services will be provided for a fee of \$67,000, which is accordance with the original contract.

On August 25, 2013 the City of Waterbury entered into an Agreement with Kaestle Boos Associates, Inc. (KBA) for architectural and engineering design services related to the Kennedy High School Additions & Alterations Project. The design services were outlined in the City's Request for Proposal (RFP) #4720 and based upon a predetermined project scope; a classroom addition, various interior alterations and athletic field improvements resulting from the classroom addition. KBA's initial contract amount was \$968,000. This project was funded in part by a school construction grant.

The City recently entered into an agreement with the Connecticut Department of Environmental Protection (DEEP) for a grant to install synthetic sports turf in lieu of natural turf on the Kennedy High School's athletic field at no cost to the City. The change in turf requires additional architectural and engineering design services not contemplated in the original scope of RFP #4720. KBA is the logical choice to provide the additional design services. KBA's performance on Kennedy's addition and alterations project has been satisfactory. KBA is currently involved with the Crosby High athletic field improvements. They were also the architect for the Naugatuck High School's athletic field which included a synthetic turf field.

The DEEP has provided written documentation agreeing with the Amendment of the original contract with KBA, and said Amendment's selection of KBA for the design of the synthetic turf field and storm water inspections. The City's Director of Purchasing is also in agreement with the said Amendment.

I will be present at the March 16 BOE Workshop to address any questions you might have regarding this matter.

WGM/bt

Enclosures

cc: Linda Wihbey, Corporation Counsel
Bruce Turbacuski, O&G Industries Program Manager
File

AGREEMENT AMENDMENT NO. 1
RFP NO. 4720
FOR
COMPLETE ARCHITECTURAL AND ENGINEERING SERVICES FOR THE KENNEDY HIGH
SCHOOL ADDITIONS & ALTERATIONS (KHS) CONSTRUCTION PROJECT
BETWEEN
THE CITY OF WATERBURY, CONNECTICUT ("CITY")
AND
KAESTLE BOOS ASSOCIATES, INC. ("ARCHITECT")

THIS AGREEMENT AMENDMENT No. 1, effective on the date signed by the Mayor, is by and between the **CITY OF WATERBURY**, City Hall, 235 Grand Street, Waterbury, Connecticut, 06702 (the "City") and **KAESTLE BOOS ASSOCIATES, INC.** located at 416 Slater Road, New Britain, CT 06050-2590, a duly registered domestic Corporation in the State of Connecticut (the "Firm") (the City and the Architect each being a "Party" and collectively, the "Parties").

WHEREAS, the Firm submitted a proposal to the City responding to RFP No. 4720 dated May 3, 2013 for the Kennedy High School Additions and Alterations Construction Project; and

WHEREAS, the City accepted the Firm's proposal for RFP No. 4720;

WHEREAS, on or about August 25, 2013, the City entered into an Agreement with the Firm for services as set forth in said Agreement, and

WHEREAS, the City is in need of additional services not contemplated under the contract dated August 25, 2013, which require payment in excess of the fee set forth in said Agreement;

NOW THEREFORE, THE PARTIES AGREE AND COVENANT AS FOLLOWS:

1. The Parties hereby agree to amend Article 4.1 of the August 25, 2013 Agreement, entitled "Scope of Work & Agreed-Upon Assumptions", to include the following additional services not contemplated by said Agreement.

4.1.3 Athletic Field Improvements. Complete architectural and engineering design services for athletic field improvements on the Kennedy High School Additions and Alterations Construction Project. Storm water inspection services mandated by Connecticut DEEP shall be provided during the field's active construction period.

2. The Parties hereby agree to amend Article 5.1 of the August 25, 2013 Agreement, entitled "Substantial Completion", to include the following sentence.

The Architect shall cooperate with the Construction Manager to schedule Substantial Completion of the athletic field improvements on or before August 15, 2016, as may be superseded by the Program Manager and the approved Construction Manager's Project Schedule.

3. The Parties agree to amend Article 6.1 of the August 25, 2013 Agreement, entitled "Components", to include the following

Amendment No. 1 to Agreement between the City of Waterbury, Connecticut and Kaestle Boos Associates, Inc. for the KHS RFP No. 4720

6.1.4 The Construction Budget for the athletic field improvements shall not exceed the Construction Manager's Preliminary Construction Budget of ONE MILLION TWO HUNDRED FORTY THOUSAND FOUR HUNDRED and 00/100 (\$1,240,400.00) DOLLARS. The athletic field's Construction Budget upon which the Architect's fee is based is the sole basis for the determination of the Architect's fee.

4. The Parties agree to amend Article 7.1 of the August 25, 2013 Agreement, entitled "The Architect's Fee For Services", to include the following additional fee not contemplated by said Agreement.

7.1.2 The Architect's Fee for Services for the athletic field improvements shall be a lump sum in an amount equal to 4.95% of the athletic field's Adjusted Construction Budget plus a storm water inspection allowance. The Architect's Fee for Services shall be calculated following the conclusion of the construction manager's athletic field bidding and negotiation phase. In any event the Fee for Services for the athletic field shall not exceed **SIXTY ONE THOUSAND FOUR HUNDRED AND 00/100 (\$61,400.00) DOLLARS** plus **FIVE THOUSAND SIX HUNDRED AND 00/100 (\$5,600.00) DOLLARS FOR STORM WATER INSPECTIONS** pursuant to Exhibit A and Exhibit B, attached hereto and made a part hereof.

5. The Parties do hereby agree that except as herein specifically modified by this Amendment, all the terms, provisions, covenants, conditions, warranties and representations of the Agreement shall remain in full force and effect as valid and binding obligations of the Parties according to their terms.

[Signature page follows]

Amendment No. 1 to Agreement between the City of Waterbury, Connecticut and Kaestle Boos Associates, Inc. for the KHS RFP No. 4720

IN WITNESS WHEREOF, the parties hereto execute this Agreement Amendment No. 1 on the dates signed below.

WITNESS:

CITY OF WATERBURY

By: _____
Neil M. O'Leary, Mayor

Date: _____

WITNESS:

KAESTLE BOOS ASSOCIATES, INC.

By: _____
Principal-In-Charge

Date: _____



November 18, 2015

Mr. Paul Guidone
Department of Education
City of Waterbury
236 Grand Street
Waterbury, CT 06702

**Re: Add Services Proposal for Synthetic Fields Design
at Kennedy High School, Waterbury, CT**

Dear Mr. Guidone:

We are pleased to offer this proposal to provide site design services for the redesign of the Kennedy High School fields to be synthetic turf fields. We met with Bruce Turbacuski of O&G Industries on October 26, 2015, to familiarize ourselves with the revision to the project.

Project Scope

We understand the scope will include the following:

- The football field and softball outfield on the western portion of the project site are to be redesigned to be constructed as synthetic turf fields. The impact of this scope will include revisions to the site construction and transition details, revised site grading and a possible resulting revision to the site drainage and wetland design.
- The softball field will have a clay infield.
- Utility and lighting needs for the fields will remain as designed in the original concept.

Architectural Services

The architectural services include the issuance of a Request for Proposal to Newfield Construction for revision to the construction documents for the redesigned project scope. We will work closely with your representatives throughout this process to gain directives and feedback. We will also be responsible for the review and approval of all shop drawings and submittals for the project.

Fee Proposal

Per our agreement, the maximum architectural/engineering (A/E) fee is to be 4.95% of the preliminary construction budget.

We propose a maximum fee for A/E services in the amount of **Sixty-One Thousand, Four Hundred Dollars (\$61,400)**, based on Newfield's preliminary construction budget of \$1,240,400.

The fee payment distribution is proposed as follows:

Schematic Design	35%
Construction Document Revisions	45%
Construction Administration	<u>20%</u>
Total	100%

This fee excludes additional MEP and structural design beyond that already established for the original project as well as additional DEEP storm water management inspections and sampling.

We are prepared to begin the work immediately. If this proposal is acceptable to you, we will ask O&G to issue an amendment to our current contract.

Should you have any questions or would like to discuss any issues further, please feel free to contact me.

Yours truly,



Brian A. Solywoda, AIA
Principal
KAESTLE BOOS ASSOCIATES, INC.

Accepted:

City of Waterbury

BAS:ss

KAESTLE BOOS
a s s o c i a t e s , i n c

November 18, 2015

Mr. Paul Guidone
Department of Education
City of Waterbury
236 Grand Street
Waterbury, CT 06702

**Re: Add Services Proposal for Storm Water Inspections
at Kennedy High School, Waterbury, CT**

Dear Mr. Guidone:

We are pleased to offer this proposal to provide additional storm water monitoring services for the redesigned fields at John F. Kennedy High School. We met with Bruce Turbacuski of O&G Industries on October 26, 2015, to familiarize ourselves with the revision to the project.

The DEEP Storm Water inspections were already established as an additional service to our original scope of work. We propose to expand those services to provide additional months of service to cover this extension to the project.

The cost per task is as follows. Each task is performed once per month of active site construction.

Routine Inspections:	\$800.00
Sampling event:	\$600.00

Based on an additional four months of site construction, we propose a fee not to exceed **\$5600.00**.

We are prepared to begin the work immediately. If this proposal is acceptable to you, we will ask O&G to prepare a contract amendment for this additional work. Should you have any questions or would like to discuss any issues further, please feel free to contact me.

Yours truly,



Brian A. Solywoda, AIA
Principal
KAESTLE BOOS ASSOCIATES, INC.

Accepted:

City of Waterbury

BAS:ss

Simona Carter- Afterschool Facilitator at Crosby High School of VOICES:

Description Below:

Voices was created to address the unique needs of adolescent girls and young women. It encourages them to seek and celebrate their "true selves" by providing a safe space, encouragement, structure, and the support they need to embrace their journeys of self-discovery. The program includes modules on self, connecting with others, healthy living, and the journey ahead.

Emory Lewis- Afterschool Facilitator at Crosby High School of Boys Council:

The Council is a strengths-based group approach to promote boys' and young men's safe and healthy passage through pre-teen and adolescent years. The Council meets a core developmental need in boys for strong, positive relationships. In this structured environment, boys and young men gain the vital opportunity to address masculine definitions and behaviors and build their capacities to find their innate value and create good lives - individually and collectively.

Both groups are meeting 2 days per week for 2.5 hours

NEXT GENERATION ACCOUNTABILITY SYSTEM RESULTS

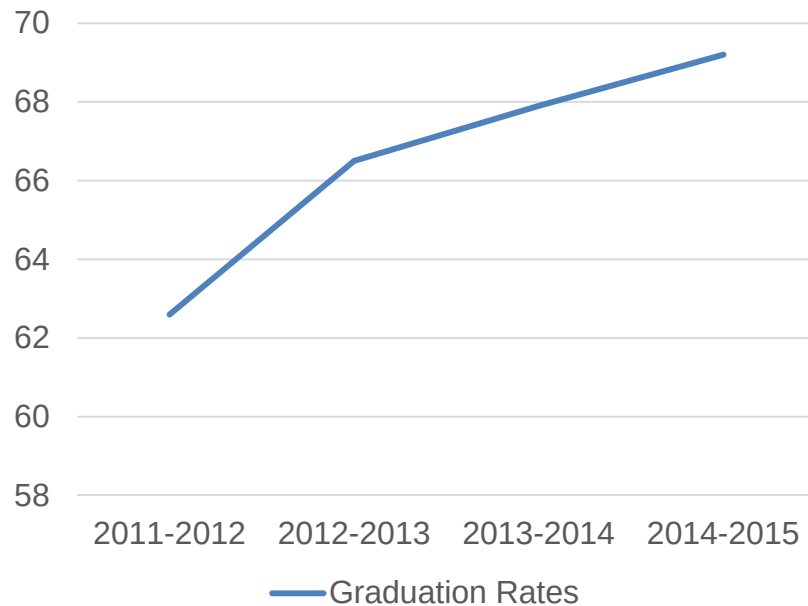
Waterbury Public Schools
March 2016

Enrollment Data

	Enrollment			
	Total	Special Ed	EL	PK
Fall 2015	18752	3336	2431	711
Fall 2014	18799	3325	2353	667
Fall 2013	18622	3260	2118	652
Fall 2012	18385	3176	2064	625
Fall 2011	18062	2972	1952	616
Fall 2010	18150	2848	2016	653

Graduation/Suspension Data

Graduation Rates



Total Suspensions



Accountability System Results

- CSDE released the results of their new accountability system on March 2, 2016
- Results of the new accountability system move beyond test scores and graduation rates and include measures such as chronic absenteeism, physical fitness, and arts access
- With this release, focus and turnaround schools were identified (category 4 and 5 depending on their placement in prior years)
- Next year, all schools will be classified into a category 1-5

Accountability System Results

- Accountability system results are based on data from the 2014-2015 school year, however, the new accountability model criteria was not provided to districts until the end of the 2014-2015 school year
- Since they were informed of the new criteria, schools have been working diligently on monitoring and improving the accountability indicators in their buildings
- Individual student growth for grades 4-8 is not incorporated in the 2014-2015 data
 - Individual student growth will be incorporated in the 2015-2016 accountability system results to be released next school year

Schools to Earn Points on New Indicators

Points listed below available in years 2 and 3

	Elementary	Middle	High	Middle/ High
Indicator 1: Academic Achievement – ELA, Math and Science (All Students, High Needs Subgroup)	300	300	600	300
Indicator 2: Academic Growth – ELA and Math (All Students, High Needs Subgroup)	400	400	<i>n/a</i>	400
Indicator 4: Attendance / Chronic Absence (All Students, High Needs Subgroup)	100	100	100	100
Indicators 5 and 6: Preparation for College and Career Readiness (Courses/Exams)	<i>n/a</i>	<i>n/a</i>	100	100
Indicator 7: Graduation - On Track in 9 th Grade	<i>n/a</i>	50	50	50
Indicators 8 and 9: Graduation: (4-year All Students, 6-year High Needs Subgroup)	<i>n/a</i>	<i>n/a</i>	200	200
Indicator 10: Postsecondary Entrance	<i>n/a</i>	<i>n/a</i>	100	100
Indicator 11: Physical Fitness	50	50	50	50
Indicator 12: Arts Access	<i>n/a</i>	<i>n/a</i>	50	50
Total Possible Points	850	900	1250	1350



Note: Indicator 3 is the participation rate.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

An Improved School Classification System

Category 1
(Top Quartile)

Category 2
(Two
Middle
Quartiles)

Category 3
(Bottom Quartile – except 4 and 5)

Category 4 (New Turnaround/Focus)

Category 5 (Existing Turnaround/Focus)

Overview

Five categories per state law.

Turnaround Schools (~40):

Lowest performing based on Accountability Index

- Includes SIG schools
- High schools with All Students 6-yr. rate < 70% for two most recent cohorts

Focus Schools (~100):

Lowest performing in Math, Science, or ELA based on High Needs index scores

- High schools with High Needs 6-yr. rate < 70% for two most recent cohorts

Turnaround and Focus Schools from 2012 will exit if not identified based on criteria above.

The Timeline for School Classification

Category 1
(Top Quartile)

During 2015-16 **2014-2015 data**

- **Categories 1, 2, and 3** – Accountability Pause
- **Category 4** – Newly identified Turnaround and Focus Schools
- **Category 5** – Previously identified Turnaround and Focus Schools that haven't exited.

Category 2
(Two
Middle
Quartiles)

2015-2016 data

During 2016-17 – **Based on Accountability Index**

- **Category 1** – Top quartile; if achievement gap, grad rate gap, or participation < 95% then classified as 2
- **Category 2** – Two middle quartiles; if achievement gap, grad rate gap, or participation < 95% then classified as 3
- **Category 3** – Bottom quartile

Category 3
(Bottom Quartile – except 4 and 5)

Beyond 2016-17 **2016-2017 data**

- Use multiple years weighted data to update categories 1, 2, 3

Category 4 (New Turnaround/Focus)

Category 5 (Existing Turnaround/Focus)

Accountability System Results

- Schools of distinction are approximately the highest 10% in the state based on the overall accountability index score or high needs students based on the performance index in indicator 1 for either math, ELA, or science
- Schools where the high needs student performance index exceeds the district index were significantly higher than the district figures, statistically, for the designated subjects
 - Some schools also exceeded state figures for high needs students in the designated subjects
- Focus schools are approximately the lowest 10% in the state for high needs students based on the performance index in indicator 1 for either math, ELA, or science or graduation rates (less than 70%)
- Turnaround schools are approximately the lowest 5% in the state based on the overall accountability index score or graduation rates (less than 70%)

Accountability System Results

- The designation of a focus or turnaround school comes with a tiered set of supports and interventions, including support through the Alliance District program, Commissioner's Network, and/or other programs
 - Turnaround schools will need to create and implement a plan for accelerating school improvement

Commissioner's Network vs Classifications

- The Commissioner's Network is a commitment between local stakeholders and the Connecticut State Department of Education to dramatically improve student achievement in up to 25 schools. The Network offers new resources and authorities to empower teachers and school leaders to implement research-based strategies. Schools are selected by the Commissioner to participate in the Network for a period of three to five years
- Schools classified as Turnaround or Focus are eligible for entry to the network
 - Previously identified "Review" schools were also eligible
- School classification as Turnaround or Focus does not automatically place that school in the network

Accountability System Results

- Waterbury now has
 - 2 turnaround schools (both Category 4)
 - 12 focus schools (10 schools Category 4 and 2 schools Category 5)
 - 15 schools with statistically significant high needs achievement compared to the district (11 schools exceeded state-wide high needs figures)

Accountability System Results

- Turnaround Schools
 - Crosby High School (Category 4)
 - Six-Year All Students Graduation Rate
 - Wilby High School (Category 4)
 - Six-Year All Students Graduation Rate

Focus Schools

Bucks Hill – Category 5 (Math)	Driggs – Category 4 (Science)	Gilmartin – Category 4 (Math)
Hopeville – Category 4 (ELA)	Kennedy – Category 4 (Math)	North End – Category 4 (ELA)
Sprague – Category 4 (ELA)	Wallace – Category 4 (ELA)	Walsh – Category 5 (ELA)
Washington – Category 4 (Science)	West Side – Category 4 (ELA)	Wilson – Category 4 (Science)

Note: Schools were identified in the following order – ELA, Math, Science

Schools where High Needs Performance Index Exceeds District Index

Carrington (Math, ELA)	Chase (Math)	Duggan (Science)
Generali*** (Math, ELA)	Kingsbury*** (Math, ELA)	Maloney*** (Math, ELA, Science)
Reed (Math, ELA)	Regan*** (Math, ELA)	Rotella*** (Math, ELA, Science)
Tinker*** (Math, ELA)	WAMS – MS*** (Math, ELA)	WAMS – HS*** (ELA, Science)
Washington*** (Math, ELA)	WCA*** (ELA, Science)	Wendell Cross*** (Math, ELA, Science)

***High needs students also exceeded state high needs figures

Overall Accountability Index Summary

School Name	% Points Accountability Index
<i>District</i>	<i>60.0</i>
Bucks Hill	55.3
Bunker Hill	58.9
Carrington	68.0
Chase	65.4
Crosby	50.3
Driggs	59.5
Duggan	70.5
Generali	66.0
Gilmartin	63.4
Hopeville	55.5
Kennedy	52.8
Kingsbury	67.8
Maloney	80.8
North End	53.8

School Name	% Points Accountability Index
Reed	63.6
Regan	69.0
Rotella	83.3
Sprague	59.0
Tinker	72.9
Wallace	58.6
Walsh	51.5
WAMS - HS	74.4
WAMS - MS	76.5
Washington	65.1
WCA	66.8
Wendell Cross	74.7
West Side	54.0
Wilby	48.3
Wilson	60.5



Next Generation Accountability Report, 2014-15

Choose a District

Waterbury School District

No:	Indicator	Index/ Rate	Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate
1a.	ELA Performance Index – All Students	53.5	75	71.3	100	71.3	67.9
1b.	ELA Performance Index – High Needs Students	51.1	75	68.1	100	68.1	56.7
1c.	Math Performance Index – All Students	44.2	75	58.9	100	58.9	59.3
1d.	Math Performance Index – High Needs Students	42.1	75	56.1	100	56.1	47.8
1e.	Science Performance Index – All Students	42.1	75	56.1	100	56.1	56.5
1f.	Science Performance Index – High Needs Students	40.1	75	53.4	100	53.4	45.9
4a.	Chronic Absenteeism – All Students	18.6%	<=5%	22.8	50	45.6	10.6%
4b.	Chronic Absenteeism – High Needs Students	20.4%	<=5%	19.2	50	38.4	17.3%
5	Preparation for CCR – % taking courses	51.2%	75%	34.1	50	68.2	66.1%
6	Preparation for CCR – % passing exams	10.6%	75%	7.0	50	14.1	37.3%
7	On-track to High School Graduation	73.4%	94%	39.0	50	78.1	85.6%
8	4-year Graduation All Students (2014 Cohort)	67.9%	94%	72.2	100	72.2	87.0%
9	6-year Graduation - High Needs Students (2012 Cohort)	65.9%	94%	70.1	100	70.1	77.6%
10	Postsecondary Entrance (Class of 2014)	58.1%	75%	77.5	100	77.5	72.8%
11	Physical Fitness (estimated part rate) and (fitness rate)	73.1% 45.0%	75%	15.0	50	30.0	87.6% 51.0%
12	Arts Access	34.9%	60%	29.1	50	58.1	45.7%
	Accountability Index			750.0	1250	60.0	

These statistics are the first results from Connecticut's Next Generation Accountability Model for districts and schools. For detailed information and resources about every indicator including the rationale for its inclusion, the methodology used as well as links to resources, research, and evidence-based strategies, please see the document titled *Using Accountability Results to Guide Improvement*.

This model is the direct result of an extensive consultation process over a two year period. The CSDE sought feedback from district and school leaders, Connecticut educators, state and national experts, CSDE staff, and many others. This model was outlined in Connecticut's flexibility application to the U.S. Department of Education and formally approved by the USED in August 2015.

Gap Indicators	Non-High Needs Rate*	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev**	Is Gap an Outlier?
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	67.2	51.1	16.2	17.3	
Math Performance Index Gap	56.0	42.1	13.9	19.6	
Science Performance Index Gap	52.4	40.1	12.3	17.2	
Graduation Rate Gap (2012 Cohort)	77.8%	65.9%	11.9%	15.2%	N

*If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations. **If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

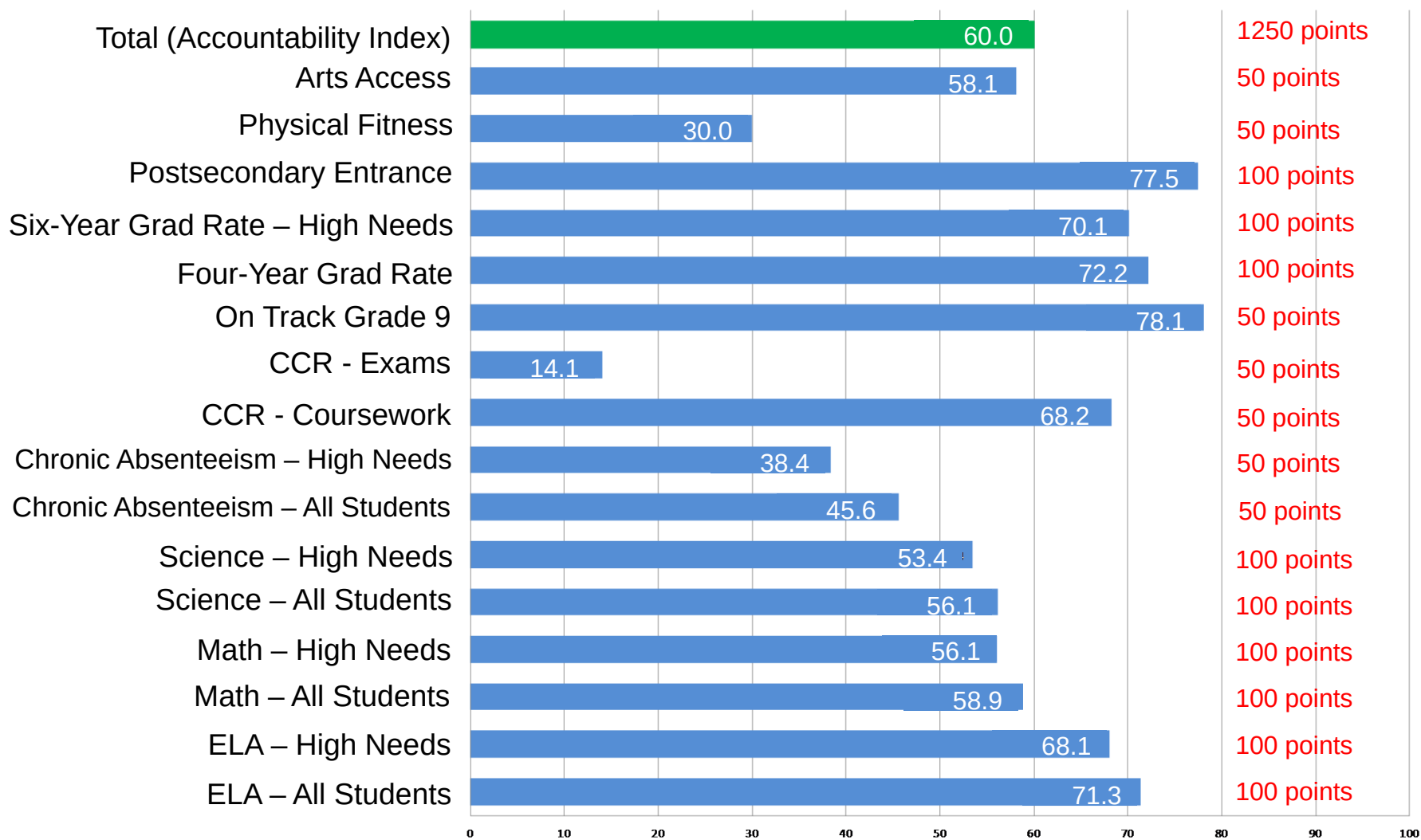
Participation Rate	Rate
ELA – All Students	98.5%
ELA – High Needs Students	98.4%
Math – All Students	98.4%
Math – High Needs Students	98.4%
Science – All Students	97.8%
Science – High Needs Students	97.6%



Next Generation Accountability Report, 2014-15

Waterbury School District

Percentage of Points Earned by Indicator



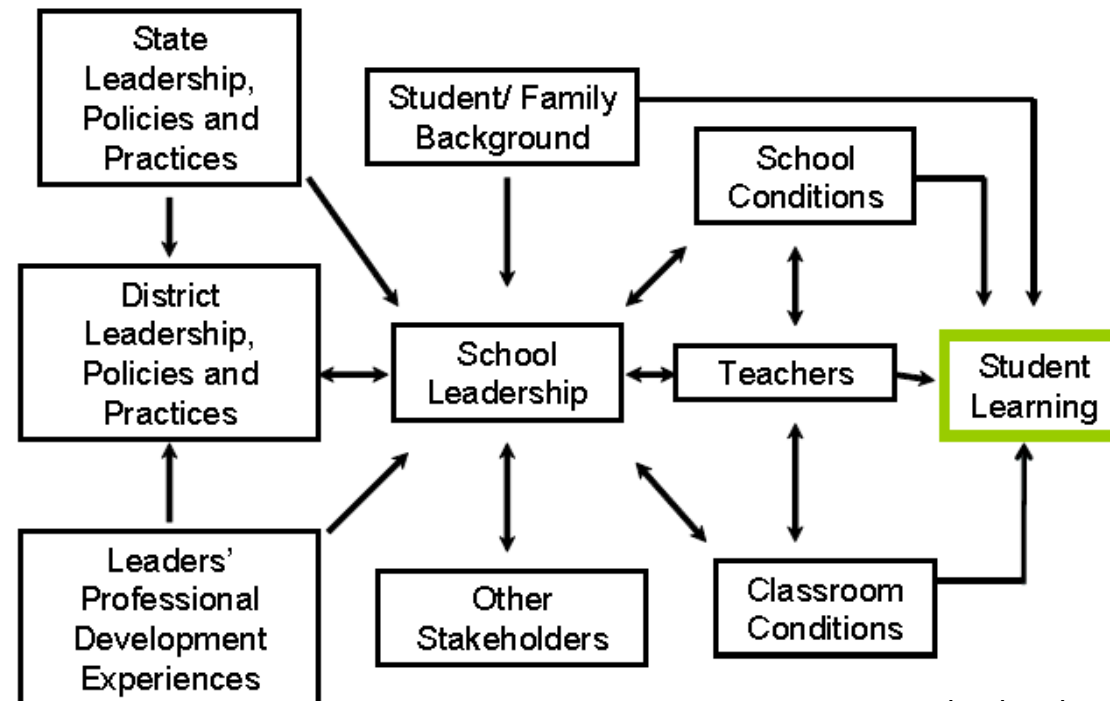
DRG Comparison

District	# of Schools	% Points Accountability Index	# of Turnaround AND Focus Schools	# of Turnaround Schools	# of Focus Schools
Bridgeport	34	59.3	19 (56%)	7 (21%)	12 (35%)
Hartford	48	61.0	22 (46%)	13 (27%)	9 (19%)
New Britain	14	59.7	7 (50%)	2 (14%)	5 (36%)
New Haven	40	62.0	26 (65%)	8 (20%)	18 (45%)
New London	6	62.4	1 (17%)	0 (0%)	1 (17%)
Waterbury	29	60.0	14 (48%)	2 (7%)	12 (41%)
Windham	7	67.0	2 (29%)	0 (0%)	2 (29%)



ACTIONS TOWARD SCHOOL IMPROVEMENT

FACTORS FOR STUDENT ACHIEVEMENT



Investigating the Links to Improved Student Learning, 2010

Figure 1. Leadership Influences on Student Learning



Teachers matter more to student achievement than any other aspect of schooling.

Many factors contribute to a student's academic performance, including individual characteristics and family and neighborhood experiences. But research suggests that, among school-related factors, teachers matter most. When it comes to student performance on reading and math tests, a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership.



Nonschool factors do influence student achievement, but they are largely outside a school's control.

Some research suggests that, compared with teachers, individual and family characteristics may have four to eight times the impact on student achievement. But policy discussions focus on teachers because it is arguably easier for public policy to improve teaching than to change students' personal characteristics or family circumstances. Effective teaching has the potential to help level the playing field.

Connecticut Leader Evaluation and Support Rubric 2015

Connecticut Leader Evaluation and Support Rubric 2015 — At a Glance

► Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

- 1. Shared Vision, Mission and Goals** — Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.
- 2. Curriculum, Instruction and Assessment** — Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.
- 3. Continuous Improvement** — Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.

► Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

- 1. Recruitment, Selection and Retention** — Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals.
- 2. Professional Learning** — Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.
- 3. Observation and Performance Evaluation** — Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.

► Domain 3: Organizational Systems

Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

- 1. Operational Management** — Strategically aligns organizational systems and resources to support student achievement and school improvement.
- 2. Resource Management** — Establishes a system for fiscal, educational and technology resources that operate in support of teaching and learning.

► Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

- 1. Family, Community and Stakeholder Engagement** — Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.
- 2. School Culture and Climate** — Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.
- 3. Equitable and Ethical Practice** — Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school/district community.

Schools to Earn Points on New Indicators

Points listed below available in years 2 and 3

	Elementary	Middle	High	Middle/ High
Indicator 1: Academic Achievement – ELA, Math and Science (All Students, High Needs Subgroup)	300	300	600	300
Indicator 2: Academic Growth – ELA and Math (All Students, High Needs Subgroup)	400	400	<i>n/a</i>	400
Indicator 4: Attendance / Chronic Absence (All Students, High Needs Subgroup)	100	100	100	100
Indicators 5 and 6: Preparation for College and Career Readiness (Courses/Exams)	<i>n/a</i>	<i>n/a</i>	100	100
Indicator 7: Graduation - On Track in 9 th Grade	<i>n/a</i>	50	50	50
Indicators 8 and 9: Graduation: (4-year All Students, 6-year High Needs Subgroup)	<i>n/a</i>	<i>n/a</i>	200	200
Indicator 10: Postsecondary Entrance	<i>n/a</i>	<i>n/a</i>	100	100
Indicator 11: Physical Fitness	50	50	50	50
Indicator 12: Arts Access	<i>n/a</i>	<i>n/a</i>	50	50
Total Possible Points	850	900	1250	1350



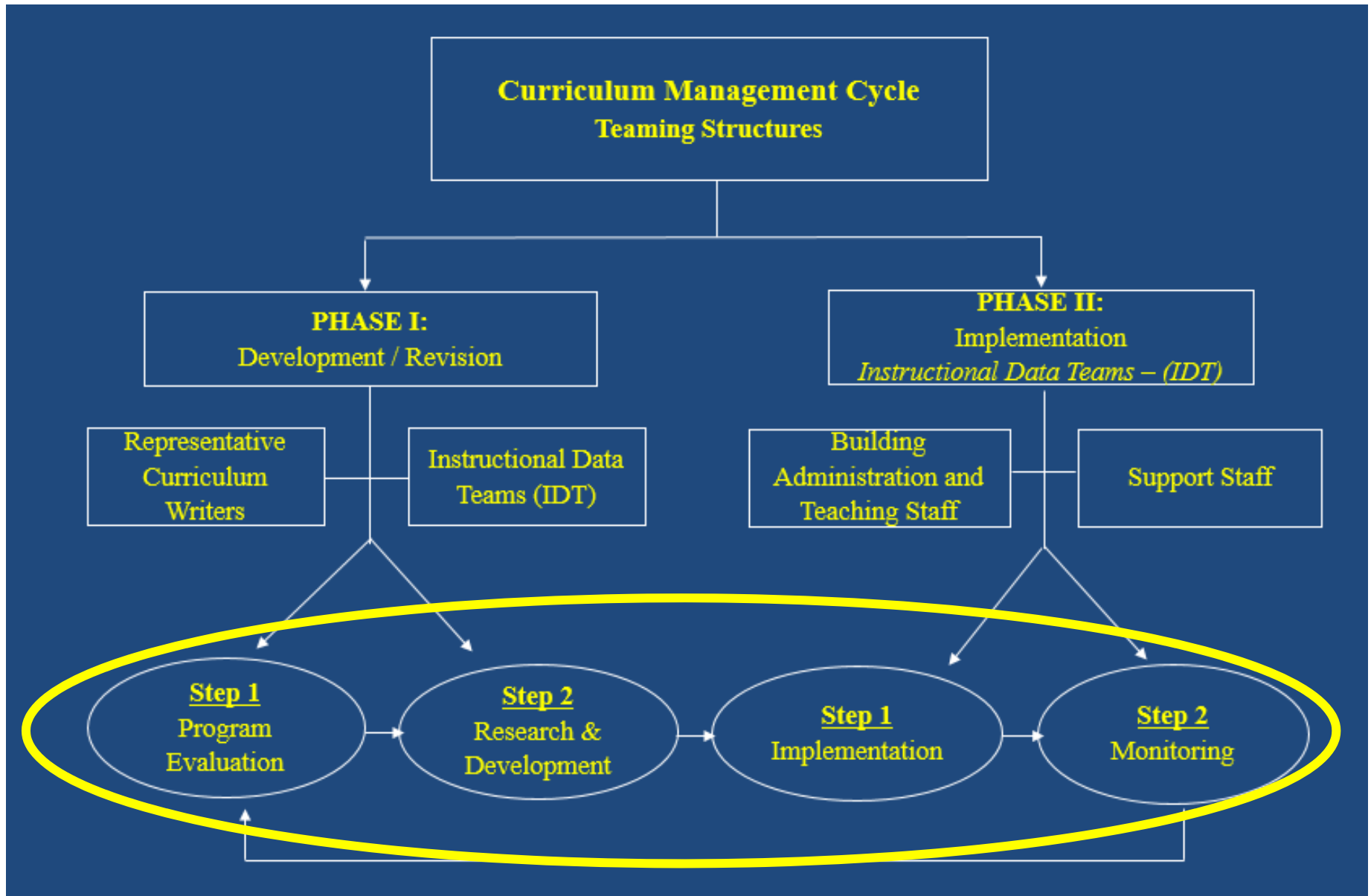
Note: Indicator 3 is the participation rate.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Collaborative Analysis and Actions

- The Research, Development and Testing Supervisor has visited all schools twice to work with administrator teams to understand the accountability indicators that pertain to each school. The supervisor is supporting principal understanding of the new system and specific scores that relate to each school.

Indicator 1 and 2



Curriculum Council Meetings: March 2016

Date	Content Area	Setting	Time
3/1	CTE	Wallace media center	3:00-5:00
3/1	HS Math	tbd	2:30-4:30
3/2	MS ELA	West Side	3:00-5:00
3/3	HS English	KHS	3:00-5:00
3/3	k-12 Art/Music	Wallace media center	3:15-5:15
3/3	Secondary Science	Wallace media center	3:00-5:00
TBA	Elementary ELA/SS	tbd	8:00-12:00
3/8	HS Math	tbd	2:30-4:30
3/8	HS English	CHS media center	3:00-5:00
3/9	MS ELA	tbd	3:00-5:00
3/10	Secondary Science	tbd	3:00-5:00
3/16	MS ELA	tbd	3:00-5:00
3/16	CTE	tbd	3:00-5:00
3/23	Secondary Science	Wallace	3:00-5:00
3/23	MS ELA	Wallace	3:00-5:00
3/31	CTE	tbd	3:00-5:00

Indicator 3-Participation Rates

Message from the CT SDE-Congratulations! Your district has met the 95 percent state assessment participation rate expectation for the 2014-15 state assessment in English Language Arts, Mathematics, and Science for all students as well as those in the high needs subgroup (i.e., students who are from a low income family, or are English learners or are students with disabilities).

	All Students	High Needs
English Language Arts	98.5%	98.4%
Mathematics	98.4%	98.4%
Science	97.8%	97.6%

Indicator 4 - Chronic Absenteeism

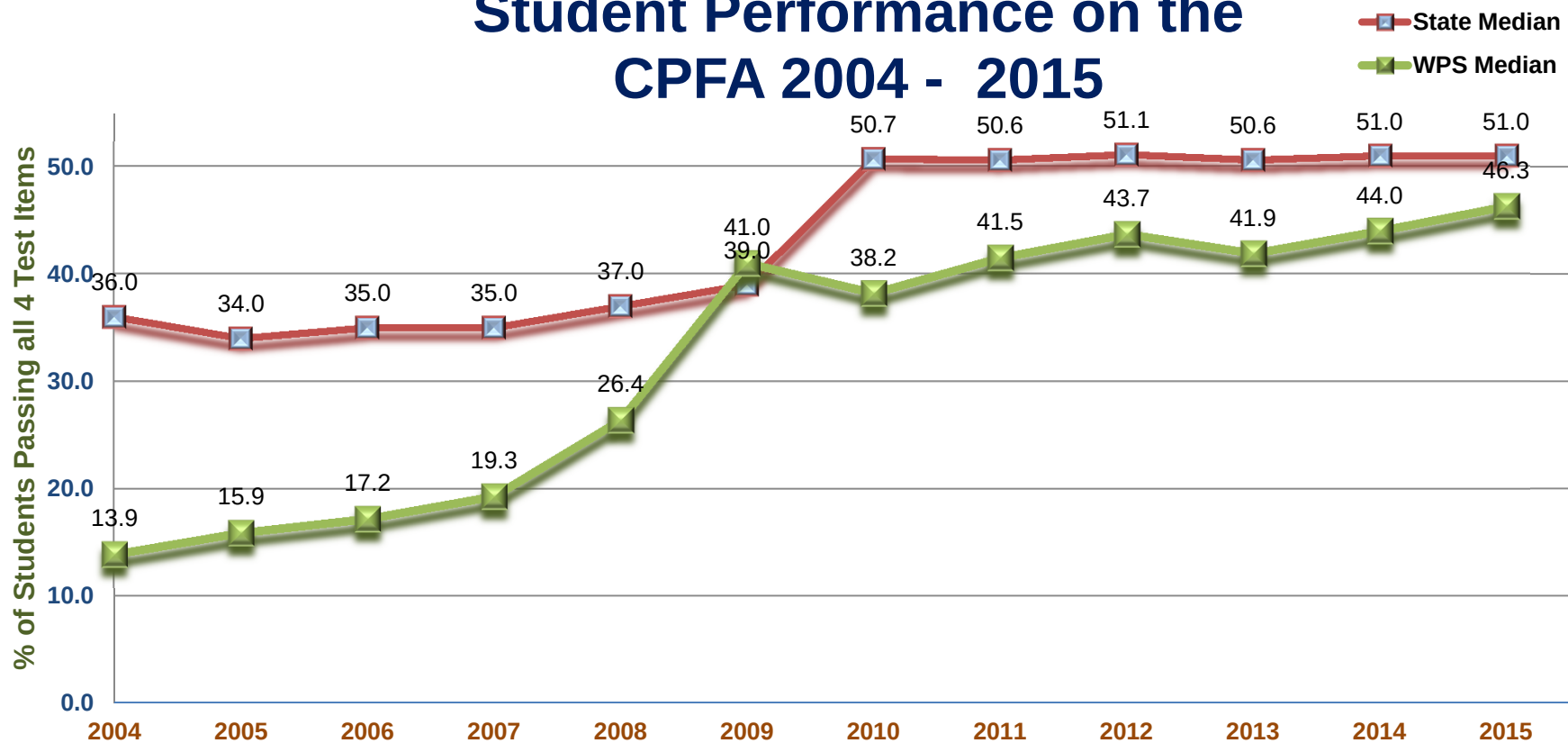
1. District-wide goals flow from central office directors to every school administrator. All school improvement plans include a chronic absenteeism goal.
2. School data is being monitored at the District Data Team
3. Data and strategies are being analyzed and celebrated monthly with administrators through schools visits with ILDs, conferences and/or at network meetings
4. Administrators, attendance counselors, parent liaisons, psychologists and social workers meet twice a month to review the data, monitor individual student and school-wide progress, and adjust strategies (teams vary).
5. School-wide data teams monitor chronic absenteeism monthly
6. Agency collaboration: Bridge to Success, Waterbury Youth Services, Gear Up, Restorative Justice, Truancy Clinic, School Readiness Council and The Greater Waterbury YMCA
7. The Connecticut State Department of Education meets with central office to monitor progress quarterly and provide additional support
8. Access to real-time data: A Data Dashboard has been created that incorporates chronic absenteeism data on a daily basis so that each member of the attendance team can access accurate data

Indicator 5-10

- Perkins Grant is being restructured to ensure curriculums are updated and more students have access to CTE Courses
- Grades 8-11 take PSAT in the Fall/Grade 12 takes the SAT in the Fall. Grade 11 takes the SAT in the Spring
- New dashboard created in conjunction with CTC for schools to easily access on-track 9th grade status for students. Guidance counselors and administrators set measurable goals in this specific area
- Monthly meetings on programs of study/scheduling with high school administrators
- Administrators working closely with each Guidance Department on transcript audits
- Engaging with local colleges and universities to increase collaboration with guidance departments in each high school

Indicator 11/12 – Physical Fitness & Arts Access

Student Performance on the CPFA 2004 - 2015



Note: The state figure for 2015 is estimated as the actual figures have not yet been released



Questions?



#8

Waterbury Public Schools

W. Garrett Miller, Jr.
Interim Chief Operating Officer
and Chief of Staff

MEMORANDUM

DATE: February 29, 2016
TO: Honorable Neil O'Leary, Mayor, City of Waterbury
FROM: Gary Miller, Interim Chief Operating Officer and Chief of Staff
SUBJECT: Education Non-Union Grant Funded Employees - Revised

-
1. Following up on our previous discussions, I have revised the attached list to show a proposed 2% raise. The annualized cost of the raise would be \$59,357 in total. If approved by the Board of Education and paid starting in March, the actual cost this fiscal year would be approximately \$20,550.
 2. The employees are completely or mostly grant funded, therefore the impact on the General Fund would be negligible.



#9

Waterbury Public Schools

*Louise Allen Brown, J.D., M.P.A.
Grant Writer*

February 29, 2016

Honorable Board of Education
City of Waterbury
236 Grand Street
Waterbury, CT 06702

RE: Liberty Bank Foundation Early Literacy Grant

Dear President Brown and Board of Education Commissioners:

I am writing to give notice that with the approval of Interim Chief Operating Officer & Chief of Staff W. Garrett Miller, Jr., district personnel from the Early Childhood Department submitted a timely grant proposal to the Liberty Bank Foundation for an Early Literacy Grant. The application deadline was today, February 29, 2016. I worked with the Early Childhood Department staff to develop an appropriate project for this grant program. Essentially this three year \$10,000 per year proposal would fund a three week summer literacy program named "Jump Start for Kindergarten" for four year olds who have completed the district's program for four year olds, but who need additional support prior to Kindergarten. The total grant request over three years is \$30,000 (the maximum grant award offered).

If the proposal is selected for funding by Liberty Bank Foundation, 30 student participants per summer will participate. Students will be bussed to the program during three weeks in July from Monday to Friday for a half day intensive literacy intervention program (8 am to 12 pm); then they will bussed back home. Each Friday will include a Family component that incorporates providing parents with specific support and instruction related to families building children's early language and literacy skills.

The grant will fund two teachers and two teaching assistants, as well as two bus drivers. It will also fund limited supplies for the project. However the \$10,000 per year budget does not support fringe benefit costs of approximately \$1300/year. That is the reason for presenting this grant to you at this time. Mr. Miller has approved this proposal with those district costs, contingent upon your honorable board's approval.

I respectfully request your approval of this grant application submission. Thank you for your consideration.

Very truly yours,

Louise Allen Brown
Grant Writer

cc: Dr. Kathleen M. Ouellette
W. Garrett Miller, Jr.
Patricia Moran

WATERBURY PUBLIC SCHOOLS

Meeting Minutes

#10

Group/Team:	Legislation Committee		
Location:	Supt. Conference Room	Norms Reviewed:	Yes
Date:	March 7, 2016	Start Time:	5:19
Minutes Prepared By:	STANGO	Finish Time:	5:59

Attendance at Meeting			
	Name	Position	
1	Leg Brown	BOE	
2	Chad Stang	BOE	
3	Gary Miller	COO-COS	
4	Ann Sweeney	BOE	
5	Karen Hawley	BOE (Phone)	
6	Public		
7			
8	Richard Wood		
9	Jon B. Butler	St. Rep.	
10			
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Purpose of Meeting – Instructional Focus:
Review of Proposed legislation and Draft Correspondence to the Waterbury Delegation for support or rejection as appropriate.

Meeting Notes, Decisions, Issues (May include the meeting agenda)
- Chair reads description of Bills relating to Education which are before the State Legislature. (See Legislation Committee Agenda Backup for Descriptions of each Bill.)

WATERBURY PUBLIC SCHOOLS

Meeting Minutes

Meeting Notes Continued

- Discussion on Bills as they relate to Education in our District
Regarding Pros + Cons of each.
- Funded/unfunded, • Possible cost (Fiscal Note) • mandates
- Benefits, Distractors, improvements
- List of Bills Follows. (See Backup)
 - SB 174 AA Support
 - HB 5305 NOT
 - SB 318 AAC NOT
 - HB 5468 AA Support
 - HB 5462 AA NOT
 - HB 5552 AAC Support
 - HB 5551 AAC NOT
 - SB 382 AAC Support
 - SB 379 AAC Support
 - HB 5470 AAC Support
 - HB 5423 AA Support
 - 5505 NOT
 - HB 5175 NOT
 - SB 380 NOT

Next Steps (Include action items)

Action	Assigned to	Due Date
• Motion to move the recommendation of this committee to Workshop for full Board		
Discussion - C STANGE, 2nd V. HARVEY		
Committee vote 3-0 Favor	(Sweeney)	
• Comm. Sweeney Draft Letter to Leg. for W/S		

Next Meeting

Date:	TBD	Time:		Location:	
Agenda:					

Meeting Minutes guidelines:

- Publish Minutes within 48 hours of any meeting
- Minutes available to all stakeholders (binders, shared drive, e-mail, website)
- Send Minutes via email to all team members

Back up for Legislative Committee 3/7/16

SB 174 AA ESTABLISHING A TASK FORCE TO STUDY PROFESSIONAL DEVELOPMENT AND IN-SERVICE TRAINING REQUIREMENTS FOR EDUCATORS.

To establish a task force to examine issues related to the professional development and in-service training requirements for educators. This bill was raised at CABA's request to lessen and eliminate mandates.

HB 5305 AAC SCHOOL PARAPROFESSIONAL TRAINING', to provide annual training to school paraprofessionals. Such training shall (1) provide information necessary to instruct each paraprofessional on the duties and responsibilities that such paraprofessional is expected to perform, (2) be consistent with the specific needs of the student or students to whom the paraprofessional will be assigned, and (3) be provided before the start of the school year by the immediate supervisor of the paraprofessional and with pay. In the case of a paraprofessional who is hired by a local or regional board of education after the start of the school year or who has been reassigned during the school year, such training shall be provided to such paraprofessional before such paraprofessional's assignment or reassignment begins.

SB 318 AAC PRIVATE SCHOOL TRANSPORTATION, to require boards of education to provide transportation services to certain students who attend a nonpublic school located outside of the school district.

HB 5468 AA ESTABLISHING A TASK FORCE TO STUDY ISSUES RELATING TO THE RECRUITMENT OF MANUFACTURING TEACHERS, to establish a task force to study ways to improve efforts to recruit manufacturing teachers.

HB 5462 AA REQUIRING THE INSTALLATION OF SEAT SAFETY BELTS ON SCHOOL BUSES, to require school buses to be equipped with seat safety belts and to require passengers of a school bus to wear seat safety belts.

HB 5552 AAC SPECIAL EDUCATION, to require parties to participate in an adjudication conducted by an impartial third-party adjudicator before conducting a special education hearing. CABA/CAPSS requested this bill.

HB 5551 AAC THE COMMISSIONER'S NETWORK OF SCHOOLS, to make revisions to the commissioner's network of schools. This bill remove responsibility from the BOE.

SB 382 AAC TEACHER PREPARATION PROGRAMS', to require the SDE and the Office of Higher Education to enter into an agreement with the Council for the Accreditation of Educator Preparation for the purposes of accrediting and establishing standards for teacher preparation programs in the state.

SB 379 AAC THE RECOMMENDATIONS OF THE MINORITY TEACHER RECRUITMENT TASK FORCE, to delay the termination of the minority teacher recruitment task force, to establish the Minority Teacher Recruitment Policy Oversight Council within the SDE, and to require the Department to conduct an annual survey of students regarding the effectiveness of minority teacher recruitment programs in the state.

HB 5470 AAC A PILOT PROGRAM FOR STUDENTS IN HIGH SCHOOL INTERESTED IN PURSUING A COLLEGE DEGREE IN EDUCATION, to establish a teacher pathways pilot program to encourage and recruit minority students to pursue a career in education.

HB 5423 AA ENCOURAGING MIDDLE SCHOOL AND HIGH SCHOOL STUDENTS TO CONSIDER CAREERS IN MANUFACTURING, to establish a committee, a manufacturing program catalog and partnerships between the Commissioner of Education and the manufacturing industry in order to encourage students to consider careers in the manufacturing industry.

Senator Joan Hartley
Senator Joe Markley
Representative Jeff Berger
Representative Larry Butler
Representative Anthony D'Amelio
Representative Selim Noujaim
Representative Victor Cuevas

3/09/16 DRAFT

March 17, 2016

Honorable CT State Delegation,

Please review the attached listing of currently proposed legislation. The Waterbury Board of Education has reviewed these proposals and recommends support or rejection as noted. Our state delegation has always been responsive when we convey our concerns. The board thanks you for your care and diligence on behalf of the district and its students. Please feel free to contact the board with any questions regarding the attached.

Sincerely,

Elizabeth Brown
President, Waterbury Board of Education

SUPPORT

SB 174 AA ESTABLISHING A TASK FORCE TO STUDY PROFESSIONAL DEVELOPMENT AND IN-SERVICE TRAINING REQUIREMENTS FOR EDUCATORS.

To establish a task force to examine issues related to the professional development and in-service training requirements for educators. This bill was raised at CABA's request to lessen and eliminate mandates.

BOE supports this task force as a step toward eliminating, reducing or consolidating state mandates related to district level professional development and training.

SUPPORT

HB 5468 AA ESTABLISHING A TASK FORCE TO STUDY ISSUES RELATING TO THE RECRUITMENT OF MANUFACTURING TEACHERS, to establish a task force to study ways to improve efforts to recruit manufacturing teachers.

BOE supports as benefit for Waterbury Career Academy and Waterbury's comprehensive high schools.

SUPPORT

HB 5552 AAC SPECIAL EDUCATION, to require parties to participate in an adjudication conducted by an impartial third-party adjudicator before conducting a special education hearing. CABA/CAPSS requested this bill.

Waterbury BOE has supported changes to the burden of proof in previous years. This bill is a good compromise solution that will address both student need and district costs.

SUPPORT

SB 382 AAC TEACHER PREPARATION PROGRAMS', to require the SDE and the Office of Higher Education to enter into an agreement with the Council for the Accreditation of Educator Preparation for the purposes of accrediting and establishing standards for teacher preparation programs in the state.

Waterbury BOE supports this bill as a step in the right direction to ensure that state teacher preparation programs prepare teachers for today's urban classrooms. Bill also has potential to impact reciprocity.

SUPPORT

SB 379 AAC THE RECOMMENDATIONS OF THE MINORITY TEACHER RECRUITMENT TASK FORCE, to delay the termination of the minority teacher recruitment task force, to establish the Minority Teacher Recruitment Policy Oversight Council within the SDE, and to require the Department to conduct an annual survey of students regarding the effectiveness of minority teacher recruitment programs in the state.

Waterbury BOE supports the work of the Minority Teacher Recruitment Task Force, and the requests included in SB 379.

SUPPORT

HB 5470 AAC A PILOT PROGRAM FOR STUDENTS IN HIGH SCHOOL INTERESTED IN PURSUING A COLLEGE DEGREE IN EDUCATION, to establish a teacher pathways pilot program to encourage and recruit minority students to pursue a career in education.

Waterbury BOE supports establishing a teacher pathways pilot. We must note that Waterbury is not on the current list of districts included in the pilot. This is a concern. Waterbury has already started the groundwork to identify and support high school students interested in careers in teaching. We believe Waterbury is well positioned to maximize the benefit of this pilot, and urge our delegation to advocate on Waterbury's behalf to be included.

SUPPORT

HB 5423 AA ENCOURAGING MIDDLE SCHOOL AND HIGH SCHOOL STUDENTS TO CONSIDER CAREERS IN MANUFACTURING, to establish a committee, a manufacturing program catalog and partnerships between the Commissioner of Education and the manufacturing industry in order to encourage students to consider careers in the manufacturing industry.

Waterbury BOE supports HB 5423 to continue the work we have begun with the establishment of the Waterbury Career Academy.

OPPOSE

HB 5305 AAC SCHOOL PARAPROFESSIONAL TRAINING', to provide annual training to school paraprofessionals. Such training shall (1) provide information necessary to instruct each paraprofessional on the duties and responsibilities that such paraprofessional is expected to perform, (2) be consistent with the specific needs of the student or students to whom the paraprofessional will be assigned, and (3) be provided before the start of the school year by the immediate supervisor of the paraprofessional and with pay. In the case of a paraprofessional who is hired by a local or regional board of education after the start of the school year or who has been reassigned during the school year, such training shall be provided to such paraprofessional before such paraprofessional's assignment or reassignment begins.

Waterbury BOE supports appropriate training for all staff as needed, including para's. This bill would mandate training that is time intensive, costly and could delay appropriate para services to students. This is not legislation we believe is in the best interests of students, and is another unfunded mandate. Waterbury BOE opposes this legislation.

OPPOSE

SB 318 AAC PRIVATE SCHOOL TRANSPORTATION, to require boards of education to provide transportation services to certain students who attend a nonpublic school located outside of the school district.

Waterbury BOE opposes. This results in an additional cost to districts with no additional funding from the state. Unfunded mandate.

OPPOSE

HB 5462 AA REQUIRING THE INSTALLATION OF SEAT SAFETY BELTS ON SCHOOL BUSES, to require school buses to be equipped with seat safety belts and to require passengers of a school bus to wear seat safety belts.

Waterbury BOE opposes. This results in tremendous cost to the district, another unfunded mandate. We believe this is a decision best left to each district.

OPPOSE

HB 5551 AAC THE COMMISSIONER'S NETWORK OF SCHOOLS, to make revisions to the commissioner's network of schools. This bill removes responsibility from the BOE.

This bill gives control of individual schools to the SDOE. It is doubtful they have the people capacity to oversee/run individual schools. Bill requires a panel comprised of parents, teachers, member of the immediate community, but leaves out the school governance council. Bill gives SBOE "the right to remove laws that it deems are barriers to progress". It does not define if those are local or state laws, or both. Waterbury BOE opposes.

OPPOSE

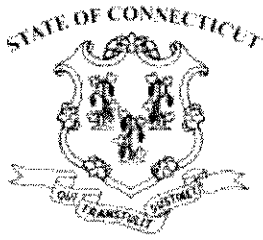
HB 5505 AAC LOCAL OR REGIONAL BOARDS OF EDUCATION, EXCLUSIVE BARGAINING REPRESENTATIVES AND MEMBERS OF THE TEACHING PROFESSION, to allow BOE to agree with an exclusive bargaining representative to require the BOE to pay the annual service fee for representation on behalf of the members of the teaching profession.

Waterbury BOE opposes. Bill has the potential to require BOE to pay the union dues of its employees. The responsibility for payment of dues would become an item of collective bargaining.

OPPOSE

HB 5175 AAC LOCAL BOARD OF EDUCATION BUDGETS. All municipalities and all BOE shall have all their financial statements audited at least one annually. A town board of finance may increase, decrease, or eliminate any non-educational expense set forth in a proposed budget by a BOE.

Waterbury BOE opposes. We are already audited annually without mandate. Who would make a decision on what is a "non-educational" expense?



General Assembly

Raised Bill No. 5555

February Session, 2016

LCO No. 2454

*02454_____ED_*

Referred to Committee on EDUCATION

Introduced by:

(ED)

AN ACT CONCERNING THE MINIMUM BUDGET REQUIREMENT AND PROHIBITING THE INCLUSION OF PARTICIPATION RATES FOR THE STATE-WIDE MASTERY EXAMINATION IN THE CALCULATION OF A SCHOOL DISTRICT'S ACCOUNTABILITY INDEX SCORE.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. Subsection (e) of section 10-262j of the 2016 supplement to the general statutes is repealed and the following is substituted in lieu thereof (*Effective from passage*):

(e) For the fiscal years ending June 30, 2016, and June 30, 2017, the provisions of this section shall not apply to any district that is in the top ten per cent of school districts based on the [district performance] accountability index, as defined in section [10-262u] 10-223e, as amended by this act.

Sec. 2. Subdivision (1) of subsection (a) of section 10-223e of the 2016 supplement to the general

statutes is repealed and the following is substituted in lieu thereof (*Effective from passage*):

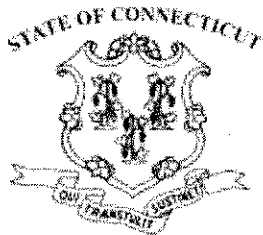
(1) "Accountability index" means the score resulting from multiple student, school or district-level measures, as weighted by the Department of Education, that (A) shall include the performance index score and high school graduation rates, and (B) may include, but need not be limited to, academic growth over time, attendance and chronic absenteeism, postsecondary education and career readiness, enrollment in and graduation from institutions of higher education and postsecondary education programs, civics and arts education and physical fitness, but (C) shall not include participation rates for the mastery examination, pursuant to section 10-14n.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>from passage</i>	10-262j(e)
Sec. 2	<i>from passage</i>	10-223e(a)(1)

Statement of Purpose:

To update the minimum budget requirement statute by making a technical change and to prohibit the inclusion of participation rates for the state-wide mastery examination in the calculation of such district's accountability index score.

[Proposed deletions are enclosed in brackets. Proposed additions are indicated by underline, except that when the entire text of a bill or resolution or a section of a bill or resolution is new, it is not underlined.]



General Assembly

Raised Bill No. 380

February Session, 2016

LCO No. 2547

*02547_____ED_*

Referred to Committee on EDUCATION

Introduced by:

(ED)

AN ACT CONCERNING THE EXCLUSION OF STUDENT PERFORMANCE RESULTS ON THE MASTERY EXAMINATION FROM TEACHER EVALUATIONS.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. Section 10-151b of the 2016 supplement to the general statutes is repealed and the following is substituted in lieu thereof (*Effective from passage*):

(a) The superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher, and for the school year commencing July 1, 2013, and each school year thereafter, such annual evaluations shall be the teacher evaluation and support program adopted pursuant to subsection (b) of this section. The superintendent may conduct additional formative evaluations toward producing an annual summative evaluation. An evaluation pursuant to this subsection shall include, but need not be limited to, strengths, areas needing improvement, strategies for improvement and multiple indicators of student academic growth. For any evaluation conducted

for the school year commencing July 1, 2016, and each school year thereafter, such multiple indicators of student academic growth shall not include the use of student performance data on the state-wide mastery examination pursuant to section 10-14n. Claims of failure to follow the established procedures of such teacher evaluation and support program shall be subject to the grievance procedure in collective bargaining agreements negotiated subsequent to July 1, 2004. In the event that a teacher does not receive a summative evaluation during the school year, such teacher shall receive a "not rated" designation for such school year. The superintendent shall report (1) the status of teacher evaluations to the local or regional board of education on or before June first of each year, and (2) the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers who have not been evaluated and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September fifteenth of each year. For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

(b) Except as provided in subsection (d) of this section, not later than September 1, [2013] 2016, each local and regional board of education shall adopt and implement a teacher evaluation and support program that is consistent with the guidelines for a model teacher evaluation and support program adopted by the State Board of Education, pursuant to subsection (c) of this section. Such teacher evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the professional development and evaluation committee for the school district, established pursuant to subsection (b) of section 10-220a. If a local or regional board of education is unable to develop a teacher evaluation and support program through mutual agreement with such professional development and evaluation committee, then such board of education and such professional development and evaluation committee shall consider the model teacher evaluation and support program adopted by the State Board of Education, pursuant to subsection (c) of this section, and such board of education may adopt, through mutual agreement with such professional development and evaluation committee, such model teacher evaluation and support program. If a local or regional board of education and the professional development and evaluation committee are unable to mutually agree on the adoption of such model teacher evaluation and support program, then such board of education shall adopt and implement a teacher evaluation and support program developed by such board of education, provided such teacher evaluation and support program is consistent with the guidelines adopted by the State Board of Education, pursuant to subsection (c) of this section. Each local and regional board of education may commence implementation of the teacher evaluation and support program adopted pursuant to this subsection in accordance with a teacher evaluation and support program implementation plan adopted pursuant to subsection (d) of this section.

(c) (1) On or before [July 1, 2012] August 15, 2016, the State Board of Education shall adopt, in consultation with the Performance Evaluation Advisory Council established pursuant to section 10-151d, guidelines for a model teacher evaluation and support program. Such guidelines shall include, but not be limited to, (A) the use of four performance evaluations designators: Exemplary, proficient,

developing and below standard; (B) subject to the provisions of subdivision (3) of this subsection, the use of multiple indicators of student academic growth and development in teacher evaluations that do not include the use of student performance data on the state-wide mastery examination pursuant to section 10-14n; (C) methods for assessing student academic growth and development; (D) a consideration of control factors tracked by the state-wide public school information system, pursuant to subsection (c) of section 10-10a, that may influence teacher performance ratings, including, but not limited to, student characteristics, student attendance and student mobility; (E) minimum requirements for teacher evaluation instruments and procedures, including scoring systems to determine exemplary, proficient, developing and below standard ratings; (F) the development and implementation of periodic training programs regarding the teacher evaluation and support program to be offered by the local or regional board of education or regional educational service center for the school district to teachers who are employed by such local or regional board of education and whose performance is being evaluated and to administrators who are employed by such local or regional board of education and who are conducting performance evaluations; (G) the provision of professional development services based on the individual or group of individuals' needs that are identified through the evaluation process; (H) the creation of individual teacher improvement and remediation plans for teachers whose performance is developing or below standard, designed in consultation with such teacher and his or her exclusive bargaining representative for certified teachers chosen pursuant to section 10-153b, and that (i) identify resources, support and other strategies to be provided by the local or regional board of education to address documented deficiencies, (ii) indicate a timeline for implementing such resources, support, and other strategies, in the course of the same school year as the plan is issued, and (iii) include indicators of success including a summative rating of proficient or better immediately at the conclusion of the improvement and remediation plan; (I) opportunities for career development and professional growth; and (J) a validation procedure to audit evaluation ratings of exemplary or below standard by the department or a third-party entity approved by the department.

(2) The State Board of Education shall, following the completion of the teacher evaluation and support pilot program, pursuant to section 10-151f, and the submission of the study of such pilot program, pursuant to section 10-151g, review and may revise, as necessary, the guidelines for a model teacher evaluation and support program and the model teacher evaluation and support program adopted under this subsection.

(3) Not later than August 1, 2016, the State Board of Education shall revise the guidelines for a model teacher evaluation and support program and the model teacher evaluation and support program, adopted under this subsection, to exclude the use of student performance data on the state-wide mastery examination, pursuant to section 10-14n. The state board, in consultation with the Performance Evaluation Advisory Council, may reconsider how much weight shall be given to multiple indicators of student academic growth and development in teacher evaluations and revise, as necessary, such guidelines for a model teacher evaluation and support program and the model teacher evaluation and support program.

(d) A local or regional board of education may phase in full implementation of the teacher evaluation and support program adopted pursuant to subsection (b) of this section during the school years commencing July 1, 2013, and July 1, 2014, pursuant to a teacher evaluation and support program implementation plan adopted by the State Board of Education, in consultation with the Performance Evaluation Advisory Council, not later than July 1, 2013. The Commissioner of Education may waive the provisions of subsection (b) of this section and the implementation plan provisions of this subsection for any local or regional board of education that has expressed an intent, not later than July 1, 2013, to adopt a teacher evaluation program for which such board requests a waiver in accordance with this subsection.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>from passage</i>	10-151b

Statement of Purpose:

To exclude student performance data on the Smarter Balanced Assessment from teacher performance evaluations.

[Proposed deletions are enclosed in brackets. Proposed additions are indicated by underline, except that when the entire text of a bill or resolution or a section of a bill or resolution is new, it is not underlined.]

#11
Revised 07/17/13

REQUEST FOR FIELD TRIP

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

- ☒ OUT OF STATE – MUST BE RECEIVED FIVE (5) WEEKS PRIOR TO TRIP
☐ IN STATE – MUST BE RECEIVED THREE (3) WEEKS PRIOR TO TRIP

This request must be approved prior to collecting or committing any funds such as down payments or making definite arrangements.

Date Submitted: 1/15/2016 Name of Travel Agency (if applicable): _____

1) Requested by: Stephanie LaBonte, Kayla Howden, Lauren Franks, Dana Mancini, Marnie Valletta,
Krislyn Petti, Elizabeth Santoro Wilby High School 9/10/12 English

Name of Staff Member	School	Grade level/Subject
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2) How many students? 150

3) Name of destination: Medieval Times

4) City/State of destination: Lyndhurst, New Jersey

5) Departure: 14 April 2016 7 am

Day	Date	Time
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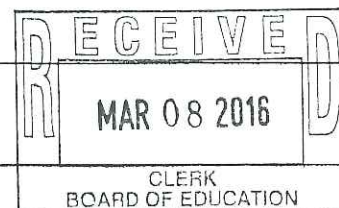
6) Return: 14 April 2016 5 pm

Day	Date	Time
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7) Is school in session during this field trip? Yes

8) What unit in the curriculum does this field trip support?

English/ Language Arts, Grades 9, 10, and 12 Curriculum



9) What are the Common Core State Standards this field trip supports?

CCSS.ELA-LITERACY.RL.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

- Why do people behave the way they do? What motivates them?
- To what extent does power (or the lack of power) affect individuals and/or relationships?
- How do the decisions and actions of people reveal their personalities?
- How can a person's decisions and actions change his/her life?

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

Students must embody the Wilby Core Values and Beliefs, including having respect for all presenters, listening attentively, and actively engaging in all tours.

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

Students will be required to discuss what they have learned from the tours in class and they will be required to do a written reflection as well as a pre-research project.

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

Students will be immersed in the world of Medieval Times. Students will experience what life was like in the Middle Ages as well as being able to see weaponry of the time, animals, food, and life of royalty. Students have read works by Shakespeare that emphasize this time and they will be able to see in live.

14) Transportation: Type/name of Approved PUC Carrier

Land Jet Transportation

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

Name	Phone Number	Name	Phone Number
1. Stephanie LaBonte	203-574-8100	4 Lauren Franks	203-574-8100
2. Krislyn Petti	203-574-8100	5. Dana Mancini	203-574-8100
3 Marnie Valletta	203-574-8100	6 Kayla Howden	203-574-8100

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

1) Teacher(s) as chaperones: Stephanie LaBonte, Krislyn Petti, Kayla Howden, Lauren Franks, Dana Mancini, Marnie Valletta, Elizabeth Santoro

Aides(s) as chaperones: Kari Gibson, Tracy Coit

Parent(s) as chaperones: Sharon Petti, Alexa Petti, Holly Meilke, Mrs. Bruel, Mrs. Daunis

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

Student Contributions

18) What is the approximate cost per pupil for this trip?

\$70

19) Is any student excluded from attending this trip? Yes ☒ No ☐ If yes, explain why:

Those who have over 2 suspensions for the year.

20) What is the approximate cost all chaperones?

\$70

21) How many substitutes are necessary? (If none specify)

Teacher	Subject/Grade	Teacher	Subject/Grade
1. Stephanie LaBonte	9/10/11/12 English and Journalism	4. Lauren Franks	10/12 English
2. Krislyn Petti	11/12 English	5. Dana Mancini	9/10 English
3. Marnie Valletta	12 English	6. Kayla Howden	11/12 English
		7. Elizabeth Santoro	11/12 English

22) The medication(s) and/or procedure(s), as prescribed by the student(s) physician, will be provided while participating in the field trip

Yes ☒ No ☐

Signature of School Nurse

Date

23) This field trip request meets the needs of the BOE policy? Yes ☒ No ☐

Is this field trip recommended? Yes ☒ No ☐

Arrangements for students(s) medial needs have been made Yes ☒ No ☐

Signature of School Principal

Date

CENTRAL OFFICE RESPONSE

1) This field trip request has been reviewed and approved at the Superintendent's level ☒

This field trip request has been reviewed and is not approved ☐

#12

Revised 07/17/13

REQUEST FOR FIELD TRIP

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

ALL FIELD TRIPS REQUEST MUST INCLUDE THE APPROPRIATE COVER SHEET

☒ OUT OF STATE – MUST BE RECEIVED FIVE (5) WEEKS PRIOR TO TRIP

☐ IN STATE – MUST BE RECEIVED THREE (3) WEEKS PRIOR TO TRIP

This request must be approved prior to collecting or committing any funds such as down payments or making definite arrangements.

Date Submitted: 02/19/2016

Name of Travel Agency (if applicable): _____

1) Requested by: Mrs. Gregoire, Mr. Haxhia Wilby High School grades: 10,11,12 -Italian

Name of Staff Member

School

Grade level/Subject

2) How many students? 30

3) Name of destination: Museum of Modern Art & Carmine's Restaurant

4) City/State of destination: New York City

5) Departure: Friday 05/20/2016 7:30 am
Day Date Time

6) Return: Friday 05/20/2016 4:30 pm
Day Date Time

7) Is school in session during this field trip? Yes

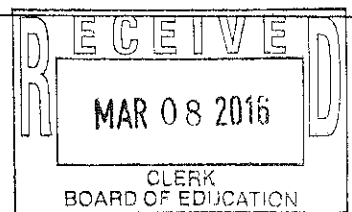
8) What unit in the curriculum does this field trip support?

Unit 5—Buon Appetito - Al Ristorante
Cultural aspects of Italy

9) What are the Common Core State Standards this field trip supports?

CT CCSS

- 2 Interpretive Communication
- 4 Culture Products and Perspectives
- 5 Connections to other disciplines
- 6 Connections to information available only in World Language
- 7 Compare Languages
- 9 Communities within and beyond classroom for personal enjoyment, enrichment, and active participation



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

Who are Italian contemporary artists/designers and what is their contribution to the world cultural heritage?
How can one learn about Italian culture by looking at Italian art?
How does society and culture affect artwork?
What are the most important features of Italian cuisine?
Why is this Italian tradition so popular in the USA?
How have Italians and Italian-Americans influenced American culture?
What have Italians and Italian-Americans contributed to American culture?

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

Students will:

- Engage in conversations to provide and obtain information, and exchange opinions about art, gastronomy, and culture.
- Present information, concepts, and ideas to listeners or readers about art, gastronomy, and culture.
- Reinforce and expand their knowledge of art and gastronomy through Italian culture.
- Demonstrate an understanding of the concept of culture through comparisons with their own culture.

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

Students will:

- Engage in class discussion on Italians or Italian-Americans who have influenced American culture and how.
- Use newly learned terminology of art and gastronomy in the target language.
- Create a dialogue about food preferences and ordering food at a restaurant.
- Have a vocabulary quiz on food items

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

At MoMA students will have the chance to explore the contemporary and modern art works from Italian artists. MoMA's collection is an opportunity for students of the Italian program to engage in critical thinking and conversations.

While classroom instruction can deliver realia and samples of the culture, going outside of school boundaries can give students the opportunity to experience an authentic Italian atmosphere.

14) Transportation: Type/name of Approved PUC Carrier

Band/Jet Motor Coach Bus

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

Name	Phone Number	Name	Phone Number
1. Carmela Gregoire	203.419.5448	4.	
Robert Haxhia	203.206.8350	5.	
3. Anna Rivera	646.388.0233	6.	

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

Teacher(s) as chaperones: 3
Aides(s) as chaperones:
Parent(s) as chaperones:

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

Fund raiser: raffle Student contribution

18) What is the approximate cost per pupil for this trip?

\$ 95.00

19) Is any student excluded from attending this trip? Yes ☐ No ☒ If yes, explain why:

--

20) What is the approximate cost all chaperones?

\$ 35.00

21) How many substitutes are necessary? (If none specify)

Teacher	Subject/Grade	Teacher	Subject/Grade
1. Mrs. Gregoire	Italian 1, 2	4.	
2. Mr. Haxhia	Italian 1, 2, 3, 4	5.	
3. Ms. Rivera	Spanish	6.	

22) The medication(s) and/or procedure(s), as prescribed by the student(s) physician, will be provided while participating in the field trip

Yes

☒

No

☐

Chacyl Benson RN

Signature of School Nurse

2/19/16

Date

23) This field trip request meets the needs of the BOE policy? Yes ☒ No ☐

Is this field trip recommended? Yes ☒ No ☐

Arrangements for students(s) medial needs have been made Yes ☒ No ☐

Dawn Kolum

Signature of School Principal

2/19/16

Date

CENTRAL OFFICE RESPONSE

24) This field trip request has been reviewed and approved at the Superintendent's level ☒

This field trip request has been reviewed and **is not** approved ☐

[Signature]

Signature of Superintendent/Designee/ILD

2-29-16

Date

25) This field trip request required Board of Education action for out of state or overnight field trip was approved/denied by the Board of Education during its meeting of _____

Signature of BOE/Designee

Date

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

Out of State

#13

Revised 07/17/13

REQUEST FOR FIELD TRIP

ALL FIELD TRIP FORMS MUST BE FAXED (203-574-8010) OR EMAILED TO THE SCHOOL'S INSTRUCTIONAL LEADERSHIP DIRECTOR. *Sent 2/12/16*

ALL FIELD TRIPS REQUEST MUST INCLUDE THE APPROPRIATE COVER SHEET

☒ OUT OF STATE – MUST BE RECEIVED FIVE (5) WEEKS PRIOR TO TRIP

☐ IN STATE – MUST BE RECEIVED THREE (3) WEEKS PRIOR TO TRIP

This request must be approved prior to collecting or committing any funds such as down payments or making definite arrangements.

Date Submitted: 12 Feb 2016 Name of Travel Agency (if applicable): _____

1) Requested by:	<u>Major Mike Simon</u>	<u>Wilby</u>	<u>9-12/JROTC</u>
	Name of Staff Member	School	Grade level/Subject

2) How many students? 16

3) Name of destination: Sun Valley High School

City/State of destination: Aston, PA

5) Departure:	<u>Friday, 18 March 2016</u>	<u>12:00 a.m.</u>	
	Day	Date	Time

6) Return:	<u>Saturday, 19 March 2016</u>	<u>18:00 p.m.</u>	<i>6:00 PM</i>
	Day	Date	Time

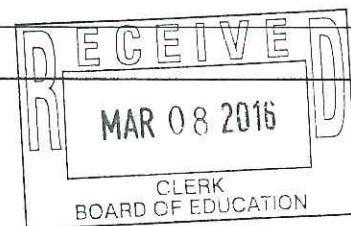
7) Is school in session during this field trip? Yes

8) What unit in the curriculum does this field trip support?

Physical Fitness.

9) What are the Common Core State Standards this field trip supports?

The spirit of athletic competition.



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

Guiding questions will revolve around good sportsmanship, geographical awareness, and event organization.

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

The importance of personnel accountability, responsibility and event planning.

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

Learning will be assessed throughout the course of the field trip through routine interaction with the students.

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

The students will have the opportunity to compete in a challenging physical fitness test. This experience will give them the confidence to overcome other endurance challenges.

14) Transportation: Type/name of Approved PUC Carrier

Land Jet

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

Name	Phone Number	Name	Phone Number
1. Major Mike Simon	413-218-9203	1stSgt Wayne Violette	860-302-6053
2.		5.	
3		6	

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

Teacher(s) as chaperones: Major Simon, 1stSgt Violette

Aides(s) as chaperones:

Parent(s) as chaperones: To be determined.

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

JROTC Operational Funding

18) What is the approximate cost per pupil for this trip?

\$20

19) Is any student excluded from attending this trip? Yes ☐ No ☒ If yes, explain why:

20) What is the approximate cost all chaperones?

\$20

21) How many substitutes are necessary? (If none specify)

Teacher	Subject/Grade	Teacher	Subject/Grade
1.		4.	
2.		5.	
3.		6.	

22) The medication(s) and/or procedure(s), as prescribed by the student(s) physician, will be provided while participating in the field trip.

Yes ☐ No ☐

Signature of School Nurse

Date

23) This field trip request meets the needs of the BOE policy? Yes ☒ No ☐

Is this field trip recommended? Yes ☒ No ☐

Arrangements for students(s) medial needs have been made Yes ☒ No ☐

Signature of School Principal

Date

CENTRAL OFFICE RESPONSE

24) This field trip request has been reviewed and approved at the Superintendent's level ☒

This field trip request has been reviewed and **is not** approved ☐

Signature of Superintendent/Designee/ILD

Date

25) This field trip request required Board of Education action for out of state or overnight field trip was approved/denied by the Board of Education during its meeting of _____

Signature of BOE/Designee

Date

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

#14

REQUEST FOR FIELD TRIP

Revised 07/17/13

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

- ☒ OUT OF STATE – MUST BE RECEIVED FIVE (5) WEEKS PRIOR TO TRIP
☐ IN STATE – MUST BE RECEIVED THREE (3) WEEKS PRIOR TO TRIP

This request must be approved prior to collecting or committing any funds such as down payments or making definite arrangements.

Date Submitted: February 9, 2016 Name of Travel Agency (if applicable): NA

1) Requested by: Luanne Rosin-Capolupo Kennedy High School 11th/US Hist II
Name of Staff Member School Grade level/Subject

2) How many students? 50

3) Name of destination: Vanderbilt and Roosevelt Estates

4) City/State of destination: Vanderbilt Museum and Estate, Hyde Park, NY

5) Departure: Friday, April 1, 2016 7:30 AM
Day Date Time

6) Return: Friday, April 1, 2016 5:00 PM
Day Date Time

7) Is school in session during this field trip? Yes

8) What unit in the curriculum does this field trip support?

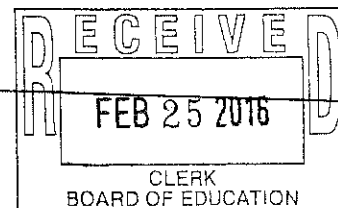
The Museum supports the US History II curriculum.

9) What are the Common Core State Standards this field trip supports?

1.3-Demonstrate and understanding of significant events and themes in US History II.

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

- Is Vanderbilt considered a Robber-Barron or Captain of Industry?
- Roosevelts New Deal research paper.



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

Students will actively engage in discussing and reviewing the Vanderbilt Museum, its past and present history.

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

Classroom discussion and summary on Roosevelt's New Deal, as well as Vanderbilt's Museum.

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

Students will be able to walk through and view the exhibits of the life and history of the Vanderbilts. The history of The New Deal and life during the Great Depression as FDR rose to power.

14) Transportation: Type/name of Approved PUC Carrier

LandJet Bus

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

Name	Phone Number	Name	Phone Number
1. Luanne Rosin-Capolupo	(203) 558-2430	4.	
2. Lawrence Feola	(203) 574-8150	5.	
3.		6.	

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

Teacher(s) as chaperones:
Luanne Rosin-Capolupo, Lawrence Feola

Aides(s) as chaperones:
Maria DeJesus

Parent(s) as chaperones:
Nancy Feola & Jorge DeJesus

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

Students will pay for bus and admission to museums.

18) What is the approximate cost per pupil for this trip?

\$45

19) Is any student excluded from attending this trip? Yes ☐ No ☒ If yes, explain why:

20) What is the approximate cost all chaperones?

0

21) How many substitutes are necessary? (If none specify)

Teacher	Subject/Grade	Teacher	Subject/Grade
1. Luanne Rosin-Capolupo	US II/11 th	4.	
2. Lawrence Feola	US II/11 th	5.	
3.		6.	

22) The medication(s) and/or procedure(s), as prescribed by the student(s) physician, will be provided while participating in the field trip

Yes ☒ No ☐

Margaret Devenen
Signature of School Nurse

2-9-16
Date

23) This field trip request meets the needs of the BOE policy? Yes ☒ No ☐

Is this field trip recommended? Yes ☒ No ☐

Arrangements for students(s) medical needs have been made Yes ☒ No ☐

[Signature]
Signature of School Principal

2-18-16
Date

CENTRAL OFFICE RESPONSE

24) This field trip request has been reviewed and approved at the Superintendent's level ☒

This field trip request has been reviewed and **is not** approved ☐

[Signature]
Signature of Superintendent/Designee/ILD

2-19-16
Date

25) This field trip request required Board of Education action for out of state or overnight field trip was approved/denied by the Board of Education during its meeting of _____

Signature of BOE/Designee

Date

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

#15

REQUEST FOR FIELD TRIP

Revised 07/17/13

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

- ☒ OUT OF STATE – MUST BE RECEIVED FIVE (5) WEEKS PRIOR TO TRIP
☐ IN STATE – MUST BE RECEIVED THREE (3) WEEKS PRIOR TO TRIP

This request must be approved prior to collecting or committing any funds such as down payments or making definite arrangements.

Date Submitted: 2/17/16 Name of Travel Agency (if applicable): _____

1) Requested by:	<u>Crystal Velez</u>	<u>John F Kennedy</u>	<u>12/Physics</u>
	Name of Staff Member	School	Grade level/Subject

2) How many students? 50

3) Name of destination: Elektra Theatre –That Physics Show!

4) City/State of destination: New York, New York

5) Departure:	<u>Wednesday</u>	<u>3/23/16</u>	<u>8:45AM</u>
	Day	Date	Time

6) Return:	<u>Wednesday</u>	<u>3/23/16</u>	<u>7:00PM</u>
	Day	Date	Time

7) Is school in session during this field trip? Yes

8) What unit in the curriculum does this field trip support?

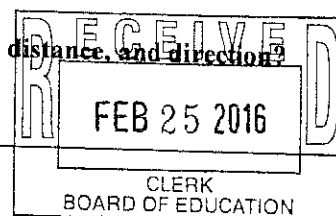
The Field Trip Covers content across multiple units in the curriculum. It will supplement past, current and future instruction allowing students to see concepts in action in a way not possible in our laboratories. Particularly many concepts covering Newtonian Mechanics, Sound & Light will be addressed.

9) What are the Common Core State Standards this field trip supports?

CCSS.ELA-LITERACY.WHST.11-12.2

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

For an object in linear motion, what are the relationships among position, time, distance, and direction?
How do Newton's Laws predict the motion of most objects?
Among Others



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

Students will be able to provide a narration of real world Phenomena and how they can be explained by physics.

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

Students will be asked to write a short reflections paper connecting what they will witness in the physics show to concepts we are studying in class.

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

Student will be given the opportunity to see collegiate level demonstrations performed by a lifetime physics demonstrator David Maiullo, Professor of Physics at Rutgers University.

14) Transportation: Type/name of Approved PUC Carrier

Bus/ Land Jet

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

Name	Phone Number	Name	Phone Number
1. Crystal Velez	203-206-4216	4	
2.		5.	
3		6	

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

Teacher(s) as chaperones: Crystal Velez, Craig Poulter, Marianne Martins, Julie Sochocki

Aides(s) as chaperones:

Parent(s) as chaperones: Sandra Ramos

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

Student Contributions

18) What is the approximate cost per pupil for this trip?

\$60

19) Is any student excluded from attending this trip? Yes ☐ No ☒ If yes, explain why:

20) What is the approximate cost all chaperones?

\$0

21) How many substitutes are necessary? 2 (If none specify)

Teacher	Subject/Grade	Teacher	Subject/Grade
1. Crystal Velez	Physics/ 11-12	4.	
2. Marianne Martins	English/10-12	5.	
3.		6.	

22) The medication(s) and/or procedure(s), as prescribed by the student(s) physician, will be provided while participating in the field trip

Yes ☒ No ☐ Margaret Owens RN 2-17-16
Signature of School Nurse Date

23) This field trip request meets the needs of the BOE policy? Yes ☒ No ☐

Is this field trip recommended? Yes ☒ No ☐

Arrangements for students(s) medial needs have been made Yes ☒ No ☐

[Signature]
Signature of School Principal

2-18-16
Date

CENTRAL OFFICE RESPONSE

24) This field trip request has been reviewed and approved at the Superintendent's level ☒

This field trip request has been reviewed and **is not** approved ☐

[Signature]
Signature of Superintendent/Designee/ILD

2-19-16
Date

25) This field trip request required Board of Education action for out of state or overnight field trip was approved/denied by the Board of Education during its meeting of _____

Signature of BOE/Designee

Date

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

#16

REQUEST FOR FIELD TRIP

Revised 07/17/13

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

- ☒ OUT OF STATE – MUST BE RECEIVED FIVE (5) WEEKS PRIOR TO TRIP
☐ IN STATE – MUST BE RECEIVED THREE (3) WEEKS PRIOR TO TRIP

This request must be approved prior to collecting or committing any funds such as down payments or making definite arrangements.

Date Submitted: 2/24/2016 Name of Travel Agency (if applicable): B & B Bus company

1) Requested by: <u>Craig Poulter</u>	<u>John F. Kennedy</u>	<u>9-12 guidance</u>
Name of Staff Member	School	Grade level/Subject

2) How many students? 20

3) Name of destination: Boston Museum of Science

4) City/State of destination: Boston, MA

5) Departure: <u>Tuesday</u>	<u>5/3/2016</u>	<u>7:30</u>
Day	Date	Time

6) Return: <u>Tuesday</u>	<u>5/3/2016</u>	<u>4:30</u>
Day	Date	Time

7) Is school in session during this field trip? Yes

8) What unit in the curriculum does this field trip support?

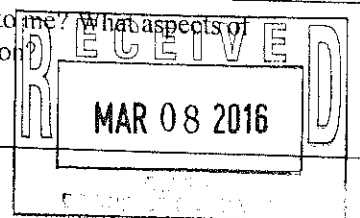
Post-Secondary Planning, Career Exploration, Biological Sciences/Human Anatomy and Physiology

9) What are the Common Core State Standards this field trip supports?

2b: promoting student engagement and shared responsibility for learning
CCS-ELA-6-12 Speaking and Listening Standards (SL) Cluster 2, Presentation of Knowledge and ideas.

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

Which aspects of Sports Medicine and Nutrition/what types of medical careers appeal to me? What aspects of anatomy are included in the aforementioned careers? How does the human body function?



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

Team building, review of lessons taught on previous field trips, how to evaluate, inquire, and explore careers in Sports Medicine and Nutrition.

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

Track # of students who attended, participated and will participate going forward, as this is a year-long grant program. Pre and post learning assessments to be administered.

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

Opportunity to tour, learn about anatomy: participate in team building activities and explore aspects of careers in Sports Medicine and Nutrition.

14) Transportation: Type/name of Approved PUC Carrier

B & B Bus Co.

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

Name	Phone Number	Name	Phone Number
1. Jeff Shocki	203-623-7405	4	
2. Craig Poulter	203-560-9123	5.	
3		6	

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

Teacher(s) as chaperones: Jeff Shocki and Craig Poulter

Aides(s) as chaperones:

Parent(s) as chaperones:

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

Eli Whitney Museum Grant

18) What is the approximate cost per pupil for this trip?

0

19) Is one student excluded from attending this trip? Yes ☐ No ☒ If yes, explain why:

20) What is the approximate cost all chaperones?

0

21) How many substitutes are necessary? ☐ None (If none specify)

Teacher	Subject/Grade	Teacher	Subject/Grade
1.		4.	
2.		5.	
3.		6.	

22) The medication(s) and/or procedure(s), as prescribed by the student(s) physician, will be provided while participating in the field trip

Yes ☒ No ☐

Margaret D. Weisen
Signature of School Nurse

2-24-16
Date

23) This field trip request meets the needs of the BOE policy? Yes ☒ No ☐

Is this field trip recommended? Yes ☒ No ☐

Arrangements for students(s) medial needs have been made Yes ☒ No ☐

[Signature]
Signature of School Principal

2-24-16
Date

CENTRAL OFFICE RESPONSE

24) This field trip request has been reviewed and approved at the Superintendent's level



This field trip request has been reviewed and **is not** approved ☐

[Signature]
Signature of Superintendent/Designee/ILD

2-29-16
Date

25) This field trip request required Board of Education action for out of state or overnight field trip was approved/denied by the Board of Education during its meeting of

Signature of BOE/Designee

Date

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

#17

Revised 07/17/13

REQUEST FOR FIELD TRIP

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

- ☒ OUT OF STATE – MUST BE RECEIVED FIVE (5) WEEKS PRIOR TO TRIP
☐ IN STATE – MUST BE RECEIVED THREE (3) WEEKS PRIOR TO TRIP

*This request must be approved prior to collecting or committing any funds such
as down payments or making definite arrangements.*

Date Submitted: February 25, 2016 Name of Travel Agency (if applicable): N/A

1) Requested by: Jeanne Sasso Kennedy High School 9-12

Name of Staff Member School Grade level/Subject

2) How many students? 50

3) Name of destination: Six Flags

4) City/State of destination: Jackson, New Jersey

5) Departure: Thursday May 12, 2016 7:00am

Day Date Time

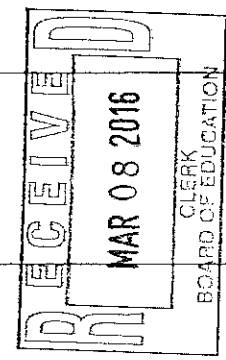
6) Return: Thursday May 12, 2016 9:00pm

Day Date Time

7) Is school in session during this field trip? Yes

8) What unit in the curriculum does this field trip support?

Marketing/DECA



9) What are the Common Core State Standards this field trip supports?

Career Awareness-students will become aware of the world of work and its function in society, diversity, expectations, trends, and requirements.
Problem Solving/Research and Development – Students will recognize technology as the result of a creative act, and will be able to apply disciplined problem solving strategies to enhance invention and innovation.

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

Students that are taking or have taken a business course, this trip will allow them to utilize the educational background they have gained or are gaining within the Marketing curricula. Six Flags hosts a marketing conference for students to gain better insight into marketing strategies. The guiding question will be, "How can promotion lead to more sales and increased attendance?"

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

Students have learned key concepts in marketing. Students will have the opportunity to compete with other high school students taking business courses in the area of marketing promotions.

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

Student's knowledge will be assessed upon the competition and product materials. See attached for specifics on marketing challenge.

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

Students will participate in a conference sponsored by Six Flags and students will have the opportunity to showcase their projects.

14) Transportation: Type/name of Approved PUC Carrier

Charter Bus/Peter Pan

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

Name	Phone Number	Name	Phone Number
1. Jeanne Sasso	860-302-7797	4	
2.		5.	
3		6	

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

Teacher(s) as chaperones: Pedro DosSantos, David Awwad

Aides(s) as chaperones:

Parent(s) as chaperones: Mr. & Mrs. Bill Mahoney

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

Parental Contribution

18) What is the approximate cost per pupil for this trip?

\$35.00

19) Is any student excluded from attending this trip? Yes ☐ No ☒ If yes, explain why:

N/A

20) What is the approximate cost all chaperones?

No Cost for chaperones

21) How many substitutes are necessary? (If none specify)

Teacher	Subject/Grade	Teacher	Subject/Grade
1. Jeanne Sasso	Business 9-12	4.	
2. Pedro DosSantos	Business 9-12	5.	
3. David Awwad	Science 9-12	6.	

22) The medication(s) and/or procedure(s), as prescribed by the student(s) physician, will be provided while participating in the field trip

Yes ☒

No ☐

Margaret Ellvensen
Signature of School Nurse

2-26-16
Date

23) This field trip request meets the needs of the BOE policy? Yes ☒ No ☐

Is this field trip recommended? Yes ☒ No ☐

Arrangements for students(s) medical needs have been made Yes ☒ No ☐

[Signature]
Signature of School Principal

2-26-16
Date

CENTRAL OFFICE RESPONSE

24) This field trip request has been reviewed and approved at the Superintendent's level ☒

This field trip request has been reviewed and ~~is~~ not approved ☐

[Signature]
Signature of Superintendent/Designee/ILD

2-29-16
Date

25) This field trip request required Board of Education action for out of state or overnight field trip was approved/denied by the Board of Education during its meeting of _____

Signature of BOE/Designee

Date

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


[Park Home](#) [National Home](#) [Park Map](#) [Pass Holder Login](#)
[What's New](#) [Events](#) [Parks](#)

Six Flags Great Adventure & Safari

Jackson, New Jersey


[THINGS TO DO](#) [PLAN VISIT](#) [WHAT'S NEW](#) [EVENTS](#) [PARK HOURS](#) [GROUPS](#) [PASSES & MEMBERSHIPS](#) [TICKETS](#)

Business & Marketing Education Day

FEATURED
EVENTS

[G+1]

Educational Event

May 12

OPERATING
CALENDAR

Educational Event

Biology Day

Business &
Marketing
Education Day

Outdoor
Classroom

Physics Day

Safari Off Road
Education

Safety Patrol Day

Learn the FUN side of Business!

For years, Six Flags has invited high school and middle school students to learn about business by bringing them inside the marketing of a theme park. Through our partnerships we invite professionals from all different industries to speak to students about all levels of marketing.

Business and Marketing Challenge

Each year Six Flags creates a new challenge that ask students to design a business plan for everything from a new concert or sporting event to marketing non-profits. Tying in these classroom principles to a theme park makes this event a favorite and helps them gain insight into a future career. Participating students compete for theme park tickets. Winners are announced at Showcase Theater following the 11am presentation.

Exclusive Education Day

May 12 is an Exclusive Education Day; this means the theme park is only open for education groups. You can find the order form to download below:

[DOWNLOAD ORDER FORM](#)

Meal Options



2016 ACADEMIC ADVENTURES

Visit www.sixflags.com/greatadventure for more information and to download free educational materials and workbooks!

Join us for an education day with special presentations and catering packages for your school. *Exclusive Education days the theme park is not open to the public.

- ☐ **PHYSICS DAY - April 22* Exclusive Education Day**
Special Engineering Presentation & Egg Drop of Doom
- ☐ **BIOLOGY DAY - April 22* Exclusive Education Day**
Safari tour with special focus
- ☐ **BUSINESS AND MARKETING DAY - May 12* Exclusive Education Day**
Presentations by top professionals
- ☐ **SAFETY PATROL DAY - May 27**

Need more flexibility? Visit during one of our Outdoor Classroom days and use the free curriculum available at sixflags.com/greatadventure.

OUTDOOR CLASSROOM

Special catering packages are available for schools of all sizes.

☐ April 29 ☐ May 6 ☐ May 13 ☐ May 20 ☐ May 27

CREATE A DATE:

Schools can choose their own date from our operating calendar. Check operating calendar online -- price not valid for trips after June 30, 2016. Contact us for catering packages available for groups of 100+.

Mail: Six Flags Great Adventure LLC
PO Box 28574
New York, NY 10087-8574
E-Mail: njspecialevents@sixflags.com
Call: 732-928-2000 x2850
Fax: 732-928-1374

DESCRIPTION	PRICE	Paid Tickets	Free Tickets	Total Tickets	TOTAL \$ AMOUNT
EXAMPLE THEME PARK ADMISSION For tax exempt school <i>For tax exemptions - Must be NJ Public School or submit NJ ST-5 form</i>	\$32.09 \$29.99 + \$2.10 tax	19	1	20	\$569.81
THEME PARK ADMISSION Tickets valid through June 30, 2016. You will receive 1 free admission ticket for every 10 paid when order is postmarked 2 weeks prior to your visit date.	\$32.09 \$29.99 + \$2.10 tax				
*SEASON PASS HOLDER ADMISSION - EXCLUSIVE EDUCATION Required ONLY on Exclusive Education Days April 22 and May 12 (This ticket must accompany season pass for entrance on these dates).	\$5.00 \$4.67 + \$0.33 tax		N/A		
ALL YOU CAN EAT LUNCH 11:30am - 1:30pm in the Catered Picnic Grove Includes: veggie burgers (NEW), hamburgers, chicken nuggets, garden salad, nachos and dessert. You will receive 1 free lunch ticket for every 10 paid when order is postmarked 2 weeks prior to your visit date.	\$18.19 \$17.00 + \$1.19 tax				
MEAL DEAL VOUCHER - Redeem at restaurants throughout the park Valid for your choice of buffalo mac and cheese, hamburger, chicken tenders, hot dog or pizza with fries and a drink or salad and a drink.	\$14.97 \$13.99 + \$0.98 tax		N/A		
BUS / VEHICLE PARKING Save \$5 on parking when purchased 2 weeks prior to your trip.	\$20.00 \$18.69 + \$1.31 tax		N/A		
Minimum order is 10 admission tickets via order form. Tickets are non-refundable and are valid through 6/30/16. Multiple checks will not be accepted. Additional theme park admission tickets and a limited quantity of lunch tickets are available for purchase at Guest Relations. Free 1/10 tickets will not apply to these purchases and lunch tickets will be a higher price. Tax exemption may not be valid at the gate. Save time, order online! Visit www.sixflags.com/greatadventure and use promo code ACADEMIC.		PROCESSING FEE Please circle		STANDARD \$10.00	RUSH (w/in 5 days of visit) \$30.00
		TOTAL AMOUNT			

School Name: _____

Check all the apply ☐ Public ☐ Private
☐ High School ☐ Middle School ☐ Elementary

Contact Name: _____

Shipping Address: _____

City: _____ ST _____ ZIP _____

School Phone: _____

Cell Phone: _____

Email: _____

Exclusive Education Days April 22 and May 12: Theme Park is not open to the public. Season Passes Holder Admission Ticket is required with Season Pass for entry. Children's areas are closed. Due to maintenance and other circumstances, certain rides and attractions may be not be open.

PAYMENT OPTIONS

☐ **PLEASE INVOICE** (Please resubmit this order form with payment or purchase order)

Tickets are not held or fulfilled until payment or purchase order has been received.

Check#: _____ Purchase Order #: _____

Check or Purchase Order MUST accompany order to be processed. Attention NYC schools a tentative list of students MUST be provided when paying with a purchase order.

Charge: ☐ Amex ☐ Discover ☐ MasterCard ☐ Visa

CC Account Number: _____

Expiration Date: _____ CVV Code: _____

Name on Card: _____

Signature: _____

Billing Address: _____

NJ public schools are tax exempt with payment by school check or purchase order. Private schools and schools from other states MUST pay NJ state sales tax unless a copy of a NJ ST-5 form accompanies the order. The NJ ST-5 form is the only form accepted for NJ State sales tax exemption. Other state and federal exemption certificates are not valid in NJ.

Marketing Education

CONTENT AREA— Marketing Education

Content Measure – Thirty-five percent of all concentrators assessed will achieve 65 percent proficiency.

PERFORMANCE STANDARDS AND COMPETENCIES

- A. Marketing-Information Management: Understand the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.**
1. Describe components of information management.
 2. Explain the process for assessing information needs and storing information for future use.
 3. Evaluate quality and source of information.
 4. Identify ways in which technology impacts business.
 5. Explain the role of information systems.
 6. Describe and demonstrate common e-mail functions.
- B. Channel Management: Understand the concepts and processes needed to identify, select, monitor, and evaluate sales channels.**
7. Define channel management.
 8. Explain the relationship between customer service and channel management.
 9. Describe channels of distribution.
 10. Describe the use of technology in the channel management function.
 11. Describe ethical considerations in channel management.
 12. Describe the regulation of marketing-information management.
 13. Describe the nature and scope of consumer behavior.
 14. Explain components of consumer decision-making models.
 15. Describe consumer life cycles.
 16. Explain the impact of globalization on domestic consumer behavior.
- C. Market Planning: Understand concepts and strategies utilized to determine and target marketing strategies to a select audience.**
17. Explain the concept of market and market identification.
 18. Explain the concept of marketing strategies.
 19. Describe the purpose and components of marketing plans.
 20. Define and describe the purpose of sales forecasts.
 21. Describe the nature of target marketing in marketing communications.
 22. Describe the role of consumer behavior in strategic marketing planning.
 23. Explain the relationship between market segmentation and consumer behavior.
 24. Define a target market and the factors impacting target market selection.
 25. Explain the SWOT analysis strategic planning method for marketing.

Marketing Education

CONTENT AREA— Marketing Education

Content Measure – Thirty-five percent of concentrators assessed will achieve 65 percent proficiency.

PERFORMANCE STANDARDS AND COMPETENCIES

D. Pricing: Understand the concepts and strategies utilized in determining and adjusting prices to maximize return and meet customer's perceptions of value.

- 26. Explain the pricing function.
- 27. Describe the role of business ethics in pricing.
- 28. Explain the use of technology in the pricing function.
- 29. Explain factors affecting pricing decisions.

E. Product/Service Management: Understand the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.

- 30. Determine initial feasibility of product idea.
- 31. Describe process for adjusting ideas to create a functional product.
- 32. Describe the importance of product life cycle.
- 33. Explain the processes used for ongoing opportunity recognition.
- 34. Describe factors used by marketers to position products/services.
- 35. Explain the nature of product/service branding.

F. Promotion: Understand the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.

- 36. Explain direct marketing channels.
- 37. Identify and define media types.
- 38. Describe and compare communications channels used in sales promotion and public-relations activities.
- 39. Identify types of public-relations activities.
- 40. Describe word-of-mouth channels used to communicate with targeted audiences.
- 41. Explain characteristics of online advertisements.
- 42. Describe mobile advertising strategies.
- 43. Explain the process for determining advertising reach of media.

- | | |
|----------------------------------|---|
| 3. Fitness | Students will use fitness concepts to achieve and maintain health-enhancing levels of physical fitness. |
| 4. Responsible Behavior | Students will exhibit responsible personal and social behaviors in physical activity settings. |
| 5. Respect For Differences | Students will exhibit an understanding of and respect for differences among people in physical activity settings. |
| 6. Benefits of Physical Activity | Students will identify and understand how physical activity provides personal enjoyment, challenge, self-expression and social interaction. |

TECHNOLOGY EDUCATION

- ✓ *By the end of Grade 12, students will know about the nature, power, influence and effects of technology, and will be able to design and develop products, systems and environments to solve problems.*

Program Goals

As a result of education in Grades K-12, students will:

- evaluate the effects of existing and emerging technologies on people and the environment over time;
- recognize the scope of technology and evaluate the impact and influence technology has on society, culture and the environment – past, present and future;
- develop and use strategies for adjusting to new technologies and changing interactions among science, technology and society;
- develop cognitive and psychomotor problem-solving skills through applied research, design, production, operation and analysis of technological systems (informational, physical and biological);
- safely and effectively use the resources, processes, concepts and tools of technology;
- create devices for solving problems, using creativity and concepts of design and technology; and
- understand the influences of technology on consumer and career choices.

K-12 Content Standards

- | | |
|--------------|---|
| 1. Economics | Students will understand the link between technology and the economy, and recognize that link as the force behind societal emergence and evolution. |
|--------------|---|

-
- | | |
|--|---|
| 2. Technological Impacts | Students will understand the impact that technology has on the social, cultural and environmental aspects of their lives. |
| 3. Career Awareness | Students will become aware of the world of work and its function in society, diversity, expectations, trends and requirements. |
| 4. Problem Solving/Research and Development | Students will recognize technology as the result of a creative act, and will be able to apply disciplined problem-solving strategies to enhance invention and innovation. |
| 5. Leadership | Students will identify and develop leadership attributes and apply them in team situations. |
| 6. Materials and Processes | Students will know the origins, properties and processing techniques associated with the material building blocks of technology. |
| 7. Communications Systems | Students will understand and be able to effectively apply physical, graphic and electronic communications techniques in processing, transmitting, receiving and organizing information. |
| 8. Production Systems | Students will understand and be able to demonstrate the methods involved in turning raw materials into usable products. |
| 9. Transportation Systems | Students will understand transportation systems and the environments used to move goods and people, and the subsystems common to each. |
| 10. Enterprise | Students will demonstrate the techniques of enterprise and how they relate to product and service production, economics, human and material resources, and technology. |
| 11. Engineering Design | Students will be able to apply the engineering design process to achieve desired outcomes across all technology content areas. |
-

#18

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

- ☒ OUT OF STATE – MUST BE RECEIVED FIVE (5) WEEKS PRIOR TO TRIP
☐ IN STATE – MUST BE RECEIVED THREE (3) WEEKS PRIOR TO TRIP

This request must be approved prior to collecting or committing any funds such as down payments or making definite arrangements.

Date Submitted: February 22, 2016

Name of Travel Agency (if applicable): _____

1) Requested by: <u>Dino Pantoni</u>	<u>JFK</u>	<u>9-12</u>
Name of Staff Member	School	Grade level/Subject

2) How many students? 120 Bilingual Students

3) Name of destination: Six Flags New England

4) City/State of destination: Agawam, MA

5) Departure: Saturday, May 28, 2016, at 8:00 am

Day	Date	Time
-----	------	------

6) Return: Saturday, May 28, 2016, by 8 pm

Day	Date	Time
-----	------	------

7) Is school in session during this field trip? No

8) What unit in the curriculum does this field trip support?

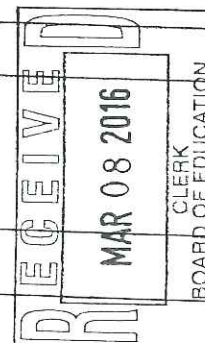
Cultural Diversity

9) What are the Common Core State Standards this field trip supports?

Being exposed to different forms of cultural life within the United States

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

How do Americans spend their leisure time and how is it different and similar to their experiences in native countries.



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

Learning how to navigate the park in English, using basic commands and requests; being able to follow a map in English as well as to experience American life.

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

Students will write about their experiences.

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

Being forced into situations where they have to use their English language skills.

14) Transportation: Type/name of Approved PUC Carrier

Dafour

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

Name	Phone Number	Name	Phone Number
1. Dino Pantoni	203-982-8176	4.	
2.		5.	
3.		6.	

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

Teacher(s) as chaperones: Mr. Pantoni, Ms. Vargas, Ms. Capolupo, Ms. Elizabeth Pantoni

Aides(s) as chaperones: Ms. Finelli, Ms. Acosta

Parent(s) as chaperones: Mrs. Pantoni, Mr. Vasseur, Mr. and Mrs. Diaz, Ms. Munali, Ms. Rodriguez

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

Students are paying themselves.

18) What is the approximate cost per pupil for this trip? \$60 per student, including entrance, meal ticket and transportation

19) Is any student excluded from attending this trip? Yes ☐ No ☒ If yes, explain why:

20) What is the approximate cost all chaperones?

\$60

21) How many substitutes are necessary? ☐ N/A (If none specify)

Teacher	Subject/Grade	Teacher	Subject/Grade
1.		4.	
2.		5.	
3.		6.	

22) The medication(s) and/or procedure(s), as prescribed by the student(s) physician, will be provided while participating in the field trip

Yes ☒ No ☐

Margaret Owens
Signature of School Nurse

2-25-16

Date

23) This field trip request meets the needs of the BOE policy? Yes ☒ No ☐

Is this field trip recommended? Yes ☒ No ☐

Arrangements for students(s) medial needs have been made Yes ☒ No ☐

[Signature]
Signature of School Principal

2-25-16

Date

CENTRAL OFFICE RESPONSE

24) This field trip request has been reviewed and approved at the Superintendent's level ☒

This field trip request has been reviewed and **is not** approved ☐

DeA
Signature of Superintendent/Designee/ILD

2-24-16

Date

25) This field trip request required Board of Education action for out of state or overnight field trip was approved/denied by the Board of Education during its meeting of _____

Signature of BOE/Designee

Date

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

REQUEST FOR FIELD TRIP

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

- ☒ **OUT OF STATE – MUST BE RECEIVED FIVE (5) WEEKS PRIOR TO TRIP**
☐ **IN STATE – MUST BE RECEIVED THREE (3) WEEKS PRIOR TO TRIP**

***This request must be approved prior to collecting or committing any funds such
as down payments or making definite arrangements.***

Date Submitted: 2/5/16 Name of Travel Agency (if applicable): _____

1) Requested by: Charlotte Sullivan Crosby Grade 12, English
 Name of Staff Member School Grade level/Subject

2) How many students? One Hundred and Fifty

3) Name of destination: Medieval Times & Tournament

4) City/State of destination: Lyndhurst, New Jersey

5) Departure: Friday, April 1, 2016 8:00 a.m.
 Day Date Time

6) Return: Friday, April 1, 2016 5:00 p.m.
 Day Date Time

7) Is school in session during this field trip? Yes. Trip occurs on Friday, April 1, 2016

8) What unit in the curriculum does this field trip support?

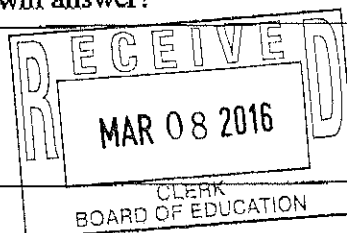
***See Attached Pages (Answers to # 8 through 13 are answered on the attached sheets.)**

9) What are the Common Core State Standards this field trip supports?

***See Attached Pages**

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

***See Attached Pages**



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

***See Attached Pages**

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

***See Attached Pages**

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

***See Attached Pages**

14) Transportation: Type/name of Approved PUC Carrier

Land Jet

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

Name	Phone Number	Name	Phone Number
1. Charlotte Sullivan	(203) 233-3520	4	
2.		5.	
3		6	

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

Teacher(s) as chaperones: Charlotte Sullivan, Amy DelDebbio, Stefanie Nicholas, Korena Graffam, Alyssa Arroyo, Kerry Coyle, Ira Caplan, Jeanne Bissonnette, Paul Kieffer, Ana Ramos, Joanna Crudele, Dana Foriao

Aides(s) as chaperones: **Lisa Ferrucci, Delores Nowell, Isory Alvarez**

Parent(s) as chaperones:

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

***Students/Families will be paying for the trip.**

18) What is the approximate cost per pupil for this trip?

\$75.00

19) Is any student excluded from attending this trip? Yes ☒ No ☐ If yes, explain why:

***Those who have a history of serious discipline problems will be excluded.**

20) What is the approximate cost all chaperones?

***The trip will be free for chaperones.**

21) How many substitutes are necessary? Ten (If none specify)

22) The medication(s) and/or procedure(s), as prescribed by the student(s) physician, will be provided while participating in the field trip.

Yes ☒ No ☐

Shelly Beland
Signature of School Nurse

2-18-16
Date

23) This field trip request meets the needs of the BOE policy? Yes ☒ No ☐

Is this field trip recommended? Yes ☒ No ☐

Arrangements for students(s) medical needs have been made Yes ☒ No ☐

Jade Lopez
Signature of School Principal

2/24/16
Date

CENTRAL OFFICE RESPONSE

24) This field trip request has been reviewed and approved at the Superintendent's level ☒

This field trip request has been reviewed and is not approved ☐

JOA 2/24/16
Signature of Superintendent/Designee/ILD

2-24-16
Date

25) This field trip request required Board of Education action for out of state or overnight field trip was approved/denied by the Board of Education during its meeting of _____

Signature of BOE/Designee

Date

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

8) What unit in the curriculum does this field trip support?

Medieval Times/Literature

9) What are the Common Core State Standards this field trip supports?

CCSS.ELA-Literacy.SL 11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, issues, building on others' ideas and expressing their own clearly and persuasively.

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

How does exposure to educational institutions influence our outlook on our own roles in society?

How does travel broaden our ability to gauge our own possibilities for the future?

How does each opportunity to solve real world problems strengthen our level of confidence?

Why is it important to view artistic/musical/kinesthetic/architectural forms of expression?

How have the advances in technology/architecture changed our society?

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

***Students will be active learners at cultural institutions such as museums and historical exhibitions (CT Framework, Applying History).**

***Students will explain and describe the natural and cultural characteristics of one place to distinguish it from another. (CT Framework, Places and Regions)**

***Students will explain why places and regions are important to human and cultural identity and stand as symbols for unifying society (CT Framework, Places and Regions).**

***Students will use maps, globes, charts, and databases to analyze and suggest solutions to real world problems (CT Framework, Human and Environmental Interaction).**

***Student will identify and explain characteristics needed for participation in public life. (CT Framework Standards, Rights and Responsibilities of Citizens)**

***Students will give examples of the visual arts, dance, music, theater, and architecture of the major periods of history and explain what they indicate about the values and beliefs of various societies (CT Framework, Historical Themes).**

***Students will analyze how the introduction of new technology has affected or could affect human activity (e.g. invention of the telescope, applications of modern telecommunications and bioengineering, CT Framework, Science and Technology)**

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

***Each student will be given a journal assignment to complete for homework. The questions will read, as follows:**

- A. How did the sights and sounds of the day affect you? Explain how something you saw today changed your perspective on an aspect of your future educational life?**
- B. Name some problems, significant or insignificant, that you solved, today. Explain how you solved them. What leadership skills did you use, today?**
- C. Comment on the extraordinary/particularly striking experiences of the day. Which talents were utilized by the participants you saw/met today? Who do you know who possesses similar talents? Explain.**
- D. Write a few lines about technology and/or architecture/scenery that amazed or intrigued you today.**
- E. What did you learn about History or Culture today?**

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

The value of this trip lies in both formal and informal educational experiences for students in their senior year of high school. The formal experience of observing activities of the Middle Ages speaks to the Grade 12 English Curriculum which reads, as follows:

Introduction to British Literature further develops the five aspects of English/Language Arts: reading, writing, speaking, listening, and viewing. The reading component emphasizes an appreciation of early Anglo-Saxon literature in its various forms, as well as the writings of Chaucer and Shakespeare. Here the development of the English language, in both literary and historical contexts, is traced from its beginnings to the English Renaissance. The writing component includes a portfolio and stresses the use of composition as a personal response to literature using textual references for both poetry and prose. (City of Waterbury, Language Arts Curriculum Guide, 2009)

On the informal level, students will be exposed to the aesthetics of one of the final field trips with their classmates (Class of 2016). Students will gain valuable experience in expressing themselves, appreciating art forms, solving real-world problems, following maps/seating charts, etc., adhering to deadlines, and internalizing their experiences. (Students will be required to write a journal response about their day.)

#20

COMMITTEE ON SCHOOL FACILITIES & GROUNDS

WORKSHOP: Thursday, March 10, 2016 (Sprague)
BOARD MEETING: Thursday, March 17, 2016

TO THE BOARD OF EDUCATION
 WATERBURY, CONNECTICUT

LADIES AND GENTLEMEN:

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

GROUP	FACILITIES AND DATES/TIMES
R.O'Neill	Carrington café: Wed., Mar. 23rd 5:30-8:00pm (Literacy Night) Carrington café: Tues. Apr. 12th 5:30-8:00pm (Math/Zumba Night) Carrington café: Thurs. May 19th 5:30-8:00pm (Family Night)
I. Nunes	Career Academy gym: Fri., Apr. 29th 4-8pm (Self Defense Class)
R. Arroyo	Enlightenment café: Tues., Mar. 29th 5-7pm (parent workshop)
J. Brady	WAMS gym: Mon., Apr. 11th 3:15-5:30pm (Faculty Basketball game)
J. Reed	Reed Sch. gym: Tues., Apr. 5th 3-8pm (Invention Convention)
R. LeFever	Regan café: Thurs., May 5th 6-8pm (Art Show)
Refuse Dept. Bart Startup	Walsh lower parking lot: Sat., Mar. 12th 9am-1pm (Electronics Pick-Up for Walsh area)
D. Bakewell	Sprague gym: Thurs., May 12th 4:30-7:00pm (Family Literacy Night) Sprague gym: Tues., May 3rd 4:30-7:30pm (Art Night) Sprague gym: Thurs., Mar. 31st 4:30-6:30pm (Family Math Night)
N. Vaughan	Kennedy aud.: Tues., May 17th 5-8pm (Elem. student awards night) Kennedy aud.: Wed., May 18th 5-8pm (M & H student awards night) Crosby aud. & lobby: Wed., May 25th 3-6pm (Teacher of the Year awards)
P. McAlinden	Chase gym: Thurs., Apr. 28th 3:10-7:00pm (Healthy Minds/Healthy Bodies Program)
S. Dionne	Rotella conf. rm.: Thurs., Apr. 7th 4:15-7:00pm (Ct. Art Teachers Assoc. meeting)
C. Damore	Wilson gym: Wed., Mar. 23rd 5-7 pm (Family Math Night)
L. Richard	Career Academy conf. rm.: Sat., Mar. 12th 8am-1pm (preparation for state conference)
R. Arroyo	Enlightenment gym: Fri., Apr. 15th 6-10 pm (Spring Dance)

Approved:

John Theriault

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

FEB 25 2016

SCHOOL PERSONNEL USE ONLY

DATE:

2/25/16

TO: SCHOOL BUSINESS OFFICE

FROM:

R. O'Neill - Carrington P.L.

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

NAME OF SCHOOL REQUESTED:

Carrington

☐ Auditorium

☐ Gymnasium

☐ Swimming Pool

☒ Café/Rooms

DATES REQUESTED:

March 23,

FROM: 5:30 am/pm

TO: 8:00 am/pm

FOR THE FOLLOWING PURPOSES:

Family Literacy Night

R O'Neill
APPLICANT

Please note the following provisions:

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

Book

FEB 25 2016

SCHOOL PERSONNEL USE ONLY

DATE: 2/25/16

TO: SCHOOL BUSINESS OFFICE

FROM:

Robyn O'Neill Carrington Pl.

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

NAME OF SCHOOL REQUESTED

Carrington

☐

Auditorium

☒

Gymnasium

☐

Swimming Pool

☒

Café/Rooms

DATES REQUESTED:

Tuesday April 12

FROM:

5:30 am/pm

TO:

8:00 am/pm

FOR THE FOLLOWING PURPOSES:

Math/Zumba Family Night

~~*Gym Needed
Basketball may
Need to be Notified
Thanks!~~

R. O'Neill
APPLICANT

Please note the following provisions:

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

Book

FEB 25 2016

SCHOOL PERSONNEL USE ONLY

DATE: 2/25/16

TO: SCHOOL BUSINESS OFFICE

FROM: R. O'Neill Carrington RL

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

NAME OF SCHOOL REQUESTED: Carrington

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

DATES REQUESTED: May 19, 2016

FROM: 5:30 am/pm TO: 8:00 am/pm

FOR THE FOLLOWING PURPOSES:

Family Night

R. O'Neill
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.

FEB 29 2016

SCHOOL PERSONNEL USE ONLYDATE: Feb. 29, 2016

TO: SCHOOL BUSINESS OFFICE

FROM: Isabel Nunes

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☐ Caf6/RoomsDATES REQUESTED: Friday April 29, 2016FROM: 4 am/pmTO: 8 am/pmFOR THE FOLLOWING PURPOSES:

Escape Alive self defense Class for
Women via Jane Doe No More.



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 - 1 2016

SCHOOL PERSONNEL USE ONLY

DATE: March 1, 2016

TO: SCHOOL BUSINESS OFFICE

FROM: Richard M. Arroyo

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

NAME OF SCHOOL REQUESTED: Enlightenment

☐ Auditorium ☐ Gymnasium ☐ Swimming Pool ☒ Café/Rooms

DATES REQUESTED: March 29, 2016

FROM: 5:00 pm TO: 7:00 pm

FOR THE FOLLOWING PURPOSES:

Parent Involvement workshop facilitated by the parent liaison for parents/guardians.

Denise Foster
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.

RETURN TO MC SARNATARO

SCHOOL PERSONNEL USE ONLY

MAR - 1 2016

DATE: 3/1 / 16

TO: SCHOOL BUSINESS OFFICE

FROM: Joe Brady

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

NAME OF SCHOOL REQUESTED: Worcester Arts Magnet☐ Auditorium☒ Gymnasium☐ Swimming Pool☐ Cafeteria/RoomsDATES REQUESTED: April 11, 2016FROM: 3:15 am/pmTO: 5:30 am/pm

FOR THE FOLLOWING PURPOSES:

Faculty Basketball GameJoseph T. Brady
APPLICANT

Joseph T. Brady

Please note the following provisions:

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

Hook

FEB 29 2016

SCHOOL PERSONNEL USE ONLY

DATE: 2-29-16

TO: SCHOOL BUSINESS OFFICE
FROM: John Reed

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

NAME OF SCHOOL REQUESTED: Reed

☐ Auditorium ☒ Gymnasium ☐ Swimming Pool ☐ Café/Rooms

DATES REQUESTED: Tuesday 4/5/16
FROM: 3:00 am/pm TO: 8:00 am/pm

FOR THE FOLLOWING PURPOSES:

Invention Convention in
Gym

John Reed
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 - 2 2016

SCHOOL USE FORM

DATE:

12/16

TO:

SCHOOL BUSINESS OFFICE
(ATTN: SANDY MCCASLAND)
FX #: 574-8032 PHONE #: 574-8034

FROM:

Regan School

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

NAME OF SCHOOL REQUESTED:

Regan School

AUDITORIUM

GYMNASIUM

SWIMMING POOL

CAFE/ROOMS

DATE(S) REQUESTED:

Thursday May 5, 2016

FROM

6:00

am/pm

TO

8:00

am/pm

FOR THE FOLLOWING PURPOSE:

Art Show

Rhian LeFever

APPLICANT

Art Teacher

Please note the following provisions:

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

Book

SCHOOL PERSONNEL USE ONLY

DATE: 3-2-16

TO: SCHOOL BUSINESS OFFICE

FROM: Bart Startup
Refuse Dept

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

NAME OF SCHOOL REQUESTED: Walsh Lower Parking lot 55 Dikeman St.

☐ Auditorium ☐ Gymnasium ☐ Swimming Pool ☐ Café/Rooms

DATES REQUESTED: Sat. March 12, 2016

FROM: 9 AM am/pm TO: 1 pm am/pm

FOR THE FOLLOWING PURPOSES:

Electronics Pick-Up
for Walsh area.

B. Startup
APPLICANT
Su.

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. - 3 2016

SCHOOL PERSONNEL USE ONLYDATE: 3/3/16

TO: SCHOOL BUSINESS OFFICE

FROM:

Sprague - D. Batewell

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

NAME OF SCHOOL REQUESTED: Sprague Elementary☐ Auditorium☒ Gymnasium☐ Swimming Pool☐ Café/RoomsDATES REQUESTED: 5/12/2016FROM: 4:30 am/pm TO: 7:00 am/pmFOR THE FOLLOWING PURPOSES:Family Literacy Night.Marie Batewell
APPLICANT.

Please note the following provisions:

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

Book

MAR - 3 2016

SCHOOL PERSONNEL USE ONLYDATE: 3/3/16TO: SCHOOL BUSINESS OFFICE
FROM: Sprague - D. Bakewell

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

NAME OF SCHOOL REQUESTED: Sprague Elementary☐ Auditorium ☒ Gymnasium ☐ Swimming Pool ☐ Café/RoomsDATES REQUESTED: 5/3/2016FROM: 4:30 am/pm TO: 7:30 am/pmFOR THE FOLLOWING PURPOSES:Art night

_____Diane Bakewell
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 - 3 2016

SCHOOL PERSONNEL USE ONLYDATE: 3/3/16

TO: SCHOOL BUSINESS OFFICE

FROM:

Sprague - D. Batewell

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

NAME OF SCHOOL REQUESTED: Sprague Elementary☐

Auditorium

☒

Gymnasium

☐

Swimming Pool

☐

Café/Rooms

DATES REQUESTED: 3/3/2016FROM: 4:30 am/pm TO: 6:30 am/pmFOR THE FOLLOWING PURPOSES:Family Math night.

Marie Batewell
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 - 7 2016

Book ✓

SCHOOL PERSONNEL USE ONLY

DATE: March 4, 2016

TO: SCHOOL BUSINESS OFFICE

FROM: Nancy Vaughan

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

NAME OF SCHOOL REQUESTED: Kennedy High School

☒ Auditorium ☐ Gymnasium ☐ Swimming Pool ☐ Café/Rooms

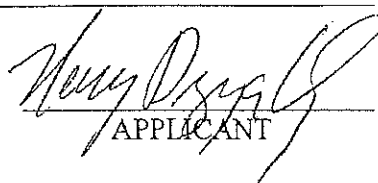
DATES REQUESTED: Tuesday, May 17, 2016 (elementary school awards)
and Wednesday, May 18, 2016 (middle and high school awards) = two
evenings

FROM: 5 pm TO: 8 pm

FOR THE FOLLOWING PURPOSES:

Superintendent's Student Awards - to be held this year on two separate evenings, one for recognition of elementary school students; the other for recognition of middle school and high school students.

EVENT WILL BEGIN AT 6 PM - EARLIER START TIME TO INCLUDE SET-UP.


APPLICANT

.....
Please note the following provisions:

MAR - 7 2016

SCHOOL PERSONNEL USE ONLY

DATE March 4, 2016

TO: SCHOOL BUSINESS OFFICE

FROM: Nancy Vaughan

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

NAME OF SCHOOL REQUESTED: Crosby High School

☒ Auditorium ☐ Gymnasium ☐ Swimming Pool ☐ Café/Rooms
and lobby area

DATES REQUESTED: Wednesday, May 25, 2016

FROM: 3 /pm TO: 6 pm

FOR THE FOLLOWING PURPOSES:

Teacher of the Year awards program.


APPLICANT

Please note the following provisions:

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

SCHOOL PERSONNEL USE ONLY

MAR - 7 2016

DATE 3-2-16

TO: SCHOOL BUSINESS OFFICE

FROM:

Patty McAlinden

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

NAME OF SCHOOL REQUESTED: Chase School☐ Auditorium☒ Gymnasium☐ Swimming Pool☒ Cafeteria/Rooms

DATES REQUESTED:

April 28, 2016FROM: 3:10 am/pmTO: 7:00 am/pm

FOR THE FOLLOWING PURPOSES:

Healthy Minds/Healthy Bodies program

Patty McAlinden
APPLICANT

Please note the following provisions:

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

Book

MAR - 7 2016

SCHOOL PERSONNEL USE ONLY

DATE: April March 4, 2016

TO: SCHOOL BUSINESS OFFICE

FROM: _____

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

NAME OF SCHOOL REQUESTED: Rotella Magnet School

☐ Auditorium ☐ Gymnasium ☐ Swimming Pool ☐ Café/Rooms Office
Community Conference Room

DATES REQUESTED: April 7, 2016

FROM: 4:15 am/pm TO: 7:00 am/pm

FOR THE FOLLOWING PURPOSES:

Connecticut Art Education
Association meeting

Suzanne Dionne
APPLICANT
Suzanne Dionne

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 - 7 2016

03/13/2008 10:43 FAX 2035748032

SCHOOL BUSINESS OFFICE

001

SCHOOL PERSONNEL USE ONLY

DATE: 3/2/16

TO: SCHOOL BUSINESS OFFICE

FROM: Cristina Danna - parent Liaison

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

NAME OF SCHOOL REQUESTED: Woodrow Wilson

☐ AUDITORIUM ☒ GYMNASIUM ☐ SWIMMING POOL ☐ CAFE/ROOMS

DATES REQUESTED: March 23rd

FROM 5 am/pm TO 7 am/pm

FOR THE FOLLOWING PURPOSES:

Family Math Night is an informative
Workshop for parents and students outlining
Common Core math concepts including interactive
math games and tools for parents to help at home.
Cristina Danna
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.

MAR - 7 2016

SCHOOL PERSONNEL USE ONLYDATE: 3/7/16

TO: SCHOOL BUSINESS OFFICE

FROM:

WCA - Linda Richard

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/RoomsConference Room

DATES REQUESTED:

3/12/16 SatFROM: 8:00 am/pmTO: 1:00 am/pm

FOR THE FOLLOWING PURPOSES:

Preparation for State HOSA
ConferenceLinda Richard
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.

Mark

MAR - 7 2016

SCHOOL PERSONNEL USE ONLY

DATE: March 7, 2016

TO: SCHOOL BUSINESS OFFICE

FROM: Principal Richard M. Arroyo

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

NAME OF SCHOOL REQUESTED: Enlightenment

☐ Auditorium ☒ Gymnasium ☐ Swimming Pool ☐ Café/Rooms

DATES REQUESTED: April 15, 2016

FROM: 6:00 pm TO: 10:00 pm

FOR THE FOLLOWING PURPOSES:

Spring Dance

Denise Foster
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.

#21

COMMITTEE ON SCHOOL FACILITIES & GROUNDS

WORKSHOP: Thursday, March 10, 2016 (Sprague)

BOARD MEETING: Thursday, March 17, 2016

**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.

<u>GROUP</u>	<u>FACILITIES AND DATES/TIMES</u>
Wtby. Valley Chordsmen	Rotella aud.: Thurs., Nov. 10th 5-10 pm (Rehearsal)
Gabriel Riccio	and Sat., Nov. 12th 5-10 pm (performance)

REQUESTING WAIVERS:

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

Dept. of Transportation	Crosby aud.: Thurs., May 5th 5-8pm
Christopher Sukowski	(public meeting on I-84 Project)
Neighborhood Housing Serv.	Reed field: Fri., Mar. 25th 1:00-3:30pm
Eden Brown	(Easter Egg Hunt)

MONIES COLLECTED TO DATE:

\$ 46,399.75

Approved:

Felix M. Rodriguez

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

These activities are completed and have been billed:

Sacred Heart

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#

FEB 25 2016

APPLICANT Gabriel F. Riccio NAME OF ORGANIZATION Wtby Valley Chordsmen
 ADDRESS 195 Case St W. Granby Ct 06090 TELEPHONE # (203) 510-9834
 (street) (city) (state) (zip code)
 SCHOOL REQUESTED Rotella DATES Nov 10, 12 2016 ROOM(S) Auditorium and Music Room
 OPENING TIME 5:00 PM CLOSING TIME 10:00 PM PURPOSE 10th - Set up & rehearse 12th - Show
 ADMISSION (if any) #20 adults * 15 sang/kn CHARGE TO BE DEVOTED TO Costs related to community service
 APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 250 CHILDREN 50
 SIGNATURE OF APPLICANT Gabriel F. Riccio DATE 2/25/16

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

John Wick, President, 19 Park Rd. Woodbury Ct 06798 (203) 233-0269
 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. YFR (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES:

RENTAL FEES:

MISCELLANEOUS FEES:

SECURITY DEPOSIT \$

INSURANCE COVERAGE

YES

NO

PLEASE READ THE FOLLOWING CAREFULLY

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

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

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

THERE WILL BE NO ACTIVITIES DURING SCHOOL OPEN HOUSE.

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

POLICE AND FIRE PROTECTION MUST BE ARRANGED AND/OR CANCELLED BY THE RENTER. PLEASE CALL EACH DEPARTMENT FOR INFORMATION. POLICE DEPT. 574-8983 FIRE DEPT. 597-3452

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

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

PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.

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

APPROVAL DATE

SCHOOL BUSINESS OFFICE

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

White-Permittee

Goldenrod-School Business Office

Pink-Principal

Blue-Custodian

Book

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

CONTRACT#

APPLICANT Christopher Zukowski NAME OF ORGANIZATION CT Dept of Transportation
ADDRESS 64 Ave. of Industry, Waterbury, CT 06705 TELEPHONE# 203-725-3089
(street) (city) (state) (zip code)
SCHOOL REQUESTED Crosby H.S. DATES May 5, 2016 ROOM(S) Auditorium
OPENING TIME 5:00 PM CLOSING TIME 8:00 PM PURPOSE Public Meeting I-84 Waterbury Project
ADMISSION (if any) N/A CHARGE TO BE DEVOTED TO N/A
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 100 CHILDREN --
SIGNATURE OF APPLICANT *[Signature]* DATE 3/3/16
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)

Christopher Hylas; 64 Ave. of Industry, Waterbury, CT 06705; 203-725-3089

SCHEDULE OF RATES: CUSTODIAL FEES:

RENTAL FEES:

MISCELLANEOUS FEES:

SECURITY DEPOSIT \$ INSURANCE COVERAGE *[Signature]* 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.



Supplement to Board of Education Use of School Facilities Form

School Requested: Crosby High School

Applicant: Connecticut Department of Transportation, District IV

Meeting Request Date: May 5, 2016; 5:00pm – 8:00pm

Purpose: Public Outreach Meeting for I-84 Waterbury Project

Room: Auditorium

A/V and Meeting Facility Needs:

- Podium with Microphone (set-up at base of stage area)
- Projection Screen (set-up at base of stage area)
- 2 - 6FT Long Tables, or 1 - 8FT Long Table for Presenters (set-up at base of stage area)
- 4 Chairs (set-up at base of stage area)
- Extension/Power Cord for connecting personal projector

Contact:

Ginger Manning

Public Involvement

Virginia.manning@aecom.com

I-84 Waterbury Project

64 Avenue of Industry

Waterbury, CT 06705

Phone: 203-725-3089 ext. 138

I-84waterbury.com

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 - 3 2016

Book

APPLICANT Neighborhood Housing Services of Waterbury NAME OF ORGANIZATION Eden Brown
ADDRESS 161 N. Main St (street) Waterbury (city) CT (state) 06702 (zip code) TELEPHONE # 203-753-1896
SCHOOL REQUESTED Reed DATES 3/25/16 ROOM(S) back field only
OPENING TIME 1pm CLOSING TIME 3:30pm PURPOSE Easter Egg Hunt
ADMISSION (if any) 0 CHARGE TO BE DEVOTED TO _____
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 80 CHILDREN 75
SIGNATURE OF APPLICANT Eden Brown DATE 3/3/16
PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:
Erika Cooper

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 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. 574-8963 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.

Communications



Packet week ending 3/8/16

Waterbury Opportunities Industrialization Center, Inc.
(WOIC) Joseph Jaynes Center 77-79 Bishop Street, Waterbury, CT 06704
Phone: (203-756-7987) – Fax: (203-754-2118) Email: waterburyoic@gmail.com
www.waterburyoic.org

February 23, 2016

Ms. Carrie Swain
Clerk of the Board of Education
Via email: cswain@waterbury.k12.ct.us

Re: Board of Education Workshop-February 25, 2016
Naming of Facilities-Requests
Catherine “Kay” Wyrick, Library, Waterbury Career Academy
Charles “Ripper” Donato, Football Field
Kennedy High School

Dear Madame Clerk,
on behalf of the Honorable Commissioners of the Waterbury Board of Education:

It is truly an honor for me to endorse the proposed requests to your Board to name City assets after two individuals who played a part in my experiences in our City.

Mr. Charles “Ripper” Donato coached football at Kennedy High School. Coach Donato and his assistant the late Angelo Laudisi taught me as a freshman as a quarterback. At the time, it was a rarity in the Waterbury Public Schools for a young black to fill this role. Although my football career was short, Coach Donato still mentored me in so many other aspects of life. He was approachable and always lent his ear and advice.

Years later, after college, returning to Waterbury, I had the honor of working with him in City Hall and on campaigns.

As our legislative delegation under the leadership of Chairman Jeff Berger also one of his players, has secured funds to build a quality football field at Kennedy, it would be a fitting honor to name that field after “Ripper”.

Mrs. Catherine "Kay" Wyrick, was truly a giant in our black community and beyond. At fifteen years old, Mrs. Wyrick took me to Washington, D.C. to show me the Capitol and to participate in a Veteran's Day ceremony at Arlington National Cemetery. Mrs. Wyrick loved the children and upon my return from college, it was Mrs. Wyrick who stopped me one day in the middle of North Square to give me a copy of Reverend Leon H. Sullivan's book "Build Brother Build".

I read it and my life changed. Sullivan, founder of Opportunities Industrialization Centers of America, was a mentor and guided me to lead the Waterbury Opportunities Industrialization Center for the past 18 years.

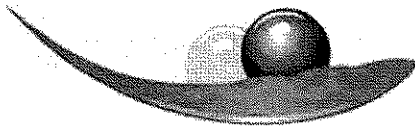
Mrs. Wyrick on numerous occasions honored me as a State Representative with the "Red Ribbon Campaign" and "Dads Matter" programs.

Mrs. Wyrick's impact on the many lives of young black children will never be forgotten by those who her life touched. I was blessed by her reaching and challenging me to read and to be a good citizen. It is a befitting honor to name the library at the Waterbury Career Academy after Mrs. Wyrick.

Honorable Commissioners, I submit this correspondence in whole hearted support of naming these facilities after Charles "Ripper" Donato and Catherine "Kay" Wyrick.

Sincerely,

Reginald "Reggie" Beamon
Executive Director



THE PEARL FOUNDATION

February 26, 2016

State Representative Jeffrey Berger
73rd Assembly District
Legislative Office Building
Hartford, CT 06106-1591

Dear Representative Berger:

On behalf of The Pearl Foundation, formerly Pearl Street Neighborhood House and Urban Dynamics Institute, and current delegate agency under the auspices of New Opportunities, Inc., I am writing today to formally express support of the construction of a football field at Kennedy High School in Waterbury that would bear the name Charles "Ripper" Donato.

In addition, The Pearl Foundation (TPF) annually acknowledges outstanding contributors to the growth and development of agency programs with induction into The Pearl Foundation Hall of Fame. It also serves the interest of contributors to the development of The Pearl Foundation to acknowledge individuals and organizations that contribute to the at-large landscape of greater Waterbury.

The Pearl Foundation is pleased to offer for consideration of the Charles "Ripper" Donato Committee, an invitation for posthumous induction of Charles "Ripper" Donato as a 2016 inductee to The Pearl Foundation Hall of Fame.

The names of hall inductees will be placed in The Pearl Foundation Heritage Archive perpetually (remembered forever). Additional information regarding the 20th Pearl Foundation Hall of Fame induction ceremony will be forwarded to the attention of you and Ed Generali.

Thank you for all you do,

Hubie Williamson

Founder, The Pearl Foundation

cc: Gregory A. Hadley, Sr., President, The Pearl Foundation
Dr. James H. Gatling, Ph.D., President/CEO, New Opportunities, Inc.
Ed Generali, Charles "Ripper" Donato Event Presenter

Safe-Neighborhoods – Create Safe Environments

Carrie Swain

From: CoachP929 <coachp929@gmail.com>
Sent: Wednesday, March 02, 2016 3:45 PM
To: Carrie Swain
Subject: Charles "Ripper" Donato

The WILBY Sports Alumni Group supports the proposal presented to the Board of Education on February 23, 2016 by Ed Generali.

Cochair' Joe Parisi & Tony Faressa.

Sent from Joe Parisi's iPad

Carrie Swain

From: Robert Goodrich <rgoodrich@racce.net>
Sent: Wednesday, March 02, 2016 11:51 AM
To: Anthony.DAmelio@housegop.ct.gov; Hartley@senatedems.ct.gov; Jeffrey.Berger@cga.ct.gov; Joe.Markley@cga.ct.gov; Larry.Butler@cga.ct.gov; Selim.Noujaim@housegop.ct.gov; Victor.Cuevas@cga.ct.gov; ANN SWEENEY; Carrie Swain; CHARLES L. STANGO; CHARLES PAGANO; ELIZABETH BROWN; FELIX RODRIGUEZ; JUANITA HERNANDEZ; JOHN THERIAULT; JASON VAN STONE; KAREN HARVEY; Kathleen Ouellette; noleary@waterburyct.org; THOMAS VAN STONE SR.
Cc: aldermanbrunelli@waterburyct.org; aldermanburgio@waterburyct.org; aldermandigiovancarl@waterburyct.org; aldermangiacomi@waterburyct.org; aldermanguerrera@waterburyct.org; aldermanhadley@waterburyct.org; aldermanjohnson@waterburyct.org; aldermanlopez@waterburyct.org; aldermannapoli@waterburyct.org; aldermanpadula@waterburyct.org; aldermanpernerewski@waterburyct.org; aldermansherman@waterburyct.org; alderwomancummings@waterburyct.org; alderwomanmccarthy@waterburyct.org
Subject: SUPPORT RAISED Bill No. 379

Dear Waterbury Delegation

Please support Raised Bill No. 379. In the last seven years Waterbury Public Schools have hired 1059 teachers and 89 have been Black or Hispanic. Waterbury students deserve the opportunity to have race-congruent teachers as role models and mentors. This type of legislation allows our current practices for minority teacher recruitment to be measured and assessed. It also represents an attempt to "test the test." We need to be able to ensure that the Praxis licensure testing doesn't disparately impact minority teacher candidates. Finally, we need to ensure we find a licensure process that identifies who is qualified but also identifies who will be a proficient educator for the specific student demographic that they will teach.

For more information you can access our website RACCE.net or the State Minority Teacher Task Force info: https://www.cga.ct.gov/ed/taskforce.asp?TF=20150622_Minority%20Teacher%20Recruitment

Respectfully,

--

Robert M. Goodrich

R.A.C.C.E.

Radical Advocates for Cross-Cultural Education

(203) 597-7456

rgoodrich@racce.net

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

Twitter: [@raccewtby](https://twitter.com/raccewtby)

Website: racce.net

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

~James Baldwin~

DICK YUSKAS
2950 SE Henry Place
Stuart, Florida 34997

Waterbury Board of Education
The Chase Building 3rd Floor
236 Grand Street
Waterbury, CT 06702

March 2, 2016

Dear Board Members:

It has been brought to my attention by Mr. Edward Generali that a move is afoot in Waterbury, CT to name the newly renovated athletic field facilities at Kennedy High School after Charles "Ripper" Donato.

Having played for Mr. Donato and Angelo Laudisi for two years (1958 & 1959) at Croft High School and having had the distinct honor and privilege to Captain and Quarterback the 1959 Croft Football Team (his and Leavenworth's, Croft's and Kennedy's only undefeated football team ever) to an undefeated season while winning the NVL and City Championships and leading Croft to an unprecedented #3 ranking in the State football poll that season, I unanimously endorse the proposal as put forth to name the Kennedy facilities for Charles Donato.

Coach Donato's character as a person and a coach are unchallenged. His lifelong service to education, his student-athletes and to the betterment of life in the City of Waterbury also bear significance to this his final reward for a life well spent as person, athlete, veteran, husband, parent, educator, coach and City servant.

I and my teammates at Croft are better people for having had Coach Donato in our lives.

Please consider this honor for Mr. Donato as one of your main priorities.

Respectfully submitted,

Dick Yuskas

*I can be reached by cell phone at 203-710-0499 or by email at: dickyuskas@hotmail.com if required.

Carrie Swain

From: Robert Goodrich <rgoodrich@racce.net>
Sent: Monday, March 07, 2016 10:59 AM
To: Anthony.DAmelio@housegop.ct.gov; Hartley@senatedems.ct.gov; Jeffrey.Berger@cga.ct.gov; Joe.Markley@cga.ct.gov; Larry.Butler@cga.ct.gov; Selim.Noujaim@housegop.ct.gov; Victor.Cuevas@cga.ct.gov
Cc: Alderman DiGiovancarlo; aldermanbrunelli@waterburyct.org; aldermanburgio@waterburyct.org; aldermangiacomi@waterburyct.org; aldermanguerrera@waterburyct.org; aldermanhadley@waterburyct.org; aldermanjohnson@waterburyct.org; aldermanlopez@waterburyct.org; aldermannapoli@waterburyct.org; aldermanpadula@waterburyct.org; aldermanpernerewski@waterburyct.org; aldermansherman@waterburyct.org; alderwomancummings@waterburyct.org; alderwomanmccarthy@waterburyct.org; ANN SWEENEY; Carrie Swain; CHARLES L. STANGO; CHARLES PAGANO; ELIZABETH BROWN; FELIX RODRIGUEZ; JUANITA HERNANDEZ; JOHN THERIAULT; JASON VAN STONE; KAREN HARVEY; Kathleen Ouellette; noleary@waterburyct.org; THOMAS VAN STONE SR.
Subject: TESTIMONY REGARDING SB 379: An Act Concerning the Recommendations of the Minority Teacher Recruitment Task Force; SB 380: An Act Concerning the Exclusion of Student Performance Results on the Mastery Examination From Teacher Evaluations; and HB 5551: A...
Attachments: TESTIMONYREGARDING3793805551.pdf

Dear Waterbury Delegation

My name is Robert M. Goodrich, and I am a co-founder of Radical Advocates for Cross-Cultural Education. We are an educational advocacy group located in Waterbury whose mission is to challenge systems of oppression by advocating for culturally competent educational practices. We encourage you to join us in support of SB 379, and HB 5551. Finally, we ask you to oppose SB 380.

SB 379: An Act Concerning the Recommendations of the Minority Teacher Recruitment Task Force

Dr. Arlene Arias, a co-founder of R. A. C. C. E. was a task force member. We strongly support SB 379. We encourage this committee to find ways to shift or reallocate funds to further support minority teacher recruitment efforts. As recommended, a Minority Teacher Recruitment Policy Oversight Council within the Department of Education would be instrumental to furthering the success of all programs, but community stakeholders must also have a place on this council. Accountability measures must be added to ensure municipal hiring practices are accounted for, and are transparent. Additionally, we recommend a committee to be formed to clarify the benefits and/or barriers to the current licensure process for minority teacher candidates. Finally, it is imperative that the use of the Praxis be evaluated. We must be certain our state's licensure test, the Praxis, can delineate who can become a proficient educator and who can't. It must be made clear that the Praxis exam doesn't disparately affect minority teacher candidates. If it does, we must find a different test.

HB 5551: An Act Concerning the Commissioner's Network of Schools

We support the additions and subtractions being placed before this committee. We believe the levying of firmer accountability standards for districts like Waterbury, who have difficulty sustaining progress in both teaching and learning, will have positive impacts for our students. We strongly support financial incentives for school professionals who excel while working in Commissioner Network Schools. Finally, we support the mandate requiring funding allocated to a commissioner's network school to be used exclusively for turnaround programming. These provisions make districts more accountable for their use of state funds. HB 5551 will also increase parents' and the communities' faith that if municipalities can't turnaround schools then the state can and will.

SB 380: An Act Concerning the Exclusion of Student Performance Results on the Mastery Examination From Teacher Evaluations

We oppose SB 380. Repealing a foundational piece of educational reform will not only stifle potential progress, but it will make it next to impossible to comprehensibly measure teacher efficacy. The teacher evaluation process is already perceived as paternalistic and nepotistic. In Waterbury, fourteen of thirty schools are designated as Focus or Turnaround Schools. In the last two years not a single teacher was given a rating below Developing. This is not to say teachers don't work hard, or that most teachers aren't putting their best effort forward. It simply draws our attention to this question. How can thousands of students struggle to exhibit grade level proficiency, but nearly 100% of their teachers earned a rating of proficient? In a perfect world we would have a diversified set of student performance data included in teacher evaluations. We urge you to add rubrics that would evaluate whether or not disparities exist in classrooms, and which demographics are affected by these disparities. Waterbury classrooms are filled with students who are underserved, underrepresented and under-protected. Passing this act exposes our students to an increased risk of an inequitable educational experience. We look forward to having a robust discussion about these issues.

Taking a Critical Reconstructive Approach,

--

Robert M. Goodrich

R.A.C.C.E.

Radical Advocates for Cross-Cultural Education

(203) 597-7456

rgoodrich@racce.net

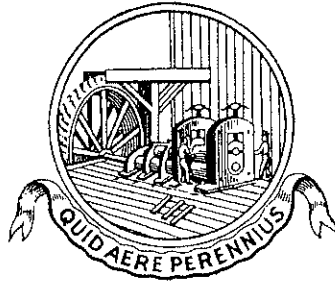
Like us on Facebook: www.facebook.com/RACCEWtby

Twitter: @raccewtby

Website: racce.net

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

~James Baldwin~



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 3, 2016

Lisa Dunn
8 Pleasant St.
Wolcott, CT 06716

Dear Ms. Dunn:

Your name is being certified to the Department of Education for the position of Senior Human Resources Generalist - Education (Req. #2016054) at \$80,000 per year.

Your official start date is March 3, 2016. Please call Robert Brenker, Director of Personnel - Education to discuss the details of the position. The telephone number is (203) 574-8000.

Failure to call the above named individual by March 10, 2016 will result in your name being removed from the eligibility list.

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

Your new probationary period in accordance with your applicable contract will be 3 months in duration. The department head will be responsible for executing your probationary evaluation no later than 3 months from your first day in your new position.

Sincerely,

Scott Morgan

Provisional Director of Human Resources

SM/sd

cc: Board of Education
Dr. Ouellette, Supr. of Schools
Robert Brenker, Director of Pers-Educ.
file