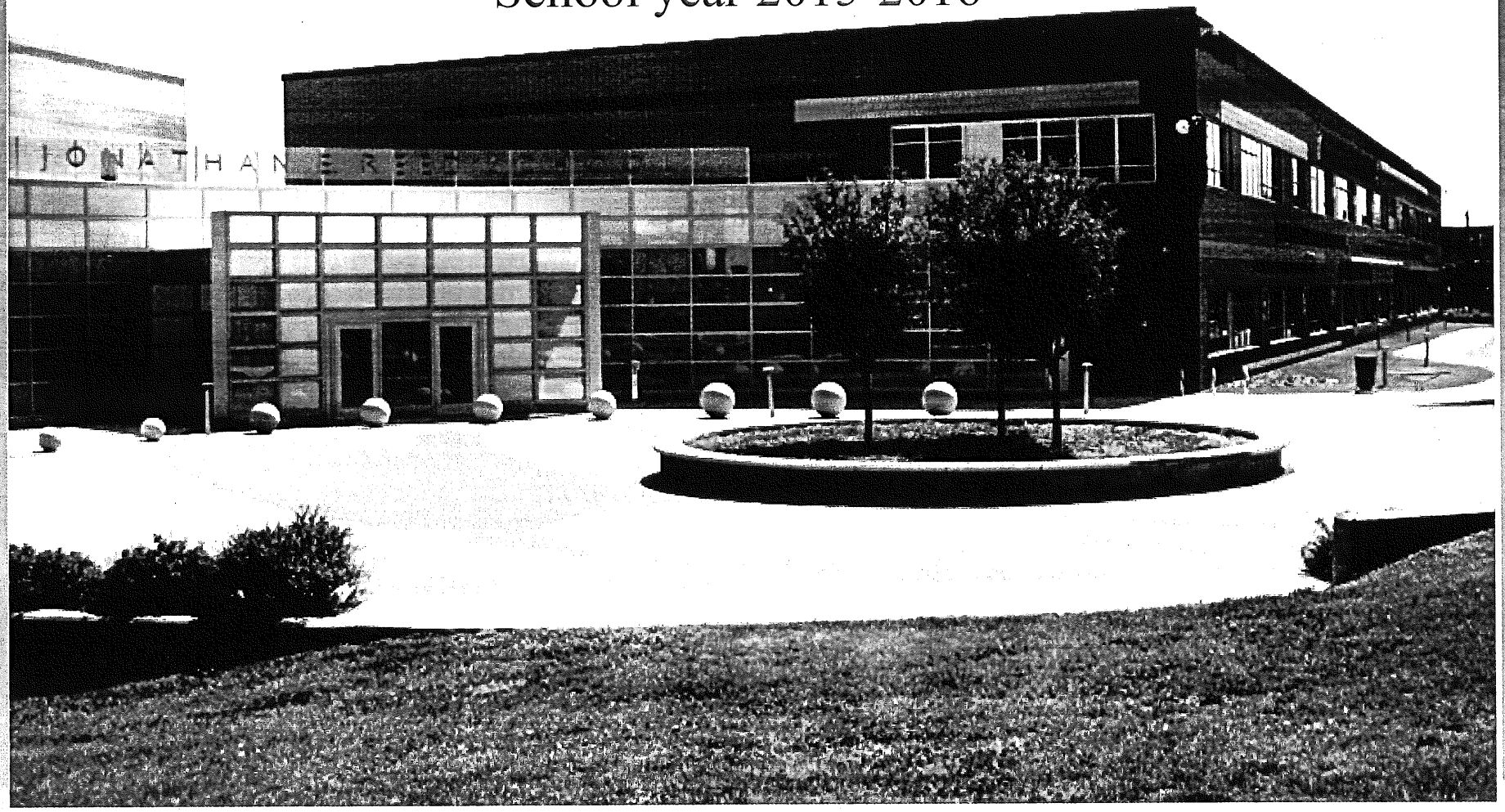
Jonathan Reed School

CAT TEAM
Chronic Attendance Team
School year 2015-2016



Quick Overview

- State and District alignment
- CAT Team (Chronic Attendance Team)
- Focus and Plan of Action
- Documents and Video clip of Meeting
- What have we learned
- What we have done to Create a climate that reinforces importance of attendance.

Attendance Matters

Key Messages to communicate to stakeholders

- **Key Message #1:** Good attendance helps children do well in school and eventually in the work place
- **Key Message #2:** Absences add up. Excused and unexcused absences result in too much time lost in the classroom.
- **Key Message #3:** Chronic absence, missing 10 percent of the school year or more, affects the whole classroom, not just the students who miss school.
- **Key Message #4:** We need to monitor how many days each student misses school for *any* reason — excused, unexcused— so we can intervene early
- **Key Message #5:** Chronic absence is a problem we can solve when the whole community, including parents and schools, gets involved.

Indicator 4: Chronic Absenteeism

Indicator	Max Points – All Years
Percentage of students chronically absent	
• All Students	50
• Students in *High Needs Subgroup*	50

- Chronic absenteeism is the percentage of students missing ten percent or greater of the total number of days enrolled in the school year for any reason.
- Distinct points are awarded for lower subgroup chronic absenteeism rates.
- Full points are awarded if the chronic absenteeism rate is 5% or lower. No points are awarded if the chronic absenteeism rate is 30% or greater. Chronic absenteeism rates between 30% and 5% will be awarded proportional points.

District Improvement Plan & School Audit Tool

Waterbury Public Schools
ILD Office

Goal #3
(ES, MS, HS) Reduce Chronic Absenteeism by a minimum of 5%

IAGD
(ES, MS, HS) The cohort of students enrolled in __ school from October 1, 2015 – June 1, 2016 will reduce its chronic absenteeism rates by __%

- ☐ Specific
- ☐ Measurable
- ☐ Attainable
- ☐ Results-oriented
- ☐ Time-bound

Attendance Works

Advancing Student Success By Reducing Chronic Absence

Reed School Attendance Report

Severe Chronic Absence: Missing 20% or more of total school days
Moderate Chronic Absence: Missing10-19.99% of total school days
All Chronic Absence: Missing 10% or more of total school days
At-Risk Attendance: Missing 5-9.99% of total school days
Satisfactory Attendance: Missing less than 5% of total school days

	Severe Chronic Absence		Moderate Chronic Absence		All Chronic Absence (Moderate+Severe)		At-Risk Attendance		Satisfactory Attendance		Total Enrollment
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Grade K	2	4.8%	4	9.5%	6	14.3%	22	52.4%	14	33.3%	42
Grade 01	2	4.1%	4	8.2%	6	12.2%	19	38.8%	24	49.0%	49
Grade 02	0	0.0%	3	6.5%	3	6.5%	14	30.4%	29	63.0%	46
Grade 03	2	4.3%	3	6.4%	5	10.6%	11	23.4%	31	66.0%	47
Grade 04	0	0.0%	4	7.1%	4	7.1%	17	30.4%	35	62.5%	56
Grade 05	0	0.0%	3	6.7%	3	6.7%	15	33.3%	27	60.0%	45
Grade 06	0	0.0%	8	19.0%	8	19.0%	9	21.4%	25	59.5%	42
Grade 07	1	2.9%	6	17.1%	7	20.0%	10	28.6%	18	51.4%	35
Grade 08	0	0.0%	5	20.8%	5	20.8%	4	16.7%	15	62.5%	24
Summary	7	1.8%	40	10.4%	47	12.2%	121	31.3%	218	56.5%	386

C.A.T TEAM
Chronic Attendance Team

- **Who**
  - Administrators
  - Attendance Counselor
  - Social Worker
  - Guidance Counselor
  - Psychologist
  - Parent Liaison
  - FRC coordinator



- **What**
  - Develop and implement action plan to monitor/address student attendance
  - Review district dashboard and student attendance data
  - Discuss individual students, put interventions into place and recognize good and improved attendance.
  - Engage students and parents.

- **When**
  - Attendance Team meat bi-weekly

ATTENDANCE MATTERS
every school day counts.

Plan Created AUG 2015 by CAT Team

- Attendance Matters – poster contest September
- Partner with community agencies for incentives- Mega Education and Texas Road House
- Create Monthly Rewards Menu
- Provide individual, classroom and whole school incentives
- Recognize students monthly over intercom and outside classrooms
- Display Daily attendance- Data Board
- Visual Representation

Review District Dashboard

Reed School Attendance Report

Include Suspensions: * Yes

Severe Chronic Absence: Missing 20% or more of total school days
Moderate Chronic Absence: Missing 10-19.99% of total school days
All Chronic Absence: Missing 10% or more of total school days
At-Risk Attendance: Missing 5-9.99% of total school days
Satisfactory Attendance: Missing less than 5% of total school days

Page down to see report by grade, race, or special needs

Attendance Patterns by Grade

	Severe Chronic Absence		Moderate Chronic Absence		All Chronic Absence (Moderate+Severe)		At-Risk Attendance		Satisfactory Attendance		Total Enrollment
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Grade K	0	0.0%	5	11.1%	5	11.1%	10	22.2%	30	66.7%	45
Grade 01	1	2.1%	4	8.3%	5	10.4%	13	27.1%	30	62.5%	48
Grade 02	1	1.9%	3	5.8%	4	7.7%	13	25.0%	35	67.3%	52
Grade 03	1	1.9%	4	7.5%	5	9.4%	10	18.9%	38	71.7%	53
Grade 04	2	4.2%	3	6.2%	5	10.4%	10	20.8%	33	68.8%	48
Grade 05	0	0.0%	6	9.7%	6	9.7%	16	25.8%	40	64.5%	62
Grade 06	1	2.2%	1	2.2%	2	4.4%	10	22.2%	33	73.3%	45
Grade 07	1	2.9%	4	11.8%	5	14.7%	7	20.6%	22	64.7%	34
Grade 08	0	0.0%	4	14.3%	4	14.3%	5	17.9%	19	67.9%	28
Summary	**7**	**1.7%**	**34**	**8.2%**	**41**	**9.9%**	**94**	**22.7%**	**280**	**67.5%**	**415**

Attendance Meeting Agenda

Waterbury Public Schools
Jonathan E. Reed School
Meeting Agenda
2015-2016

Group/Team:	Attendance Team		
Location:	Conference Room	**Start Time:**	1:00 p.m.
Date of Meeting:	January 7, 2015	**Finish Time:**	2:00 p.m

Team Norms:

We Give Our Best	We Support Each Other	Our Work is Urgent
• We listen	• We presume positive intentions	• We are prepared
• We ask questions	• We honor diversity	• We are flexible
• We challenge ourselves	• We speak honestly	• We will not give up

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Purpose of Meeting – Focus:

School Wide Attendance Reward

Attendance at Meeting *(add rows as necessary)*

	Name	Position	Signature
1	Juan Mendoza	Principal	Present
2	Diurca Tomasella	Vice Principal	Present
3	Diane Monti	Parent Liasion	Present
4	Diane Kuskowski	Attendance Counselor	Present
5	Elona Bala	Counselor	Present
6	Stepahnie Lawson	Psychologist	Present
7	Melissa Kobelski	Social Worker	Present
8	Ernie Racine	FRC Coordinator	Present
9			
10			

Agenda Items (Items should reflect next steps from previous meeting. Include time allotment for each item and person presenting or responsible for the item)

Agenda Item

1. Review of last meetings minutes and today's agenda. Bala

2. Google master document and Review current cases-everyone report out- Trends? Next steps? Plans for severe - Diane
   Kobelski – Grade K-1
   Mr. Racine – Grade 2
   Mrs. Monti – Grade 3
   Ms. Lawson – Grade 4,5
   Ms. Bala – Grades 6,7,8

3. Tracking/analyze school data trends- Mrs. Monti to share monthly data and Team analyzes data. Trends? Next steps?

4. Discuss incentives/assign who to carry out. Need to be timely. Diane K. is in charge of carrying out with assistance of Mrs. Monti and Mrs. Bala/Mrs. Kobelski. Mrs. Monti will be in charge of passing out the reward for perfect attendance students when list is emailed by Diane K.

5. Review of minutes/establish next steps and date of next meeting (biweekly)– Diane/Bala

Meeting Notes, Decisions, Issues (May include the meeting agenda)

- Team reviewed norms and vision /mission
- Team reviewed last meeting minutes
- Team reviewed and discussed attendance google doc spreadsheet.
- Case Manager Review:

Melissa K- reports her students are remaining the same. Arianna R. will be homebound.

- KDG to send a reminder letter notice
- Grade 2 as a whole has remained the same
- Mr. Racine reported on 2 students specifically and provided students with goal sheets/ reward motivator
- Grade 4- ZS (Lawson) reports she will set up a PPT to discuss absences
- Grade 5 – discussed setting up meeting with Gr. 5 student
- Mrs. Tomasella to set up meeting with R.R mom to discuss tardies
- Gr. 6 K.N. absences have been identified as trip before vacation

Attendance Counselor reviewed Attendance Report:
Moderate/Severe currently at 8.3 %--------5% without E.S.!!!!!
Also reviewed attendance patterns by gender and Grade

- Mrs. Monti- reported on her Daily Attendance Spread Sheet

In December 17 days total and 16 days were at 90+ %
1 day under 90%

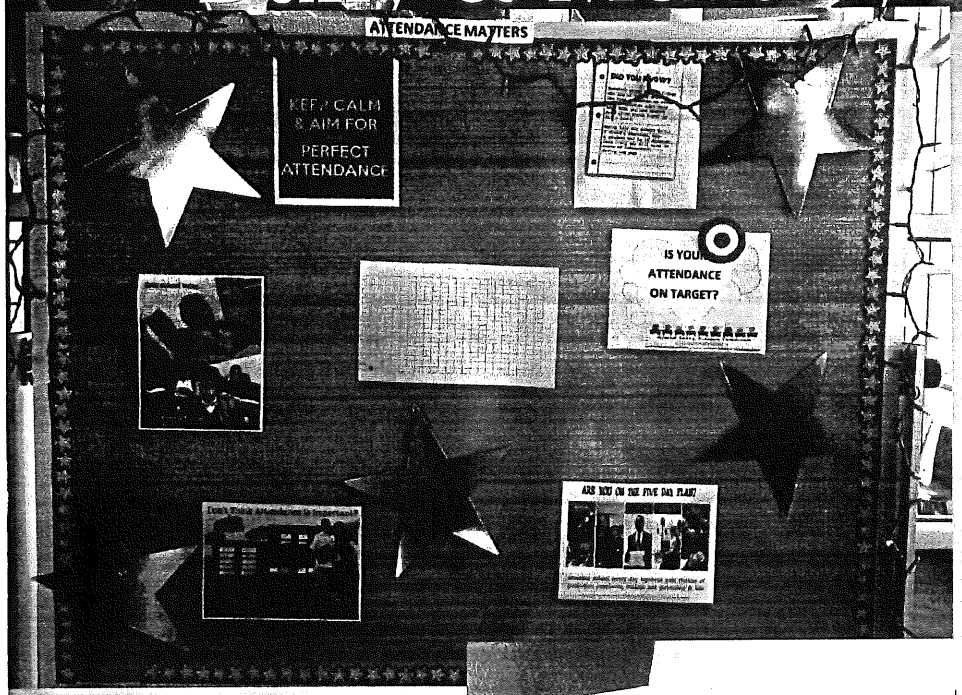
Pattern: Highest percentage was on 22nd on a raining day at 97.9
On the 23rd the day before the holiday we were at 88%

Trends Noted:
7M- had the highest percentage as well as KM room
8W also did well
4CO- a declined noted on the last 2 days in December / this class slowly declining

Reed School Attendance Report 2015-2016

Gr	Absence	Total	notes/steps	next steps	next steps	next steps	next steps	next steps	next steps	next steps	next steps	next steps	next steps	next steps
1	Moderate	12	Called and spoke to dad on 9/29 about her tardies. I told dad that student is claiming she has moved. I told dad I needed proof of residency by Monday. He stated he would provide it (DK)	home visit	10/16 called and spoke to mom. She reports tardies should have improved because she now attends school. She also hand delivereed proof of residency to main office(MK)	10/20/2015 spoke to mom regarding tardies and note received	12/14/15 student abs and was also abs once last week. left vm for mom (MK)	1/14/15 Student absent 2 days in a row. Spoke to mom. reports she had a runny nose. Will send a note tomorrow. (MK)	1/21 set up meeting for 1/29 (DK)	no show to meeting. message left 1/29 DK	mom called back stated she has been out with asthma she will come to school on Wed afternoon to speak to me.(DK)	2/3 Mom called to let me know she could not come in today bc she has started a new career. Phone conference. Mom is going to get a pump for school. Mom knows that if she goes over her days she will be retained. A med authorization was sent home with child (DK)	2/12 Possible rention letter was sent for attendance. Mom signed and returned it (DK)	
4	moderate	19	Parent did not attend PPT on 10/20(SL)	Left a vm for mom (MK) 10/28	11/2 Spoke to mom. She reports that she works mornings and someone gets them ready for school. Reports that if he had SPED bussing, this would not be a problem. (MK)	11/6 spoke to mom who states she works in Shelton from 7-9 am and leaves them with babysitter who sometimes doesn't walk them to school bc its cold with her baby. I told mom she needs to come up with a plan or a DCF referral will be filed.	11/17 Home visit with SW no one home referred to WYS	12/11 spoke to WYS mom missed intake with them. Brother's teacher did file a 136.(DK)	12/18 I filed my own 136 today. Home visit done with SW to make sure student's still live on Crown. Mom's stuff still in apartment (DK)	12/22 student and brother absent today and yesterday . left vm for mom (MK)	1/7/16 spoke to DCF worker assigned to case. (DK)	student is now Mkinney Vento waiting on bus (DK)	2/9/16 PPT Addressed attendance at PPT. Mom was informed of the number of abscences & tardies. She reported that since he has been on the bus his attendance has improved. He was absent today. (SL & DK)	2/18 Retention letter sent (DK)
4	moderate	12	transferred back from wilson after missing 2 weeks there???? (DK)	2/18 meeting set up (DK)	2/18 Phone conference (DK)									
6	at risk	5	Talked to mom. Missed the days earlier in the year because was sick. Hasn't missed any more days. EB	12/15. Talked to mom. She was out on 12/14 because she was throwing	no longer on list									
08	Moderate	15	hurt ankle	surgery	10/18 talked to her. Has not missed additional days but comes late on Mondays and Thursdays because of doctor's app EB	Physical Therapy twice a week. From 9-10 am. Has a couple more doctor appointments coming up.EB 12/1								
08	Moderate	15	Meeting set up 9/18 no show (DK)	home visit	home visited on 9/25 no one home name is on mailbox. Letter was left at door (DK)	10/6 spoke to step dad today. He stated he would have mom call me referred to WYS (DK)	Unable to get in touch with mom. Left a voice mail on 10/19 EB	11/4 Met with student. He was out on 11/2 sick. Attendance chart as of 11/4 with reward at the end of the week. EB	12/1 Has not missed any days in the past 3 weeks. Has earn 3 rewards. EB	family DCF referral 12/4	12/11 spoke to mom DCF was coming to do a home visit on 12/14 Mom will go to Dr. and get notes(DK)	12/20. Talked to stu. Hasn't missed any days - got his reward. EB	1/21 spoke to DCF worker. Dad did drop off some notes to cover some days. The parents will not speak to or meet with DCF. They are closing the case. (DK)	2/12 message left (Dk)

Daily & Monthly Attendance Board



Tracking Daily Attendance

Daily Attendance Report

WATCH OUR ATTENDANCE RISE

	1 Dec	2 Dec	3 Dec	4 Dec	7 Dec	8 Dec	9 Dec	10 Dec	11 Dec	14 Dec	15 Dec	16 Dec	17 Dec	18 Dec	21 Dec	22 Dec	23 Dec		
1M			100	100	100	95.6	95.6	96.7	100	91.3	95.6	95.6	86.7	100	91.3	91.3	91.3	6	
2M			70	90	90	100	90	95	90	95	95	100	85	95	100	100	85	2	
3M			93	92	88	96	96	96	95.6	91.3	91.3	95.6	91.3	95.2	95.2	95.2	95.1	2	
4M			100	95.8	93	100	95.8	95.8	90.4	100	100	100	88.7	96	92	100	88	5	
5M			100	92.4	100	100	100	100	100	92	100	100	96	96	96	83	83.3	4	
1A			100	100	95.8	95.8	91.6	95.8	95.8	100	100	95.8	91.6	91.6	100	100	91.6	4	
2A			88	100	92	100	96	92	95.8	95.8	91.6	96.6	95.8	91.6	96	100	96	7	
3A			96	100	96	100	96	96	100	96	96	100	100	100	96	95.4	95.4	4	
4CH			96	96.2	95.6	95.6	95.6	100	100	95.4	100	95.4	95.4	95.4	95.4	92.9	86.3	5	
4CO			100	96.2	95.4	100	95.4	95.4	100	95.4	90.9	100	95.4	96.4	92.8	76.1	89.2	4	
5E			100	100	92.8	92.8	85.7	92.8	92.8	96.4	96.4	96.4	100	92.8	96.4	100	82.1	8	
5R			100	100	96.4	100	92.8	100	96.4	96.4	100	100	100	100	95.4	100	86.3	9	
6G			96	100	86.9	95.6	95.6	95.6	96.4	100	100	100	96.3	91.3	95.6	96.6	91.3	.5	
6M			96	94.1	100	95.4	95.4	95.6	91.3	91.3	100	100	100	87.5	100	100	93.7	13	
7M			100	100	100	100	100	100	100	100	100	100	100	88.8	88.8	88.8	77.7	7	
7R			100	100	100	100	92.3	100	94.4	100	100	94	94.4	88.8	88.8	88.8	77.7	6	
8H			100	93	93	93.3	93.3	100	100	100	100	92.8	78.5	85.7	92.8	85.7	78.5	11	
8W			100	100	100	100	100	100	100	100	100	100	96.4	92.8	92.8	85.7	85.7		
Weather Conditions	Cloudy Cool	Rainy Cold	Sunny Nice	Sunny Nice	Sunny Nice	Sunny Nice	Sunny Nice	96	Sunny Warm	Cloudy	Sunny Nice	Sunny Nice	Sunny Cool	Cloudy Cool	Sunny Cool	Sunny Today	warm Nice		
School Wide	96.6	92	97.6	96.5	90.3	96.6	94.6	Sunny Warm	95.5	97	97	97.6	94.4	94.2	95.6	97.9	88		

FRC R.I.S.E & CLUB

STUDENT/GRADE	TOT UNEXCUSED ABSENT	TOT UNEXCUSED TADRY	CHALLENGES	PROGRESS
th	11	7	In the beginning of the year low motivation, Low parent ...ivement, ...group	For demonstrating 2 weeks of consistent attendance ... received ...

FRC R.I.S.E & Shine Club Incentive's Sheet

Complete 1 week: Receive a fun pencil.

Complete 3 weeks: Receive Snacks your choice (Oreo's, Chips Ahoy Cookies, and Fruit Snacks etc.)

Complete 1 month: Receive a gift from the FRC Gift Cabinet.

Complete 3 months: Receive a special gift package.

Complete 6 months: You will be eligible to attend a possible incentive event at end of the school year.

Will have picture taken every month for students that successfully complete their goals. Picture will be posted on FRC Bulletin Board – Attendance Wall/Message Board.

*Parents will also have the opportunity to receive gift cards ex. Shop Rite; Old Navy. All in an effort of promoting/reinforcing/supporting the importance of their child(ren) attending school more regularly. Absences can add up and before you know it many days are missed. Those times not in school are lost opportunities to learn. We want to help prevent that.

Should you have any questions, please contact Mr. Racine for more information.

Reed Rockets R.I.S.E to the top!

MY ATTENDANCE GOALS & PLAN FOR CHANGE 2016

Student [redacted] Grade: 2A

I need to work on: (Check one or more) Time Management Eating better in the morning /Getting to bed at a good time /Not staying on cell phone/computer so late Not doing homework too late /Taking my school work more serious /My behavior/self-control

My reason on wanting to improve I Don't Be late

My plan to improve: To not play around Before school and Get Ready

Resource: People who will/can help me improve are: my mom and Grandma.

I will know that my attendance goals are being achieved when: Im in School everyday on time.

Reminder for each day!! "Wake up with a purpose. Just don't be here, just to be here. Stay organized by keeping the simple things, simple. You can do this." Mr. Racine, FRC Coordinator

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Choices: Set Alarm Clock, Have clothes ready night before. Shower night before. Don't go to bed late. Eat a good breakfast. Make a to do list. You can add more.	Set my Alarm	Go to bed early	Be on time.	Don't take your Clothes ready

Reed Rockets: R.I.S.E To The Top!

When completed, return to Mr. Racine in FRC

To succeed in school, you have to do your best at all times. But sometimes it's hard to stay motivated, even when you really care about the work/your school. Or there might be some of you who feel you don't even need school. Well, to do anything in life you need an education. No way around it! So, prioritize the priorities. The key to success in school is: staying focused on your work, consider changing your everyday approach might also help you stay interested in what you're doing. Set small goals to achieve. Then work your way up to bigger ones. Find a Social Support Network (Family members, school staff/friends to help you) Review plan with your parents. They must initial it every day inside the open circles.

Reed School Attendance Report Jan 2016

- As of 1/21/16
  - we had reduced percentage of percentage of students to moderate & chronic to 8.3% school wide
  - 6 severe students
  - 28 moderate students
- Out of the 6 severe 4 are in Essential Skills
- Out of the 28 moderate 9 are in Essential Skills
- Taking the Essential Skill students out puts our percentage at **5.09%**
- Unfortunately, Moderate to severe went from 8.3 in January to 11.2 in February

Patterns and obstacles

- Weather (rain, snow, Cold)
- Some students don't report to school on the first day but rather show up after labor day therefore they begin in the negative.
- Vacation days, long holiday weekends (DEC+JAN)
- Half days and 2hour delays we see an increase in absences
- Students transfer in with high numbers of days absent and unfortunately these days get added to your percentage.
- There are students with medical needs that miss large number of days and impact percentage.

Creating a climate that reinforces importance of attendance.

"REED ROCKET EXPRESS SCHOOL NEWS" January 2016



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Feliz año nuevo! Happy New Year! Can you believe that it is the year 2016 and that this is our fourth year serving our students, families and community. We hope that everyone had a wonderful holiday, got to spend some time with loved ones and that they had time to get some much needed rest in preparation for the second half of the year. Take some time this month and sit with your child and reflect on educational health/attendance goals that you want to set for yourselves and plan out the steps you will need to accomplish them,,. We are already to continue to work hard for the second half of the school year!

Remember, January-March are months that can be problematic weather wise. Please ensure that your child comes to school dressed appropriately for the cold weather to prevent hypothermia and frost bite. Often times, school may be canceled or delayed. Remember that our school doors don't open on a regular day until 8:05, (9:05- *1 hour delay*), (9:35- *90 min delay*) or (10:05 -*2 hour delay*). We ask that you listen to the TV/radio/district website for information about school cancellations/delays or check our districts website.

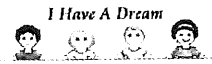
During this time of year, we understand that children get sick and emergencies occur, however, we also want to impress upon our students the importance of school and being here on time every day. When students are not here they miss a great deal of instruction and this can set them behind. We would like to work together with you to improve the overall attendance of our students. Please take a few minutes out of your busy schedule to watch this video on the importance of school attendance.

https://vimeo.com/101425388



Thank You,

Mr. Mendoza
Principal



JANUARY CALENDAR

"REED ROCKET EXPRESS SCHOOL NEWS"
October 2015



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Dear Reed Families,

Welcome back!!! Our goal once again this year is to ensure that every student attends school regularly. *Showing up for school has a huge impact on a student's academic success starting in kindergarten and continuing through high school. Even as children grow older and more independent, families play a key role in making sure students get to school safely every day and understand why attendance is so important for success in school and in life.* We realize some absences are unavoidable due to health problems or other circumstances. But, we also know that when students miss too much school— regardless of the reason – it can cause them to fall behind academically. Your child is less likely to succeed if he or she is chronically absent—which means missing 18 or more days over the course of an entire school year. Research shows:

- **Children chronically absent in kindergarten and 1st grade are much less likely to read at grade level by the end of 3rd grade.**
- **By 6th grade, chronic absence is a proven early warning sign for students at risk for dropping out of school.**
- **By 9th grade good attendance can predict graduation rates even better than 8th grade test scores.**

Absences can add up quickly. A child is chronically absent if he or she misses just two days every month! **Clearly going to school regularly matters!**

We don't want your child to fall behind in school and get discouraged. Please ensure that your child attends school every day and arrives on time. Here are a few practical tips to help support regular attendance:

- **Make sure your children keep a regular bedtime and establish a morning routine.**
- **Lay out clothes and pack backpacks the night before.**
- **Ensure your children go to school every day unless they are truly sick**
- **Avoid scheduling vacations or doctor's appointments when school is in session.**
- **Talk to teachers and counselors for advice if your children feel anxious about going to school.**
- **Develop back up plans for getting to school if something comes up. Call on a family member, neighbor, or another parent to take your child to school.**



Let us know how we can best support you and your children so that they can show up for school on time every day. We want your child to be successful in school! If you have any questions or need more information please contact your child's school. *(adopted from Attendance works)**



Sincerely,
Mr. Mendoza

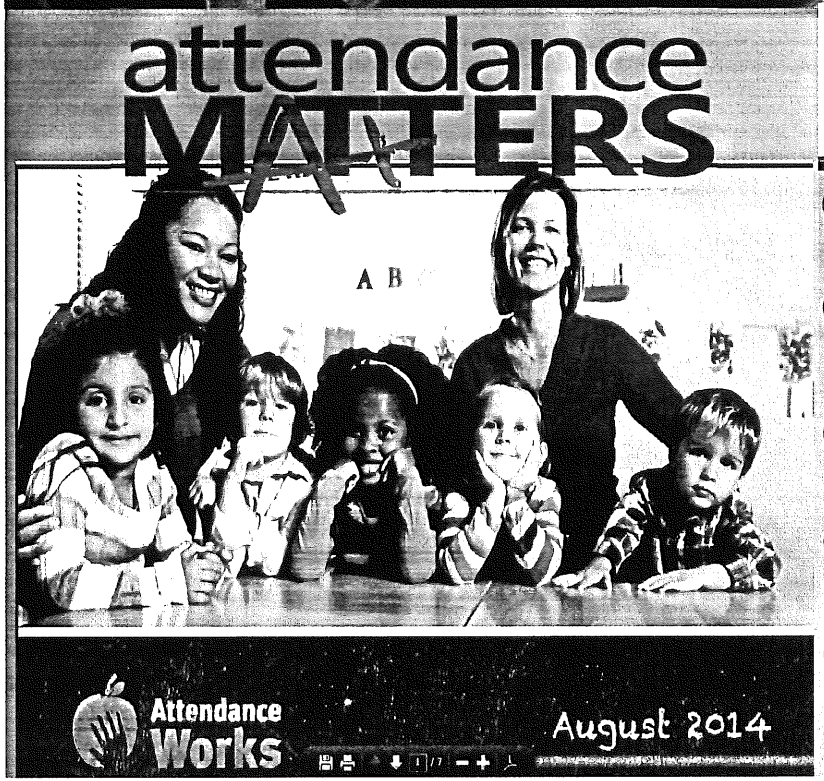
Parent open house video

[illegible]

- Shared at open house.
- Shared during Kindergarten orientation.

USE IRIS Immediate Response Information System
by TechRadium, Inc.

Creating a climate that reinforces importance of attendance.



Framing the Conversation to Build a Relationship of Trust

1. **Learn** — Learn about the student's family and their experience in your school or classroom. Ask what their vision is for their child's future. What are their hopes and dreams for them? Ask how the school year is going socially and academically.
2. **Share** — Share positive things you've observed about the student. Share your own vision for student learning & development, including helping put students on a pathway to success by encouraging a habit of good attendance.
3. **Inform** — Review attendance report with parents. Tailor your conversation to student's level of absenteeism and inform parents of possible impacts of missing school. Connect attendance back to parents' hopes and dreams for their child.
4. **Discuss** — Discuss the challenges parents face in getting their children to school, as well as strengths they can build upon. For chronically absent students, try to understand the barriers that are keeping their children from school.
5. **Arrive at a Plan** — Think through strategies with parents for addressing absences and help them develop an attendance improvement plan. Offer referrals to services as needed and ask if there are other ways you can help.

Use Parent-Teacher Conferences to Discuss Absences

Consider an additional family meeting on attendance

Satisfactory Attendance	At-Risk	Chronic Absence
Congratulate parents on making attendance a priority and encourage them to keep it up. Ask them what they're doing that's enabling them to be so successful.	Let parents know that you are concerned about attendance because their child is beginning to head off track, and it is easy for absences to add up.	***If student is right around 10% or a little above*** Let parents know their child may be academically at risk because they have missed so much school. Discuss underlying causes and how you can help.	***If student is severely chronically absent (e.g. >20%)*** The type of challenges these families face may differ from those with more moderate absence problems. Be prepared to touch on difficult topics, be supportive, and be ready to connect to community resources.

TEACHERS

- Advocates
- City Leaders
- School Districts
- Schools
- Early Care Providers
- Afterschool Providers
- Parents
- Researchers
- Community Schools
- Funders
- Health Care Providers
- Policymakers



Teachers

As teachers, you are the first line of defense against chronic absence. You can:

- Take roll regularly showing students that you care when they miss school.
- Reach out to frequently absent students to find out in a supportive manner why they are missing school and what would help them attend more regularly.
- Work with parents to stress the importance of early education and to learn about any barriers to good attendance.
- Create a nurturing, engaging classroom that will encourage children to come to school.
- Work with colleagues to develop and implement a school-wide system of incentives and reward for good attendance.

Creating a climate that reinforces importance of attendance.



It's Breakfast Time & You're Invited

Come have breakfast with Ms. Bala, school counselor, and Mrs. Monti, parent liaison, and learn how attendance will help your child have a successful school year.

September 17, 2015

@9:00 am

In the Reed Cafeteria

Mark your calendars and plan on joining!

Please return by September 10th

Name_____

Child's name_____

Yes, I will attend_____

No, I will not attend_____

ATTENDACE WORKSHOP

Attend Today ,
Achieve Tomorrow



WHEN

March 2, 2016
9:00 am – 10:00 am

WHERE

Reed Cafeteria

PRESENTERS:

D. KUSKOWSKI – ATTENDANCE COUNSELOR

ELONA BALA – SCHOOL COUNSLOR

Join us to learn how you can help your child succeed in school.

Everyday Counts!



ATTENDANCE AWARENESS MONTH POSTER CONTEST WINNERS!

- 1st Place JAYDEN CARRION KP (PAL membership)
- 2nd place Reginald Temple 3M (Free movie passes)
- 3rd Place MARALYS MATEO 2L ($20 Barnes and Noble gift card)
- Honorable Mention JAMES BENNETT 5R (Basketball)

REED SCHOOL ATTENDANCE REWARDS

Every month students will receive a dog tag for the month in which they had perfect attendance. Try and collect them all!!!!

GET YOUR S.W.A.G. TAGS!
(STUDENTS WITH ATTENDANCE GOALS)





Monthly Pizza Party for the TWO classrooms with the best overall attednance for that month!





At the end of the year all students with attendance 98% or higher movie theater field trip!





PLUS MONTHLY REWARDS!!!!!!!!!!!!!!!!

SEPTEMBER: ICE CREAM K-5

REC TIME 6-8

OCTOBER: DRESS LIKE A SUPER HERO

NOVEMBER: PAJAMA DAY

DECEMBER: MOVIE DAY

JANUARY:SPORTS DAY

FEBRUARY: BINGO

MARCH: ZUMBA

APRIL: REED WATER BOTTLES

MAY: ICE CREAM



SEPTEMBER PERFECT ATTENDANCE

Mega Education

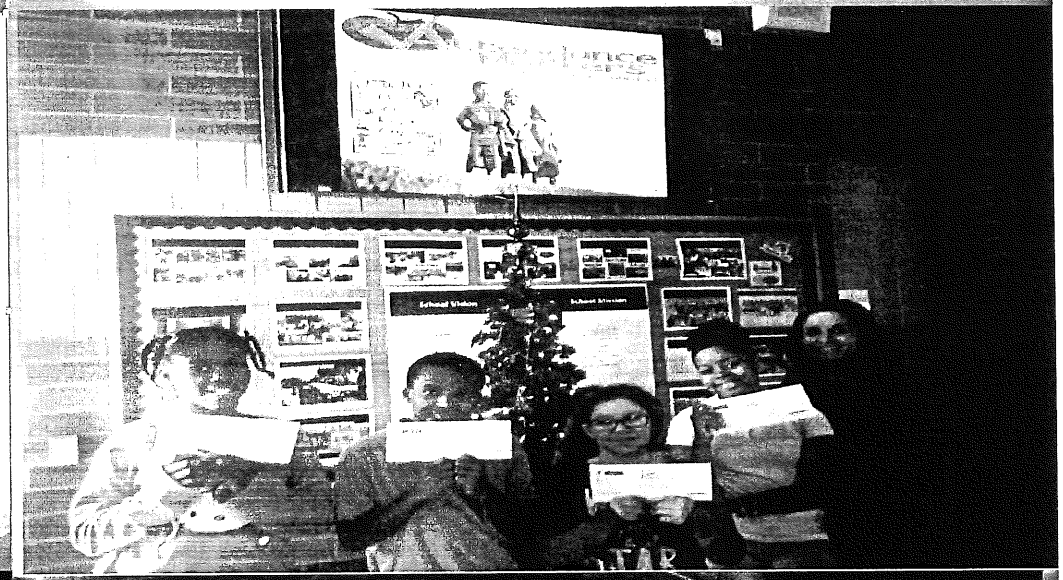
MOVIE PASS WINNERS!!



October/November PERFECT ATTENDANCE

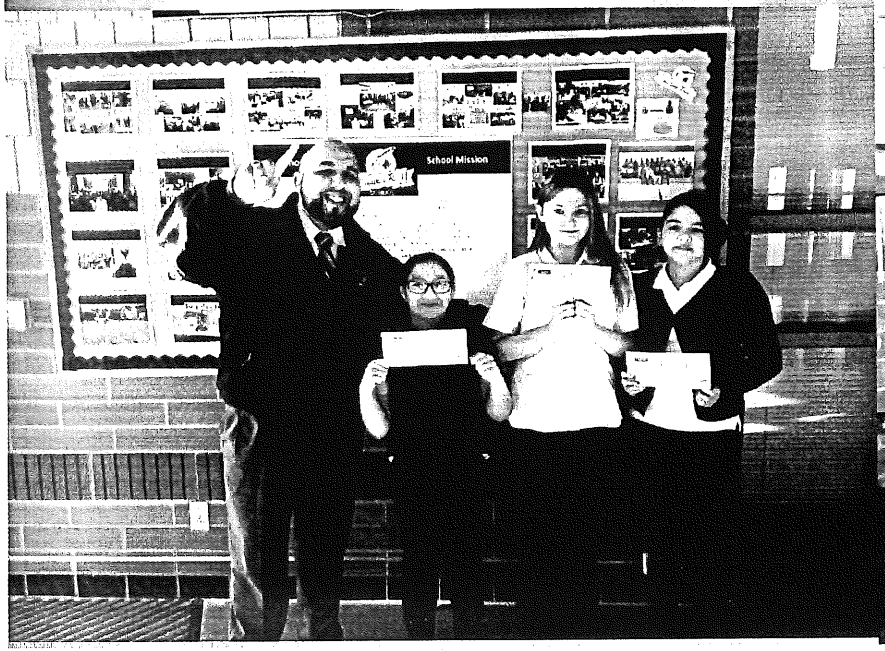
Mega Education

MOVIE PASS WINNERS!!



DECEMBER PERFECT ATTENDANCE Mega Education

MOVIE PASS WINNERS!!



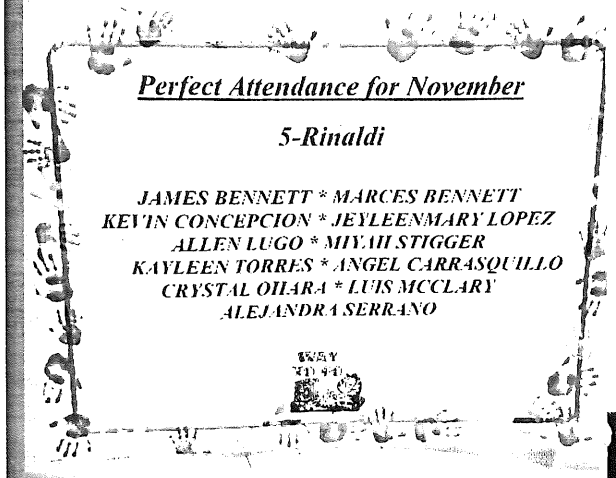
JANUARY PERFECT ATTENDANCE Mega

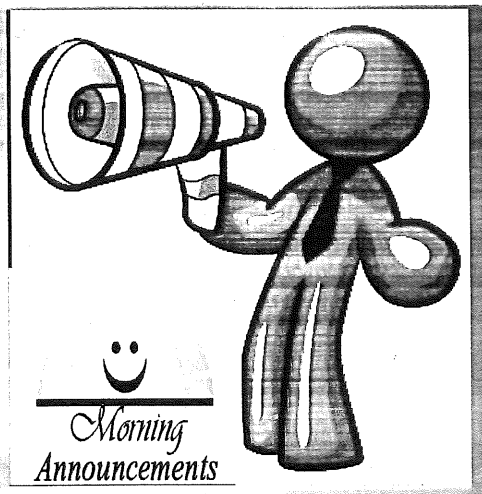
Education

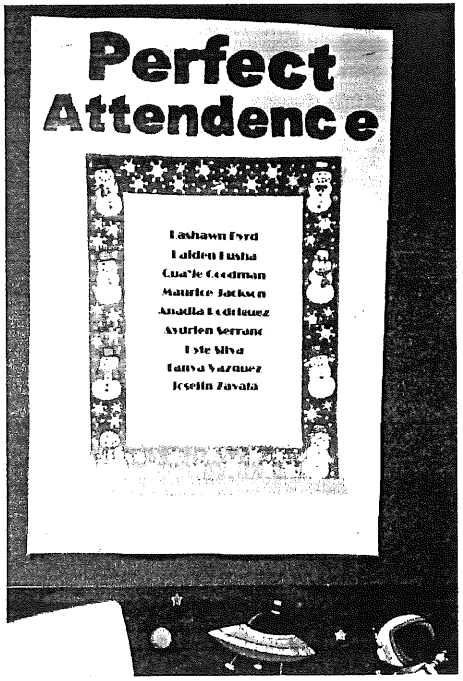
MOVIE PASS WINNERS!!

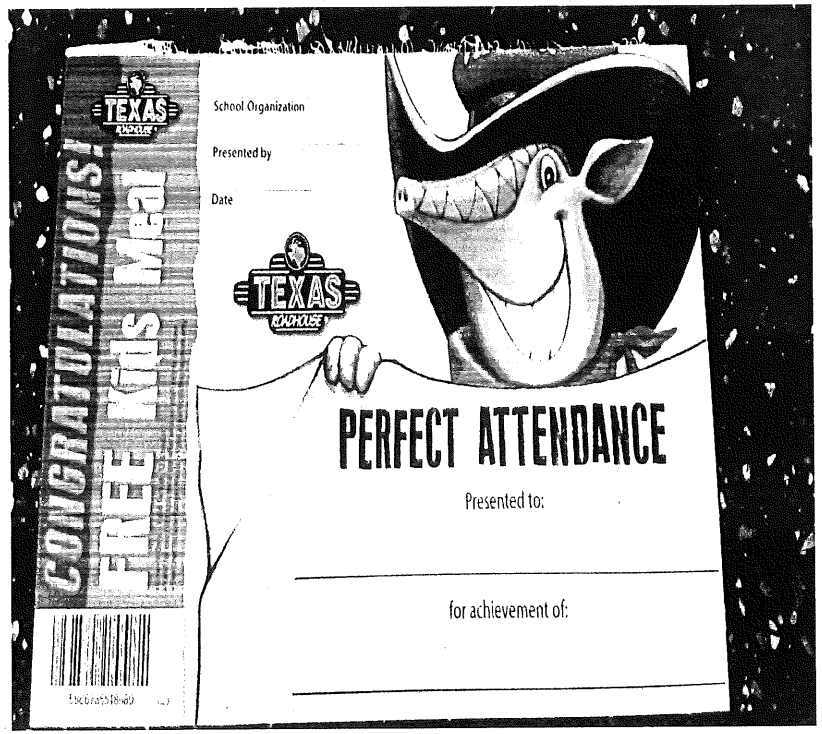


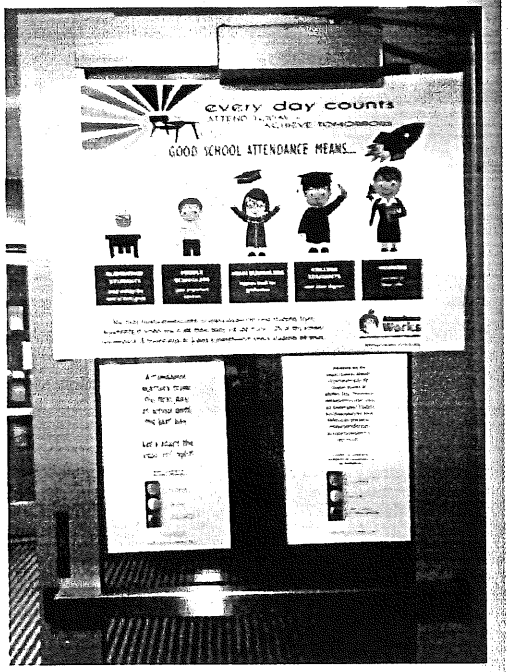
Creating a climate that reinforces importance of attendance.







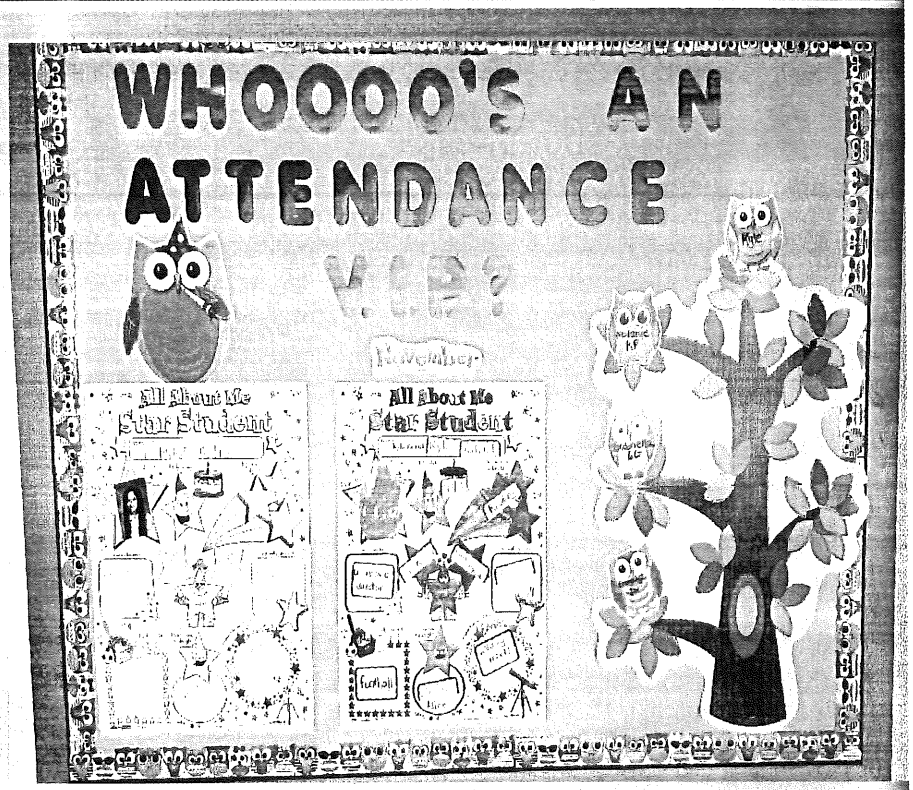


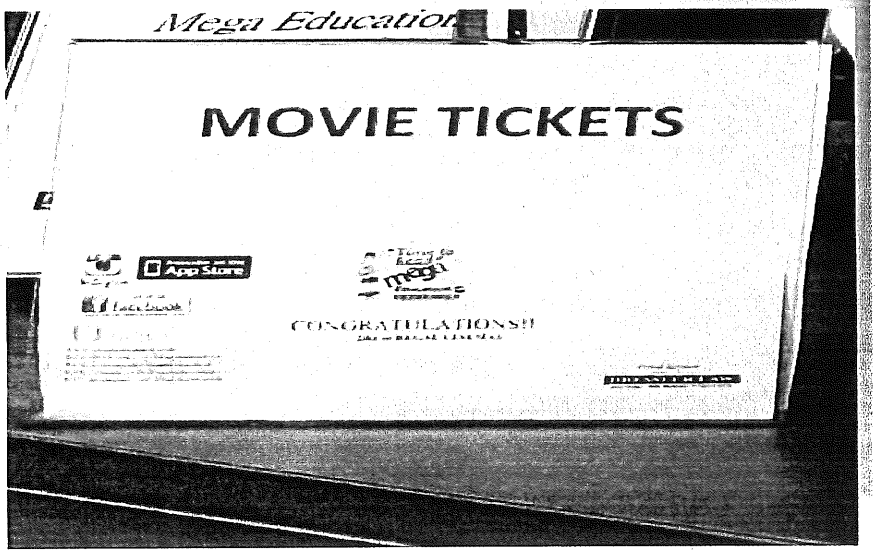


Creating a climate that reinforces importance of attendance.

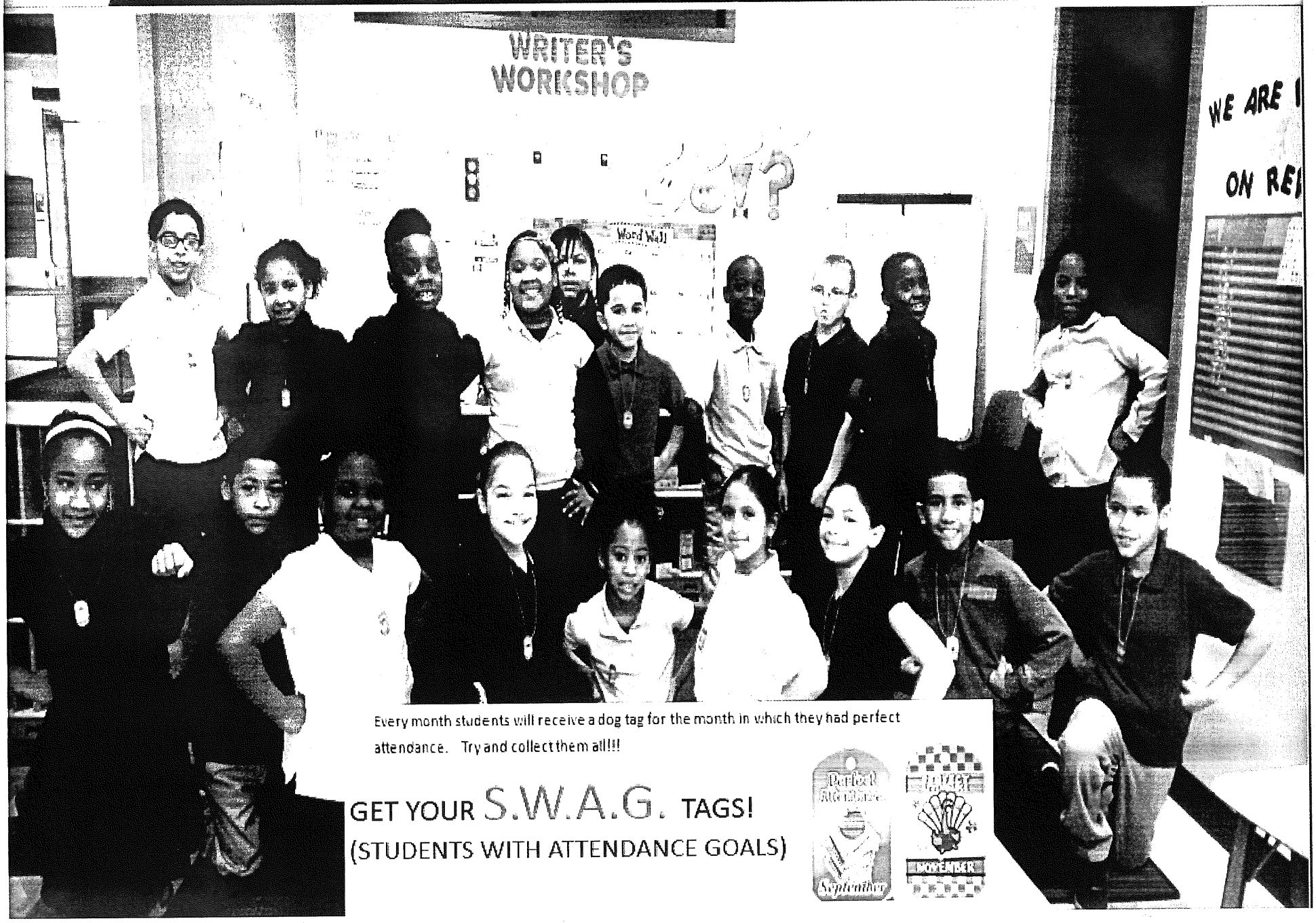
- VIP-Recognizing Students with improved attendance.
- Based on teacher and/or attendance counsellor recommendation.
- Incentives - Movie Passes.







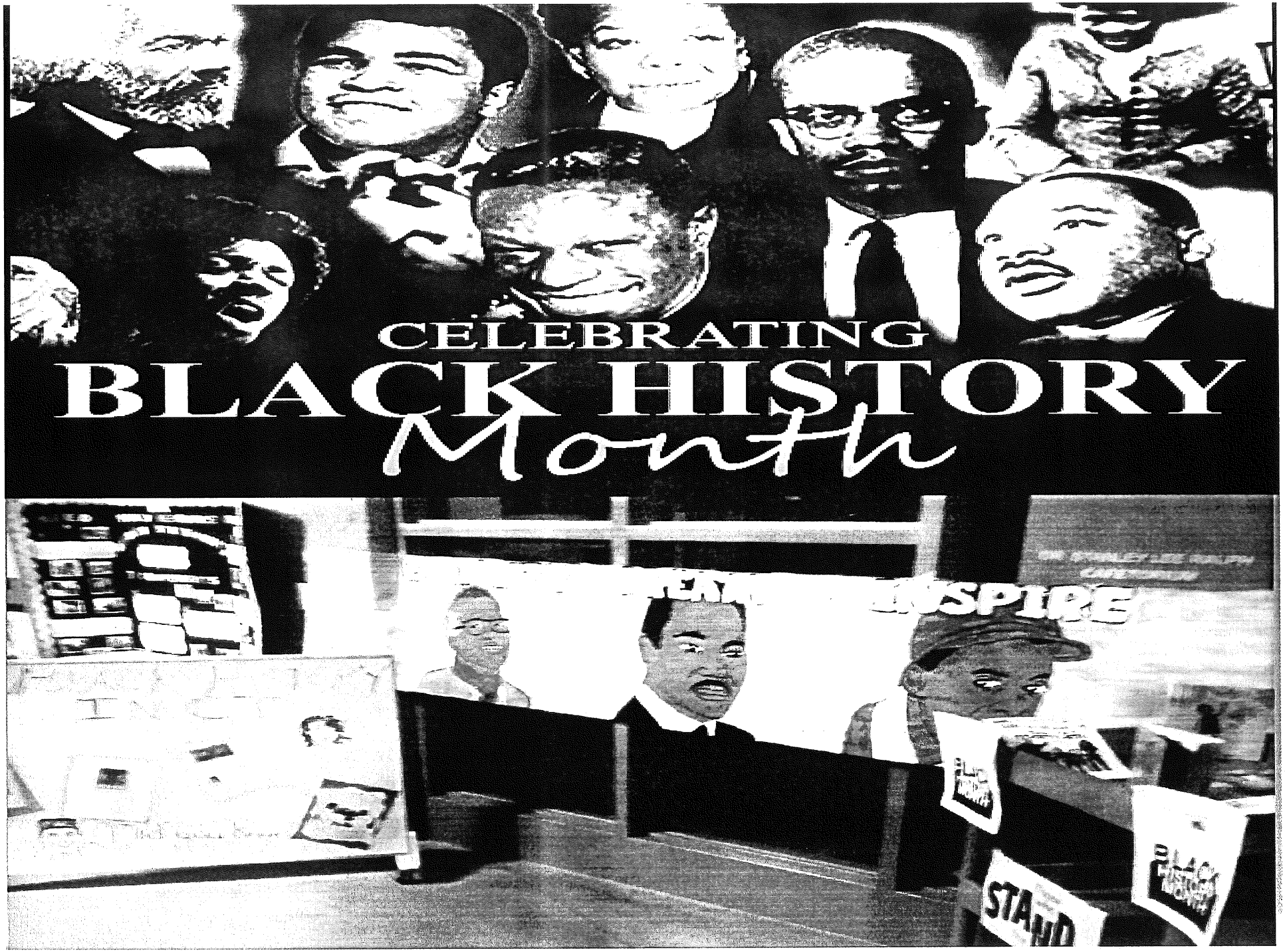
Creating a climate that reinforces importance of attendance.



Every month students will receive a dog tag for the month in which they had perfect attendance. Try and collect them all!!!

GET YOUR S.W.A.G. TAGS!

(STUDENTS WITH ATTENDANCE GOALS)


CELEBRATING
BLACK HISTORY
Month
INSPIRE
STAND

Learning about Rev. Reed And Prominent African American figures.

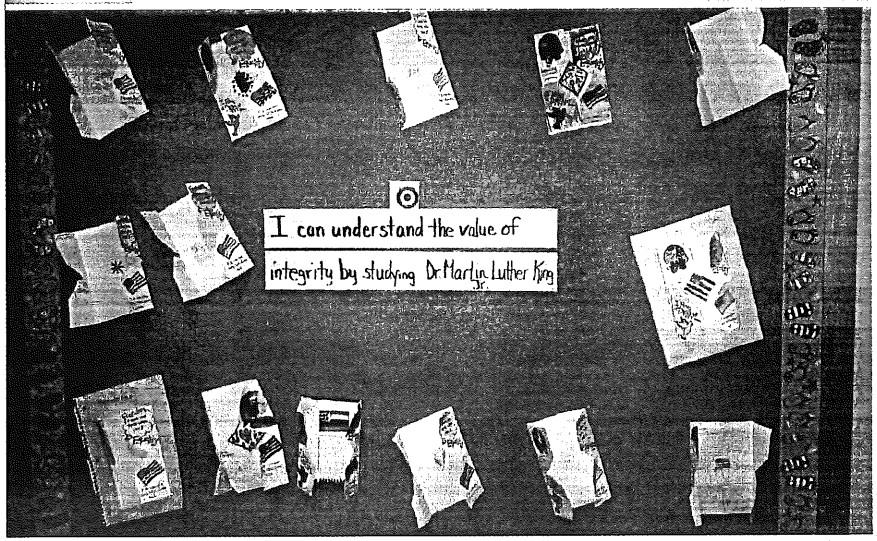
A Man You Should Know



The Reverend Jonathan Edwards Reed

July 10, 1906 - August 6, 1983

(Educator, Professor, Scientist, School Board Member and Member of Waterbury Hall of Fame)



JONATHAN EDWARDS REED

1906-1983

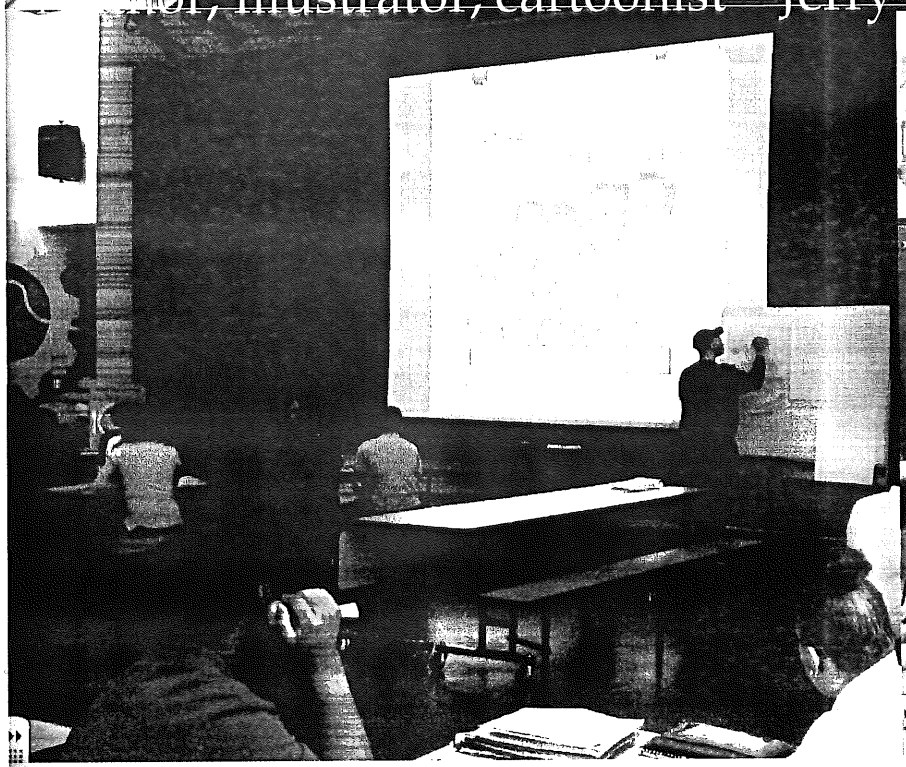
Scholar, College Professor, Scientist, Pastor Grace Baptist Church, School Board Member, Member Waterbury Hall of Fame

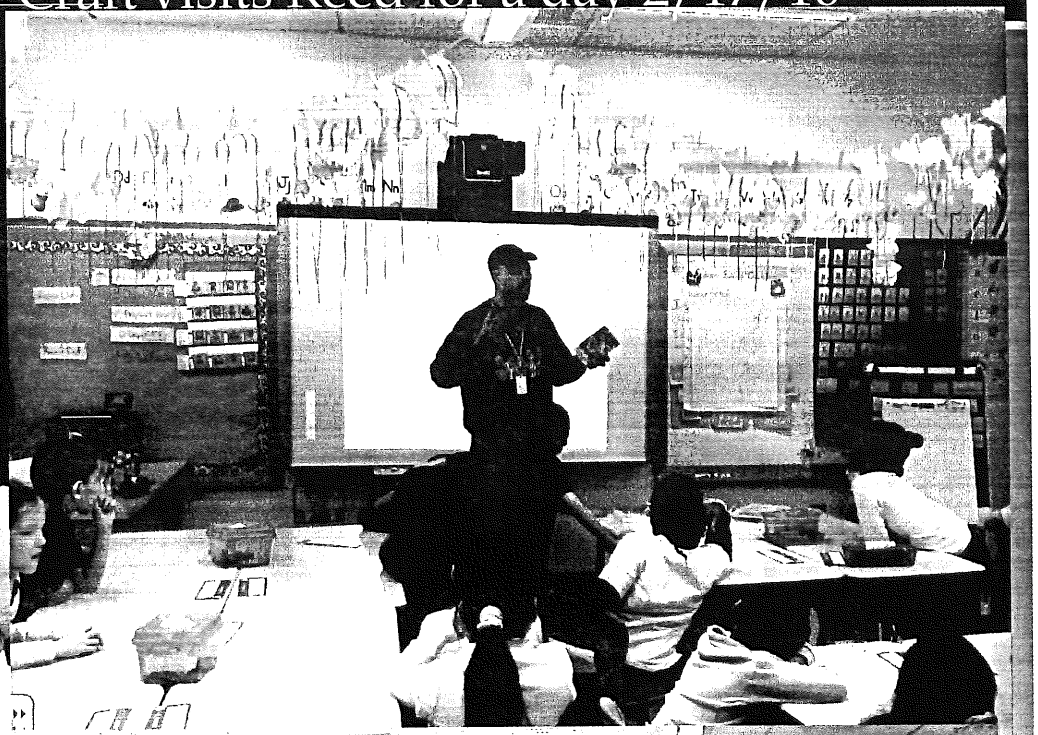
Jonathan Edwards Reed was born in Waterbury, Connecticut on July 10, 1906. He was the son of the Reverend Dr. and Mrs. Isaac Reed. He graduated from Russell Elementary School and Crosby High School. He graduated with honors from Crosby High School, where he excelled in mathematics, chemistry and physics. Certain members of the science and mathematics departments recognized Reed's strengths in these areas and encouraged him to apply to Ivy League schools and other highly rated New England Colleges. Jonathan followed the advice of his instructors and applied to colleges in both categories. He was accepted to each of the colleges to which he applied, however, upon the advice of one of his favorite instructors he chose Amherst College in Amherst, Massachusetts.

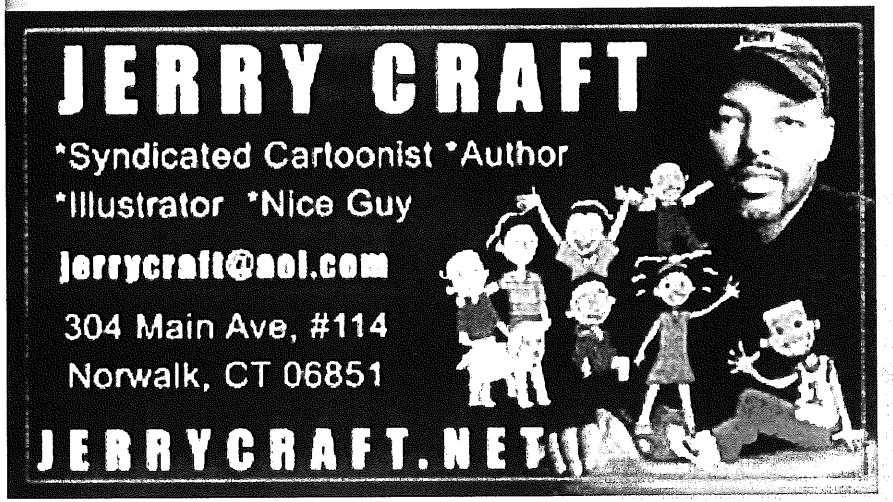
It has been recorded that Jonathan and his family decided that he would work for a year prior to matriculating at Amherst. He began his college career in 1925 majoring in mathematics and physics. He was enrolled in the same department with two other African American scholars, both of whom were from Washington, DC. The two men were Charles Drew and William Hastie. Reed was impressed and was inspired by these two men who attended some of the same classes and worked in the science laboratories together. In addition to being outstanding students both Drew and Hastie were excellent athletes. Both became lifelong friends of Jonathan Reed. William Hastie was the valedictorian and a Phi Beta Kappa graduate of his class, while both Drew and Reed were honor graduates at Amherst. The three men pursued varied careers. Each, however, began careers as teachers. Drew later pursued a career in medicine. Hastie's career ladder leads him to become a lawyer, governor (United States Virgin Islands) and appellate court judge. Reed answered his call to the ministry. Profiles of each of these men who had sterling careers and received many honors for their contributions to mankind are included in this composition. Profiles for Robert Russa Moton and George Washington Carver are also included, since they, too, influenced Reed in his life's work.

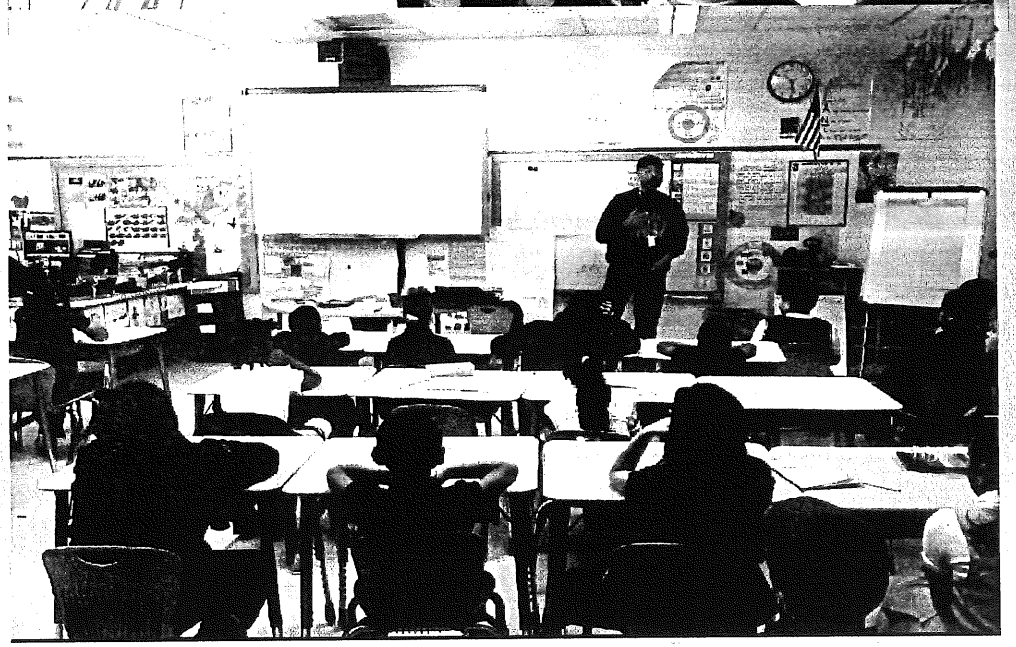
Mr. Reed completed his studies in the fields of mathematics and physics (B.A.) with honors at Amherst class of 1929. Shortly after graduating he accepted a position as a faculty member in the science department at Tuskegee Institute in Alabama. The chairman of the department was George Washington Carver, the world renowned scientist and researcher. It is important to point out that although Reed was qualified to teach mathematics and the sciences, he could not get a position in any of the institutions in Connecticut or even his hometown, due to racial prejudice of that period in America. Reed accepted a faculty position

Author, Illustrator, cartoonist---Jerry Craft visits Reed for a day 2/17/16

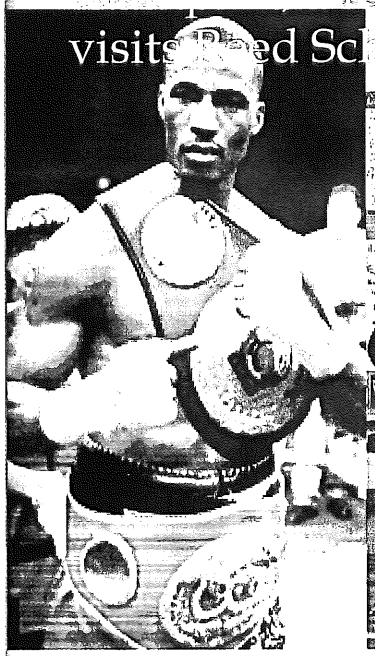


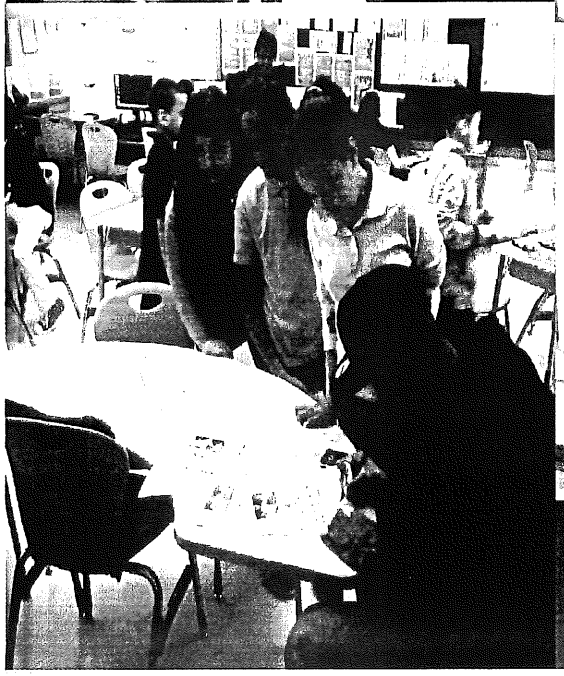






Chad Dawson professional boxer and two-time former WBC light heavyweight
champion, a former IBF and The Ring magazine light heavyweight champ
visits Reed Sch






Item #3

Waterbury Public Schools

Minority Teacher Recruitment & Retention (MTRR)

Mid-Year Report

February 25, 2016

Dr. Shuana Tucker & Mrs. Jahana Hayes

"Education is the most powerful weapon which you can use to change the world."

Nelson Mandela

Overview of Grant

- **March 25, 2015 – Planning Grant**

Received notification from CSDE that Waterbury was one of eight districts awarded $25,000 planning grants. We were instructed to use the funds to develop a long term plan focused on building a pipeline and increasing the number of Black and Latino educators hired by local school districts. There were three outcome levels to consider.

Outcome level 1 increase awareness in interest and education careers.

Outcome level 2 increase the number of Black and Latino individuals eligible to be hired as educators.

Outcome level 3 increase the number of Black and Latino candidates recruited and hired.

Funds could be used to pay for staff time, travel, materials, external facilitators, consultants, trainers and advisors. These funds were not intended for program implementation.

Overview of Grant

- **Planning grant ended on June 30, 2015**
- Final documents submitted to state, **no additional funds expected**
- On July 27, 2015, Waterbury's plan was presented to the State for rating and evaluation
- September 30, 2015 – Waterbury notified our planning grant received **HIGH** ratings and we would receive additional funding to implement the plan

Overview of Grant

- **September 30, 2015 – Implementation Grant**

Letter from State Department of Education to Superintendent that our plan received high ratings (see appendix)and as a result we were **1 of 4 districts** invited to submit a budget of up to $50,000 for implementation of the activities that were specifically named in the planning grant.

The Plan – 3 Pronged Approach

***While research reveals many areas of concern, it was decided that the funds from this grant could be utilized best in the following three areas*

Students – engage and expose students to the teaching profession as a career option

Existing Teachers – provide professional development for Black & Latino teachers

District & Community Support – establishing partnerships with IHEs for recruitment of talent; summer programs for high school students

Strand 1-Students

Highlighting Teaching as a Profession

Goal – expose & transition to teaching

- Teaching Assistant Seminar – piloted at Kennedy HS; enthusiastic response with number of students enrolling
- MLK Youth Explosion – "So you want to be a Teacher" workshop
- Future Education Symposium at SCSU
- The Great Debate
- College Visits
- Participation in Summer programs – Upward Bound & Young Diplomats

Strand 2-Existing Teachers

- **Professional Development** – hosting a series of "Critical Conversations" on various topics identified by teachers in Fall 2015. On Feb. 9, 2016, session on Discrimination with CHRO presenting (see attached. Learning what discrimination is and how to file a complaint if warranted.
- **Diversity Training** (via SERC) – Administrators & Teachers in May 2016 "Beyond Diversity." Utilizing a Train the Trainer model to turnkey in district.
- **Yancy Forum** – select group of Black & Latino Teachers who are aspiring Administrators that meet monthly to discuss problems of practice and develop solutions. Facilitated by retired Supt. Robert Henry. This is our first cohort and we are developing our future leaders.

Strand 3-District & Community Support

- Identifying weaknesses in retention to improve culture (i.e. exit interviews, professional development)
- Conversations with Institutions of Higher Education (IHEs) to develop partnerships and create a pipeline into the teaching profession (Naugatuck Valley, Uconn, WestConn)
- MTRR Advisory Committee Members - ACES

Barriers
Not addressed in the grant

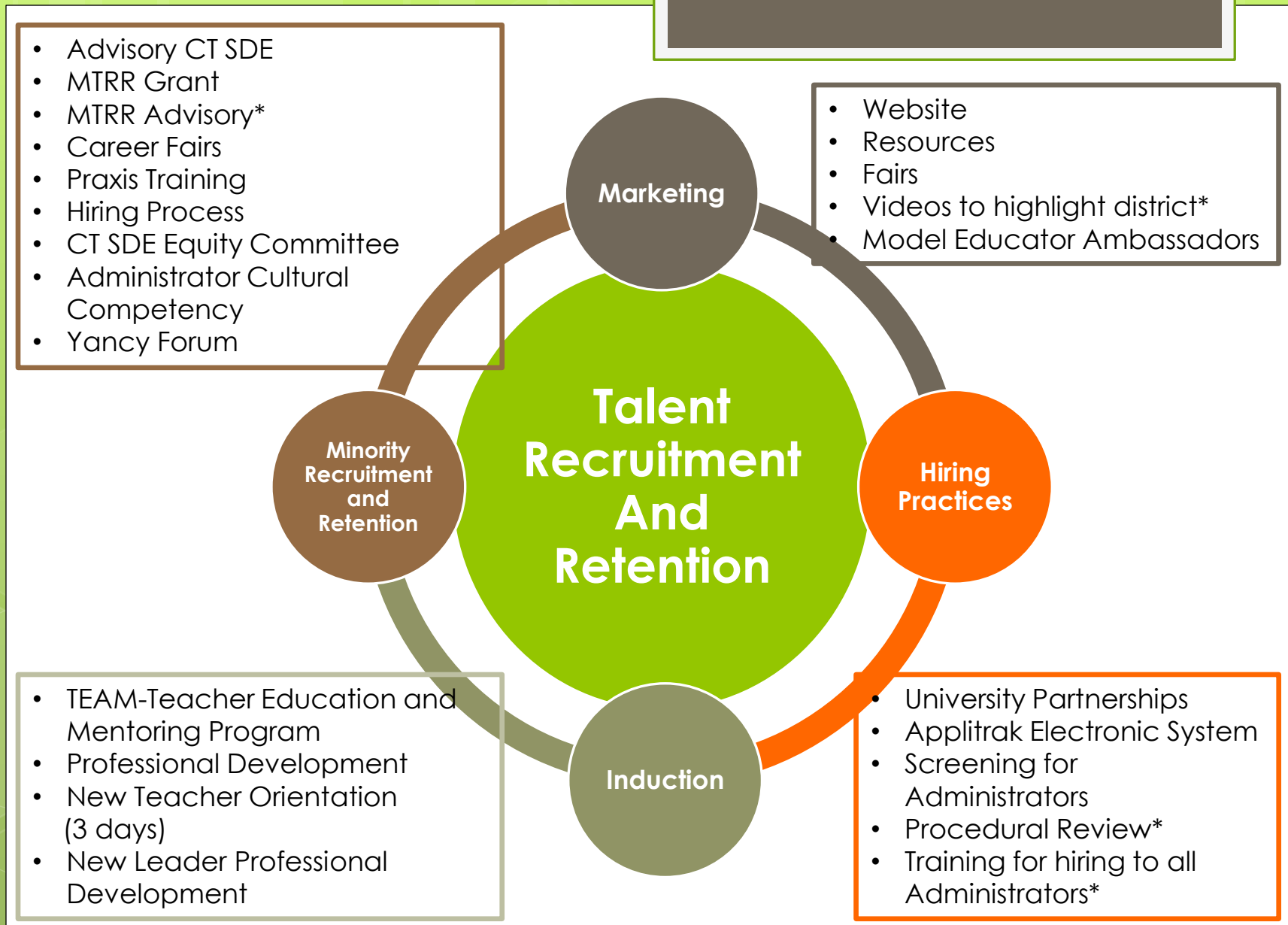
Internal

- Misinformation
- Communication
- Hiring Practices
- Civil Service Rules & Regulations

Barriers

External

- Reciprocity
- Certification


Advisory CT SDE
MTRR Grant
MTRR Advisory*
Career Fairs
Praxis Training
Hiring Process
CT SDE Equity Committee
Administrator Cultural Competency
Yancy Forum
Website
Resources
Fairs
Videos to highlight district*
Model Educator Ambassadors
Marketing
Talent Recruitment And Retention
Minority Recruitment and Retention
Hiring Practices
Induction
TEAM-Teacher Education and Mentoring Program
Professional Development
New Teacher Orientation (3 days)
New Leader Professional Development
University Partnerships
Applitrak Electronic System
Screening for Administrators
Procedural Review*
Training for hiring to all Administrators*

Effective Marketing of Teaching

- Focus on Best Practices
- Marketing Materials (brochures, pamphlets)
- Our Brand – highlighting/embracing the diversity of the district
- MTRR Website link (under development)
- Recruitment Team – attending a minimum of 10 career fairs, in state & out of state to recruit qualified talent (incl. HBCUs)

Communications

- Public Comment to the BOE
- Written
  - Email- October 1, 2015
  - Email- November 16, 2015
  - Email November 24, 2015
  - Email February 24, 2016
  - Press Release January 20, 2016
  - Letter to the BOE January 21, 2016

Local Media

"Nepotism is an ongoing challenge within the district and one that does not benefit minority teachers but those in the good ole boy network. Rules are adjusted to benefit some and not all."

"The results of the data that was collected show that 62% of Black and Latino teacher's surveyed say they have felt discriminated against in their currents positions."

CHECK THE RECORD

Appendix Items

- March 25, 2015 - Letter from State DOE – planning grant
- April 6, 2015 – SBO receives funds & assigns accounts
- Sept. 30. 2015 - Letter from State DOE with ratings
- Oct. 8, 2015 – Board notified of Implementation grant
- Dec. 10, 2015 – FOI request to Supt.
- Dec. 15, 2015 – SBO receives funds & assigns accounts
- Jan. 14, 2016 – Presentation to Board on Teaching Asst. Seminar
- Feb. 3, 2016 – Mid-Year Report to State
- Feb. 9, 2016 – Critical Conversations on MTRR. All teachers invited. Session conducted by CHRO, facilitated by SERC.
- Timeline for Minority Teacher Recruitment and Retention Grant

Questions/Comments

THANK YOU

APPENDIX

STATE OF CONNECTICUT

DEPARTMENT OF EDUCATION

March 25, 2015

Dr. Kathleen M. Ouellette
Superintendent
Waterbury Public Schools
236 Grand Street
Waterbury, CT 06702

Dear Dr. Ouellette:

I am pleased to inform you that the Connecticut State Department of Education (CSDE) has approved an award to the Waterbury Public Schools in the amount of $24,990 for a Planning Grant to Increase Representation of Black and Latino Educators (2014-2015 school year), RFP814. Your proposal was reviewed carefully, and your proposed project activities were deemed promising. CSDE looks forward to partnering with your district to increase the number of educators of color in the state.

All grantees are required to attend an orientation meeting on **Friday, April 17, 2015 from 1:00 p.m. to 4:00 p.m.** This meeting will be held at SERC, 25 Industrial Park Road in Middletown. At your earliest convenience, but no later than Friday, April 10, please reply to Amy Clark (clark@ctserc.org) with information about which individuals your district plans to send to this meeting. Participants should include key staff and partners for the project. We ask that each district is represented by no more than 3 individuals.

During this orientation, we will provide detailed information about what districts should include in the Action Plans that will be presented at the end of the grant period. In particular, we will address CSDE's expectations for setting measurable targets that indicate progress toward the district's stated outcomes. During this orientation, we will also provide some time for grantees to share information about their proposed projects with one another and find areas of possible collaboration.

In the coming days, CSDE/SERC will communicate with you regarding the grant award's fiscal procedures. We appreciate your commitment to increasing the number of Black and Latino educators in your district, and we look forward to meeting your representatives on April 17.

Sincerely,

Sarah J Barzee

Sarah J. Barzee
Chief Talent Officer

Shuana K. Tucker

From:	Rita Coppola
Sent:	Monday, April 06, 2015 10:58 AM
To:	Shuana K. Tucker; Virginia Birdsall
Subject:	Grant Reports & Requesting Location
Attachments:	4-6-15 AC295 Incr Black & Latino Educ Repr.pdf; AC207 Account Assignment - Incr Black & Latino Educ Repr.pdf

Hi Dr. Tucker / Virginia:

Please see the attachments of the AC295 report and the AC207 account assignment listing for your "Planning Grant to Increase Representation of Black & Latino Educators – 2015 [CSDE] grant" = Incr Black & Latino Educ Repr

*Please note that the requesting location for this grant = **26517***

Thank you – Have a Great Day.

Rita Coppola
School Business Office-4th floor
236 Grand Street
Waterbury, CT 06702
Ph: 203-346-3515
Fx: 203-574-8032
rcoppola@waterbury.k12.ct.us

4-6-15

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STATE OF CONNECTICUT
STATE DEPARTMENT OF EDUCATION

September 30, 2015

Dr. Kathleen M. Ouellette
Superintendent
Waterbury Public Schools
236 Grand Street
Waterbury, CT 06702

Dear Dr. Ouellette:

Thank you for submitting your district's action plan as part of the Connecticut State Department of Education's (CSDE's) Planning Grants to Increase Representation of Black and Latino Educators. We appreciate the time that you and your team took to prepare and present the plan. We have reviewed all of the plans carefully and with great interest, and we are encouraged about the momentum generated by the grant activities.

The department will award implementation grants to districts whose plans included actions and outcomes that reflected systematic consultation with stakeholders and included robust analysis of the data collected during the grant period. Attached you will find a summary of the CSDE's review of your plan.

Because your plan received high ratings, we are inviting you to submit a budget of up to $50,000 for implementation of activities that you specifically named in your plan. Please find attached the budget template and instructions for submission. Your budgets must be received no later than 4 p.m. on October 21, 2015. Please email your completed budget to Amy Clark at clark@ctserc.org.

In order to provide continued support to all districts that received planning grants, the CSDE, in collaboration with the State Education Resource Center (SERC), will continue to sponsor networking meetings to facilitate mutual exchange of lessons learned and promising practices. As an implementation district, you will be expected to report on your progress at these meetings. On-going technical assistance designed to strengthen your district's initial efforts and address programmatic barriers will also be offered.

We look forward to hearing about your progress as you continue your efforts to recruit more Black and Latino educators.

Sincerely,

Sarah J. Barzee

Dr. Sarah J. Barzee
Chief Talent Officer

SJB/ams
cc: Dr. Dianna R. Wentzell, Commissioner of Education
Anne T. McKernan, Chief, Bureau of Leadership Development
Dr. Shuana Tucker, Instructional Leadership Director, Waterbury Public Schools

Attachment

Final Review of District Action Plans to Increase Representation of Black and Latino Educators (August 2015)

In March 2015, the Connecticut State Department of Education (CSDE) awarded planning grants to eight districts that committed to developing long-term action plans to increase the diversity of their educator workforce. The grant period encompassed three months, during which districts consulted stakeholders, analyzed root causes, developed new approaches and prepared their plans for submission and presentation to the CSDE. The CSDE outlined the plan requirements during a Grantee Orientation on April 17, 2015, and provided grantees with a detailed template that described each of the components expected to be addressed by each plan. Districts submitted their plans on June 30, 2015, at which time the CSDE/SERC staff conducted an initial review and provided a first round of feedback. On July 27, 2015 district personnel presented their plans to representatives from the CSDE/SERC and other grantees. After this meeting, districts had another opportunity to revise their plans based on the feedback and exchange of ideas from the July presentation. The deadline for submission of revised plans was August 14, 2015, after which the CSDE conducted a final review and determined which plans held the most potential for successful implementation. The table below summarizes the ratings given to each plan based on the stipulated requirements.

Definition of Ratings:

- **Strong:** Grantee addressed all the Action Plan requirements. Content was thorough, clear, and reflected substantive analysis.
- **Emerging:** Grantee addressed all or most of the Action Plan requirements. Some areas require further development and clarity.
- **Limited:** Grantee addressed some of the Action Plan requirements. Connections and rationales were not explicit.
- **Very Limited:** Grantee did not address the Action Plan requirements. Content lacked details and

District	Review of District's Workforce Data	Action to Address Recruitment and Retention Challenges	Expected Outcomes	Monitoring and Reporting
Waterbury	**RATING: Strong** Educator diversity data is disaggregated by grade level. Extended input was sought from students, teachers, and multiple community partners.	**RATING: Strong** Research supporting engagement of high school students is cited. Priorities emerged as themes were repeated across stakeholder groups. Community partners have committed to specific tasks.	**RATING: Emerging/Strong** Five to 10% of participating seniors will enroll in a teacher prep program. Twelve percent decrease in number of teachers who express that they experience discrimination in their current positions. Intermediate outcomes do not describe teacher impact.	**RATING: Emerging/Strong** Specific steps for monitoring student participation and reporting to the public are included. Did not specify additional measures by which the district will hold itself accountable.

Shuana K. Tucker

From:	Shuana K. Tucker
Sent:	Thursday, October 08, 2015 12:35 PM
To:	1 Board of Ed
Cc:	Kathleen Ouellette; Darren Schwartz; Gary Miller
Subject:	Good News: Waterbury Receives Additional Funding to Increase Representation of Black and Latino Educators
Attachments:	waterbury Signed letter by SJB.pdf; 2ndWaterburyFinal_fedback_letter9-2015.docx
Importance:	High

Statement to the Board of Education

On September 30, 2015, Waterbury Public Schools received notification from the State Department of Education that they will receive a $50,000 implementation grant for the plan that was submitted to Increase Representation of Black and Latino Educators in the district. Earlier this year, the district applied for a $25,000 planning grant focusing on minority teacher recruitment and retention with the goal of developing an action plan. Chief Talent Officer Dr. Sarah Barzee stated in her letter "we have reviewed all of the plans carefully and with great interest, and we are encouraged about the momentum generated by the grant activities. The department will award implementation grants to districts whose plans included actions and outcomes that reflected systematic consultation with stakeholders and included robust analysis of the data collected." The two Co-Principal Investigators for the grant are Dr. Shuana K. Tucker, Talent & Professional Development Supervisor and Waterbury's 2015 Teacher of the Year Mrs. Jahana Hayes.

Waterbury's plan focuses on a "growth model" and included input from all stakeholders. During the planning phase, forums and roundtables were held with students, parents, minority teachers and community organizations to gain information on the successes and challenges surrounding this issue. A detailed plan outlining the implementation phase will be forthcoming. Waterbury Public Schools is pleased to be at the forefront of the change we hope to see in the near future.

(Attachments - 2)

Shuana K. Tucker

From: Kathleen Ouellette
Sent: Thursday, December 10, 2015 7:26 AM
To: Shuana K. Tucker
Subject: Fwd: MTTR Planning Grant Final Report and CSDE Presentation
Attachments: Workshop Backup 06-25-15 1 (1).pdf

-------- Original message --------
Subject:MTTR Planning Grant Final Report and CSDE Presentation
From:Robert Goodrich <rgoodrich@racce.net>
To:"CHARLES L. STANGO" <clstango@waterbury.k12.ct.us>,CHARLES PAGANO <cpagano@waterbury.k12.ct.us>,FELIX RODRIGUEZ <frodriguez@waterbury.k12.ct.us>,JUANITA HERNANDEZ <jhernandez@waterbury.k12.ct.us>,JOHN THERIAULT <jtheriault@waterbury.k12.ct.us>,JASON VAN STONE <jvanstone@waterbury.k12.ct.us>,Kathleen Ouellette <kouellette@waterbury.k12.ct.us>,noleary@waterburyct.org,ANN SWEENEY <asweeney@waterbury.k12.ct.us>,ELIZABETH BROWN <ebrown@waterbury.k12.ct.us>,KAREN HARVEY <kharvey@waterbury.k12.ct.us>,"THOMAS VAN STONE SR." <tvanstone@waterbury.k12.ct.us>
Cc:LWihbey@waterburyct.org

Dr. Ouellette and Waterbury Board of Education Commissioners,

I am writing you to formally request electronic copies (PDF or Word document) of:

1) The MTRR Planning Grant report that was submitted to the Connecticut State Department of Education on or around June 30, 2015. See page 11 of the attached document.

2)The presentation that was made to the Connecticut State Department of Education on July 27, 2015 that detailed the Waterbury Public Schools' future and ongoing plans for minority teacher recruitment and retention. See page 11 of the attached document, and

3) The survey administered and taken by teachers and/or administrators as a part of the MTRR Planning Grant, and the disaggregated results of that survey. See page 9 of attached document.

Our reasoning for requesting these documents is twofold. First, We (RACCE) participated in an event where information was gathered from community organizations and another where minority teachers in Waterbury were engaged on MTRR. These helped facilitate meeting some of the requirements of the MTRR Planning Grant. In a report presented to the BOE, at their regularly scheduled workshop on 6/25/15, it was reported there were 16 "Community Partners" in attendance at the "We are Waterbury" event held on 6/16/15. RACCE was in attendance-see page 11 of attached document. We believe any and all documents created as a result of the MTRR Planning Grant should be shared with those who participated.

ially, Dr. Arias is representing RACCE, and is the only Waterbury voice on the Connecticut State Legislative Task Force on minority teacher recruitment and retention. It is important for RACCE to accurately communicate Waterbury's ideas, concerns, and our homegrown solutions for this educational dilemma to this task force. We have asked Dr. Tucker if the Waterbury Public Schools would like to present to the task force, but we haven't received an answer. RACCE is presenting our ideas as well as solutions for MTRR on December 14, 2015 at 4pm. It would be helpful to be fully informed of all plans originating from Waterbury.

Sincerely,

--

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~

Shuana K. Tucker

From:	Rita Coppola
Sent:	Tuesday, December 15, 2015 10:35 AM
To:	Shuana K. Tucker; Virginia Birdsall
Cc:	SUZANNE PLEASANT
Subject:	Grant Report & Requesting Location
Attachments:	12-15-15 AC207 Account Listing for Black & Latino Educators 1516.pdf; 12-15-15 AC295 Black & Latino Educators 1516.pdf

Hi Dr. Tucker / Virginia:

Please see the attachments of the AC295 report and the AC207 account assignment listing for your "Black & Latino Educators 1516 grant"

Please note that the ***requesting location*** *for this grant =* ***26553***

Please call/e-mail if you have any questions.

Thank you,

Rita Coppola
School Business Office-4th floor
236 Grand Street
Waterbury, CT 06702
Ph: 203-346-3515
Fx: 203-574-8032
rcoppola@waterbury.k12.ct.us

12-15-2015 Black & Latino Educators 15-16 grant information

CONFIDENTIALITY NOTICE: This e-mail transmission (and any attachments accompanying it) is privileged, confidential and intended only for the individual or entity named. If you or your office is not the intended recipient, the dissemination, distribution or copying of this communication is strictly prohibited. If you have received this transmission in error, please notify us immediately by reply e-mail, delete this e-mail and destroy all copies of this transmission. Thank you.

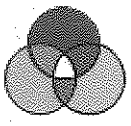
Shuana K. Tucker

From: Nelson-Oliveria, KC <kcnelson@ctserc.org>
Sent: Monday, February 01, 2016 4:12 PM
To: Shuana K. Tucker; mamanning@crec.org; JAHANA HAYES; llyon@crec.org; Sarah.White@hartfordschools.org; kjaeger@bridgeportedu.net
Cc: McKernan, Anne (Anne.McKernan@ct.gov); Tate Nichols, Charlene
Subject: Feb 3 check-in

Hi all,
I just wanted to send you a reminder about our time together on Wednesday, Feb 3, 2016. I'm including the 2 slides with the questions and reporting requirements to guide your mid-year sharing. Based on our virtual meeting in January I think everyone is in a good place to share out but if you have any questions don't hesitate to email or call me,
Regards,
Kc
PS Please remember to park in the lot on the right as you come in the drive (not in front of the building or behind it).

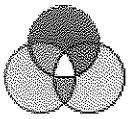
District-Level MTR Questions

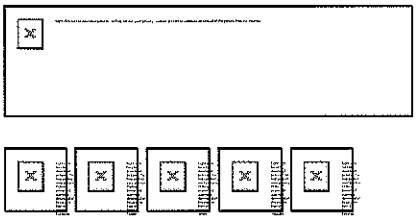
- How do our selected policies, programs, and practices promote
  - Effective marketing of teaching
  - Feasible transitions to teaching
  - Supportive district/school culture & climate
- What are the barriers to implementing our selected policies, programs, and practices?
- How can our district sustain its effective policies, programs, and practices?



Reporting Requirements

- Mid-year Report
  - Period of Nov 1, 2015 through Feb 12, 2016
  - Preview presentation at February 3, 2016 meeting
  - Due February 19, 2016
- End-of-Year Report
  - Period of Feb 13, 2016 and June 30, 2016
  - Preview presentation May 12, 2016 meeting
  - Due July 31, 2016

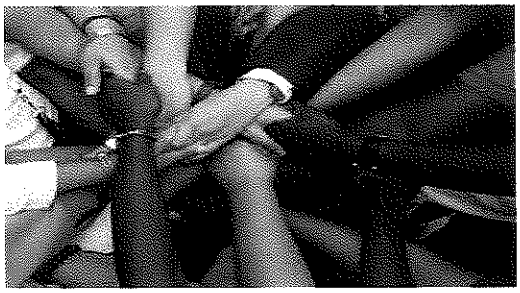




Kc Nelson-Oliveria
Educational Consultant
State Education Resource Center
Tel: (860) 632-1485 x310
Fax: (860) 632-8870
www.ctserc.org

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"We Are Waterbury"



The Minority Teacher Recruitment and Retention (MTRR)
Implementation Committee
Invites you to have a **Critical Conversation** with guest speaker

Attorney Cheryl Sharp, Deputy Director

CT Commission on Human Rights & Opportunities (CHRO)

Moderated by Dr. Wendy Simmons, SERC

on

DISCRIMINATION

Tuesday, February 9, 2016
3:30-5:30
Waterbury Career Academy Cafetorium

Please RSVP Virginia Birdsall at vbirdsall@waterbury.k12.ct.us by February 4, 2016

Dinner will be served

SERC
EQUITY. EXCELLENCE. EDUCATION.

CHRO

WATERBURY
Public Schools
Today's Students, Tomorrow's Leaders

****This session is ONLY for Waterbury Public School Teachers and Administrators**

TIMELINE FOR MINORITY TEACHER RECRUITMENT AND RETENTION GRANT

Thursday, February 26, 2015

Jahana Hayes requested a meeting with Liz Brown and Dr. Shuana Tucker to discuss an idea about a student teaching internship for students. At this time the possibility of pursuing a grant to assist in this area was discussed.

February 27- March 4, 2015

Dr. Shuana Tucker and Jahana Hayes worked on the narrative of the "Request for Proposal"

Wednesday, March 4, 2015

A letter was drafted by Louise Allen Brown requesting permission from the Board to submit a proposal for this competitive grant opportunity.

Thursday, March 5, 2015

The Board of Education voted at their regularly scheduled meeting to allow permission to submit the request for proposal.

Friday, March 6, 2015

Deadline for proposals, $25,000 planning grant request submitted.

March 25, 2015

Received notification from CSDE that Waterbury was one of eight districts awarded $25,000 planning grants. We were instructed to use the funds to developing a long term plan focused on building a pipeline and increasing the number of Black and Latino educators hired by local school districts. There were three outcome levels to consider. Outcome level 1 was to increase awareness in interest and education careers. Outcome level 2 was to increase the number of Black and Latino individuals eligible to be hired as educators. Outcome level 3 was to increase the number of Black and Latino candidates recruited and hired. Funds could be used to pay for staff time, travel, materials, external facilitators, consultants, trainers and advisors. These funds were not intended for program implementation.

April 6, 2015

**$25,000 FUNDS RELEASED FOR PLANNING GRANT

Friday, April 17, 2015

Attended grantee orientation meeting to meet other districts and receive instructions.

Information Gathering

June 1, 2015/ Steering Committee Planning Meeting

June 3, 2015/ Student Surveys

June 11, 2015/ Conversation with teachers (WCA)

June 2015/ Online teacher survey

June 16, 2015/ Community Partners Meeting (Mt. Olive Church)

Numerous evenings and weekends spent working on the grant
(all meeting dates documented and available)

June 25, 2015

Update to the BOE: CSDE Planning Grant to Increase Representation of Black and Latino Educators [BFC: G1/O5] – Dr. Tucker, J. Hayes. (A. Caraballo, J. Mendoza, J. Ocasio, C. Fann-Pierce)

June 30, 2015

Planning Grant submitted to the State of Connecticut. This is the end of the grant, no additional funds are expected. The final document is submitted, budgets are finalized.

July 27, 2015

All eight districts presented their plan at the SERC classroom in Middletown to outline their plans

September 30, 2015

We receive notification that our plan received high ratings and as a result we were invited to submit a budget of up to $50,000 for implementation of the activities that were specifically named in the plan. Waterbury is one of four districts to receive funds for implementation.

October 8, 2015

Notification to the Board of Education of additional $50,000 Implementation award

October 21, 2015

Deadline for submission of budget proposals.
(Waterbury submitted on 10/15/15)

November 5, 2015

R. Goodrich reads an open letter to the Board during public comment expressing concern over the grant

December 9, 2015

Present to ECSU Future Teachers of America Club

December 10, 2015

Planning Grant and materials requested through the "Freedom of Information" Act

December 15, 2015
****$50,000 FUNDS RELEASED FOR IMPLEMENTATION GRANT**

December 16, 2015

MTRR Task Force Presentation

December 24-January 1/ WINTER BREAK

January 5, 2016

Met with Curriculum Supervisor to discuss Teaching Assistant Seminar curriculum

January 8, 2016

Meeting with Steven Strand to discuss curriculum/ Reviewed budget in the Grants Office Suzanne Pleasant

January 14, 2016

Presentation to the Board of Education/ Teaching Assistant Seminar

January 15, 2016

ACES MTRR Planning Committee

January 28, 2015

Meeting with Darren Schwartz, Steve Strand, and Liz Brown to discuss student roll-out of Teaching Assistant Seminar

February 3, 2016

MTRR Mid-Year meeting

February 9, 2016

Equity Plan Data workshop

STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION

TO: Dr. Shuana Tucker
Talent and Professional Development Supervisor

FROM: Anne McKernan
Chief, Bureau of Leadership Development

DATE: February 24, 2016

SUBJECT: Waterbury Minority Teacher Recruitment (MTR) Planning and Implementation Grants

Background

In February 2015, the Connecticut State Department of Education (CSDE) issued a Request for Proposals (RFP) to solicit applications from local education agencies (LEAs) to support planning grants of up to $25,000 per district to assist in developing, coordinating and strengthening strategies to increase the racial, ethnic and linguistic diversity of their local educator workforce. Responses to the RFP were due on March 6, 2016. Ten districts applied for the planning grants. The Waterbury Public Schools was one of eight districts to receive a planning grant.

By June 30, 2015, the eight districts that were awarded planning grants were required to submit an action plan that included: an overview of the district and community context as it pertains to Black and Latino educator and student representation, a review of the district's workforce data, a description of the actions the district would take to address recruitment and retention challenges and the expected impact of the plan. Districts that submitted strong action plans would be eligible for additional funding to implement their plans.

Phase I: Waterbury Public Schools' MTR Planning Grant

Upon receipt of the $25,000 planning grant, the Waterbury Public Schools established an eight member planning committee led by Dr. Shuana Tucker, Waterbury's Talent and Professional Development Supervisor. Representatives from 16 community groups including the local chapter of the National Association for the Advancement of Colored People (NAACP), the Rivera Memorial Foundation, the Hispanic Coalition and the Waterbury Teachers Association (WTA) were included in the planning conversation and activities. The planning grant focused on achieving three outcomes:

1. to increase interest and awareness of the teaching profession among high school students;

2. to provide additional opportunities for high school students to obtain college credits toward a teaching degree and
3. to review the district's educator recruitment strategies and make recommendations for improving the district's process.

Phase II: MTR Implementation Grant

Members of the Connecticut State Department of Education (CSDE) Minority Teacher Recruitment (MTR) Committee reviewed and evaluated eight district proposals submitted as a result of the planning phase of the grant. On September 28, 2015, four districts were notified that they will receive implementation grants of up to $50,000. These districts were Bridgeport Public Schools, the Capitol Region Education Council (CREC), Hartford Public Schools and Waterbury Public Schools.

An Update on MTR Implementation Grants

In February 2016, the four districts receiving implementation funding met with the CSDE MTR Committee to provide a mid-year update on steps each district has taken to increase the racial, ethnic and linguistic diversity of their local educator workforce. The Waterbury Public Schools reported that they have updated marketing materials, created a minority teacher recruitment and retention link on the district's website, implemented a minority educator forum, explored the possibility of offering Praxis training to cohorts of aspiring minority teachers, implemented a teaching assistant seminar for students, offered financial support for students to attend the Future Educator Symposium and the MLK Youth Explosion. Waterbury has also started conversations with Institutions of Higher Education (IHEs) and the local community college to create viable teacher certification pathways to four year colleges. The activities Waterbury has taken to date are aligned to the goals of the action plan submitted in June 2015. . The Waterbury Public Schools MTR Committee will continue to implement its plan and is expected to provide a final report to the CSDE MTR Committee in June 2016.

Cc: Dr. Sarah J. Barzee, Chief Talent Officer

STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: Increase Representation of Black & Latino Educators

THE APPLICANT: Dr. Kathleen M. Ouellette HEREBY ASSURES THAT:

Waterbury Public School District
(insert Agency/School/CBO Name)

A. The applicant has the necessary legal authority to apply for and receive the proposed grant;

B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;

C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;

D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;

E. Grant funds shall not be used to supplant funds normally budgeted by the agency;

F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;

G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;

H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;

I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;

J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;

K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)
References in this section to "contract" shall mean this grant agreement and to "contractor" shall mean the Grantee.

(a) For purposes of this Section, the following terms are defined as follows:

i. "Commission" means the Commission on Human Rights and Opportunities;
ii. "Contract" and "contract" include any extension or modification of the Contract or contract;
iii. "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
iv. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;
v. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
vi. "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
vii. "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
viii. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
ix. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who

are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and

x. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

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

(c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

(d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

(e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

(f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.

(g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.

(h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless

exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

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

Superintendent Signature: Kathleen M. Ouellette

Name: *(typed)* Dr. Kathleen M. Ouellette

Title: *(typed)* Superintendent ofSchools

Date: October 19, 2015

ED114 FISCAL YEAR 2016
MASTER BUDGET FORM

APPLICANT NAME: Waterbury Public Schools	TOWN CODE:
GRANT TITLE: Implementation Grants to Increase Representation of Black and Latino Educators PROJECT TITLE: Minority Teacher Recruitment & Retention (MTRR) Implementation	
GRANT PERIOD: 10/15/2015 - 6/30/2016	

CODE	IPTIONS	DGET AMOUNT
100	IES	10,000.00
200	NAL SERVICES-EMPLOYEE BENEFITS	
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	10,000.00
500	R PURCHASED SERVICES	20,000.00
600	IES	10,000.00
		Total: $50,000.00

Please refer to the following information when determining the line item in which to present your proposed grant-related expenses. Each budget must be accompanied by a budget narrative that provides a detailed description of each line item and how it was calculated.

I. General Description

The Connecticut State Department of Education is using object code definitions from the United States Department of Education publication "Financial Accounting for Local and State School Systems." (http://nces.ed.gov/pubs2009/2009325.pdf) Per federal definition, an object is used to describe the service or commodity obtained as the result of a specific expenditure. There are nine major object categories which are defined below. These major categories use a single digit followed by two zeroes; more specific object classifications replace one or both of the zeroes with other figures. (e.g., the major category "Purchased Professional and Technical Services" is code 300. At the second level of detail, the code is 340 for "Other Professional Services", 320 for "Professional Educational Services", and 330 for "Employee Training and Development Services". At the lowest level of detail, codes 321 and 322 further breakdown "Professional Educational Services" to "Tutors" and "In Service", respectively.) Letters A and B are used to further define the second level of detail for the Personal Services - Salaries category.

II. Major Object Code Definitions

100 Personal Services - Salaries

Amounts paid to both permanent and temporary grantee employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.

200 Personal Services - Employee Benefits
Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services.

300 Purchased Professional and Technical Services
Services which, by their nature, can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc.

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

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

III. Master Budget Form Object Code Descriptions/Includable Items

111A Non-Instructional
Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll including overtime salaries or salaries paid to employees of a temporary nature.

111B Instructional
Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Tutors or individuals whose services are acquired through a contract are not included in the category. A general rule of thumb is that a person for whom the grantee is paying employee benefits and who is on the grantee payroll is included; a person who is paid a fee with no grantee obligation for benefits is not.

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

330 Employee Training and Development Services
Services supporting the professional and technical development of school district personnel, including instructional, administrative, and service employees. Included are course registration fees (that are not tuition reimbursement), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors.

340 Other Professional Services
Professional services other than educational services that support the operation of the school district. Included, for example, are medical doctors, lawyers, architects, auditors, accountants, therapists, audiologists, dieticians, editors, negotiations specialists, paying agents, systems analysts, and planners.

350 Technical Services

Services to the school district that are not regarded as professional, but that require basic scientific knowledge, manual skills, or both. Included, for example, are data-processing services, purchasing and warehousing services, and graphic arts.

530 Communication
Services provided by persons or businesses to assist in transmitting and receiving messages or information. This category includes telephone and voice communication services; data communication services to establish or maintain computer based communications, networking, and Internet services; video communications services to establish or maintain one-way or two-way video communications via satellite, cable, or other devices; postal communications services to establish or maintain postage machine rentals, postage, express delivery services, and couriers. Include licenses and fees for services such as subscriptions to research materials over the Internet software, both 'downloaded' and 'off-the-shelf,' should be coded to objects 650 or 735.

540 Advertising
Expenditures for announcements in professional publications, newspapers, or broadcasts over radio and television. These expenditures include advertising for such purposes as personnel recruitment, legal ads, new and used equipment, and sale of property. Costs for professional advertising or public relations services are not recorded here, but are charged to object 340.

580 Travel
Expenditures for transportation, meals, hotel and other expenses associated with staff travel. Per diem payments to staff in lieu of reimbursement for subsistence (room and board) are also included.

650 Supplies—Technology Related
Technology-related supplies include supplies that are typically used in conjunction with technology-related hardware or software. Some examples are CDs, flash or jump drives, parallel cables, and monitor stands. Software costs below the capitalization threshold should be reported here.

917 Indirect Costs
Costs incurred by the grantee which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs. Please note, however, that grantees who receive the majority of their grant funds other than through the Connecticut State Department of Education may use the rate approved by another federal agency.

CERTIFICATION THAT A CURRENT AFFIRMATIVE ACTION PLAN IS ON FILE*

I, the undersigned authorized official, hereby certify that the current affirmative action packet for

_____ is on file with the Connecticut State Department of

[local school district name]

Education. The Affirmative Action Plan is, by reference, part of this application.

_____ _____

Name of Authorized Official Title

_____ _____

Signature of Authorized Official Date

*Municipalities including local and regional boards of education are not required to fill out an affirmative action package

Waterbury Budget Narrative

Category	Item	Price per Unit	# of Units	$ Total for Line Item
100	Teacher stipends - Curriculum development	Stipend amount 1,000.00	# of teachers receiving stipend 3 - 5	3,000.00
100	Teacher stipends -Advisors for Future Educator Clubs	Stipend amount 500.00	# of teachers receiving stipend 8	4,000.00
	Implementation of Transitions Program at HS Level Transitions/Career Facilitator (4 schools) to train leaders at the high schools	1500.00	1	1000.00
	Transitions Coordinator in each building for HS students	1000.00	3	1000.00
	Counselor Training	500.00	2	1000.00
			Subtotal	$10,000
300	PD for Existing Minority Teachers "Critical Conversations" continued with external presenters / consultants(3) including materials	1,000.00		4,000.00
300	Presenter Fee	Daily rate	How many days?	
			Subtotal	$4,000
500	College visits Approximately 50-75 students	Cost per student $100.00	How many students? 75	7500.00
	Student workshops / retired teachers	$500.00	4 sessions	$2000.00
500	Participation in summer programs	Cost per student 1000.00	How many students? 10	10000.00
500	Program Evaluator	Daily rate 500.00	How many days? 5	2500.00
	Guest speakers (motivational)	1000.00	2	2000.00
			Subtotal	$24,000
600	Marketing materials			3000.00

600	Food/snacks for students/teachers	Cost per student 5.00	How many students?	3000.00
600	External partnerships Site visits to local schools and 2 out of state schools to establish partnerships Attend Human Capital Leadership Summit focusing on marketing/ recruitment/retention/branding			3000.00 3000.00
			Subtotal	$12,000
			GRAND TOTAL	$50,000

Activity Commitment Summary

AC295 Date 02/24/16
Time 08:42

Commitment Analysis Summary
Activities: 20265151610522

LTD for period 12 of 2016 USD US Dollars

Activity 20265151610522 Black & Latino Educators 1516 Estimate
Levels 04-793-001-0052 Manager
Activity Group BOE Board of Education Date Range 07/01/03 - 06/30/20

Currency USD
Status Code PS
Active Budget 1

Account Category	Description	LTD Actual	LTD Commitment	LTD Budgeted	Variance Percent	Variance Amount	Over/Under Tolerance
100	Per Serv	960.00		10000.00	90.40-%	9040.00-	Under
300	Purchased Pro and Te	3000.00	500.00	4000.00	12.50-%	500.00-	Under
500	Other Purch		2190.00	24000.00	90.87-%	21810.00-	Under
600	Supplies	177.30	122.70	12000.00	97.50-%	11700.00-	Under
Activity 20265151610522	Total	4137.30	2812.70	50000.00	86.10-%	43050.00-	Under
	Report Total	4137.30	2812.70	50000.00	86.10-%	43050.00-	Under

BUDGET FORM

Created On: 4/23/2015

ED 114

Fiscal Year: 2015 **Funding Status:**

Grantee Name: Waterbury Public Schools **Grantee:** **Vendor ID:**

Grant Title: PLANNING GRANT

Project Title: Black and Latino Educators

Fund: 11000 **SPID:** 12552 **Year:** 2015 **PROG:** 84144 **CF1:** 170100 **CF2:**

Grant Period: **Authorized Amount:**

Project Code: SDE000000000002

AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE: **CARRYOVER DUE:** **CURRENT DUE:**

CODES	DESCRIPTIONS	BUDGET
100	PERSONAL SERVICES - SALARIES	8,000.00
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	
500	OTHER PURCHASED SERVICES	6,990.00
600	SUPPLIES	5,000.00
800	MISCELLANEOUS	
900	OTHER ITEMS Purchased Prof. & Tech. Services	5,000.00
	TOTAL	24,990.00

Original Request Date:

Item #4

I. Introduction.

In 2006, after identifying a need to address truancy issues, the Mayor's Office and the Waterbury Board of Education ("Board") developed a Blue Ribbon Commission on Truancy ("Commission"). Members from the local police department, judiciary and social service providers joined in this Commission. The Hon. Thomas P. Brunnock, Waterbury Probate Court Judge, participated as a representative of the judiciary and was immediately compelled to assist in the development of a solution. At the request of Anne Marie Cullinan, Assistant Superintendent of Schools, Judge Brunnock and his then chief clerk, Attorney Rebecca Iannantuoni, began to put together a model for a truancy clinic.

Judge Brunnock researched what efforts were being made in other states to resolve truancy concerns. In November 2007, he and Attorney Iannantuoni began their quest. They met with officials in other state courts and other educators in New England. After a good deal of brainstorming and debate, the Waterbury Truancy Clinic model emerged.

II. The Model and the Mission.

Judge Brunnock and Attorney Iannantuoni were in search of a proactive solution and they quickly came to believe that students should be given the tools to support their educational success as early as possible. Thus, the Truancy Clinic was installed at the elementary school level.

Because the Truancy Clinic fixed itself to the elementary school population, the Truancy Clinic proceeding is initiated against the parent(s)/guardian(s) (hereinafter referred to as "Parent") of the students (and not the students themselves). The average elementary school student is 5 to 12 years of age and as a result of their minority, they cannot bear the responsibility of answering for their truancy.

Rather, their absences are a consequence of their parents' actions, inaction and/or some larger systemic family issue.

Before us lies the skeleton of this simple collaborative and systemic approach to addressing Waterbury's truancy problem.

A fundamental difference between the Waterbury Truancy Clinic and the Truancy Courts in other jurisdictions rests within the nature of the proceeding. The Truancy Courts are a judicial proceeding (i.e., arraignment, drug testing, punishments). The Truancy Clinic, however, is non-judicial. A Judge oversees the process but the Truancy Clinic is voluntary, non-punitive and designed to identify and resolve the causes of absences.

Currently, the Truancy Clinic operates as a by-product of the Waterbury Regional Children's Probate Court ("WRCPC"). The overall mission of the WRCPC is to more efficiently serve those children under the age of 18 and their families involved in matters of guardianship, termination of parental rights, adoptions, claims for paternity and voluntary admissions to the Department of Children and Families. Through a systemic and collaborative approach of mental health, community and educational service providers, the WRCPC works to maintain and support family preservation, to deter the Court's children from future involvement with other Court systems, to mitigate their mental health issues and to encourage their educational success.

Dovetailing the WRCPC mission, the Truancy Clinic also engages the collaborative efforts of the Department of Children and Families (DCF), the local Board of Education, teachers, social workers, truant officers, community resources/services, and most importantly, students and parents in a non-judicial process that addresses the systemic cause of the student's truancy. Ultimately, the Truancy Clinic returns a once truant child to a positive academic environment armed with self-esteem and

personal growth. The outcome of the Truancy Clinic is not only a student, but also the student's entire family system, completely vested with and invested in educational success.

III. The Procedure.

The Truancy Clinic procedure is simple. School officials regularly review their attendance records. Students with a demonstrated history of unexcused absences are identified as potential Truancy Clinic participants and may be the subject of a referral to the Truancy Clinic. Once a referral is deemed necessary and ultimately made by the school, the Clerk of the Truancy Clinic will process the referral by first assigning and preparing the Citation and Summons for the Presentment Part I ("P1") date. The Clerk will attach the school's referral form to the Citation and Summons and the Parents are then summoned to appear for the initial P1 proceeding before the Truancy Clinic Judge ("Judge") at the school of their truant student.

During the P1 proceeding, the Judge addresses the Parents in a group setting; he explains the reason for the Summons along with the nature and requirements of participation in the Truancy Clinic. Participation in the Truancy Clinic requires that the Parents agree to insure that their child will (1) attend school every day; (2) be on time; (3) behave; and (4) complete all assigned classroom work and homework.

After the Judge has reviewed the requirements of the clinic, the Parents are then excused and instructed to return the following week; same day, time and place for the Presentment Part II ("P2") proceeding. As the Parents leave, they are given the Participation Agreement (which details the requirements of participation in the program) and a Release of Confidential Information (which provides for the mutual sharing of student related information).

During the P2, each Parent meets individually with the Judge and states whether they intend to participate. If they agree to participate they are excused and given a date and time for the following week to appear for the next stage of the proceeding, the Review. (A parent who agrees to participate does so for a twelve (12) month period of time; e.g., if the participation commenced in January, 2008, then the termination occurs in January, 2009).

At the time of each Review, the Parents meet with the Judge individually. This Review process is the real life of the Truancy Clinic. During these Review meetings, the Parents and Judge engage in a dialogue about what they understand to be the cause of the unexcused absences. This process is designed to be non-adversarial, provide an assessment of the dynamics of the truancy and to develop, in collaboration with school officials, an understanding of and a pragmatic resolution to the unexcused absences. Once a plan is established, the Parents return to weekly, or as needed, Reviews.

IV. Linkage and Coordination

In an effort to provide appropriate linkages to related programs, the Truancy Clinic utilizes all school department professionals including teachers, social workers, guidance counselors and administrators, and the Department of Children and Families (DCF). Because truancy is such a dynamic issue, there is a need to have a diverse array of program services to meet the needs of the students and their families.

V. Statistical Analysis

With this skeleton presentation of the Clinic's procedures as a background, we will now look at some of the statistical data of the last three schools at which the Clinic operated until June, 2015.

Generali School

The clinic concluded its engagement at Generali School in June, 2014. Thirty-six students were referred to the Clinic. Thirteen families had current or past DCF involvement. Fourteen students were receiving in-school special education services. Five families had significant medical issues (lice, asthma, etc.). Six families had significant mental health issues and one with significant bereavement issues.

The thirty-six referrals are broken down as follows:

A. Two cases were withdrawn by the school.

B. Two fifth graders were referred late in the school year in an attempt to get the parents engaged to deal with academic and attendance issues that were impacting the students potential graduation. In one case, the parent engaged and issues were addressed. The other parent refused all services to help with parental engagement.

C. There were ten students (seven families, 4 students from one family) who transferred out and were not included in the statistical analysis below. The family of four students did transfer to another truancy clinic school and were included in that school's analysis.

D. Four students were kindergarten students and were referred to the clinic after January 1, 2014. These students represent a pre-clinic history of 67 absences out of approximately 120 school days. While in the Clinic for 60 school days, they had 22 absences, a reduction of 33%. One student with medical issues had twelve of the 22 absences! Tardies were reduced from nineteen to one! Significant improvement was shown in the attendance of these kindergarten students.

E. Eight families, of whom five had DCF histories, said no to participating in the Clinic.

   1. Four students were in kindergarten and had 61 total absences for the first six months of school prior to being invited to the Clinic. For the second half of the school year,

they had 19 total absences with one student having 9 of the 19 absences. Tardies were reduced from 73 to 18. The experience of the Clinic is that a referral to the Clinic can sometimes act as a wake-up call to the parent who then comes to realize the importance of school attendance.

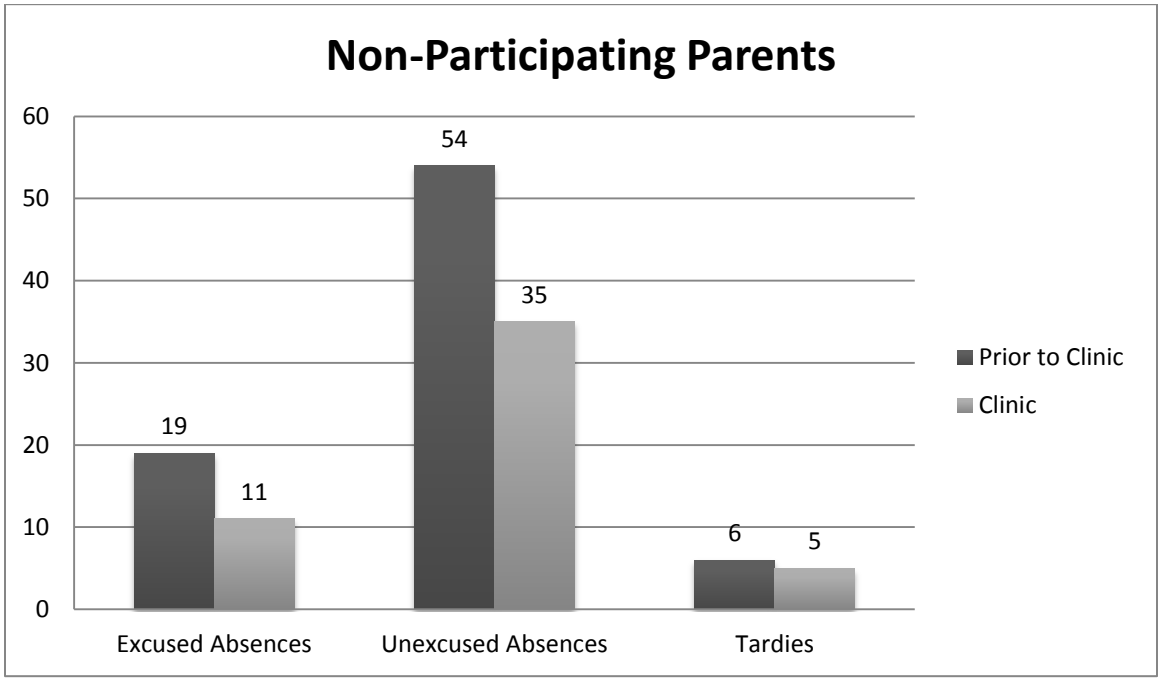
2. The remaining four "no's" had some improvement in attendance but due to lack of engagement by parents, their excessive absenteeism continued.

F. A total of ten families signed onto the clinic. However, three of these families initially signed on, but the parents did not attend the clinic, and more importantly, did not engage with the school nor did they accept offered services. These families are referred to as Non-Participating Parents (NPP).

First, the statistical analysis of the three Non-Participating Parents:

	Excused Absences		Unexcused Absences		Tardies	
	Prior	Clinic	Prior	Clinic	Prior	Clinic
Student # 1	4	5	23	14	0	1
Student #2	12	6	18	9	6	0
Student #3	3	0	13	12	0	4
Totals	19	11	54	35	6	5

The chart below illustrates the totals from the Non-Participating Parents:

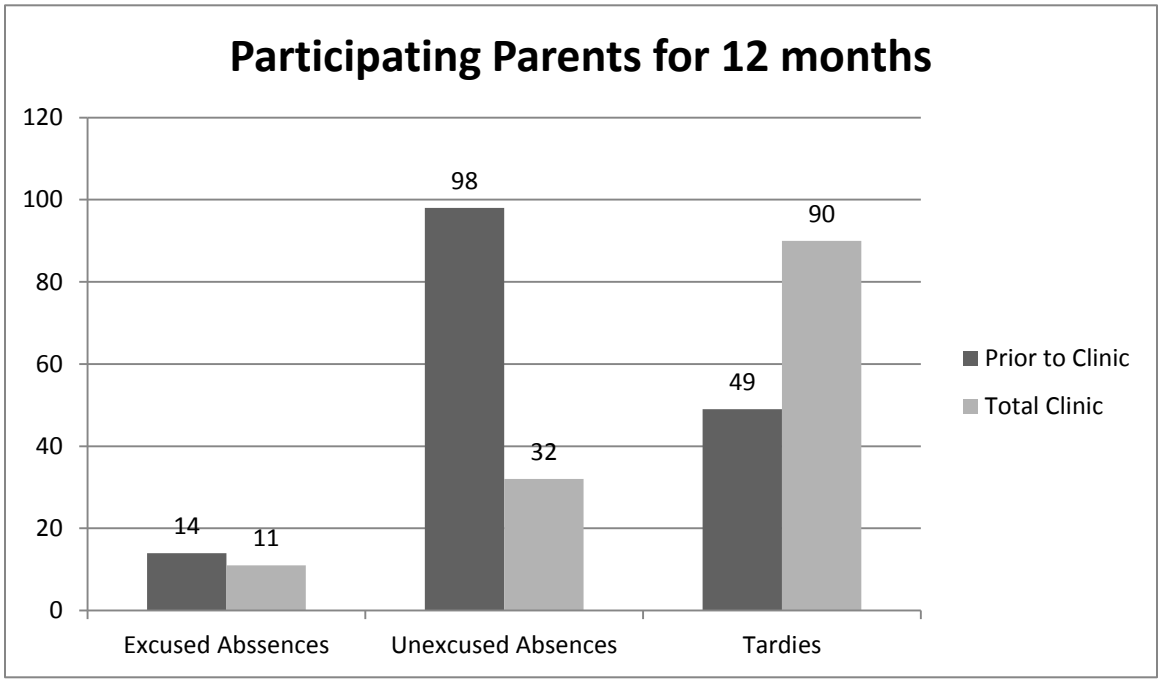


Total absences (excused and unexcused) were reduced from 73 to 46 for a reduction of 37%. However, one student remained chronically absent with 19 absences and all three families failed to engage in various services offered including educational special services, bereavement therapy, and DCF-offered services. Although statistically there was improvement, the lack of parent engagement with school and service providers does not give much hope to resolving the underlying causes of chronic absenteeism in each of these students.

Seven students from six families made up the balance of the participants for one full year in the clinic as of June, 2014. The statistical analysis is as follows:

	Excused Absences		Unexcused Absences		Tardies	
	Prior to Clinic	Clinic – 12 Months	Prior to Clinic	Clinic – 12 Months	Prior to Clinic	Clinic - 12 Months
Student #1	2	0	12	0	0	0
Student #2	1	5	15	3	0	1
Student #3	2	1	16	3	15	5
Student #4	3	3	11	7	12	8
Student #5	0	1	17	2	0	1
Student #6	0	1	6	11	11	35
Student #7	6	0	21	6	11	40
Totals	14	11	98	32	49	90

The chart below illustrates the totals from the participants for one full year:



Total absences (excused and unexcused) were reduced from 112 to 43; a reduction of 61%. One family of two students accounted for 18 of the 43 absences. Tardies increased from 49 to 90 with this same family having 75 of the 90 tardies! This occurred in spite of the school making arrangements to have both students picked up by the school bus at their door step. The school had already put special educational services in place. This family was already involved with DCF as a result of mental health issues. Both students had a history of severe chronic absenteeism. In addition, four of the six families were formerly or presently involved with DCF. Four families were already receiving special educational services as well. One fourth grade student had been absent for 93 days in his first six years of school!! That student's parent had a work schedule which had affected his attendance, but eventually that parent made the necessary day care arrangements to correct the attendance issues.

Walsh School

Walsh School is an elementary school with approximately 550 students of whom 95% are eligible for free or reduced-priced meals. The ethnicity is approximately 37.5% Black, 54.5% Hispanic, and 7.5% White. Approximately 69% of the kindergarten students attended preschool, nursery school, or Head Start. Over 40% of the students above entry grade level attended a different school the previous year.

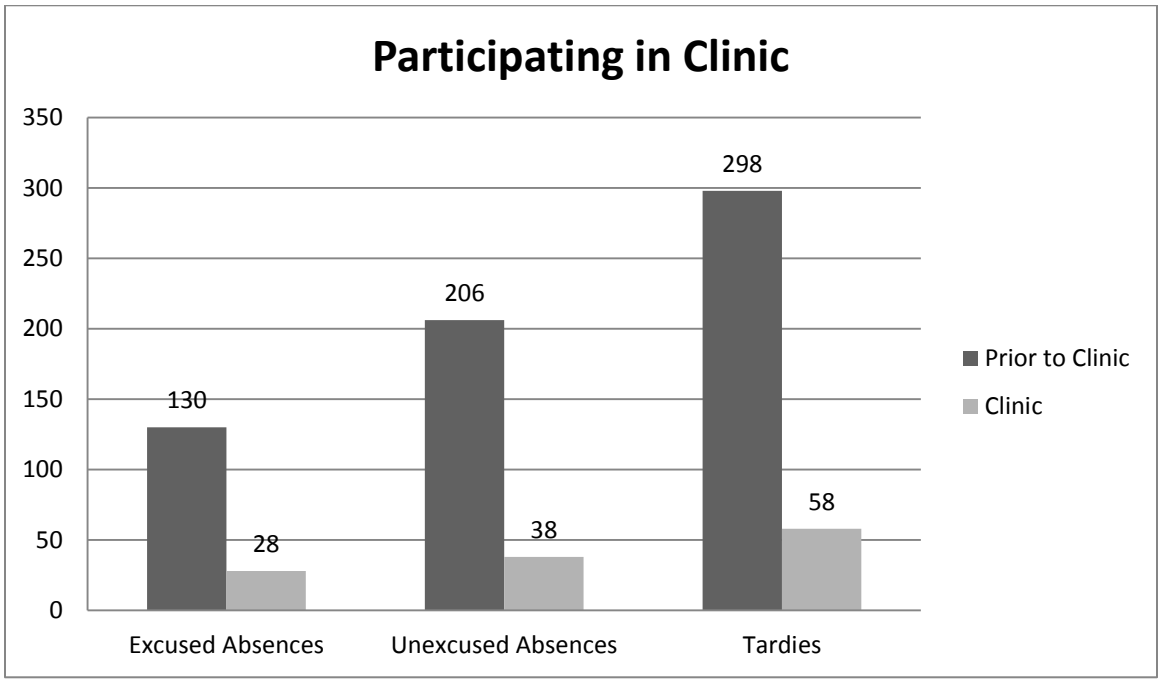
The Truancy Clinic renewed its engagement at Walsh School in November, 2014 and ended in June, 2015. Therefore, the following statistical data does not involve one full year of participation. There were twelve (12) referrals during the 2014-2015 school year.

A. Two students from one family moved out of the country. They each averaged fifteen (15) absences for each of the previous school years.
B. A third student transferred to another Connecticut school district after only two months in the clinic. This five year old kindergarten student missed 29 days in the previous year's pre-K program.

The data for the nine students participating in the Clinic for at least four months is as follows:

	Excused Absences		Unexcused Absences		Tardies	
	Prior	Clinic	Prior	Clinic	Prior	Clinic
Student #1	28	8	22	5	6	3
Student #2	1	1	41	0	51	1
Student #3	5	6	1	1	19	5
Student #4	13	1	26	2	60	5
Student #5	8	0	29	1	53	3
Student #6	4	4	34	17	10	8
Student #7	21	0	12	0	44	15
Student #8	44	1	25	1	32	1
Student #9	6	7	16	11	23	17
TOTALS	130	28	206	38	298	58

The data for the nine students participating in the clinic for at least four months is as follows:



This group of nine students, although not in the clinic for twelve months, had a significant reduction in absences. For twelve months prior to the clinic, they had a total of 336 absences (excused and unexcused) and 298 tardies. This group averaged approximately 125 school days in the clinic and had 66 total absences and 58 tardies while in clinic for a reduction of 80% in absences and tardies. Even more significant, two students had 32 of the 58 absences while in clinic.

This same group of nine families all had DCF histories. DCF took custody of two students from one family as a result of the parent's significant issues with substance abuse. Other issues impacting attendance and tardies were family mental health issues, lice, asthma, and anxiety issues. One fourth grader had been absent 187 days in the five prior school years! Another student was absent 110 days in the six prior school years. A seven year old, second-grade student who had been absent 46 days in the prior two years, and was absent 29 days in the first 50 days of the current school year, continued to

have 21 absences while in the clinic. The parent signed up for the clinic but from November to June did not engage with the clinic or school officials.

Driggs School

Driggs School is an elementary school with a school population of approximately 550 students, of whom 79% are eligible for free or reduced price meals. The ethnicity of Driggs is approximately 27.5% Black, 54.5% Hispanic, 12% White, and 6% Other.

From November, 2013 until June, 2015, twenty-nine students were referred to the truancy clinic. Driggs has one of the highest percentages of students transferring in and out of the school during the school year. When the truancy clinic started in November, 2013, there had already been a 40% turnover in the student body since September, 2013! A large majority of the student population resides within a one mile radius of the school, and as a result, bussing was not provided for these students prior to Clinic involvement at Driggs. Driggs School is geographically located on one of the highest points in Waterbury and the vast majority of the students must walk at least one mile to school up a steep hill which crosses through two heavily trafficked intersections. In the winter, snow and ice present additional safety hazards as many sidewalks are either never shoveled or are inadequately shoveled by absentee landlords of multi-family housing which dominates the area. Since the inception of the truancy clinic at Driggs, additional bussing has been assigned and the significant attendance improvement attributed thereto is noted below.

From December, 2013 until January, 2015, twenty-nine students were referred to the clinic. Seventeen of these students had current or past DCF involvement for issues including educational neglect, domestic violence, physical and emotional neglect, and sexual molestation. The profile of these twenty-nine students is as follows:

A. Three students were in the second half of the fifth grade. The clinic accepted such students with the hope of at least resolving attendance issues so that the students could graduate to middle school. In one case, due to the collaboration between the clinic, the school, and DCF, one family was able to become engaged with community health care providers to address significant medical issues. Another student was transferred to a BDLC behavioral educational program.

B. Six students were in the clinic for only six months.

    1. One family of two students transferred to another district school. This family had a DCF history. One sibling had been retained in first and second grade and had averaged thirty-six absences a year for four years. His sibling had forty-three absences in kindergarten. During their six months in the clinic, the students each missed only one day!
    2. One family of three students transferred out of state in June, 2014 after only five months in the Clinic. DCF was involved with this family whose issues included homelessness, domestic violence, sexual molestation, and educational neglect. Each student averaged over thirty absences a year.
    3. The sixth student in this group was in the Clinic for just over six months and during that time, reduced his absences from 14 to 3!

C. Five families transferred out of district immediately after their referral to the Clinic and are not part of the statistical analysis. All five of these families were involved with DCF.

D. Five families said no and refused to engage with the Clinic.

    1. One student was in kindergarten and had fifty-five absences and fifty-seven tardies. During this time, DCF had an open case with this family.
    2. A seven year-old first grader received necessary medical treatment and transferred out of district as a result of DCF involvement.

3. The third student was a kindergarten student who had already been retained. This student had 79 absences in his first one and a half years of school. The DCF Careline refused to accept a referral for educational neglect.
4. Two students had been placed in DCF custody immediately after referral to the Clinic.

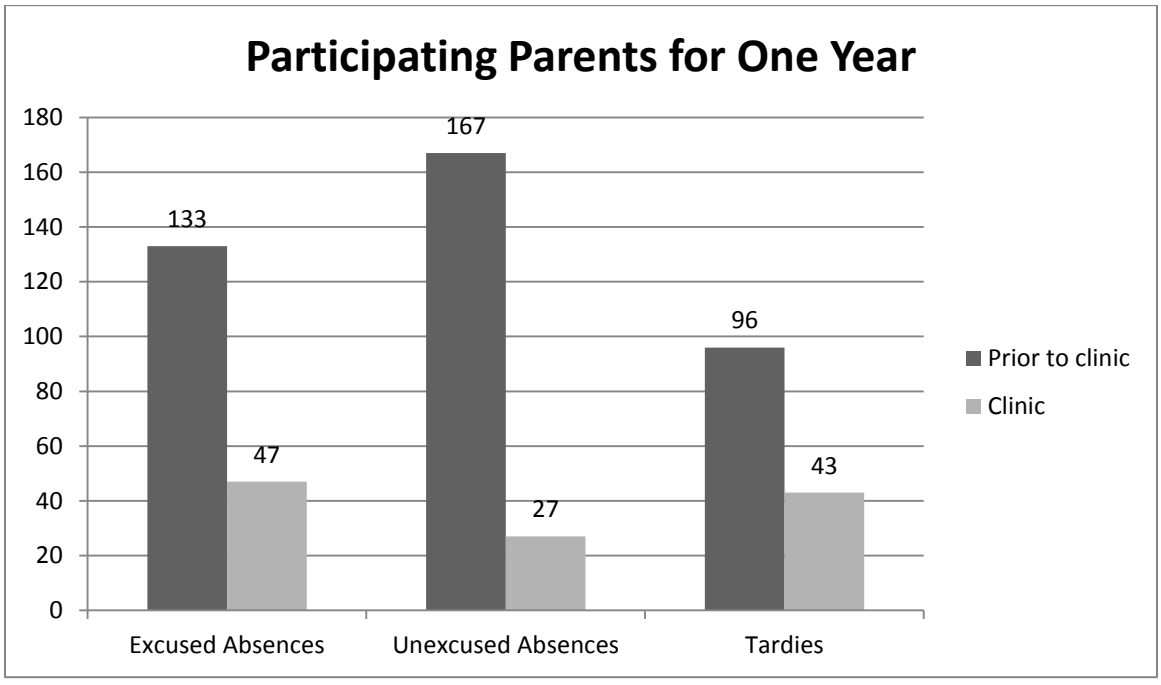
The following six families (10 students, with one family having four children involved in the clinic) participated in the clinic for one full year. The statistical data demonstrates a tremendous improvement regarding both attendance and on-time arrival for school.

The data for ten participating students for one full year is as follows:

	Excused Absences		Unexcused Absences		Tardies	
	Prior	Clinic	Prior	Clinic	Prior	Clinic
Student #1	44	6	21	2	40	9
Student #2	4	6	20	6	17	5
Student #3	17	2	21	1	1	1
Student #4	9	0	8	5	17	18
Student #5	0	0	9	0	18	3
Student #6	13	10	21	2	2	1
Student #7	10	11	11	2	1	5

Student #8	3	6	20	2	0	0
Student #9	23	4	20	5	0	0
Student #10	10	2	16	2	0	1
Total	133	47	167	27	96	43

The following chart illustrates the totals for the ten participating students for one full year:



Total absences (excused and unexcused) were reduced by 75% (from 300 to 74). Four of the students were from one family and had 113 of the three hundred pre-Clinic total absences. The issues confronting this family were multi-dimensional, including medical and early childhood developmental issues. The family had a long history with DCF. The most recent DCF Social Worker involved with this

family was unsuccessful in getting the DCF Treatment Social Worker to make a referral to the Department of Developmental Services (DDS) to provide assistance to the mother. Statistically a success, but unfortunately, due to the failure to obtain DDS services, the underlying cause of truancy has not been addressed.

As indicated earlier, through the collaboration of the truancy clinic, Mr. Mike Therreault (principal of Driggs), and the school department, a study was conducted and as a result, on February 26, 2015, one bus was added which transported fifty-two students. The statistics for this group shows that from September, 2014 to February 26, 2015, they had 314 total absences and 220 tardies. From February 26, 2015 until the end of the school year, that same group had 134 absences (a 57% reduction) and 127 tardies (a 42% reduction). This significant improvement was the result of simply adding one school bus.

When one considers the cost vs. benefit analysis, the only logical conclusion to be drawn is that the significant improvement in attendance and its academic benefits far outweigh the cost of adding one school bus.

QUALITATIVE ANALYSIS

Now that the statistical data has been presented, it is appropriate to explain the "why" and "how" of the approaches the Clinic took to achieve the reductions in truancy.

The seven and a half year experience of the Clinic has found certain major issues affecting truancy.

1) Mental/Behavioral Health- The importance of DCF involvement is to assist the schools and the families address these issues with needed services.

2) Asthma is the single most significant medical issue affecting truancy.

3) One-time issues – for example, extended vacations, late sign-up in the beginning of the school year due to failure to have the required pre-school medical examination by a physician.

4) Transportation – out of district school bus problems, walkers to school who arrive late either because parents bring their children late or they are “slow walkers” and lack of bussing as described in the Driggs Elementary School analysis. Some students are late 20, 30 or 40 times out of 180 school days. This causes a serious disruption to the educational process of the individual students and the entire class of students.

5) Family Issues – e.g., parents work 3 p.m. to 11 p.m. caregivers cannot assist with school work, language impairments, etc.

6) Hard-Core Truant – as indicated in the footnotes to the statistical analysis given above, it is obvious that some students/families present a situation wherein the parent has refused all voluntary services offered by the school and clinic and their child(ren) continue on a down-hill spiral of truancy, ultimately leading to educational failure and school dropout.

While it is obvious that the main emphasis of this report is to describe the positive effects of the Clinic on families who participate, it is equally important to show the severe truancy of families who say no to participating. It is incumbent upon all of us; the courts, DCF, and the Education Department, to consider what alternative route should be taken regarding these students who are victims of such chronic absenteeism because their guardians/parents totally disregard their educational process. These students deserve nothing less. There are already educational neglect statutes in place. It is imperative that a judicial process be utilized when parents/guardians neglect the education of these young people.

Clinic Approaches:

As indicated earlier, once the parent voluntarily enters the clinic and has signed the participation agreement and release of confidential information, Judge Brunnock and the Clinic team then meet with each parent individually.

The first step is to have the parent(s) describe what they think is the cause of truancy. Once the parent responds with the cause, such as "asthma," the engagement process begins and the parent becomes invested in the resolution of truancy. The response to the parent is never, "Well Mrs. X, you know that asthma is no excuse for being absent from school." The parent is asked who the treating physician is, what medications have been prescribed, did the treating physician give the medically prescribed prescription to the school nurse who then can give the child medications in school (e.g., nebulizer, inhaler, etc.). Parents are urged to have current assessments of their child so that proper medications and evaluations are made. They are also urged to provide the school with updated medical information regarding their child and to also get updated assessments from the child's treating physician.

While no one response can be labeled the most successful, the clinic's after-school program has had the most profound effect on the Clinic students. School officials report that homework problems are diminished and academics improve for those students who participate in the after-school Clinic program. The after-school clinic program gives each student one and one half (1-1/2) hours of extra tutorial help three (3) afternoons a week. The students are given a snack and are bussed to their homes each day. The after-school program has provided some much needed educational assistance to students. Many of the bilingual students' parents are not fluent enough in English to give homework assistance to the students in spelling or reading. Many parents work the second shift (3 p.m. – 11 p.m.) and the child's caregiver may not provide help with homework. Some students need extra assistance

with one or more subject matters. The after-school program provides the child the opportunity to achieve academic competency and success. Nearly 100% of the parents have their children participate in the after-school program.

The success of the after-school program is also evidenced by the fact that at the beginning of each semester (September and January), parents are asking when the after-school program will start. In addition, many students who participate in the Truancy Clinic have behavioral problems in their classrooms during the school day. Because many of these students love the after-school program, teachers have successfully used participation in the program as a behavioral modification tool by telling the student that good behavior is rewarded with attendance in the after-school program.

This brief description of the issues and the collaborative approach to addressing these issues has led to some very dramatic results. What is needed now is to address the truancy issue on a city-wide basis for a multi-year period of time, which would involve including twenty (20) elementary schools and at least three (3) middle schools. By addressing truancy in this manner, the clinic model can be appropriately tested. The possibilities of success are limitless.

This is the third and final report regarding the Waterbury Truancy Clinic which ended its operation in June, 2015. What started in January, 2008 as a short-term experiment, evolved into a tremendously successful collaboration with the Waterbury Education Department, Department of Children and Families (DCF), numerous community service providers, and the Waterbury Regional Children's Probate Court. It was the cooperation of many individuals from these various agencies and organizations that made the Waterbury Truancy Clinic a success.

This writer would be remiss not to mention some of the individuals who were instrumental in making the Clinic a success.

The first individual is Ann Marie Cullinan, former Chief Academic Officer of the Waterbury Education Department. Ann Marie came to me in 2007 and said, "Tommy, we have a problem with truancy in our elementary schools. What can we do together to address truancy?" Ann Marie's continued guidance, support, and encouragement was instrumental in the Clinic's success.

I would like to acknowledge the hard work and dedication of Attorney Rebecca Iannuotouni, then Chief Clerk of the Children's Court, who worked with me to establish the structure and administrative components of the Clinic.

I want to also recognize the cooperation and support of Superintendent of Schools Dr. Kathleen Oullette, former Chief of Police and now Mayor, Neal O'Leary, Chiefs of Police Michael Gugliotti and Vernon Riddick. I also want to thank my two Chief Clerks of the Court, Mary Ann Ingala and Sherri McPartland, whose countless hours of typing and rearranging my hectic court schedules made it possible for me to do this work.

Next to be recognized are the staff members of our schools – our principals, vice-principals, teachers, attendance counselors, social workers, psychologists, and nurses. Their dedication and commitment were instrumental in identifying issues and reaching the level of success we achieved.

I leave the last named participant last, not due to the lack of importance, but for special recognition. Maritza Acosta, DCF Program Supervisor, whose vision of having a DCF liaison social worker work with the Clinic, schools, and the families, helped turn the Clinic into a truly collaborative effort. To Maritza and a long list of DCF Social Workers; Greg, Monica, Luti, Leroy, and many others, my profound thanks.

Lastly, on a personal note, I would like to thank my dear departed friend and ghost writer, Bill Buckley, whose writing skills made the prior reports possible. His help and guidance are missed immensely.

On a personal note, I would like to share some of my own thoughts. I hope these thoughts are received in the positive manner in which they are offered. The premise I would like to present is that an academically successful student requires a dedicated and engaged teacher plus a dedicated and engaged parent/guardian. If one or both of these are missing, then the hopes and dreams of having a successful student and ultimately productive member of society are destined to failure. The dedicated teacher needs to have at his or her disposal the necessary services (educational, medical, behavioral health) for the benefit of the student.

In a similar way, the parent must be engaged in the student's educational process and have the necessary services and resources available for the benefit of the student.

Truancy is like an onion. The truancy is the outer covering and until we start to peel it back and look at the underlying issues, we will not correct the chronic absenteeism in our schools. What we really need is a consistent and identifiable plan of action. How can a teacher help a student develop academically if that student misses over twenty days of school a year, or the student's behavioral issues have not been adequately addressed by the parent/guardian and the educational system?

We must stop the finger-pointing between DCF and our educators. DCF complains that educational neglect referrals are made too late in the year (April or May). Educators are often frustrated by what they consider DCF's lack of follow through and say that DCF will close their cases and never inform the school as to why or what happened.

There has to be a concentrated effort, such as the Clinic where a DCF "liaison" social worker is assigned to each school. Likewise, the schools must have a uniform system for providing accurate, up-to-date information to DCF.

The significant positive results of the Waterbury Truancy Clinic are not due to any one person. The collaboration between the Waterbury Regional Children's Probate Court, DCF, and the Waterbury Education Department illustrate that success is possible. However, the failure of the families that did not engage shows that there is still much to be done.

The hope and dream of this author is that with the needed funds, a two year program would be established city-wide in Waterbury to monitor the results of this model and replicate the positive results shown in the previous smaller experiment.

I believe that it is appropriate to end this report with some of the comments from members of our collaborative team in the Truancy Clinic.

From some of our school administrators:

"As a result of the Truancy Clinic, I saw parents who were not cooperative at first, but soon became very grateful for the help that the Clinic afforded them. "

Another administrator stated "Parents were made aware that the Clinic was not punitive, but it's purpose was to assist them to get their children to school. The Clinic helped establish communication with the parents to identify issues facing the families and to identify services to help them deal with those issues."

A DCF supervisor stated "I believe the collaboration between the school system, the court, and the Department was a critical component in addressing the issue of truancy within the families we work with. What I found interesting is how in many cases, the Truancy Clinic was able to interrupt generational truancy within many of these families."

Another administrator had this to say; "The Clinic helped make families aware of the importance of school attendance. The numbers (improved attendance) speak for themselves as to the success of the

program. However, more important are the successes which are not represented by numbers alone, i.e. the positive relationships the Clinic helped to establish between the school and the families."

From a DCF social worker; "Several of the families engaged in services through the Clinic and attendance improved immensely which prevented further DCF involvement." Another DCF social worker who worked at two different schools over a three year period of time stated "I have seen how positively parents have responded to the model of the Clinic which was to partner with the family to resolve issues of truancy in elementary school-aged children. Many of the families were able to see that the process truly entailed a partnership between the family, the school, DCF, and the Court."

The final quote from a DCF social worker sums up the seven year experience of the Clinic by stating "The Truancy Clinic is a tool to 'engage' the family by addressing the issues before they reach the level of DCF involvement."

Thank you all for the privilege and honor of working with our educators, parents, DCF, and service providers.

Thomas P. Brunnock

#5

7551/7552
FORM

Waterbury Public Schools

Request for Naming of School Buildings and/or School Spaces

Date: 2/18/16

Facility or Building Name: John F. Kennedy High School

Proposed building or space to be named: the Football field currently being built

Requestor's Name: Ed Generali
Requestor's Address: 63 EASTRIDGE DR. WATERBURY 06708
Requestor's Phone Number(s): 2035785006

Proposed individual(s) or group for whom the building or space is to be named: COACH CHARLES "Ripper" DONATO, former Athletic director AND first football coach at JFK

Reasons for naming (attach any additional information to this form):
See Attached

If applicable, materials needed (plaque, etc) and cost of materials (please note any costs associated with this request are the sole responsibility of the requestor):
A plaque to be mounted at the entrance of the field, costs from $150-200. I will take responsibility for finding this.

Please submit this form and any attachments to the Clerk of the Board of Education at 236 Grand Street, 3rd floor, Waterbury, Connecticut 06702 or via email at cswain@waterbury.k12.ct.us

5/5/16 Vote

Addendum to form "Request for Naming of School Spaces"

I am writing to ask that the Waterbury Board of Education consider naming the newly renovated, updated football facility at Kennedy High School after Mr. Charles "Ripper" Donato, the first Athletic Director and football coach at Kennedy High School when it was opened in 1965. Mr. Donato was a star football player for Coach Jimmy Lee in the 1930's and gained the nickname "Ripper" for his ability to tear through an opponent's line by Chick Kelly, then sports editor of the Waterbury American. This ability also earned him Connecticut All-State status. After a stellar college football career, Mr. Donato signed a contract with the Cleveland Rams, but went into the service before he played. He played semi-pro football with the Waterbury Indies before receiving a scholarship scholarship to Elon College, which he graduated from in 1942. He served as first lieutenant in the Army Air Corps during World War II and played football for the Eastern Command Flying Eagles.

In 1948 Mr. Donato became a mathematics teacher at Leavenworth High School and in 1950 he became head football coach. He later taught at Croft High School, which as you know became Kennedy High School. Mr. Donato coached football for a total of 22 years at all three schools. He also coached baseball at Kennedy until 1969 and had a short stint as basketball coach. He believed in never dropping any player from his teams and would at times resort to mismatched uniforms to accommodate every player. He also served as Director of Sports for the City of Waterbury for six years. Mr. Donato spent 28 years teaching and coaching in the Waterbury School System. Shortly after his retirement from education Mr. Donato served as Park Department Director from October 1977 until February 1979. He was elected Comptroller for the City of Waterbury and held the office for two terms, from 1981 until 1985. Mr. Donato received the Meritorious Award for the Olympian Club of Waterbury in 1981. He is also a member of the Hank O'Donnell Hall of Fame and has a plague hanging in Municipal Stadium.

To quote legendary Waterburian John Reardon, the man who replaced Donato as City Athletic Director, "Charlie could handle kids that no one else could. Charlie coached the way he played. He was giving 100%, and he expected the same from you. He wanted discipline, and he wanted you to live up to your potential. Charlie had a personality fitted for coaching."

Among other notable athletes, Donato coached Carl Barzilauskas, who later played in the NFL for the New York Jets.

On a personal note, I remember Coach Donato when I was a young coach, joining the City coaching fraternity and I remember him as being "larger than life". He was very evident at coaches' gatherings and us young coaches found ourselves spell bound by his every story and bit of wisdom he was always willing to share. His influence on City athletics didn't end with the athletes he coached.

Along with the support of the Principal Mr. Rob Johnston and the current Athletic Director, Mr. Dave Rossi, the following individuals are also in support of the naming of the Kennedy football field. State Representative Jeffrey Berger, former baseball and football player for Coach Donato at Kennedy High, and sponsor of the funding for the new fields at Kennedy, Mr. James Shove, former baseball and football player for Coach Donato and retired physical education teacher Holy Cross HS and Mr. Joe Palladino, former baseball player for Kennedy and sportswriter for the Waterbury Republican, have all expressed support for Mr. Donato be honored in this manner.

I look forward to working with the Board of Education to recognize Mr. Donato with this honor. Mr. Donato was a graduate of Driggs School and Wilby High School and was a Waterburian through and through. I am happy to provide any further information you may require. I look forward to your favorable consideration of this request.

BOARD OF EDUCATION

Meeting Schedule ~ 2016

Deadline for submission of Committee Workshop Agenda Items	Committee Workshop (Thursdays) 5:30 p.m. (locations subject to change)	Regular Board Meeting* (Thursdays) 6:30 p.m. Waterbury Arts Magnet School
December 24	~~December 31 – TBD~~ *cancelled*	~~January 7~~ *cancelled*
January 8	January 14 – *Gilmartin*	January 21
January 22	January 28 – *Walsh*	February 4
February 5	February 11 – *Wilson*	February 18
February 19	February 25 – *Reed*	March 3
March 4	March 10 – *Sprague*	March 17
March 25	March 31 – *WAMS (Lighthouse)*	April 7
April 8	April 14 – *WAMS (Lighthouse)*	April 21
April 22	April 28 – *Bucks Hill*	May 5
May 6	May 12 – *WAMS*	May 19
May 20	May 26 – *WAMS (Lighthouse)*	June 2
June 3	June 9 – *CHS*	June 16
June 24	June 30 – TBD	July 7
July 22	July 28 – TBD	August 4
August 19	August 25 – TBD	September 1
September 2	September 8	September 15
September 23	September 29	October 6
October 7	October 13	October 20
October 21	October 27	November 3
November 4	November 10	November 17
November 18	November 23	December 1
December 2	December 8	December 15

***Unless otherwise posted**, Board of Education Regular Meetings are held at Waterbury Arts Magnet School, 6:30 p.m., on the first and third Thursday of each month, except in July and August when meetings are held on the first Thursday only. Location changes or updates are available at the Office of the Board of Education or at its website – www.waterbury.k12.ct.us

approved on 10/15/2015
updated on 03/01/2016

#7

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

[X] **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 12, 2016 Name of Travel Agency (if applicable): NA

1) Requested by: M.VAGNINI WAMS MUSIC 9-12
Name of Staff Member School Grade level/Subject

2) How many students? 50

3) Name of destination: St. John the Divine Church, Manhattan, NYC/Ellen's Stardust Diner/Broadway Show/Planet Hollywood/

4) City/State of destination: NEW YORK, NY

5) Departure: Wednesday June 1, 2016 7 a.m.
TBA
Day Date Time

6) Return: Wednesday June 1, 2016 9 p.m.
Day Date Time

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

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

THIS SUPPORTS THE MUSIC CURRICULUM AND THE PERFORMANCE STANDARDS SET.

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

THIS SUPPORTS CONTENT STANDARDS #1-SING ENSEMBLE MUSIC FOR UP TO 4 PARTS,WITH OR WITHOUT ACCOMPANIEMENT; AND DEVELOPING ENSEMBLE SKILLS, AS WELL AS PERFORMANCE IN A COMPETITION.

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

HOW WILL THE STUDENTS SING UNDER THE PRESSURE OF A COMPETITION? CAN THE STUDENTS ACCURATELY SING THE MUSIC THEY HAVE STUDIED? HOW WILL THEY FUNCTION AND WORK TOGETHER AS AN ENSEMBLE?

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

THE STUDENTS WILL RISE TO THE OCCASION, AS THEY ALWAYS HAVE, OF SINGING WITH EXCELLENCE AND FULL KNOWLEDGE OF THE MUSIC THEY HAVE PREPARED AND FROM MEMORY.They will also get to see a professional musical on Broadway, which will broaden their scope of knowledge on performance practices.

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

THE STUDENTS WILL COMPOSE A BRIEF RESPONSE ESSAY AFTER RETURNING FROM THIS TRIP.

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

THE STUDENTS WILL GAIN MUCH KNOWLEDGE THROUGH EXPERIENCE- WORKING TOGETHER TO ACHIEVE MUSICAL EXCELLENCE IN A VERY HIGH PROFILE SETTING SUCH AS St.John the Divine Church, as well as attending a broadway production.

14) Transportation: Type/name of Approved PUC Carrier

Peak Performance tours will provide the bus, which is included in the student fees.

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

Name	Phone Number	Name	Phone Number
1. M.VAGNINI	203-518-1818	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: J. Jacovino (accompanist)

Aides(s) as chaperones: R. Jacovino

Parent(s) as chaperones: N.Janis, V. Gonzalez, T. Dadamo

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.)

CONCERTS, STUDENT ACTIVITY FUNDS, AND INDIVIDUAL STUDENT FUNDING.

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

APPROX. $200. STUDENT

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? 1 **(If none specify)**

Teacher	Subject/Grade	Teacher	Subject/Grade
1.M.VAGNINI	MUSIC 9-12	4.	
2.D.Benjamin	Business 9-12	5.	
3.J. Jacovino	School accompanist	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: 2/17/16

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 ☐

Patricia K. Moore — 2/17/16

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: 2-17-16

2/17/16

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.

Waterbury Arts Magnet School
New York City Theatre Trip – June 1, 2016

Wednesday, June 1

7:00 am	Load **buses** and depart Waterbury Arts Magnet School HS 16 South Elm Street, Waterbury, CT 06705
7:30 am	Depart for New York City
9:30 am	Arrive in NYC at the **St. John the Divine**
	After Performance, tour church
11:15 am	Transfer to **Ellen's Stardust Cafe** lunch (11:30) – 1650 Broadway (at 51st)
1:30 pm	Walk to **Theatre**
2:00 pm	Matinee Show – **Something Rotten**
4:45 pm	Walk to **Hard Rock Cafe or comparable** for Dinner
6:30 pm	Depart NYC for Waterbury
9:00 pm	Arrive @ school

1.) Based on *current rates*, the price per person for this itinerary is:

Total Participants	Price Per Participant
55 (1 bus)	$210.00
56 – 65 (2 buses)	$240.00

2/55 Passenger Motor Coach

2.) Tour specifications:

- One Free chaperone for every 15 paying participant
- Roundtrip Motorcoach Transportation on 55 passenger buses
- Performance at St. John the Divine with Piano Rental
- Rear Mezzanine Ticket to Something Rotten
- Lunch at Ellen's Stardust Cafe
- Dinner at Planet Hollywood
- Gratuity for the Bus Driver
- Full time tour manager upon arrival into NYC
- All taxes, tips and service charges normally payable for services included above.

(All itinerary items are based on availability at time of booking and subject to change)

1720 Kendarbren Drive, Suite 722, Jamison, PA 18929 · E-mail:br@peakperformancetours.com
Phone: 215.598.8690 Fax: 267.483.1851



To accept this proposal as written

Waterbury Magnet School - Agreement as of 2/17/2016

1. The above prices are based on minimum of **50** paying participants traveling to **New York City**. Prices based on Spring Travel 2016.
2. Payment Schedule:

Date:	Deposit Amount:
February 29, 2016	Signed Agreement & $100 per person

Invoice will follow

3. Cancellation Policy: All travel participants will be responsible for any charges imposed by suppliers at time of cancellation. **In addition:**
   a. Written cancellations received more than 120 days prior to departure-full refund will be made.
   b. Written cancellation received less than 120 days, but more than 60 days prior to departure - a $100.00 per seat booked will be charged unless a substitute is provided.
   c. Written cancellation received less than 60 days prior to departure - no refund unless a substitute is provided, in which case a $100.00 per person administrative fee will apply.
4. Motor Coach Transportation: Costs are based on current fuel costs. Fuel surcharges may be assessed by the charter company, if fuel prices rise.
5. Concessions: One free double package for every 15 paying students.
6. Baggage Allowance: One suitcase, one instrument and one carry-on are allowed per person. Each group is responsible for any excess charges over normal baggage allowance
7. Rooming Lists: A completed rooming list is due six weeks prior to departure.
8. Peak Performance Tours, Inc. (Peak) reserves the right to alter any portion of the tour itinerary if necessary or advisable.
9. Cancellation and Interruption Insurance is available, but not required. Policy information will be provided upon request. All claims are to be made directly with the insurance company and are not the responsibility of Peak.
10. This group has been designated as a student/youth group. The required advance security deposit has been waived in lieu of a letter of responsibility. A signed copy of this contract should accompany your deposit.
11. Peak does not own or operate any entity which is to or does provide goods or services for your trip including, for example, arrangements for or ownership or control of lodging facilities, airline, vessel, bus or other transportation companies, local ground operators, providers or organizers of optional excursions, food service or entertainment providers, etc. All such persons and entities are independent contractors. As a result, Peak is not liable for any negligent or willful act or failure to act of any such person or entity, or of any third party. Without limitation, Peak is not responsible for any injury, loss, or damage to person or property, death, delay or inconvenience in connection with the provision of any goods or services occasioned by or resulting from, but not limited to, acts of government, acts of God, force majeure, acts of war or civil unrest, insurrection or revolt, strikes or other labor activities, criminal or terrorist activities of any kind or the threat thereof, overbooking or downgrading of accommodations, structural or other defective conditions in lodging facilities (or in any heating, plumbing, electrical or structural problem therein), mechanical or other failure of airplanes or other means of transportation or for any failure of any transportation mechanism to arrive or depart timely, dangers associated with or bites from animals, pests or insects, epidemics or the threat thereof, sanitation problems, food poisoning, disease, lack of, access to or quality of medical care, difficulty in evacuation in case of a medical or other emergency, or for any other cause beyond the direct control of Peak.
12. Any dispute concerning this contract, the brochure or any other advertising material concerning the trip or the trip itself must be resolved exclusively by binding arbitration in Philadelphia, Pennsylvania pursuant to the commercial rules of the American Arbitration Association then existent. In any such arbitration, substantive Pennsylvania law will apply to all issues. The arbitrator and not any federal, state, or local court or agency shall have exclusive authority to resolve any dispute relating to the interpretation, applicability, enforceability, conscionability, or formation of this contract, including but not limited to any claim that all or any part of this contract is void or voidable.

AGREED TO AND ACCEPTED BY_____
Signature of Director/Agent Date

NAME OF GROUP_____

1720 Kendarbren Drive, Suite 722, Jamison, PA 18929 · E-mail:br@peakperformancetours.com
Phone: 215.598.8690 Fax: 267.483.1851

Revised 07/17/13 #8

REQUEST FOR FIELD TRIP

ALL FIELD TRIP FORMS MUST BE FAXED (203-574-8010) OR EMAILED TO THE SCHOOL'S INSTRUCTIONAL LEADERSHIP DIRECTOR.
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[x] **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 5, 2016

Name of Travel Agency (if applicable): _____

1) Requested by: Ana Garcia / Micaela Grella | Crosby HS | 11/12 Italian and International Lang. Club
Name of Staff Member | School | Grade level/Subject

2) How many students? 20

3) Name of destination: Queens Theatre in the Park

4) City/State of destination: Queens, New York 11368 New York City 10010

5) Departure: Thursday | March 17, 2016 | 7:30 a.m
Day | Date | Time

6) Return: Thursday | March 17, 2016 | 4:00 p.m
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 Units 1-6 Novice Mid/ Novice High for Italian Levels 1 and 2. The field trip covers beyond the set Waterbury curriculum for Italian Levels 3 and 4.

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

4.1 Compare language (pronouns)
4.2 Compare cultures
L9-10.3 Knowledge of Language
L11-12.6 Vocabulary Acquisition and Use

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

How do I use my understanding of culture to communicate and function appropriately in other cultures?

How do people of Italian culture feel in regards to their environment? Identify cultural similarities and differences in the interactions across cultures?

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

-How to interact with people of other cultures in a meaningful way
-Genuine conversations with native speakers of the target language

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

-I will assess student learning in oral form by conducting in and out of class conversations in the target language related to the their learning experience in a new learning environment and the ways we can compare the experience to their world at large .
-I will also assess students' learning in written format by requiring them to write a descriptive essay in related to their experience in the target language.

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

-This field trip will provide students the opportunity to experience the Italian culture in a genuine and meaningful way in order to reinforce and expand their knowledge of other disciplines and vice versa.

14) Transportation: Type/name of Approved PUC Carrier

J & R Tours Ltd
80 Edison Avenue
Mout Vernon New York

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

Name	Phone Number	Name	Phone Number
1. Ana Garcia	203-574-8061	4	
2.Micaella Grella	203-574-8061	5.	
3		6	

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

Teacher(s) as chaperones: Ana Garcia

Aides(s) as chaperones: Micaella Grella

Parent(s) as chaperones: Ilea Gonzalez

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 Contribution and International Language club Funds

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

$60.00

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

20) What is the approximate cost all chaperones?

none

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

Teacher	Subject/Grade	Teacher	Subject/Grade
Ana Garcia	Spanish 9-12	4.	
2. Micaela Grella	Italian 9-12	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 ☐ Shelley Ireland RN 2-11-16

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 ☐

Jodi L. Gaines 2-11-16

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 ☐

2-17-16

Signature of Superintendent/Designee/ILD Date

2/17/16

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

#9

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

[x] **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: January 13, 2016 Name of Travel Agency (if applicable): _____

1) Requested by: Mr. Jason Schumacher Crosby High School Music 9-12

Name of Staff Member School Grade level/Subject

2) How many students? 45

3) Name of destination: New York City

4) City/State of destination: Broadway New York City – Phantom of the Opera

5) Departure: Thursday April 7, 2016 7:30A.M..

Day Date Time

6) Return: Thursday April 7, 2016 7P.M..

Day Date Time

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

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

Responding to a live professional musical performance.

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

MU:Re9.1.EIIIa - Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision -making, research, and understanding of contexts.
CCSS.ELA-LITERACY.W.10-12.2- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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

How do the students respond to their experience of this performance? Essential Question: ~~How do we judge the~~ quality of musical work(s) and performance(s)?

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CLERK
BOARD OF EDUCATION

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

Interpreting and accuracy of performance.

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

Viewing the performance and a written critique.

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

Students will have the opportunity to view professionals and they will perform music based on what they experienced. Style and Interpretation will be emulated by the students where appropriate,

14) Transportation: Type/name of Approved PUC Carrier

Land Jet Bus

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

Name	Phone Number	Name	Phone Number
1 Mr. Jason Schumacher	203-574-8061	4	
2.Mr. Forcucci	203-574-8061	5.	

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

Teacher(s) as chaperones: Mr. Forcucci, Mr. Schumacher, Mrs. Nolan
Aides(s) as chaperones: Mrs. Nowell
Parent(s) as chaperones: Mrs.Schumacher, , Mrs. Forcucci,, Mrs. Nilan, Mr. Ebnoti, Mrs. Rodriquez, Mrs. Ortiz

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.)

Grinders

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

$105.00

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

20) What is the approximate cost all chaperones?

$105.00

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

Teacher	Subject/Grade	Teacher	Subject/Grade
1. Mr. Schumacher	Music 9-12	4.	
2. Mr. Forcucci	Music 9-12	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 ☐ Shelley Ireland RN 1-14-16

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 ☐

Jack L Gopsill 1-14-16

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 ☐

2-3-16

Signature of ~~Superintendent~~/Designee/ILD Date

2/3/16

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.

#10

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

[X] **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: Tuesday February 2, 2016 Name of Travel Agency (if applicable): N/A

1) Requested by: M.VAGNINI -WAMS MUSIC 6-12

Name of Staff Member School Grade level/Subject

2) How many students? 50

3) Name of destination: First Congregtional Church of Agawam, AND SIX FLAGS AMUSEMENT PARK

4) City/State of destination: AGAWAM, MA

5) Departure: FRIDAY, JUNE 3,2016 9 A.M.

Day Date Time

6) Return: FRIDAY JUNE 3 2016 9 P.M.

Day Date Time

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

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

THIS PERFORMANCE IS A COMPREHENSIVE ASSESSMENT OF SKILLS AND KNOWLEDGE ACQUIRED DURING THIS SCHOOL YEAR.

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

STATE STANDARD #2 PERFORM (SELECT, ANALYZE, INTERPRET,REHEARSE, EVALUATE,REFINE AND PRESENT)DIVERSE ART WORKS IN EACH ART FORM.
CCT DOMAIN 4 INSTRUCTION FOR ACTIVE LEARNING (4C)
CCT DOMAIN 5 ASSESSMENT FOR LEARNING (5 A&B)

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

HOW DO OUR STUDENTS HANDLE THE PRESSURE OF A MUSIC COMPETITION?
HOW DOES THE WAMS BAND AND MS CHORUS PERFORMANCE COMPARE TO OTHER BANDS AND CHORAL GROUPS COMPARE TO OTHER BANDS FROM THIS REGION AND BEYOND?

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

STUDENTS WILL BE ABLE TO RECOGNIZE AND APPRECIATE A HIGH QUALITY OF MUSICAL ACHIEVEMENT BY THEMSELVES AND THEIR PEERS. BOTH GROUPS MUST MAINTAIN PROFESSIONALISM AND DISCIPLINE THROUGHOUT THE PERFORMANCE PROCESS.

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

STUDENTS WILL WRITE A RESPONSIVE ESSAY ON THEIR EXPERIENCE OF THIS COMPETITION.

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

A CHORAL AND BAND MUSIC COMPETITION

14) Transportation: Type/name of Approved PUC Carrier

ALL STAR BUS COMPANY

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

Name	Phone Number	Name	Phone Number
1. MVAGNINI	203-573-6300	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: M.VAGNINI, P.STERLING, M.CASE
Aides(s) as chaperones:
Parent(s) as chaperones: Mrs. Soto, Mrs. Parker, Ms. Neri, Mrs. Patrick, Ms. Fedrick,Ms. Cruz, Mr. Walker, Mrs. Blake, Mrs. Kenyon, Mrs DellaRosa,Mr. Dadamo,Mrs. Faria,

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 FUNDS, SCHOOL MUSIC DEPT FUNDS

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

$58.00. PER STUDENT

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? 3 **(If none specify)**

Teacher	Subject/Grade	Teacher	Subject/Grade
M.VAGNINI	MUSIC 6-12	4.	
2.		5.	
3.M.CASE	MUSIC 6-12	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 ☐ Maria M. Lavelle (Gabri) 2.2.16

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) medical needs have been made Yes ☑ No ☐

Laura F. Elias 2-2-16

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 ☐

DOM 2-3-16

Signature of Superintendent/Designee/ILD Date

D. M. 2/3/16

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.

Revised 07/17/13

#11

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

[X] **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: 1/28/16 Name of Travel Agency (if applicable): _____

1) Requested by: Joseph Brady | WAMS | H.S. Mathematics
Name of Staff Member | School | Grade level/Subject

2) How many students? 37

3) Name of destination: Liberty Science Center

4) City/State of destination: Jersey City, NJ

5) Departure: Thursday (Day) | 3/17/16 (Date) | 5:00 AM (Time)

6) Return: Thursday (Day) | 3/17/16 (Date) | 6:00 PM (Time)

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

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

Mathematical Modeling
Functions and Their Graphs

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

CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.
CCSS.MATH.PRACTICE.MP4 Model with mathematics.

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

How can mathematical models be used to predict future values?

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

Make connections between math, science, and technology.
Model and interpret data.

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

Students will write a reflection on their experiences. Students will create scatter plots of data related to information from the Liberty Science Center. Students will find mathematical models that best fit the data and use the models to predict future values.

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

Students will explore exhibits that connect math, science, and technology. Students will view a live surgery and have the opportunity to ask questions regarding the procedure. Students will connect research done prior to the trip with information and exhibits explored on the trip.

14) Transportation: Type/name of Approved PUC Carrier

Land/Jet Inc.

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

Name	Phone Number	Name	Phone Number
1. Joseph Brady	203-573-6300	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: Joseph Brady, Meaghan Macary

Aides(s) as chaperones: Sam Brown

Parent(s) as chaperones: Dennis Brady

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?

$83

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

20) What is the approximate cost all chaperones?

$148

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

Teacher	Subject/Grade	Teacher	Subject/Grade
1. Joseph Brady	H.S. Mathematics	4.	
2.Meaghan Macary	H.S. Mathematics	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: 1-28-16

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: 1-28-16

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: 2-4-16

2/4/16

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.

#12

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

[x] **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: 1/31/16 Name of Travel Agency (if applicable): _____

1) Requested by: Elaine Strobel WHS

Name of Staff Member School Grade level/Subject

2) How many students? 50

3) Name of destination: Basketball Hall of Fame and Boston Celtics Basketball Game

4) City/State of destination: Springfield and Boston MA

5) Departure: Wednesday 3/16/16 10:00

Day Date Time

6) Return: Wednesday 3/16/16

Day Date Time

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

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

This field trip supports the Basketball Unit of the Competition Sport Skills Unit. The trip and unit incorporates the guiding principles found in Wilby High School's Self Directed Learner rubric.

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

H.14.3. Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships
H.14.4. Seek personally challenging experiences through physical activity as a means to personal growth
H.14.6. Experiment with new physical activities as part of a personal improvement plan

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

What can I do to be physically active, and why is this important?
How can I promote the value of healthy and balanced living for myself and my family, school and community?

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

Students will become familiar with the history of basketball and experience a professional basketball game.

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

Each student will use basketball skills professionals played and incorporate them into the basketball unit.

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

Students will explore the history of the game. They will also see a professional game which will make a connection between school and community.

14) Transportation: Type/name of Approved PUC Carrier

Land/ Jet Bus

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

Name	Phone Number	Name	Phone Number
1. Elaine Strobel	203 574 -8100	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: Elaine Strobel, Anita Watkins, Francis Spring, Eddie Tiru, Emmanuel Martinez

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.)

Students will pay for themselves.

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

$ 100.00

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

20) What is the approximate cost all chaperones?

$100.00

21) How many substitutes are necessa ☐ **(If none specify)**

Teacher	Subject/Grade	Teacher	Subject/Grade
Elaine Strobel	Physical Education	4. Eddie Tiru	Bi-lingual Education
France Spring	Math	5. Emmanuel Martinez	Bi-lingual Education
Anita Watkins	Family Consumer Science	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 ☒ N ☐ Signature of School Nurse 1/26/16 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) medial needs have been ma ☑ Yes ☐ No

Dawn Kaleen
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 2-3-16 Date

2/3/16

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 _____

#13

COMMITTEE ON SCHOOL FACILITIES & GROUNDS

WORKSHOP: **Thursday, February 25 2016 (Reed)**
BOARD MEETING: **Thursday, March 3, 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
M. Magda	Wilby café: Friday, March 18th 6:30-9:30 pm (Sadie Hawkins dance)
K. Effie	WAMS library: Tues.,March 22nd 6:00-8:30 pm (workshop on bullying for parents) WAMS café: Thurs., March 24th 5:30-8:30 pm (PTSO middle school dance)
C. Lindley	Career Academy: Fri., Feb. 26th 6:30-9:00 pm (Junior Class fundraiser)
D. Currier	Chase café: Tues., March 8th 5:30-7:30 pm (Family Math Night)
M. Rocco	Career Academy: March 8th (snow date: 3/16) , April 13th and May 10th 3:45-6:45 pm (Homeless Shelter Family Nights)
D.Bakewell	Sprague gym: Thurs., March 3rd 4:30-7:00 pm (Family Literacy Night)
Dr. Frageau	Duggan café: Tuesdays starting 3/1/16 2:30-4:00 pm (Food Corp after school program)
T. St.Pierre	Duggan gym & café: Mondays Mar. 7th thru June,2016 2:30-4:30 pm (after school program with Girls, Inc.)

Approved:

John Theriault

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

8032

FEB 17 2016

SCHOOL PERSONNEL USE ONLY

DATE: 2/12/16

TO: SCHOOL BUSINESS OFFICE

FROM: Matthew Magda WHS ADVISOR

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

NAME OF SCHOOL REQUESTED: WILBY HIGH

☐ Auditorium ☐ Gymnasium ☐ Swimming Pool ☒ Cafe/Rooms (just cafe)

DATES REQUESTED: MARCH 18, 2016

FROM: 6:30 am/pm TO: 9:30 am/pm

FOR THE FOLLOWING PURPOSES:

SADIE HAWKINS DANCE SPONSORED BY THE WILBY HIGH NATIONAL HONOR SOCIETY

Matthew Magda, NHS Advisor
Jennifer Coy-Ramos NHS President
APPLICANT

Matthew Magda

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



Please give form to Nicole Steck

FEB 11 2016

SCHOOL PERSONNEL USE ONLY

DATE: 2·11·16

TO: SCHOOL BUSINESS OFFICE

FROM: WAMS

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

NAME OF SCHOOL REQUESTED: WAMS

☐ Auditorium ☐ Gymnasium ☐ Swimming Pool ☐ Café/Rooms

☒ Library

DATES REQUESTED: 3/22/16

FROM: 6 am/(pm) TO: 8:30 am/(pm)

FOR THE FOLLOWING PURPOSES:

Workshop on Bullying (for parents)

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

Please give form to Nicole Steck

FEB 22 2016

SCHOOL PERSONNEL USE ONLY

DATE: 2-19-16

TO: SCHOOL BUSINESS OFFICE

FROM: WAMS

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

NAME OF SCHOOL REQUESTED: WAMS

☐ Auditorium ☐ Gymnasium ☐ Swimming Pool ☒ Café/Rooms

DATES REQUESTED: 3/24/16

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

FOR THE FOLLOWING PURPOSES:

PTSO MS Dance

Kym Eng for the PTSO
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.

OK

FEB 19 2016

SCHOOL PERSONNEL USE ONLY

DATE: 2/19/2016

TO: SCHOOL BUSINESS OFFICE

FROM: Carly Lindley
UCA Teacher

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

NAME OF SCHOOL REQUESTED: UCA

☒ Auditorium ☒ Gymnasium ☐ Swimming Pool ☐ Café/Rooms Classroom 1st flor, cafe, Gym

DATES REQUESTED: Friday, Feb. 26, 2016

FROM: 6:30 am/(pm) TO: 9:00 am/(pm)

FOR THE FOLLOWING PURPOSES:

Junior class fundraiser.

Carly Lindley
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 22 2016

SCHOOL PERSONNEL USE ONLY

DATE: 2/22/16

TO: SCHOOL BUSINESS OFFICE

FROM: Doreen Currier

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

NAME OF SCHOOL REQUESTED: H.S. Chase Elementary School

☐ Auditorium ☐ Gymnasium ☐ Swimming Pool ☒ Café/Rooms

DATES REQUESTED: March 8, 2016

FROM: 530 am/pm TO: 730 am/pm

FOR THE FOLLOWING PURPOSES:

Family Math Workshop

Doreen Currier
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

FEB 22 2016

DATE: 2/18/16

TO: SCHOOL BUSINESS OFFICE

FROM: Margaret Rocco

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

NAME OF SCHOOL REQUESTED: Wtby. Career Academy

☐ Auditorium ☑ Gymnasium ☐ Swimming Pool ☑ Café/Rooms

DATES REQUESTED: March 8, 2016 (snowdate 3/16), April 12th and May 10th

FOR THE FOLLOWING PURPOSES:

3 45 - 6 45 pm Homeless Shelter Family Nights (Project Love)

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 23 2016

SCHOOL PERSONNEL USE ONLY

DATE: 2-23-16

TO: SCHOOL BUSINESS OFFICE

FROM: Diane Bakewell

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

NAME OF SCHOOL REQUESTED: Sprague

☐ Auditorium ☒ Gymnasium ☐ Swimming Pool ☐ Café/Rooms

DATES REQUESTED: March 3, 2016

FROM: 4:30 am/pm TO: 7:00 am/pm

FOR THE FOLLOWING PURPOSES:

Sprague School
Family Literacy 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.

02/23/2016 09:34 2035736622 PAGE 01

FEB 23 2016

SCHOOL PERSONNEL USE ONLY

DATE: 2-19-16

TO: SCHOOL BUSINESS OFFICE

FROM: P Ragean

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

NAME OF SCHOOL REQUESTED: Duggan

☐ Auditorium ☐ Gymnasium ☐ Swimming Pool ☒ Café/Rooms

DATES REQUESTED: Tuesday 2:30 - 4:00 Beginning March 1st FCS

FROM: 2:30 am/pm TO: 4:00 am/pm

FOR THE FOLLOWING PURPOSES:

Food Corp Afterschool program

Catherine Ragean
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 23 2016

SCHOOL PERSONNEL USE ONLY

Date: 2/22/16

TO: SCHOOL BUSINESS OFFICE

FROM: DUGGAN SCHOOL

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

NAME OF SCHOOL REQUESTED: DUGGAN SCHOOL Rm 122

○ Auditorium ✓ Gymnasium ○ Swimming Pool ✓ Café/Rooms

DATES REQUESTED: Program Begins March 7th every Mondays till End of year

FROM: 230 am/pm TO: 4:30 am/pm

FOR THE FOLLOWING PURPOSES:

After school program starts March 7th girls Inc.

Tina St Pierre

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.

#14

COMMITTEE ON SCHOOL FACILITIES & GROUNDS

WORKSHOP: **Thursday, February 25, 2016 (Reed)**
BOARD MEETING: **Thursday, March 3, 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.

GROUP	FACILITIES AND DATES/TIMES
Save Girls on F.Y.E.R. Jacquee Porter	WAMS atrium & 2 rooms: Sat., April 16th 9am-3pm (empowerment conference for women)
Elizabeth Esty Stephanie Podwell	Career Academy lobby & cafe: Monday, May 9th 5:00-8:00pm (Congressional Convention)

REQUESTING WAIVERS:

Literacy Volunteers of Greater Wtby. Tina Agati	Career Academy café: Sat., Apr. 9th 9am-3pm (Festival of cultures/Volunteers Appreciation Event) (Snow Date: 4/30/16) ($588.)
Grandville Academy Maurice Mosley	Career Academy café, lobby, classrms.: Sat.,May 7th 8:00am-3:00pm (Symposium on Human Trafficing) ($672.)
Long Hill Bible Church Eric K. Lott	Rotella aud,café: Sat.,Mar. 19th 4:00-9:00pm (church performance) ($460.)
Rivera Foundation Matthew Ocasio	Kennedy gym: Sunday, Mar 6th & 13th 9am-3pm (middle school basketball) ($1176.)

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

Waterbury Wizards Bill Maisto	Maloney gym: Tuesdays 3/15-6/14 5:30-8:00pm Gilmartin gym: Wednesdays 3/2-6/15 5:30-8:00pm (basketball practice & games)
Hoops 4 Life D. Fryer	Reed gym: 4/11-6/8 2-3 weeknights per week 4:45-9:00 pm (basketball practices & games) WSMS gym: 4/11-6/9 2-3 weeknights per week 4:45-9:00 pm (basketball practice & games) Duggan gym: 4/12-5/19 10 weeknights 5:00-9:00 pm (basketball practices)

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:

Dancers, Inc.
Holy Cross
Sacred Heart

FEB 19 2016

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# PO Box 1316 Wtby, CT 06720

APPLICANT Jacquee Porter NAME OF ORGANIZATION SAVE GIRLS ON FYER

ADDRESS 3166 Edgewood Ave (street) Wtby (city) CT (state) 06706 (zip code) TELEPHONE # 203-560-3771

SCHOOL REQUESTED W.A.M.S DATES 4/9/2016 ROOM(S) open auditorium 2 classrooms

OPENING TIME 9 CLOSING TIME 3 PURPOSE Empowerment Conference for Mothers & Daughters

ADMISSION (if any) YES - TBD CHARGE TO BE DEVOTED TO Mission & Purpose of Organization

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

SIGNATURE OFAPPLICANT Jacquee Porter DATE 12/20/15

PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:
Jacquee Porter - Address above

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

SCHEDULE OF RATES: CUSTODIAL FEES: $42/HR plus 1 HR service per custodian

RENTAL FEES: _____

MISCELLANEOUS FEES: _____

SECURITY DEPOSIT $ 250. INSURANCE COVERAGE _____ YES _____ NO

PLEASE READ THE FOLLOWING CAREFULLY

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

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

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

THERE WILL BE NO ACTIVITIES DURING SCHOOL OPEN HOUSE.

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

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

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

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

PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.

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

APPROVAL DATE _____ _____
SCHOOL BUSINESS OFFICE

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

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

Board

FEB 22 2016

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

APPLICANT Stephanie Podewell NAME OF ORGANIZATION Friends of Elizabeth Estey

ADDRESS PO Box 61 (street) Cheshire (city) CT (state) 06410 (zip code) TELEPHONE # 203-699-9621
617-935-9453 cell (first

SCHOOL REQUESTED Waterbury Career Academy DATES May 9, 2016 ROOM(S) Case - Lobby area

OPENING TIME 6:00PM CLOSING TIME 8:00PM PURPOSE Congressional Convention

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

APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT ADULTS 300 CHILDREN _____

SIGNATURE OF APPLICANT Stephanie Podewell DATE 2/20/16

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

(SAME)

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

* Podium, microphone, American flag, room set up with 300 chairs auditorium style

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

RENTAL FEES: _____

MISCELLANEOUS FEES: _____

SECURITY DEPOSIT $_____ INSURANCE COVERAGE_____ YES_____ NO

PLEASE READ THE FOLLOWING CAREFULLY

Monday the May 9th 6-8pm

5:00pm set-up

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.

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APPROVAL DATE _____ _____
SCHOOL BUSINESS OFFICE

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

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

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 10 2016

Book

APPLICANT Tina Agath NAME OF ORGANIZATION Literacy Volunteers of Greater Waterbury

ADDRESS 267 Grand St Waterbury CT 06702 TELEPHONE # 203-754-1164
(street) (city) (state) (zip code)

SCHOOL REQUESTED Waterbury Career Academy DATES April 9 2016 Snow April 30 2016 ROOM(S) Cafeteria / Rest Rooms

OPENING TIME 9 am CLOSING TIME 3 pm PURPOSE "Festival of Cultures" Volunteer Appreciation Event

ADMISSION (if any) N/A CHARGE TO BE DEVOTED TO —

APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 125 CHILDREN 25

SIGNATURE OFAPPLICANT Tina Agath DATE 2-9-16

PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:
Tina Agath 267 Grand Street Waterbury CT 06702 203-754-1164

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. TA (PLEASE INITIAL)

(Ck #588)

SCHEDULE OF RATES: CUSTODIAL FEES: $42/hr plus 1 hr service per cust.

RENTAL FEES:

MISCELLANEOUS FEES:

SECURITY DEPOSIT $ 250.00 INSURANCE COVERAGE OK YES NO

PLEASE READ THE FOLLOWING CAREFULLY

Saturday April 9th 9AM - 3PM

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.

* Snow Date 4-30-16

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.

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

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

APPLICANT/ORGANIZATION: Literacy Volunteers of Greater Waterbury

Please check below specific item(s):

Building Usage Fees ☑ Custodial Fees ☑

SCHOOL/ROOMS REQUESTED: Waterbury Career Academy Cafeteria

DATE(S): April 9 2016	TIMES: 9am - 3pm
DATE($): Snow Date: April 30 2016	TIMES: 9am - 3pm
DATE(S):	TIMES:
DATE(S):	TIMES:
DATE(S):	TIMES:
DATE(S):	TIMES:

2-9-16
Date

Tina Agosti
Signature

OFFICE USE ONLY

List total cost of fees being requested to be waived:

$	$ 506.	$
Building Usage Fees	Custodial Fees	Security Deposit

BOARD USE ONLY

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

ATTEST: _____
Clerk, Board of Education

FEB 11 2016

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

APPLICANT Maurice B Mosley NAME OF ORGANIZATION Granville Academy

ADDRESS 66 RedCoat Rd Waterbury CT 06704 TELEPHONE # 203 598 4101
(street) (city) (state) (zip code)

SCHOOL REQUESTED Career Academy DATES May 7th 2016 ROOM(S) Cafe, Lobby, 5 Rms Class Rms For Fuck ing

OPENING TIME 8:00 am CLOSING TIME 3 pm PURPOSE Symposium on Human

ADMISSION (if any) N A CHARGE TO BE DEVOTED TO

APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 30 CHILDREN 100

SIGNATURE OFAPPLICANT [signature] DATE February 10, 2016

PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:
Maurice Mosley (See above)

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. MM (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES: #42/HR plus 1 HR service per cust, (2) #672.-

RENTAL FEES:

MISCELLANEOUS FEES:

SECURITY DEPOSIT $ INSURANCE COVERAGE ✓ YES NO

PLEASE READ THE FOLLOWING CAREFULLY

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

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

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

THERE WILL BE NO ACTIVITIES DURING SCHOOL OPEN HOUSE.

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

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

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

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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

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

APPLICANT/ORGANIZATION: Granville Academy

Please check below specific item(s):

Building Usage Fees ☑ Custodial Fees ☑

Wiby Career Academy

SCHOOL/ROOMS REQUESTED: Cafeteria, Lobby, 5 classrooms

DATE(S): May 7th — TIMES: 8Am - 3pm

DATE(S): _____ — TIMES: _____

DATE(S): _____ — TIMES: _____

DATE(S): _____ — TIMES: _____

DATE(S): _____ — TIMES: _____

DATE(S): _____ — TIMES: _____

2/10/16
Date

Signature

OFFICE USE ONLY

List total cost of fees being requested to be waived:

$ _____ Building Usage Fees

$ 672.00 Custodial Fees

$ _____ Security Deposit

BOARD USE ONLY

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

ATTEST: _____
Clerk, Board of Education

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

tax exempt
PLEASE INVOICE CONTRACTED

APPLICANT Eric K. Lott NAME OF ORGANIZATION Long Hill Bible Church

ADDRESS P.O. Box 4618 (street) Wtby (city) CT (state) 06704 (zip code) TELEPHONE # 860-250-1912

SCHOOL REQUESTED Wilson Sch DATES 3-19-16 ROOM(S) Aud - Cafe

OPENING TIME 4pm CLOSING TIME 9pm PURPOSE Church Performance

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

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

SIGNATURE OF APPLICANT EK Lott DATE 2-22-16

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

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

SCHEDULE OF RATES: CUSTODIAL FEES: #42/HR plus 1 HR service ($252.)

RENTAL FEES: _____

MISCELLANEOUS FEES: Tech #52/HR ($208.)

SECURITY DEPOSIT $ _____ INSURANCE COVERAGE _____ YES _____ NO

PLEASE READ THE FOLLOWING CAREFULLY

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

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

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

THERE WILL BE NO ACTIVITIES DURING SCHOOL OPEN HOUSE.

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

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

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

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

PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.

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

APPROVAL DATE _____ _____
SCHOOL BUSINESS OFFICE

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

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

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

APPLICANT/ORGANIZATION: Long Hill Bible Church

Please check below specific item(s):

Building Usage Fees ☐ Custodial Fees ☑

SCHOOL/ROOMS REQUESTED: Wilson School

DATE(S): Sat, March 19th TIMES: 4:00-9:00 PM

DATE(S): _____ TIMES: _____

DATE(S): _____ TIMES: _____

DATE(S): _____ TIMES: _____

DATE(S): _____ TIMES: _____

DATE(S): _____ TIMES: _____

2-22-16.
Date

EK Lott
Signature

OFFICE USE ONLY

List total cost of fees being requested to be waived:

$ _____ Building Usage Fees

$ 460.00 Custodial Fees

$ _____ Security Deposit

BOARD USE ONLY

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

ATTEST: _____
Clerk, Board of Education

Book

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

FEB - 9 2016

APPLICANT MATTHEW OCASIO NAME OF ORGANIZATION R.M.F INC

ADDRESS 186 CHERRY ST WTBY CT. 06702 TELEPHONE # (203) 509-9873
(street) (city) (state) (zip code)

SCHOOL REQUESTED KENNEDY H.S. DATES ~~2/5~~ 3-6/~~2/12~~ 3-13 ROOM(S) GYM

OPENING TIME 9am CLOSING TIME 3pm PURPOSE MIDDLE SCHOOL B-BALL

ADMISSION (if any)_____ CHARGE TO BE DEVOTED TO_____

APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 150 CHILDREN 100

SIGNATURE OFAPPLICANT [signature] DATE 02/09/16

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

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

SCHEDULE OF RATES: CUSTODIAL FEES: $42/HR plus 1 HR SERVICE PER CUST. ($117.)

RENTAL FEES:_____

MISCELLANEOUS FEES:_____

SECURITY DEPOSIT $_____ INSURANCE COVERAGE ok YES_____ NO

PLEASE READ THE FOLLOWING CAREFULLY OK

Sundays March 6th at 13th

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.

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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.

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

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

APPLICANT/ORGANIZATION: R. M. F. INC

Please check below specific item(s):

Building Usage Fees ☐ Custodial Fees ☐

SCHOOL/ROOMS REQUESTED: GMY KENNEDY H.S.

DATE(S):	TIMES:
DATE(S): March 06TH	TIMES: 9AM - 3pm 586.-
DATE(S):	TIMES: "
DATE(S): MARCH 13TH	TIMES: " 586.-
DATE(S):	TIMES: "
DATE(S):	TIMES:

02/09/16
Date

Signature

OFFICE USE ONLY

List total cost of fees being requested to be waived:

$ _____ Building Usage Fees

$ 1172.- Custodial Fees

$ _____ Security Deposit

BOARD USE ONLY

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

ATTEST: _____
Clerk, Board of Education

Board

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 19 2016

APPLICANT Bill Maisto NAME OF ORGANIZATION Waterbury Wizards

ADDRESS 50 Country Club Rd Waterbury CT 06708 TELEPHONE # 2037685364
(street) (city) (state) (zip code)

SCHOOL REQUESTED Gilmartin DATES March 2 - June 20 ROOM(S) Gym

OPENING TIME 5:30 CLOSING TIME 8:00 PURPOSE Basketball Practice

ADMISSION (if any) CHARGE TO BE DEVOTED TO

APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 12 CHILDREN

SIGNATURE OF APPLICANT DATE 2-19-16

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

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. BM (PLEASE INITIAL)

SCHEDULE OF RATES; CUSTODIAL FEES:

RENTAL FEES:

MISCELLANEOUS FEES:

SECURITY DEPOSIT $ INSURANCE COVERAGE YES NO

PLEASE READ THE FOLLOWING CAREFULLY

March 2nd To June 15th Wednesday

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.

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

Bank

FEB 19 2016

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

APPLICANT Bill Maisto NAME OF ORGANIZATION Waterbury Wizards

ADDRESS 50 Country Club Rd Waterbury CT 06708 TELEPHONE # 2037685364
(street) (city) (state) (zip code)

SCHOOL REQUESTED Maloney DATES March 15th June 14th ROOM(S) Gym

OPENING TIME 5:30 CLOSING TIME 8:00 PURPOSE Basketball Practice

ADMISSION (if any)_____ CHARGE TO BE DEVOTED TO_____

APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 12 CHILDREN_____

SIGNATURE OF APPLICANT [signature] DATE 2-19-16

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

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. BM (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES:_____

RENTAL FEES:_____

MISCELLANEOUS FEES:_____

SECURITY DEPOSIT $_____ INSURANCE COVERAGE_____ YES_____ NO

PLEASE READ THE FOLLOWING CAREFULLY

March 15th to June 14th
Tuesdays

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

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

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

CONTRACT#

FEB 1, 2016

APPLICANT Dereen Fryer NAME OF ORGANIZATION Hoopsylite, Inc

ADDRESS 31 Rosengarten Dr Wtby CT 06705 TELEPHONE # 203 575-4346
(street) (city) (state) (zip code)

SCHOOL REQUESTED Johnathon Reed school DATES See Attachment ROOM(S) Gym

OPENING TIME 4:45 p CLOSING TIME 9:00 pm PURPOSE Basketball games

ADMISSION (if any) NO CHARGE TO BE DEVOTED TO

APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 20 CHILDREN 40

SIGNATURE OFAPPLICANT Dereen Fryer DATE 2/16/16

PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:
Dereen Fryer 31 Rosengarten Dr Darryl Parker 203 525-6073

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. DP (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES:

RENTAL FEES:

MISCELLANEOUS FEES:

SECURITY DEPOSIT $ INSURANCE COVERAGE YES NO

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

SCHOOL/ROOMS REQUESTED: Johnathon Reed School

DATE(S):	TIMES:
4/11 4/12 4/13 4/14	4:40p - 9pm
4/25 ~~4/26~~ 4/28	4:45p 9pm
5/2 5/3 5/5 5/9 5/10	4:45p 9pm
5/11 5/12 5/16 5/17 5/18	" "
5/19 5/23 5/25 5/26 5/31	" "
6/2 6/6 6/7 6/8	

FEB 17 2016

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

APPLICANT Doreen Fryer NAME OF ORGANIZATION hoops4life, Inc

ADDRESS 232 N. Elm St (street) Wtby (city) CT (state) 06702 (zip code) TELEPHONE # 203 575-4340

SCHOOL REQUESTED West Side Middle DATES See Attachment ROOM(S) Gym

OPENING TIME 4:45pm CLOSING TIME 9pm PURPOSE Basketball game

ADMISSION (if any) NO CHARGE TO BE DEVOTED TO

APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 20 CHILDREN 40

SIGNATURE OF APPLICANT Doreen Fryer DATE 2/17/16

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

Doreen Fryer 31 Rosengarten Dr (203) 232-4578 Darryl Parker 525-6073

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. DF (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES:

RENTAL FEES:

MISCELLANEOUS FEES:

SECURITY DEPOSIT $ INSURANCE COVERAGE YES NO

PLEASE READ THE FOLLOWING CAREFULLY

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

SCHOOL/ROOMS REQUESTED: West side Middle School

DATE(S): 4/11 4/12 4/13 4/14 TIMES: 4 45 - 9 pm

DATE(S): 4/25 4/26 4/28 TIMES:

DATE(S): 5/2 5/3 5/5 5/9 5/10 TIMES:

DATE(S): 5/11 5/12 5/16 5/17 TIMES:

DATE(S): 5/18 5/19 5/23 5/25 5/26 TIMES:

DATE(S): 5/31 6/2 6/6 6/7 6/8 6/9 TIMES:

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 17 2016

APPLICANT Deneen Fryer NAME OF ORGANIZATION Hoop4Life, Inc

ADDRESS 31 Roseaggrten Dr Wtby CT 06702 TELEPHONE # 203 525-4340
(street) (city) (state) (zip code)

SCHOOL REQUESTED Duggan DATES See Attachment ROOM(S) Gym

OPENING TIME 5:00 CLOSING TIME 9:pm PURPOSE Basketball Game

ADMISSION (if any) N/A CHARGE TO BE DEVOTED TO

APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 20 CHILDREN 40

SIGNATURE OF APPLICANT Deneen Fryer DATE 2/17/16

PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION: 203 525.6073
Deneen Fryer 31 Roseaggrten Dr Darryl Parker 203 232-4578

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SCHEDULE OF RATES: CUSTODIAL FEES:

RENTAL FEES:

MISCELLANEOUS FEES:

SECURITY DEPOSIT $ INSURANCE COVERAGE YES NO

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

4/12
4/14
4/26
4/28

5/3
5/5
5/10
5/12
5/17
5/19

5pm - 8pm

#15a

WATERBURY
Public Schools
Today's Students, Tomorrow's Leaders

NORTH END MIDDLE SCHOOL

HALL DUTY MONITOR

Arena

Permanent Substitute JOB DESCRIPTION

GENERAL STATEMENT OF DUTIES:

The Hall Duty Monitor position is strictly non-instructional and works under the direct supervision of the Principal, House Principal or Vice Principal. The main job function is to monitor hallways and common areas to ensure students report to their assigned classrooms on time for scheduled classes

SPECIFIC EXAMPLES OF DUTIES:

- Direct students to the correct classrooms
- Escort students as necessary to their classroom or the administration office when students arrive late, or are wandering in the halls after the late bell has rung
- Routinely inspect exterior entry doors to ensure they are secure throughout the day
- Assist teachers in escorting disruptive students to the administration office for corrective action
- Verify the authenticity of hall pass in possession of students in the hall after the second bell has rung. If in doubt of authenticity of pass, escorts student to the administration office where administrators will take appropriate action
- Maintain communication via portable radios with the administration office and other hall monitors
- Inspect restrooms to ensure students are not loitering or damaging facilities. (same gender assistance may be required)
- Monitor the arrival and departure of school buses to ensure that students arrive and depart safely
- Assist in any other non-instructional directives from a supervisor
- Perform other duties as assigned by the building principal

MINIMUM QUALIFICATIONS:

Associate Degree preferred, High School Diploma required. Experience working with school age children required, preferably in a public or private school setting. Background in military, corrections or similar experience is preferred. Experience in an urban school district and/or a multi-cultural environment preferred

SALARY/BENEFITS/WORK YEAR:

7-8 hours per day depending on school needs. Salary $90 per day (school year). No benefits.
This is a non-union, grant funded position that exists as long as funds are available.

APPLICATION PROCESS:

Applications must be submitted electronically at:
http://www.applitrack.com/waterbury/onlineapp/default.aspx

A copy of diploma or transcripts indicating degree or graduation and three letters of reference must be scanned and uploaded with application.

Closing Date: Wednesday, January 20, 2016

Mr. Daniel S Arena

1191 Peck Lane
Cheshire, CT 06410
dannyperez424@hotmail.com - (860) 919-0801

Contents:

1. Online Application
2. Attachment: Resume
3. Attachment: Transcripts

Prepared for: Anne Phelan
Waterbury Public Schools
Feb 17, 2016 11:13 AM

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Waterbury Public Schools Online Application

Arena, Daniel - AppNo: 7267 Date Submitted: 1/19/2016

Personal Data

Name:	Mr.	Daniel	S	Arena
	(Title)	(First)	(Middle Initial)	(Last)
	Other name(s) under which transcripts, certificates, and former applications may be listed:			
Other:		Dan Arena	Dan Arena	Dan Arena
	(Title)	(First)	(Middle Initial)	(Last)
Email Address:	dannyperez424@hotmail.com			

Postal Address

Permanent Address		**Present Address**	
Number & Street:	1191 Peck Lane	Number & Street:	
Apt. Number:		Apt. Number:	
City:	Cheshire	City:	
State/Province:	CT	State/Province:	CT
Zip/Postal Code:	06410	Zip/Postal Code:	
Country:	United States of America	Country:	United States of America
Daytime Phone:	(860) 919-0801	Phone Number:	
Home/Cell Phone:	(860) 919-0801		

Employment Desired

Open Vacancy Desired:

		Date Last Submitted	Experience in Similar Positions
JobID: 707	**OTHER:** Recruitment & Student Placement Coordinator - ECE Program at Districtwide	Not Submitted	years

Position Desired:

	Experience in Similar Positions
OTHER	
1. OTHER	

Experience

Please list ALL relevant work experience beginning with the most recent.

Current or Most Recent Position		**Employer Contact Information**		**Supervisor/Reference Contact Information**	
State of Connecticut-Dept of Correction Graphic Arts Teacher		42 Jarvis Street Cheshire, CT 06410 203 806-2500		Timothy J. Colley 203-270-2856 Timothy.colley@ct.gov	
Date From - Date To:	11/1993 - 12/2014	**Full or Part Time:**	Full	**Last Annual Salary:**	80,000.00
Reason for Leaving:	Retired				
May we contact this employer?	Yes				
Responsibilities/ Accomplishments at this Position	Responsible for educating inmate youths in the field of graphic arts. My objective was to prepare them for an employable skill. Also, responsible for maintaining a safe and productive learning environment.				

Experience Continued

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Date From - Date To:	-	**Full or Part Time:**	Full	**Last Annual Salary:**	
Reason for Leaving:					
May we contact this employer?	Yes				
Responsibilities/ Accomplishments at this Position					

Education

Please tell us about your educational background beginning with the most recent.

High School Attended: Wilcox Technical School, Meriden, CT
Graduation Status: H.S. Diploma

Colleges, Universities and Technical Schools Attended:

Name and location	Dates Attended: From - To	Major area of study and number of semester hours	Minor area of study and number of semester hours	Degree	Date Conferred or Expected
CT - Central Connecticut State University	06/1995 05/2003	Vocational Education Hrs:	Special Ed. Hrs:	Bachelors	04/2009

	Undergraduate	Graduate
Overall GPA	3.8/4	/4
Major GPA	3.8/4	/4

Highest Degree Attained
Technical Certification

Number of graduate hours beyond your highest degree:

Grad Program Of Study
Vocational Education

List honors, awards or distinctions you have earned:
Vocational Instructor of the Year.
CEA Region I Teacher of the Year.

Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. Please explain how your past personal and professional experience make you a quality candidate for the position for which you are applying.

My background consists of educating youthful offenders. I am applying for the position of Hall Monitor at the North end middle school. I consider myself a good candidate because I have a significant amount of experience in dealing with the youth population. My ability to speak Spanish would be a plus in aiding you with the Hispanic population in regards to monitoring, counseling,translating,

1. Please explain how your past personal and professional experience make you a quality candidate for the position for which you are applying.

mentoring and intervention.

Language Skills

Do you know any language other than English? Yes

Language(s): Spanish
Oral Level: Fluent
Written Level: Fluent

Professional References

	Reference 1 of 3	Reference 2 of 3
Name:	Timothy J. Colley	Mike Nunes
School/Org:	Unified School District #1- Dept of correction	Unified School District #1- Dept of correction
Current Position:	Principal II	Director of Special Education
Home Phone:		
Cell Phone:		
Work Phone:	203-270-2856	860-692-7543
Mailing Address:	24 Wolcott Hill Rd. Wethersfield, CT 06109 > > > > >	> 24 Wolcott Hill Rd. Wethersfield, CT 06109 > > > > >
Email:	Timothy.colley@ct.gov	Mike.nunes@ct.gov
Relationship to Candidate:	Coworker/friend	Coworker/friend
Years Known:	10 plus	Approximately 14 years

	Reference 3 of 3	
Name:	Maria Pirro	
School/Org:	Unified School District #1- Dept of correction	
Current Position:	Principal	
Home Phone:		
Cell Phone:		
Work Phone:	203-806-2572	
Mailing Address:	> Manson Youth Institution 42 Jarvis Street Cheshire, ccccct 06410 > > > > >	
Email:	Maria.pirro@ct.gov	
Relationship to Candidate:	Coworker/friend	
Years Known:	approximately 12 years	

Referrals

How did you hear about employment with us?

District Employee	www.K12JobSpot.com

Additional Information

Disclosures

Contract Status

* Are you currently under contract?	No
If Yes, which district?	
If Yes, when does it expire?	
When may your present employer be contacted?	yes

Professional Status

* Have you obtained tenure status in any other School District?	Yes
If Yes, where?	
If Yes, when?	
* Have you ever been denied tenure?	No

If Yes, explain:

* Have you ever had a teaching certificate or teaching license revoked or suspended?	No

If Yes, explain:

* Have you ever failed to be rehired, been asked to resign a position, resigned to avoid termination, or terminated from employment?	No

If Yes, explain:

* Are you a relative of any board member, administrator, or supervisor who is currently serving the School District?	No
Name:	
Position:	

Disclosures continued

Relationship:

* Can you perform all the essential job function(s) of the position(s) for which you are applying, with or without reasonable accommodation? Yes

List any accommodations:

Retiree Status
Connecticut law places certain restrictions on the employment of individuals who are collecting benefits from the State Teachers Retirement System.
If you are currently collecting such benefits, or have applied for such benefits, please indicate here: -

The Waterbury Public Schools have a vital interest in providing its employees with a safe, healthful and efficient work environment. It is the City's policy to maintain a work place free from drug and/or alcohol misuse and abuse. Employment will be subject to a satisfactory background check, a post-offer medical examination (if required for the position that is offered) and a drug screening in accordance with state and federal law. Your agreement with this form is your consent to the drug test.
* I agree Yes

Legal Information

Please note: Applicants are not obligated to disclose sealed or expunged records.
* Are you eligible to work in the United States? Yes

* Have you ever been convicted of an offense against the law (including military offenses), are you now under charges of any offense against the law? No

If yes, explain, give details below. Show: date, charge, place, court and disposition:

Please Note: A conviction will not necessarily bar you from employment. Facts, such as date of occurrence and rehabilitation will be considered. This information will be used only for job-related purposes and only to the extent permitted by applicable law.

* Have you ever had any indicated finding of child abuse filed in your name? No

If yes, explain, giving dates:

* Does your name appear on any Sex Offender Database in any state or country? No

Equal Opportunity Employer

Waterbury Public Schools is an Equal Opportunity Employer. Waterbury Public Schools ensures equal employment opportunities regardless of race, creed, gender, color, national origin, religion, age, sexual orientation or disability. Waterbury Public Schools has a policy of active recruitment of qualified minority teachers and non-certified employees. Any individual needing assistance in making application for any opening should contact the Department of Human Resources.

Applicant's Acknowledgment and Agreement

I certify that all statements made by me on this application are true, complete and correct to the best of my knowledge and belief. I understand and agree that if I make any misstatements or omissions of fact, I am subject to disqualification or dismissal and to such other penalties prescribed by law or Civil Service Rules and Regulations.
I voluntarily give the Civil Service Commission of the City of Waterbury, CT, or its duly authorized representative the right to make a thorough investigation of my past employment and activities, agree to cooperate in such investigation, and release from all liability or responsibility all persons, companies, or corporations supplying such information.

I, Daniel Arena, agree to all of the terms above. ☒ I agree

DANIEL S. ARENA

1191 Peck Lane, Cheshire, CT 06410 | dannyperez424@hotmail.com | (860) 919-0801

PROFESSIONAL SUMMARY

Motivated vocational educator and printer with over 20 years of experience addressing a variety of student needs while demonstrating my love and passion for teaching and student development.

SKILLS

- Managing classrooms of diverse populations
- Fluent in Spanish
- Computer proficient
- Positive reinforcement
- Student motivation
- Adobe Pagemaker, Photoshop, Print Explosion
- Microsoft Office Suite
- Layout and design, ink mixing, color matching
- Camerawork, multi-color printing
- Finishing and binding

WORK EXPERIENCE

John R. Manson Youth Correctional Institution, Cheshire, CT
Vocational Instructor – January 1995 – December 2014

- Planned, implemented, monitored, and assessed a Correctional Graphics Vocational program which was consistent with State and Federal regulations, and Board of Education goals.
- Planned, evaluated, and revised course content and course materials for all phases of the graphics trade.
- Guided students in using new technologies to support learning and growth for in demand fields.
- Fostered student commitment to learning by connecting course materials to broader themes and current events.
- Supervised and monitored production from start to finish in a maximum security setting.
- Assisted in parole hearings to aid in translation for non-English speaking Hispanic inmates.

McDougall Correctional Institution, Suffield, CT
Correctional Officer – November 1993 – January 1995

- Supervised youth's daily activities, including school, meals and recreation time.
- Built solid relationships with staff and residents to help keep the institution safe and secure.
- Prepared, processed, and maintained forms, reports, logs, records and activity journals.
- Physically restrained juveniles when disturbances required physical intervention.

Walbro Automotive, Meriden, CT
Inspector / Supervisor – September 1992 – September 1993

- Investigated and implemented ideas for quality improvement, increased productivity, and cost reduction.
- Met aggressive production and safety goals while minimizing equipment downtime.
- Managed product quality bi-weekly to guarantee compliance with quality policies, procedures, and systems.
- Performed daily inspections of automotive fuel pumps before they went out for assembly.

Miller Johnson, Meriden, CT
Pressman / Leadmanr – October 1988 – September 1993

- Operated a six-color offset Mieble sheet-fed printing press equipped with a special computer to aid operations.
- Produced high quality multi-color process prints for companies such as Pepperidge Farms and Stanley hardware.
- Supervised the duties and performances of two other lead printers.
- Drove daily production activities with effective communication and leadership.

EDUCATION

Central Connecticut State University, New Britain, CT
Professional Teaching Certification Class of 2004
Wilcox Technical School, Meriden, CT
Major in offset printing, High school diploma, Class of 1973

ACCOMPLISHMENTS

- Nominated and selected for Teacher of the year in Connecticut on two occasions.
- Achieved the "Distinguished Graduate Award" upon completion of correctional training

CTgov

Connecticut State Department of Education

Bureau of Educator Standards and Certification
P.O. Box 150471 - Room 243, Hartford, CT 06115-0471

CT Educator Certification System

Educator ID Card

EIN: 4435045489
DANIEL S. ARENA
USER NAME: ArenaD2

You may access your certification records on-line at:
www.ct.gov/sde/cert

EIN wallet card for your convenience

DANIEL S. ARENA
1191 PECK LANE
CHESHIRE, CT 06410

THE FACE OF THIS CERTIFICATE HAS A TEXTURED BLUE (NOT WHITE) BACKGROUND

STATE OF CONNECTICUT — **State Board of Education**

Stefan Pryor
Commissioner of Education

Nancy L. Pugliese, Chief
Bureau of Educator Standards and Certification

DANIEL S. ARENA
Educator ID Number: 4435045489
PROFESSIONAL EDUCATOR
Certificate Number: C122013001505
April 26, 2014 TO April 25, 2019

Endorsement Code	Endorsement Description	Endorsement Date
090	Occupational Subjects in Connecticut Technical High Schools	4/26/2014
098	Occupational Subjects in Comprehensive High School	4/26/2014
	(End of List)	

Endorsement Write-Ins:
OCCUPATIONAL SUBJECT: GRAPHIC ARTS

(See Important Information On Back)

STATE OF CONNECTICUT
DEPARTMENT OF CORRECTION

OFFICE OF THE COMMISSIONER

Dannel P. Malloy
Governor

James E. Dzurenda
Commissioner

February 3, 2014

Daniel Arena
1191 Peck Lane
Cheshire, CT 06410

Dear Mr. Arena:

I would like to take this opportunity to congratulate you on your 20 years of service with the Connecticut Department of Correction. Please know that your accomplishments and hard work have been instrumental in our success.

On behalf of a grateful state and my office, your contribution to public safety is greatly appreciated.

I wish you well in your future endeavors.

Sincerely,

James E. Dzurenda
Commissioner

JED/ldt

Phone: 860.692.7482 ◆ Fax: 860.692.7483
24 Wolcott Hill Road ◆ Wethersfield, Connecticut 06109
Website: www.ct.gov/doc

An Affirmative Action/Equal Opportunity Employer

Commonwealth of Massachusetts Department of Education

Certificate of Vocational Proficiency

This is to certify that

Anna S. Faina

has satisfactorily completed the prescribed requirements in the

Printing Occupations

course of study pursued in the vocational high school

Plymouth

and is hereby awarded this

Certificate

given under the seal of the Board of Education
this 14th day of June, 1973

William J. Sanders
COMMISSIONER OF EDUCATION

Joseph D. Murphy
ASSOCIATE COMMISSIONER DIVISION OF VOCATIONAL EDUCATION

[illegible]
TECHNICAL SCHOOL DIRECTOR

SAMUEL WARD - BOSTON

#706

WATERBURY
Public Schools
Today's Students, Tomorrow's Leaders

Title I Instructional Tutor
Non-Public Schools
(Yeshiva K'Tana)

Lehrman

General Statement of Duties: Under the supervision of the School Principal, tutor provides educational support to students who are academically at-risk.
(Not limited to the duties listed below)

Specific Examples of Duties: Supports classroom teachers and other faculty to provide academic instructions to students. Performs in-class tutoring services in Math, Reading, Language Arts and other academic areas as needed. Works one-on-one and in small group instructional settings. Collaborates with the classroom teacher and specialists in providing appropriate academic tutoring services and feedback. Maintains a daily log of students receiving services which would include progress reports, problems, concerns and other observations. Works with the teachers to establish remedial groups that may be serviced in the classroom. Generates and corrects material to reinforce skills identified as weak and in need of reinforcement. Polls the teachers to try to establish areas of difficulty experienced by students. Performs other related duties as required by the School Principal or designee.

Qualifications: Connecticut Teaching Certification for elementary or middle school. Certification in remedial reading is preferred. Bilingual experience helpful but not necessary. Must possess the ability to maintain and foster a creative educational environment conducive to learning and participation. Should have demonstrated sensitivity and respect for the needs and feelings of all children while utilizing patience, empathy and positive expectations.

Work Year/Hours of Work: Maximum of 18 hours per week (during school hours) with schedule based on the needs of the students.

Salary: $32.00 per hour **No Benefits**

Note: This is a Part-Time, Grant Funded position, it exist as long as funds are available

APPLICATION PROCESS:

Applications must be submitted electronically at:
http://www.applitrack.com/waterbury/onlineapp/default.aspx
A copy of appropriate certification must be scanned and uploaded with application.

Closing Date: Friday, January 22, 2016

Mrs. yocheved lehrman

273 columbia blvd
waterbury, CT 06710
lehrmany@gmail.com - (203) 5961985

Contents:

1. Online Application
2. Attachment: Resume

Prepared for: Anne Phelan
Waterbury Public Schools
Jan 29, 2016 2:31 PM

These documents were assembled by AppliTrack for the exclusive use of the user listed above. Any unauthorized disclosure, distribution or reproduction is prohibited.

Waterbury Public Schools Online Application

lehrman, yocheved - AppNo: 7397 Date Submitted: 1/13/2016

Personal Data

Name:	Mrs.	yocheved		lehrman
	(Title)	(First)	(Middle Initial)	(Last)

Other name(s) under which transcripts, certificates, and former applications may be listed:

Other:	Miss	yocheved		braun
	(Title)	(First)	(Middle Initial)	(Last)

Email Address: lehrmany@gmail.com

Postal Address

Permanent Address		**Present Address**	
Number & Street:	273 columbia blvd	Number & Street:	
Apt. Number:		Apt. Number:	
City:	waterbury	City:	
State/Province:	CT	State/Province:	
Zip/Postal Code:	06710	Zip/Postal Code:	
Country:	United States of America	Country:	
Daytime Phone:	(203) 5961985	Phone Number:	
Home/Cell Phone:	(347) 5983904		

Employment Desired

Open Vacancy Desired:

		Date Last Submitted	Experience in Similar Positions
JobID: 706	**Tutors:** Title I Instructional Tutor - Yeshiva K'Tana at Yeshiva K'Tana	1/13/2016	2 years

Experience

Please list ALL relevant work experience beginning with the most recent.

Current or Most Recent Position		**Employer Contact Information**		**Supervisor/Reference Contact Information**	
Yeshiva Ktana of Waterbury part time Special Education Teacher		32 hillside ave waterbury, ct 06710 2035284147		Avrumi Brach 2035656581 malkyavrumib@yahoo.com	
Date From - Date To:	02/2015 - 01/2016	**Full or Part Time:**	Part	**Last Annual Salary:**	
Reason for Leaving:					
May we contact this employer?	No				
Responsibilities/ Accomplishments at this Position	Teaching student with auditory processing disorder using Lindamood Bell model				

Experience Continued

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Abe Brach Special Education Tutor		2035656581		abe brach 2035656581 malkyavrumi@yahoo.com	
Date From - Date To:	04/2013 - 06/2013	**Full or Part Time:**	Part	**Last Annual Salary:**	
Reason for Leaving:					
May we contact this employer?	No				
Responsibilities/ Accomplishments at this Position	taught hebrew studies using floortime model				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Ichud Mosdos Hachinuch para		brooklyn, ny			
Date From - Date To:	09/2006 - 06/2007	**Full or Part Time:**	Part	**Last Annual Salary:**	
Reason for Leaving:	moved out of state				
May we contact this employer?					
Responsibilities/ Accomplishments at this Position	assisted classroom teacher in 1st grade self contained special education class				

Education

Please tell us about your educational background beginning with the most recent.

High School Attended: beth jacob day school for girls
Graduation Status: H.S. Diploma

Colleges, Universities and Technical Schools Attended:

Name and location	Dates Attended: From - To	Major area of study and number of semester hours	Minor area of study and number of semester hours	Degree	Date Conferred or Expected
NY - Daemen College	09/2005 01/2007	early childhood special education Hrs:	Hrs:	early childhood special education	01/2007
NY - Excelsior College	08/2004 08/2005	liberal arts Hrs:	Hrs:	bachelors in liberal arts	08/2005

Extracurricular Activities

No activities entered.

Please provide more details regarding your experience or interest in your selected extra curricular activities. For instance, provide details on any experience as a participant at the high school or college level or as a director, coach, supervisor, or sponsor.

Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. Describe the skills or attributes you believe are necessary to be outstanding when working in student support services.

-need to be flexible
-be able to teach in many different modalities as different students learn in different ways

2. How would you address a wide range of issues in your groups?

making sure to prepare material in a way that can benefit more than one level or modality of learning.

Language Skills

Do you know any language other than English? Yes

Language(s): hebrew
Oral Level: Literate
Written Level: Literate

Professional References

	Reference 1 of 3	Reference 2 of 3
Name:	Abe and Malky Brach	leah Grossberg
School/Org:		Ichud Mosdos Hachinuch
Current Position:		
Home Phone:		
Cell Phone:	2035656581, 20356567	
Work Phone:		
Mailing Address:		1233 east 29th st brooklyn, ny 11210
Email:	malkyavrumib@yahoo.com	
Relationship to Candidate:	employee	past coworker
Years Known:	3	1

Professional References cont.

	Reference 3 of 3	
Name:	fraidy leiser	
School/Org:	Masores Bais Yaakov	
Current Position:	teacher	
Home Phone:		
Cell Phone:		
Work Phone:		
Mailing Address:	1480 east 17th st brooklyn, ny 11230	
Email:		
Relationship to Candidate:	past coworker	
Years Known:	3	

Referrals

How did you hear about employment with us?
No method given.

Additional Information

Disclosures

Contract Status

* Are you currently under contract?	No
If Yes, which district?	
If Yes, when does it expire?	
When may your present employer be contacted?	

Professional Status

* Have you obtained tenure status in any other School District?	No
If Yes, where?	
If Yes, when?	
* Have you ever been denied tenure?	No

If Yes, explain:

* Have you ever had a teaching certificate or teaching license revoked or suspended?	No

Disclosures continued

If Yes, explain:

* Have you ever failed to be rehired, been asked to resign a position, resigned to avoid termination, or terminated from employment?	No

If Yes, explain:

* Are you a relative of any board member, administrator, or supervisor who is currently serving the School District?	No
Name:	
Position:	
Relationship:	

* Can you perform all the essential job function(s) of the position(s) for which you are applying, with or without reasonable accommodation?	Yes

List any accommodations:

Retiree Status

Connecticut law places certain restrictions on the employment of individuals who are collecting benefits from the State Teachers Retirement System.

If you are currently collecting such benefits, or have applied for such benefits, please indicate here:	-

The Waterbury Public Schools have a vital interest in providing its employees with a safe, healthful and efficient work environment. It is the City's policy to maintain a work place free from drug and/or alcohol misuse and abuse. Employment will be subject to a satisfactory background check, a post-offer medical examination (if required for the position that is offered) and a drug screening in accordance with state and federal law. Your agreement with this form is your consent to the drug test.

* I agree	Yes

Legal Information

Please note: Applicants are not obligated to disclose sealed or expunged records.

* Are you eligible to work in the United States?	Yes

* Have you ever been convicted of an offense against the law (including military offenses), are you now under charges of any offense against the law?	No

If yes, explain, give details below. Show: date, charge, place, court and disposition:

Legal Information continued

Please Note: A conviction will not necessarily bar you from employment. Facts, such as date of occurrence and rehabilitation will be considered. This information will be used only for job-related purposes and only to the extent permitted by applicable law.

* Have you ever had any indicated finding of child abuse filed in your name? No

If yes, explain, giving dates:

* Does your name appear on any Sex Offender Database in any state or country? No

Equal Opportunity Employer

Waterbury Public Schools is an Equal Opportunity Employer. Waterbury Public Schools ensures equal employment opportunities regardless of race, creed, gender, color, national origin, religion, age, sexual orientation or disability. Waterbury Public Schools has a policy of active recruitment of qualified minority teachers and non-certified employees. Any individual needing assistance in making application for any opening should contact the Department of Human Resources.

Applicant's Acknowledgment and Agreement

I certify that all statements made by me on this application are true, complete and correct to the best of my knowledge and belief. I understand and agree that if I make any misstatements or omissions of fact, I am subject to disqualification or dismissal and to such other penalties prescribed by law or Civil Service Rules and Regulations.
I voluntarily give the Civil Service Commission of the City of Waterbury, CT, or its duly authorized representative the right to make a thorough investigation of my past employment and activities, agree to cooperate in such investigation, and release from all liability or responsibility all persons, companies, or corporations supplying such information.

I, yocheved lehrman, agree to all of the terms above. ☒ I agree

Yocheved Lehrman
(347)598-3904
lehrmany@gmail.com

Work Experience

Yeshiva K'Tana of Waterbruy **2015-2016**
Teaching vocabulary and reading comprehension to a student with Auditory Processing Disorder using the Lindamood Bell model.

Special Educaiton Tutor **2014**
Taught Hebrew studies to a boy with Auditory Processing Disorder using the Floortime Model.

Ichud Mosdos Hachinuch **2006-2007**
Assistant teacher in a self-contained special education classroom. Assisted students to master proficiency in reading, writing and math skills.

Yeshiva Ruach Chaim **2006-2007**
Resource Room teacher for students from 1st-3rd grade. Assisted students to reach grade level math, reading, writing and social goals.

P-3 Provider **2005-2007**
P-3 provider for students ranging from Pre-K- 3rd grade. Assisted students to reach grade level math, reading, writing and social goals.

Comprehensive Network, Inc. **2004-2006**
Health Paraprofessional responsible for a student with developmental delays in the cognitive, physical, social and emotional areas.

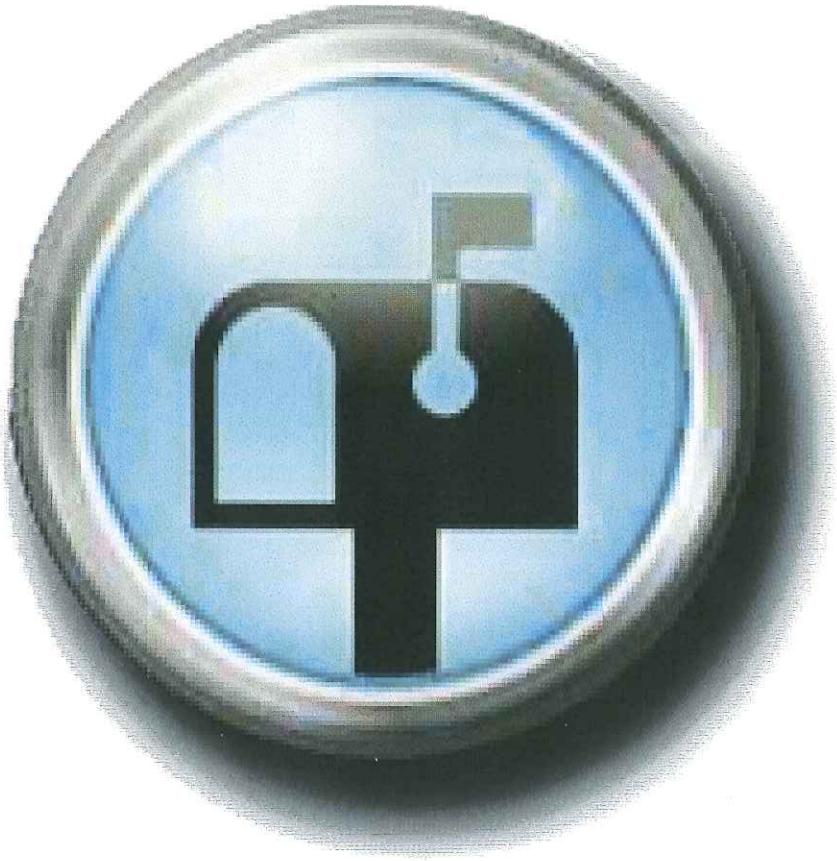
Education

2007 **Daemen College** – Received a Master's Degree in Special Education; Integrated Early Childhood/Special Education, Birth-Kindergarten (112)

2005 **Excelsior College** – Received a Bachelor's Degree in Liberal Arts.

References available upon request.

Communications



Packet week ending 2/23/16

Joyce S. DeCesare, M.S., 6th Yr., LPC, BCPC, DAPA
Licensed Professional Counselor, Board Certified Professional Counselor

390 Middlebury Road • Middlebury, CT 06762 • Phone: (203) 758-9505 • E-Mail: JJDC@SNET.NET

Ms. Carrie Swaine
Clerk, Board of Education
236 Grand Street
Waterbury, Connecticut 06702

February 17, 2016

Dear Mrs. Liz Brown, Chairperson and Members of the Board of Education,

It is with great enthusiasm that I write this letter endorsing the naming of the Waterbury Career Academy Library after Catherine E "Kay" Wyrick.

As a guidance counselor at Crosby High School in the late 70's, I first became acquainted with Mrs. Wyrick when she would enroll a young girl who was placed in foster home into Crosby High School. Once a girl was enrolled, Kay was very diligent about monitoring her attendance, performance and activities. She made herself very visible at the school and every girl was aware that Kay would be very much involved in her educational journey. Kay's goal was to offer girls, with multiple issues a second chance at life.

Kay treated every young woman as if she was her biological child. She was a superb role model not only to the young women she housed but also to me as a young counselor. She taught me how to effectively network for at-risk youth as well as teaching me skillful ways of dealing with young woman who have been wayward.

In 1981, I was both surprised and honored when Kay invited me to be a member of her Pride House Board. Of course I accepted the invitation since I was aware that it would be a superb learning experience working with Kay and one that could never be learned in course work. Having worked so closely with Kay, I felt I became a better counselor and gained a deeper understanding of young women's behavior who had not been exposed to a traditional upbringing.

Her direct manner was most effective in teaching the importance of an education, the development of a sense of independence, respect for one's self and others and most importantly teaching goal setting techniques needed to survive life's setbacks.

During my many years of working with adolescences, it is my belief that no one made more of an impact and was more influential in the lives of young woman than Kay Wyrick.

There is no better way to honor her hard work, love for making a difference in the lives of others and her memory than to name the Waterbury Career Academy Library after Catherine E "Kay" Wryick.

Thank you for your kind consideration regarding this matter.

Sincerely,

Joyce S. DeCesare LPC,BCPC, DAPA

RECEIVED
FEB 18 2016
CLERK
BOARD OF EDUCATION

To Whom It May Concern:

I Knew Kay Wyrosta for many years. I have worked during the original Community Development Agency for 31 years.

I did yearly monitoring reviews of all the social service agencies which the CD Block Grant funded for PRIDE & other. I also dealt with Kay's daughter, Joyce Templeton.

These are upstanding citizens of our city. Kay may not have been a person who likes paper work + follow up, but the City of Waterbury lost a tremendous individual when Kay passed.

She was a compassionate & loving role model for all her kids!

I highly recommend any award, honor or naming of any institution or department after this well deserved human being.

May she rest in peace!

Jean Cipollone

C Jean G. Cipollone
238 Judith Ln. Unit 3
Waterbury, CT 06704

2/14/16

RECEIVED
FEB 17 2016
CLERK
BOARD OF EDUCATION

James Uriano
207 Dinatali Drive
Waterbury, CT 06705

Carrie Swain
Clerk, Board of Education
City of Waterbury

February 17, 2016

Dear Ms. Swain,

I met Kay Wyrick when I was a foreman for the City of Waterbury Welfare Department and Public Works Department.

Kay was a very humble and respected by all who knew her. Kay helped so many people no matter what their problem was. She was professional and compassionate and always took care of it.

I'm so happy that they are considering naming the library at the Waterbury Career Academy after this remarkable woman. It is an honor that is so well deserved.

Thank you.

James Uriano
Former School Commission
and Foreman
City of Waterbury

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FEB 23 2016
CLERK
BOARD OF EDUCATION

Waterbury Opportunities Industrialization Center, Inc.
(WOIC) Joseph Jaynes Center77-79 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