#### **Waterbury Public Schools** 2015 ~ 2016 School Year Calendar

			July			
Sun	Mon	Tue	Wed	Thu	Fri	
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

			Augus	t		
	Mon	Tue	Wed	Thu	Fri	
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	<u>25</u>	<u>26</u>	27	28	29
30	31					

17th-19th - New Teacher Orientation - 7hr. 24th & 25th - Professional Development Day - 7hr. 26th - First Day of School

	September						
	Mon	Tue	Wed	Thu	Fri		
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30				

7th - Labor Day - No School

4 Days

17 Days

23rd - Open House M.S. 5-7pm - Early Dismissal

23rd - Early Dism. - H.S. & Elem-Teacher Collab/PD

30th - Open House Elem. 5-7pm - Early Dismissal

30th - Open House H.S. 7-9pm - Early Dismissal

30th - Early Dismissal - M.S. - Teacher Collab./PD

21 Days

		(	Octobe	er		
	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12th - Columbus Day - No School

13th - No School - Prof. Develop . Day - 7hr.

30th - End of 1st MP: HS/MS/Elem

		N	ovemb	er		
	Mon	Tue	Wed	Thu	Fri	
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

3rd - No School - Prof. Develop . Day - 7hr.

10th - Grade Submission Ends-9AM

11th - Veteran's Day - No School

19th - Distribute 1st MP Report Cards

24th - Pre-K & Kindergarten - End of 1st MP

25th - Early Dismissal - Thanksgiving Recess

26th & 27th - Thanksgiving Recess - No School

		D	ecemb	oer		
	Mon	Tue	Wed	Thu	Fri	
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

2nd - Parent Conference Elem. 5-7pm - Early Dismissal

2nd - Parent Conference H.S. 7-9pm - Early Dismissal

2nd - Early Dismissal - M.S. - Teacher Collab. /PD

4th - Pre-K & Kindergarten - Grade Submission Ends - 9AM 9th - Parent Conference M.S. 5-7pm - Early Dismissal

9th - Early Dism. - H.S. & Elem-Teacher Collab/PD

14th - Pre-K & Kindergarten-Distribute 1st MP Report Cards

24th-31st - Winter Recess - No School

17 Days

#### 20 Days

18 Days

23

16 Days

		,	Januar	у		
	Mon	Tue	Wed	Thu	Fri	
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1st - New Year's Day - No School

4th - School Resumes

6th - Three King's Day - No School

13th - Early Dismissal - Teacher Collaboration/PD

18th - Martin Luther King Jr.'s Day - No School

20th - End of 2nd MP: HS/MS/Elem

28th - Grade Submission Ends-9AM

February							
	Mon	Tue	Wed	Thu	Fri		
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29						
5th Di	otvibuto	2nd MI	Paport	Coude			

5th - Distribute 2nd MP Report Cards

15th - President's Day - No School

16th - Lincoln's Birthday Observed- No School

24th - Early Dismissal - Teacher Collaboration/PD

			March	1		
	Mon	Tue	Wed	Thu	Fri	
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

4th - Pre-K & Kindergarten - End of 2nd MP

14th - Pre-K & Kindergarten - Grade Submission Ends-9AM

22nd - Pre-K & Kindergarten-Distribute 2nd MP Report Cards

25th - Good Friday - No School

28th - End of 3rd MP: HS/MS/Elem

30th - Early Dismissal - Teacher Collaboration/PD

22 Days

#### April 1 4 5 6 9 3 7 8 10 11 12 13 14 15 16

20

27

21

28

22

26 5th - Grade Submission Ends-9AM

18

25

17

13th - Distribute 3rd MP Report Cards

19

18th-22nd - Spring Recess - No School

			May			
	Mon	Tue	Wed	Thu	Fri	
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

4th - Parent Conference Elem. 5-7pm - Early Dismissal 4th - Parent Conference H.S. 7-9pm - Early Dismissal

4th - Early Dismissal - M.S. - Teacher Collab. /PD 11th - Parent Conference M.S. 5-7pm - Early Dismissal

11th - Early Dism. - H.S. & Elem-Teacher Collab/PD

30th - Memorial Day - No School

21 Days

19 Days

June							
	Mon	Tue	Wed	Thu	Fri		
			1	2	3	4	
5	6	7	8	9	10	- 11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30			

1st - Early Dismissal - Teacher Collaboration/PD

9th - Last Day of School - Depending on Weather

\*\* Pre-K - 8th-Grades due 5 days before last day

\*\* Pre-K - 8th-Distribute Report Cards on last day

\*\* H.S. Grade submission ends on last day Last Day of School shall be Early Dismissal

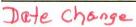
Full Day Professional Development Day

\*Prepared by the Computer Technology Center\*

School Closed School Day

Early Dismissal Professional Development Day

Approved by the BOE as of 9/3/2015- Revised 02/01/16





# Waterbury Public Schools

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

Date: Fabruary 1,2016
Facility or Building Name: Water Dury Career Academy media Room
Proposed building or space to be named: Madia Zoom
Requestor's Name: Dr. James H. Gathy, New Opportunities Requestor's Address: 232 North Elm Street, Waterbury Requestor's Phone Number(s): 203.575.4201
Proposed individual(s) or group for whom the building or space is to be named:
Kay Wyrick
Reasons for naming (attach any additional information to this form):
Sec attached Statement
urticles from: New Opportunities 2006 Annual Reportunities 2006 Annual Reportunities 2006 Annual Reportunities 2006 Mouren 2005  Hartford Courant March 2005  Waterbury Hall of Fame 2000
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):
Please submit this form and any attachments to the Clerk of the Board of Education at 236 Grand Street, 3 <sup>rd</sup> floor, Waterbury, Connecticut 06702 or via email at cswain@waterbury.k12.ct.us

#### Reason for naming

#### Media Room, Waterbury Career Academy

Kay Wyrick, a lifelong community activist effectively used media to promote her message of positive youth development. For over 50 years, Kay advocated for education, jobs and opportunities for low income youth.

Kay had the unique ability to speak bluntly on issues critical to youth. HER MESSAGE WAS CLEAR, DISTINCT AND POINTED. JUST SAY NO TO DRUGS & SEX and GET AN EDUCATION were Kays constant message. There was no need to interpret what Kay was saying or to guess what she wanted you to do – being subtle was not one of her gifts.

For years Kay and her husband, James operated a group home in Waterbury where they would only take high risk, trouble young ladies. Kay taught the teens to be responsible for themselves, ensured that they got an education and were able to work. The young ladies that resided in the Wyrick Group home finished high school, and some went on to complete a college education.

Mrs. Wyrick established the first Fatherhood Program in Waterbury. When a young lady became pregnant, Kay was adamant that the father be involved in the child's life. Kay worked with young men to help them learn how to become Fathers. Growing up as a foster child, Mrs. Wyrick was clear about the value of a Mother and Father in a childs life. Kay established PRIDE – were she was able to leverage dollars to run programs that promoted education, tutoring, after school and summer employment for low income neighborhood children. Kay taught the youth in her program to speak on their own behalf, taking them to conferences across the country where the youth spoke about saying NO TO DRUGS and the POWER OF EDUCATION.

It made no difference who her audience was, Mrs. Wyrick was direct. The message was clear and distinct. The desired outcome was stated in terms where there could be no confusion. A timeframe was expressed as to when the outcome should be met. When Mrs. Wyrick was finished with her message, you knew what the next steps needed to be.

Kay was well known to the newspaper, radio and TV stations. The message of education and jobs for the youth was one that Kay took regularly to the media. If you were the Mayor, a State Representative or Senator, Congressman, Teacher or parent, she would instill her message to key points – a plan that works, money to run the program and people willing to work hard.

#### Sampling of Awards/Recognition given to Mrs. Wyrick

Hiram Hayden Award
Humanitarian Award by the Andersons Boys Club
NAACP Region II Youth Advisor Award
Connecticut Jefferson Award
Waterbury Hall of Fame – Silas Bronson Library
Mayor of the Day – City of Waterbury
Outstanding Parent for National Parents Day
Annie C. Courtney Foundation through its project – the Foster, Adoptive and Kinship
Coalition, Scholarship for foster children in recognition of Mrs Wyricks commitment
to CT's foster children

#### **Associations:**

United Way of Greater Waterbury

Waterbury Hospital

New Opportunities, Inc.

Mayors Task Force of Drugs

Co-Founder National Political Congress of Black Women

Founded the PRIDE – Preserving Racial Identity through Development of Education

American Cancer Society

March of Dimes Model Cities

Member Grace Baptist Church

# In Memory Of....

# Catherine "Kay" Wyrick May 18, 1923 - July 12, 2006

Waterbury as a community both mourned the loss of Kay Wyrick this past summer. Kay Wyrick, born in 1923 was a long time resident of Waterbury and an activist for many years. She believed strongly in helping youths through the challenges of abuse, neglect, teen pregnancy, and substance abuse. She helped develop youth programming that focused on drug, alcohol, and tobacco prevention. Throughout her adult life, she and her husband provided a home to 75 children through foster programs in the community. She encouraged them to lead positive lives, and to develop a strong work ethic.

Mrs. Wyrick initiated many programs and projects, including a group home for girls, the Pride NAACP Youth Center, and Waterbury's Promise. Locally she was involved with the Pearl Street Neighborhood House, United Way, American Cancer Society, Waterbury Hospital, March of Dimes, The Banking Center, Model Cities, Cleanup Campaigns, Summer Jobs for Youth, Major's Task Force of Drugs and the Republican Party. She also co founded a local branch of the National Political Congress of Black Women.

Kay was a long time supporter of New Opportunities from the early days until her passing. She served on New Opportunities' Board of Directors from 1968-1970, 1976-1978, and 1982-1989, and was a long time supporter of the Afro-Latin-Indian-Scholarship Fund.

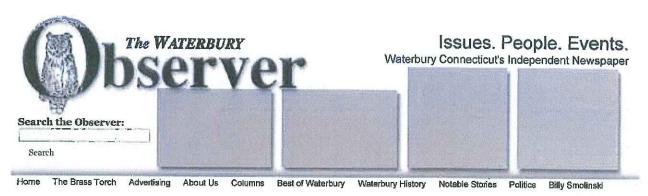


Catherine Wyrick 1923 - 2006

Kay Wyrick threaded racial inequality and injustice in her work as well, including her participation in the local NAACP and fighting to have black history taught in the public schools. A tireless leader, she was a role model for not only the black community, but for all people that work hard to develop strong communities and to lead youth in positive directions.

New Opportunities will miss her leadership and friendship and will treasure always the impact she had on our agency's mission and the community at large.





Translate

#### Community Bulletin Board

Wine, Cheese and Chocolate Night

Jane Doe No More Benefit Concert

Overlook Community Meeting

Memphis Opens in Thomaston

Chamber Awards 2015

Tina Agati Honored By Main Street Waterbury

Dr. Jane Goodall Returns to WCSU

Volunteer of the Year

Grant Helps Waterbury Elizabeth Richard, Inc. Opening in Woodbury

Saturday

Book Talk and Book Fair with Talk Show Host Kara Sundiun

Old State House Explores CT Slave Trade Involvement

#### More Community Listings

User login

Username:	
Password: *	
1	

Log in

Create new account Request new password ONE TOUGH LADY

Tue, 03/01/2005 - 04:00

## No Nonsense Kay Wyrick

Story By Maryanne Moon Boyen



fmerica's Promise too Best Communities too Best Communities

Kay Wyrick could have been a statistic, a mere victim of life's circumstances. At a tender age, she had plenty of fodder for a future of victimhood; born in Hartford in 1923, by the age of nine she was placed in the custody of the State of Connecticut.

The little girl, Katherine Daniels then, did not have the luxury of warm, muffin-filled mornings in a sunlit kitchen with sweet smells wafting around a woman in an apron making breakfast.

By then, Kay's dad was dead, her brother had been sent to Georgia and her "home" was the Long Lane Industrial School for Girls in Middletown.Her mom was simply unable to be a mother.

"Mom was on welfare, drinking herself to death," said 81-year-old Kay, looking back.

But Katherine Daniels "Kay" Wyrick was just too contrary, too stubborn and way too smart to live a

life blown only by the winds of chance. She wanted to chart the course of her life. She did. Then she spent much of her adult life helping Waterbury's young people.

"Kay Wyrick has always been a trailblazer," said Joyce Jones, a retired Waterbury educator. " She has a deep love and affection for children, all children, not just African-American children,"

When asked how and why she overcame a tough childhood, Wyrick said, "I listened. I learned. I learned how to use my head. I was very stubborn and I don't want anyone to think I'm gonna stop."

Her simple advice for youth is to "work, earn and learn." As a nine-year-old, she responded to the guidance of her social worker, whom she affectionately refers to as "Miss Meecum." They kept in touch until the woman died at age 90. "In those days, social workers worked with the kids," said Wyrick.

The Long Lane institution was very structured; Kay loved to work. She still does. Like the old-timers who know that a brisk walk and an orange can do the same thing that a modern therapist does, she believes in the power of work.

Wyrick came to Waterbury as a domestic when she was thirteen. She's worked ever since. She married a saint of a man, retired police officer, James Wyrick, raised two daughters - Joyce and Debbie - with him and together, they have helped over 75 foster children.

Kay worked for a doctor when she got to Waterbury. She was also part of a club called the Go-Getters. One day they were at the Pearl Street Neighborhood House and James arrived. "When he walked in the room, I melted," said Kay. They have been married for over sixty years.

If the referees of life called the Fates, made some unfair calls at the beginning of ber life, they added a make-up call when James Wyrick walked in that room. "He is just a doll, an absolute doll," said Patricia Mayfield, a family friend and retiree from the state of Connecticut.

Wyrick, who frequently wears fishing derby hats with all kinds of anti-this buttons and anti-that messages, is a tough broad. She does not care if she is talking to an errant teenager or a mighty king. She will state what she thinks in terms that leave no doubt about her opinion.

A few years ago, she was at the Connecticut Junior Republic on Prospect Street during a weekday anti-tobacco seminar for teens, in preparation for the annual youth rally against tobacco in Hartford. The moderator was attempting to appeal to the teens' intellects in an obvious long-term approach to change their behaviors. She pointed out the dastardly marketing techniques of tobacco companies; there were copies of internal documents that clearly stated the company was targeting inner city youth because of the stresses on their lives.

Simultaneously, the moderator was very soft on the kids if they happened to be smokers. Again, with a long-term approach, the kids may realize they were played for fools and eventually throw the butts out in defiance. Their self-esteem was being guarded as was their immaturity.

Kay does not have a lot of tolerance for subtlety. "Just tell them not to smoke," she said. "They shouldn't be smoking."

Patricia Mayfield said that she has known Wyrick all of her life. "She has an overall commitment to children."

In the 1960s Wyrick would get buses for kids to see plays in New York or American bandstand-type events in the state.

"She would do anything that was culturally enhancing," said Mayfield.

In those years, Wyrick and her husband James, became foster parents and purchased an old 13-car barn on Caroline Street, creating Pride House. Kay and James made a dorm-room setting for

"troubled" girls. In keeping with the idea that work is good, she taught the teens to take care of themselves.

"Every Saturday, I took them to the laundry mat," she said. "She has a strong sense that you have to be responsible for yourself, not a system," said Mayfield.

Later, in 1967, the couple raised money to purchase the old Salvation Army building at 186 Cherry Street and founded the PRIDE, which stands for Preserving Racial Identity through Development of Education. Today, 37 years later, the building services about 65 children per week from ages 6-18. They do cultural activities like African dance and also have some joint programs with the Connecticut Junior Republic. In February, there will be a Black History Jeopardy event and a Soul Food Extravanza. The PRIDE is open Tuesday through Friday.

Waterbury's Promise is also housed at the PRIDE Cultural Center. The program helps develop youth leadership for inner-city kids and offers healthy lifestyle workshops.

Wyrick is sometimes accused of being too tough, uncompromising. Her intent is pure, though. She does not believe in being other than honest with kids. She knows the ramifications of a wrong turn in their lives. "You have to start out right with 'em," she says. "You can't play with 'em."

She also does not coddle the politicians. She refers to the first Mayor Bergin as "Old Man Bergin." She can pull out encouraging notes from former governor, John G. Rowland. Once, before U.S. Senator Joseph Lieberman ran for vice-president, he was at the PRIDE for a visit. As he walked in the door, surrounded by press, she pointed up to the crumbling ceiling and said, "Would you please help with that?" Then she said hello.

"She will challenge the establishment when it comes to children," said Patricia Mayfield. "She has challenged governors, mayors, political appointees and she has challenged them publicly."

Wyrick says that she always asks the politicians to "come into the hood and see what's happening."

She said that the late Malcolm Baldrige, who worked for Ronald Reagan, used to take her up on the offer. He would play pool in the pool halls with local guys.

Mayfield says that Wyrick thinks we have over-researched and over-analyzed things concerning youth.

"Why does it have to be so complicated? "asks Wyrick. She has no more patience for studies. " I have never seen so much money coming into Waterbury for studying," she said. "Enough is enough."

Wyrick likes the No Child Left Behind law. "I love it," she says. She thinks keeping kids active, having the right mentors and finding jobs are keys to success. It's simple in Kay's mind. Work, earn, learn.

It's simple to Kay. Get everybody who deals with youth-from churches to social services to the stateat the same table. Have a good plan and good people and then work together.

"You need a plan that's gonna work," she said. "You need people. You need money. They are all components. You have to have the people who are dedicated," she said. She bristles at the complexity of issues today. "Do you remember the war on poverty? Well, nothing has changed," she says matter-of-factly.

Briarsen Burke is a 19-year-old college student who is also the program director at the PRIDE. He attended the after-school programs as a Wilby High School student before he graduated in 2003.

"Her no-nonsense approach works," said Briarsen. He would know. He said that there were days when he went home complaining that he would never return to the PRIDE. And he did, again and again.

It's not true that nothing has changed. Much has changed and Kay Wyrick has been in the forefront. She is in the Silas Bronson Library's Waterbury Hall of Fame. She received the 2002 Lifetime Achievement Award from the Connecticut State African American Affairs Commission in their third annual awards ceremony. She has been a member of the NAACP for over fifty years.

The Masons gave her a community service award. She has been honored by the Waterbury Bar Association and the Anderson Boys' Club. She founded the Waterbury Chapter of the National Congress of Black Women and the Waterbury Parenting Coalition International, Inc. She has been a member of the juvenile justice advisory committee at the state for years.

Though she is over eighty years old, and her body is slowing down, her soul is not. She is just as feisty as ever. She wants to shake people up about education.

"I'm not holding nothing back anymore," she said. "I don't care who doesn't like me."

Shore / Sowe @ > 6 | Tags: Kay Wyrick, Maryanne Moon Boyen

Facebook Comments Box

Courant Community / Norwich

# From the community Kay Wyrick Scholarship for Graduating Seniors

By Community Contributor deb.kelleher

MARCH 16, 2015, 9:17 AM

nnie C Courtney Foundation announces that its annual Kay Wyrick Scholarship is now available for download on its website. This annual \$1000 scholarship will be awarded to a current or former foster youth of color who plans a career in social services or a related field and who most closely embodies Mrs. Wyrick's ideals. Please visit the website and download the application on the homepage for more complete information: www.anniec.org. This year's applications are due by April 15, 2015.

Kay Wyrick, a lifelong community activist for social justice was born on May 18, 1923 and resided in Waterbury for many years. Mrs. Wyrick was a long time volunteer who worked with abused, neglected and pregnant youth. She surmounted overwhelming odds to become a community leader in Connecticut. Mrs. Wyrick was a ward of the state from the age of 13 to the age of 21. She was brought to Waterbury as a domestic caretaker. Several years later, she decided to become a foster parent. Mrs. Wyrick and her husband nurtured over 75 young adults by helping them stay off the streets develop good work habits and learn the value of money. She established a group home for girls. Mrs. Wyrick crusaded against racial injustice throughout her life. She was a lifetime member of the NAACP and fought to have Black History taught in local schools.

Over the course of 55 years of service, Mrs. Wyrick received numerous awards for her commitment to young people. She was honored by the Waterbury Bar Association as the first recipient of the Liberty Award. She was also honored by the NAACP as the first to receive the Region II Youth Advisor Award. She was one of the five people to earn the Connecticut Jefferson Award given to people who go above and beyond the call of duty volunteering in their community. Mrs. Wyrick won the Hiram Hayden Award that recognizes those who have given their time and talent for the betterment of their fellow citizens. She also received the Humanitarian Award by the Andersons Boys Club. In 1999, Mrs. Wyrick was honored as an outstanding parent for National Parents Day. Mrs. Wyrick was also the founder of the PRIDE NAACP Youth Center in Waterbury.

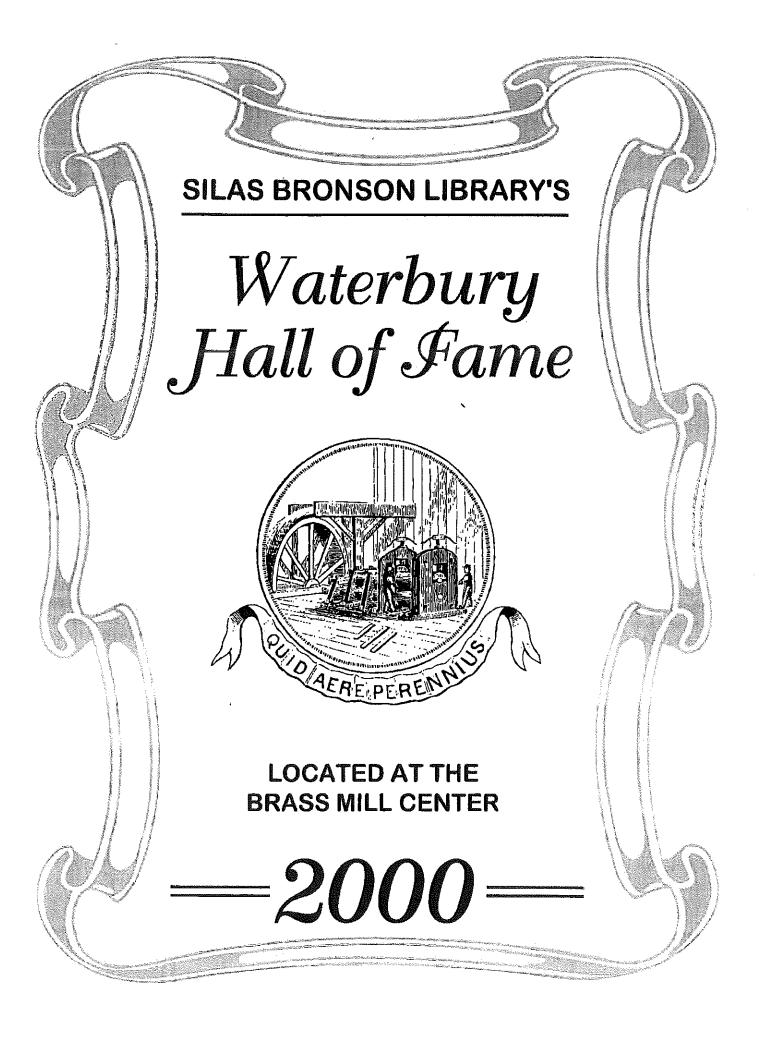
On July 12, 2006, at the age of 83, Mrs. Wyrick passed away. Annie C Courtney Foundation, through its project - the Foster, Adoptive and Kinship Coalition, recognizes her lifelong commitment to the youth of Connecticut with this scholarship. By encouraging children to get an education and pressing parents to be involved in their children's educational goals and her urging men to be active fathers to their children, she changed the lives of many Waterbury families. Mrs. Wyrick's determination and dedication to young people make her the perfect role model and inspiration for today's foster youth.

This item was posted by a community contributor. To read more about community contributors, click here.

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BE THE FIRST TO COMMENT

**Content Continues Below** 



# Katherine "Kay" Wyrick

"I try to teach young people that you are somebody. Work hard and go out and prove it. Work, earn, learn."

- Kay Wyrick

Katherine "Kay" Wyrick, a longtime activist and volunteer on behalf of abused, neglected and pregnant youth, was born Katherine Daniels on May 18, 1923 in Hartford. She surmounted overwhelming odds to become a role model for those who care about others. A difficult childhood led to her arrival at Long Lane Industrial School for Girls, a facility for underage pregnant girls and adolescent female criminals. Wyrick was neither; she just needed a home. She fondly recalls the lessons and structure she learned at Long Lane.

At the age of thirteen, she came to work in Waterbury as a domestic, a job she kept for seven years. After working various jobs through the years and beginning her own family, Wyrick decided to become a foster parent in 1955. During the early 1960s she bought an old car barn on Caroline Street, renovated it and created Pride House. In 1967, she raised money to buy the old Salvation Army building on Cherry Street and founded PRIDE. It's mission is to assist in the development of youth through education, cultural activities and job opportunities.

Wyrick and her husband, James, ran Pride House Group Home for troubled girls from 1976-1985. As foster parents, they have nurtured seventy-five young adults, helping them stay off the streets, develop good work habits and learn the value of money.

Wyrick has crusaded against racial injustice since she experienced official segregation on a trip down South in 1942. Many years prior to the now famous Rosa Parks incident that triggered the Civil Rights marches, a young Wyrick likewise refused to give up her seat on a bus in Alabama – and was successful. That type of determination helped set her on a path from which she has never deviated. She has been a member of the NAACP for over fifty-five years and has fought to have Black history taught in the local schools.

Over the course of fifty years of service, Wyrick has received numerous awards for her commitment to young people. The Masons gave her a plaque for outstanding community service. She was honored by the Waterbury Bar Association as the first recipient of the Liberty Award and by the NAACP as the first to receive the Region II Youth Advisor Award. She was one of five people to earn the Connecticut Jefferson Award, given to people who go above and beyond the call of duty volunteering in their communities.



Wyrick won the Hiram Hayden Award that recognizes those who have given their time and talent for the betterment of their fellow citizens and was given the Humanitarian Award by the Anderson Boys' Club.

In 1999 Wyrick was honored as an outstanding parent for National Parents Day, one of eleven people selected for the nationwide tribute that acknowledges parents who are working to keep children safe, healthy and drug free. The award was a 10-inch acrylic flame that symbolized lighting the way for children. While dressed in rumpled hats and colorful clothes and brimming with pride, enthusiasm and a no-nonsense personality, Kay Wyrick is difficult to ignore. She is the inspiring mentor who has illuminated the lives of many people.

### Naming of School Spaces (inside and outside)

In accordance with its responsibility to maintain control of the public schools in its jurisdiction, the Waterbury Board of Education hereby adopts the following policy for naming spaces inside schools and on school properties:

- 1. All requests to name school spaces should be submitted by the requestor to the Clerk of the Board of Education. The request must be made on the "Request for Naming of School Buildings and/or School Spaces" form and should identify the individual(s) for whom the space is to be named, the proposed location, rationale, and any related cost and supporting information.
- 2. Such requests will be referred to the Committee of the Whole for consideration. The committee will confer with the Principal of the designated school.
- 3. Recommendations from the Committee will be considered for action by the Board of Education for a minimum of 60 calendar days prior to vote to allow for public input on the proposal.
- 4. The request for spaces in new facilities will not be accepted until the facility has been in operation for one (1) calendar year.
- 5. All spaces will be named in perpetuity. Once named, spaces cannot be renamed except in extreme cases in which the name brings dishonor to the space/facility. Such circumstances will require a two-thirds (2/3) majority vote of the Board of Education to remove the name.

<u>NOTE</u>: This policy does not apply to the naming of school buildings. A separate policy has been developed for that purpose. See policy 7551 – Naming of School Buildings.

#### WATERBURY PUBLIC SCHOOLS WATERBURY, CONNECTICUT January 30, 2016

TO:

ALL PROFESSIONAL STAFF

FROM: ROBERT BRENKER, DIRECTOR OF PERSONNEL

RE:

COACHING VACANCY

THE FOLLOWING COACHING POSITIONS ARE AVAILABLE:

## Walsh School - Intramural Co-ed Tennis Coordinator/Coach Spring 2016

(Applicants must submit the following)

1. Application for extra-compensatory position.

2. Connecticut Department of Education Coaching Permit or

3. Temporary Coaching Permit.

- 4. Copy of CPR Certificate.
- 5. Copy of First Aid License.
- 6. Head injury and concussion course.

QUALIFICATIONS: Candidate should have knowledge of teaching and coaching techniques of the sport for which he/she is applying; prior experience as a participant on a middle/high school team, or the equivalent would be preferred; previous coaching experience in other sports will be considered. Both teacher and non-teacher candidates must possess or be eligible for a Connecticut State Department of Education Coaching Permit.

**EXAMPLE OF DUTIES:** Work with building administrators to develop schedules and conduct all pre-season practices and matches, develop and administer round-robin and elimination tournament brackets, attend all intramural practice sessions, officiate contests; maintain pre-inventory and post inventory lists; submit request for supplies and equipment;; report all injuries to the school principal; report the loss of equipment to the school principal and the Supervisor of Health and Physical Education; submit a list of players to the school nurse for physical examinations; hand out, collect and file all permission forms; check and be aware of eligibility status of all participants; maintain communications with parents and ensure safety of students while on school property.

Candidates should apply to the SUPERINTENDENT OF SCHOOLS OFFICE stating qualifications and experience. (See Attached Application).

Application forms may be obtained in your principal's office or in the office of the Superintendent of Schools.

Applications must be received on or before: February 18, 2016

SALARY: \$32.00 per hour for SY 2015-16, according to W.T.A. contract but not to exceed aggregate limit of \$2,319.00. This is a grant funded, non-union position that exists as long as grant funds are available.

# WATERBURY PUBLIC SCHOOLS WATERBURY, CONNECTICUT January 30, 2016

TO: ALL PROFESSIONAL STAFF

FROM:

RE: COACHING VACANCY

THE FOLLOWING COACHING POSITIONS ARE AVAILABLE:

# Wendell Cross School – Intramural Co-ed Tennis Coordinator/Coach – Spring 2016

(Applicants must submit the following)

- 1. Application for extra-compensatory position.
- 2. Connecticut Department of Education Coaching Permit or
- 3. Temporary Coaching Permit.
- 4. Copy of CPR Certificate.
- 5. Copy of First Aid License.
- 6. Head injury and concussion course.

**QUALIFICATIONS:** Candidate should have knowledge of teaching and coaching techniques of the sport for which he/she is applying; prior experience as a participant on a middle/high school team, or the equivalent would be preferred; previous coaching experience in other sports will be considered. Both teacher and non-teacher candidates must possess or be eligible for a Connecticut State Department of Education Coaching Permit.

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# Waterbury Public Schools

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

#### **MEMORANDUM**

DATE:

February 11, 2016

TO:

Board of Education Commissioners

FROM:

Gary Miller, Interim Chief Operating Officer and Chief of Staff

SUBJECT:

Proposed Raise for Non-Union Grant Employees

1. Ninety-four Board of Education employees have not had a raise in pay since 2012. These employees are not affiliated with any bargaining unit. With few exceptions, their positions are grant funded.

2. I propose a 3% rate increase for these employees effective the first pay cycle after March 1<sup>st</sup>. The approximate cost of the raise for the remainder of this school year would be less than \$30,000. The annual cost of a 3% increase for this group of employees is \$89,000.

## REQUEST FOR FIELD TRIP

Revised 07/17/13

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

X OUT OF S	TATE – MUST BE RECEI	IVED <u>FIVE (5) WEEKS</u> P	RIOR TO TRIP
IN STATE	- MUST BE RECEIVED	<u> THREE (3) WEEKS</u> PRIC	OR TO TRIP
This request	must be approved pro as down payments o	<del></del>	Ommitting any funds such
Date Submitted:		ame of Travel Agency (if a	<del>-</del>
1) Requested by: D	onna Cullen	Maloney Magnet	Grade 5
	Name of Staff Member	School	Grade level/Subject
2) How many stude	ents? <u>87</u>		
3) Name of destinat	tion: Finding Neverland	d- Lunt-Fontanna. Theatre	
4) City/State of des	tination: 205 West 46 <sup>th</sup> Str	reet, New York, New York	10036
5) Departure:	Wednesday	March 16, 2016	9:15 am
	Day	Date	Time
6) Return:	Wednesday	March 16, 2016	7:15 pm
	Day	Date	Time
7) Is school in sessi	on during this field trip? Y	es	
8) What unit in the	curriculum does this field tri	p support?	
CCSS-Comprehe	Curriculum- Reading standards ension and Collaboration- Sum	marize a written text read alou	Listening Standards ad or information presented in diverse
	mmon Core State Standards		. "
CCSS ELA- Liter			
Reader/Text Con	nections- Analyze how charact	ers deal with diversity and adv	ersity.

111	What expected	nerformances	will be	tought by	thic field	trin?
LL,	i what expected	berronmances	WILL DO	taugut by	ting rigid	mih:

Prior to and following the performance students will examine the characters, plot and problems. Through oral discussions and written response students will make connections between characters from the play, characters from the movie, characters in text and real world situations.

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

Students will complete open-ended response questions, compare/contrast diagrams. They will also create story maps, literary weaving to depict significant themes from the play.

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

Students will be exposed to the genre of fantasy, and to a form of theatre that offers them cultural, musical and artistic experience.

14) Transportation: Type/name of Approved PUC Carrier

LandJet Bus Line

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

Name	Phone Number	Name	Phone Number
1. Donna Cullen	203-574-8162	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: A. Dunn, K. Pino, A. Drewry, E. D'Esposito

A. Egan, T. Skurkis, D. Cullen

Aides(s) as chaperones: P. Michielli, T. Asklar

Parent(s) as chaperones: PTO Officers will be invited to chaperone (4) C. Meglio, K. Pabey-Rivera, E.Ngheim, D. Wav

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.)

Maloney Interdistrict Grant

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

\$85.00 funded by grant- lunch will also be provided through the grant

19) Is any student excluded fi	rom attending this trip? Y	es No X If ye	es, explain why:
20) What is the approximate	cost all chaperones?		
85.00 grant funded + lunch	n provided through the grant		
21) How many substitutes are	e necessary? 0 (If no	one specify)	
Teacher	Subject/Grade	Teacher	Subject/Grade
1.		4.	
2.		5.	
3.		6.	
22) The medication(s) and/or participating in the field of Yes X No ——  23) This field trip request medication are also this field trip recommendary arrangements for students.	Signature of School I	Nurse  cy? Yes X No   made Yes X No	will be provided while    / 26/6   Date    Date
	CENTRAL OFFIC	E RESPONSE	
24) This field trip request has	been reviewed and approved	at the Superintendent's le	vel 🕡
This field trip request has	been reviewed and is not approximately Signature of Superintendent	n _	2/2/16 Date
25) This field trip request rapproved/denied by the Board	equired Board of Education d of Education during its mee Signature of BOE/De	ting of	or overnight field trip was  2/6/16  Date

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

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

_	as down payn	ents or making	lecting or committing any funds such definite arrangements.
Pate Submitted:	A STATE OF THE STA	Name of Travel Age	ncy (if applicable): NA
) Requested by:	Tara Doyle	Wilby HS	Freshman and Sophomore
	Name of Staff N	1ember	School Grade level/Subject
) How many stude	ents? Up to 38		
) Name of destina	ition: 9	11 Tribute Center	
) City/State of dea	stination:	New York, NY	7
) Departure:	Monday	March 28 <sup>th</sup>	7:30am
	Day	Date	Time
) Return:	Monday	March 28 <sup>th</sup>	1:30pm
	Day	Date	Time
) Is school in sess	sion during this field	trip? Yes	
) What unit in the	e curriculum does th	is field trip support?	
Unit on events their families.	that shaped our preser	nt world. History and So	ocial Issues of the 911 attacks on first responders and
) What are the Co	ommon Core State S	standards this field tri	p supports?
CCSS w1; W9;	R1;R7; SL1; SL3; SL	A	
(1) What are the c	guiding questions from	om the curriculum thi	s field trip will answer?

11)	What	expected	performances	will be	taught	by	this	field tri	p?
-----	------	----------	--------------	---------	--------	----	------	-----------	----

Tour guides are individuals who were first responders or family members of first responders. Discussion, artifacts and Museum opportunities will be experienced during a 3 hour experience and visit to the reflection pools.

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

Pre-test with lesson before trip. Leacture during attendance at 911 Tribute Center and social studies/English collaborative writing project due post trip. (Through the eyes of a first responder; My world today, as possible focus)

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

First hand experience and live interaction beyond media experience.

14) Transportation: Typc/namc of Approved PUC Carrier

Peter Pan

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

Name	Phone Number	Name	Phone Number
1. Tara Doyle	203-819-0636	4	
2. Matthew Turek		5.	
3		6	

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

Teacher(s) as chaperones:

Tara Doyle, Matthew Turek, (if needed, Evette Zappone)

Aides(s) as chaperones:

Elvis Vasquez and 3-4 additional Gear-up representatives.

Parent(s) as chaperones:

NA

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.)

Gear-up has offered to cover the entire expense for individual students as well as the bus to NYC.

18) What is the approximate cost per pu	bu tot ans arb:			
\$25				
19) Is any student excluded from attend	ing this trip?	Yes X No	If yes, explain	ı why:
Based on the 911 Tribute guidelines the until the day of departure.	re will be behavior	and academic requirem	ents noted 45 day	ys prior to the trip
20) What is the approximate cost all charge	aperones?			
\$15				
21) How many substitutes are necessary	y? 0 (If :	none specify)		
,	bject/Grade	Teacher	S	ubject/Grade
1.		4.		
2.		5.		
3.		6.		
23) This field trip request meets the ne Is this field trip recommended? Y Arrangements for students(s) med	es No	en made Yes	No	16
S	Signature of School		<del>, ,</del>	Date
	CENTRAL OFF	ICE RESPONSE		And the second s
24) This field trip request has been rev	viewed and approv	red at the Superintend	lent's level	]
This field trip request has been rev	viewed and is not	approved		12-16
Sign	nature of Superint	endent/Designee/ILD	•	Date
25) This field trip request required approved/denied by the Board of Educ	Board of Educat cation during its n	neeting of	f state or over	night field trip wa

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No. 8556 P. 2

Revised 07/17/13

# REQUEST FOR FIELD TRIP

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

OUT OF STATE – MUST BE RECE IN STATE – MUST BE RECEIVED	THREE (3) WEEKS P	RIOR TO TRIP
This request must be approved pr as down payments of	ior to collecting or or making definite	r committing any funds such arrangements.
Date Submitted: 1/19/2016	Name of Travel Agency	(if applicable): Nedarlander
1) Requested by: Heather Pytel - NEMS Mus	sic	
Name of Staff Member	School	Grade level/Subject
2) How many students? 10		
3) Name of destination: Fiddler on the Roof at	1681 Broadway	
4) City/State of destination: New York, New	York	
5) Departure: Wednesday	03/2/16	7:30 AM
Day	Date	Time
6) Return: Wednesday	03/2/16	9;00PM
Day	Date	Time
7) Is school in session during this field trip? ye	es	
8) What unit in the curriculum does this field	trip support?	
Experience, explore and evaluate American M	Ausical Theater.	e e
9) What are the Common Core State Standard	ls this field trip supports?	)
in the two to the second	ential, developmentally app oret, and evaluate) music. S ty with representative music	ropriate instruction that empowers students to
10) What are the guiding questions from the	curriculum this field trip	will answer?
What are the relevant vocabulary and key templot? Describe and analyze the elements of music.		bill, stage directions, scene, character and

11)	What	expected	performances	will t	e taught	by	this	field	trip?
-----	------	----------	--------------	--------	----------	----	------	-------	-------

Performances are expected to build a strong foundation of technique and artistry in acting, singing, and dancing.

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

Students will be guided through a performance of their own in class. They will write and perform one skit, Students will work in pairs to make connections between historically based fiction and modern reality. Students will employ empathy, creative, writing and story telling skills to explore class and power from a characters point of view.

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

Expose students to theatre practices and performances. It will give them an appreciation of the arts and cultures.

14) Transportation: Type/name of Approved PUC Carrier

Land Jet Bus Company

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

Name	Phone Number	Name	Phone Number
1. Heather Pytel	860-309-3012	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: Heather Pytei	
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 individually finance their trip.

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

\$80

19) Is any student exclud	ed from attending this trip?	Yes No X If	yes, explain why:
20) What is the approxim	ate cost all chaperones?	-	
\$80			
21) How many substitute	s are necessary? 1 (If	none specify)	
Teacher	Subject/Grade	Teacher	Subject/Grade
I.Heather Pytel	Music 6-8	4.	
2.		5.	
3.		6.	
Is this field trip reco	Signature of School timeets the needs of the BOE pe	en made Yes x No  Olicy? Yes x No  Olicy	1-19-18 Date  1/19/15 Date
			loval T
	t has been reviewed and approve t has been reviewed and is not Signature of Superint	para production of	Date
25) This field trip requapproved/denied by the	nest required Board of Education during its not be signature of BOE	neeting of	or overnight field trip was

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

#/3

REQUEST FOR FIELD TRIP

CARAMERA - AND TO THE EXPLICATION

Revised 07/17/13

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

X OUT OF STATE - MUST BE RECE	IVED FIVE (5) WEEKS	PRIOR TO TRIP
IN STATE – MUST BE RECEIVED	THREE (3) WEEKS PR	IOR TO TRIP
This request must be approved pr as down payments of		
Date Submitted: 1/20/2016 Name	of Travel Agency (if appl	icable):
1) Requested by: Bob Haxhi and Ron Napoli	Wilby	History
Name of Staff Member	School	Grade level/Subject
2) How many students? 49		
3) Name of destination: Willaimsburg, Jamest	town, and Yorktown, Virgi	inia.
4) City/State of destination: Williamsburg, V	<sup>7</sup> irginia	
5) Departure: Sunday, May 22, 2016 at 7:00	AM	
Day	Date	Time
6) Return: Wednesday, May 25 at 5:00 P	M	
Day	Date	Time
7) Is school in session during this field trip? _	YES	<del></del>
8) What unit in the curriculum does this field	trip support?	
This trip supports the entire curriculum for History AP. A heavy focus will be on U. Revolution and the Constitution will be heard Present.	S. Government history and	and Politics AP, US history AP and World U.S. history in general. The American conent will be included: Immigration: Past
9) What are the Common Core State Standard	ls this field trip supports?	
From State Common Core Standards: Sociare integrated by establishing linkages, bo across other academic disciplines. Focus attached lessons.	oth within the themes and d	lisciplines of history/social studies and

10)	What are the	oniding	questions	from the	curriculum	this	field tr	in will	answer?
$\mathbf{x} \mathbf{v}_j$	AA TICHE CATO CITO	guiding	dropromo	mom mo	CMITTORIAIT	mino.	TTOTA IT	rh wri	LELLO VY CI +

Students must understand the physical workings of the colonies and how those workings are related to the cultural, economic and social fabric. The individuals role is held to be of utmost importance in understanding and participating in this process. (From AP Government and US History curriculum)

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

Students will be expected to demonstrate specifics from learning derived from trip in essays, multiple choice exams and AP exams. EX- students will be able to explain the logic behind colonization and revolution in the context of Colonial Virgina.

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

Students will be tested and will be required to write in depth essays pertaining to the AP curriculums and other US History curriculum.

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

The benefits of touring the Williamsburg, Jamestown, and Yorkown with knowledgeable guides and teachers will be invaluable to their appreciation of United States history.

14) Transportation: Type/name of Approved PUC Carrier

Kelly Bus Line, Inc.

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

Name	Phone Number	Name	Phone Number
1. Robert Haxhi	203-695-3028	4	
2. Ron Napoli	203-437-1166	5.	
3		6	

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

Teacher(s) as chaperones:	obert Haxhi, Ron Napoli, Amy Frenis, Matthe	ew Magda, Ms. Marci Hinton
	•	

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 Students and Teacher Contributions and some fund raising.

18) What is the approxim	ate cost per pupil for this trip?		
\$395.00			
19) Is any student exclude	ed from attending this trip?	Yes No X If yes	s, explain why:
20) What is the approxim	ate cost all chaperones?		
\$395 per chaperone			
21) How many substitute	s are necessary? 4 (In	none specify)	
Teacher	Subject/Grade	Teacher	Subject/Grade
1. Bob Haxhi	Social Studies/ 9and 10	4. M. Magda S. Studies	
2.Ron Napoli	Social Studies 9	5.	
3. Amy Frenis	Social Studies 11/12	6.	
yes No 23) This field trip reques	Eignature of School t meets the needs of the BOE p	ol Nurse	Date
Is this field trip reco	mmended? Yes No		
Arrangements for st	udents(s) medial needs have be	en made Yes No	
	MAune		
	Signature of Scho	ol Principal	Date
	CENTRAL OFI	FICE RESPONSE	
24) This field trip reques	st has been reviewed and appro	ved at the Superintendent's le	vel
This field trip reques	st has been reviewed and <u>is <b>not</b></u>	approved/	-22-16
	Signature of Superin	tendent/Designee/ILD	Date

25) This field trip request required Board of Education action for out of state or overnight field trip	was
approved/denied by the Board of Education during its meeting of	
2/1/16	
Signature of BOE/Designee Date	

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

#### Wilby High School Social Studies

#### Williamsburg, VA Field Trip Itinerary May 22-25, 2016

This field trip will be chaperoned by five highly skilled and dedicated teachers from Wilby High School:

The many for the second term of the second s

Matthew Magda: Mr. Magda is widely versed in the study of United States History. He has taught history courses at Sacred Heart University and Wilby High School. Mr. Magda was a Master Teacher of European Studies in Yale University's Hopkins Summer Institute. He has been studying American History for fifty years and the students will be able to draw from his vast reservoir of knowledge as we tour the great historic sites in the historic triangle. It is a special privilege to be going to Williamsburg with Mr. Magda as he is an authority on colonial American history. Prior to his return to Connecticut, he had been the Deputy Chief, Division of History of the Pennsylvania Historical and Museum Commission. Furthermore, if one were to look up Philadelphia in the Encyclopedia Britannica, she would be reading an entry co-authored by Mr. Magda.

Robert Haxhi: Social Studies Department Chairman and lifelong student of history, Mr. Haxhi holds a Bachelor's Degree (C.C.S.U.) and a Master's Degree (Wesleyan) in history. In 2009, Mr. Haxhi was selected, with the assistance of Gabor S. Boritt, for the *Lincoln Fellowship of Pennsylvania Scholarship*. He has also studied the American Revolution extensively and has been teaching U.S. History for twenty-five years. Mr. Haxhi has traveled extensively throughout the National Park system and will be able to offer valuable insights at each of the National Park sites we visit.

Ron Napoli: Mr. Napoli is active in government and politics and has been a keen student of these for many years. His insights will be of exceptional value as we tour the Colonial Williamsburg. A member of our social studies team, Mr. Napoli has distinguished himself as an effective teacher and role model. Mr. Napoli teaches World History and has taught Honors U.S. History at Wilby. His personal mission on this field trip will be to get everyone, including Mr. Magda, to ride all roller coasters at Busch Gardens! We look forward to seeing Mr. Napoli and the students raise their arms in triumph.

Amy Frenis: An accomplished history teacher of long standing at Wilby High School, Ms. Frenis will bring a unique perspective to Williamsburg. Amy has a history degree and teaches psychology and sociology. Ms. Frenis will guide students through an extensive lesson at the colonial prison as students examine how the justice system helped/failed society during the Colonial Era and explain how the Colonial Era helped influence our current prison system. She will also discuss Virginia's connections to the Constitutional Convention of 1787. She is also an avid

foodie and will be having some low-country barbeque. She wants the students to get out of their comfort zones and try new experiences.

Marci Hinton: As director of the Wilby High Library and Mcdia Center, Ms. Hinton will lead our research efforts before and after the trip. She has already discovered that the ruins of Jamestown have only recently been discovered. Ms. Hinton will also be leading the students through the Jamestown Museum where students will study and interpret primary source documents to examine the experience of enslaved people of African descent in the colonial era. She has found a free App (NPS) available for download for Android and Apple. Students will be using the App frequently as we tour historic Williamsburg, Yorktown, and Jamestown

The Colonial NPS App is available for free. Students can download the app from the App Store or Google Play.

Sunday, May 22, 2016 (First day theme - Traveling with a sense of History)

06:45 A.M. – Students must report to Wilby.

07:00 A.M. – Bus will depart for Williamsburg, VA. (The bus will depart on time.)

Travel time is 7 hours and 57 minutes.

11:00 A.M. - 30 minute lunch stop en route. This will be at a rest area in Southern New Jersey, Delaware, or Maryland. (This lunch is not pre-paid.)

03:30 P.M. - Arrive at Fort Magruder Hotel in Williamsburg, VA.

04:30 P.M. - Arrival at and tour Malvern Hill National Historical Park.

07:00 P.M. – Dinner at hotel.

11:00 P.M. to 7:00 A.M. - Curfew. (Students can not leave their rooms during these hours. Security guards will be on duty for the students' safety.)

Monday, May 23, 2016 (Second day theme: Origins)

07:30 A.M. - Pre-paid hot breakfast at hotel.

- 08:30 A.M. Board bus and depart for tour of historic Jamestowne.
- 09:00 A.M. Arrive for tour of Jamestowne National Historical Park.
- 11:30 P.M. Arrive at Historic Jamestowne Museum.
- 12:30 P.M. Lunch at Historic Jamestowne Museum (prepaid)
- 02:00 P.M. Depart for Fort Magruder Hotel for rest and relaxation.
- 03:00 P.M. Depart for Busch Gardens.
- 09:00 P.M. Depart for hotel.
- 11:00 P.M. 7:00 A.M. Curfew. (Students cannot leave their rooms during these hours. Private security guards will be on duty for the students' safety.)

#### Tuesday, May 24, 2016 (Third day theme: Colonial Williamsburg)

- 07:30 A.M. Pre-paid hot breakfast at hotel.
- 09:00 A.M. Depart for Colonial Williamsburg
- 10:00 A.M. Guided tour of Colonial Williamsburg
- 12:00 P.M. Lunch at Colonial Williamsburg (prepaid)
- 03:30 P.M. Depart for Yorktown Battlefield.
- 04:00 P.M. Arrive at Yorktown National Park.
- 07:00 P.M. Dinner at hotel (Last night Pizza Party!!!!!)
- 11:00 P.M. to 7:00 A.M. Curfew. (Students can not leave their rooms during these hours. Security guards will be on duty for the students' safety.)

#### Wednesday, May 25, 2016

07:30 A.M. Pre-paid hot breakfast at hotel.

8:30 A.M. - Checkout and bus will depart for Waterbury, CT. (The bus will depart on time.)

Travel time is 7 hours and 57 minutes.

11:30 A.M. - 30 minute lunch stop en route. This will be at a rest area in Southern New Jersey, Delaware, or Maryland. (This lunch is not pre-paid.)

05:00 P.M. - Arrive at Wilby High School for parent pick-up

## Jamestown Settlement Family Gallery Guide

From Africa to Virginia



Not long after the English settled Jamestown in 1607, the first Africans were broughtsto Virginia. They arrived in 1619 from the Kongo/Angola region of West Central Africa.

As you explore the Jamestown Settlement Galleries, learn more about their cultural origins, their interactions with the English in Virginia and the 17<sup>th</sup> century Virginia culture they helped to create.



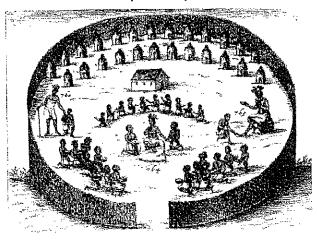
Find the "How We Know What We Know" section in the first area of the gallery.

What are some ways historians and scientists discover information about the past? What types of things can be learned from what they find?

## Parent Cultures

West Central Africa in the 17th century was a place rich in

culture and resources. The people of the Kongo/Angola areas of West Central Africa lived in a society of rural villages, towns and cities. They were ruled by kings and queens and prospered from extensive trade networks.



**Historians** knew very little about the first Africans who arrived in Virginia in the 17th century until the early 1990s when new information discovered in Spanish archives uncovered clues about where they were from and how they came to Virginia in 1619.

In the 17th century, West Central Africans primarily spoke Kikongo and Kimbundu, two languages from the Bantu family. It is likely that many of the Africans brought to Virginia in 1619 spoke one of these two traditional African languages. Some may also have known how to speak, read and write Portuguese.

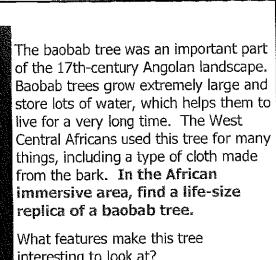
Find a "language phone" in the African section of the Parent Cultures gallery. Listen to a portion of the traditional African language, Kimbundu. Can you understand what is being said? When the first Africans arrived in Virginia, do you think the English and Africans could understand each other? How would this make their interaction with one another difficult? What other ways could they have communicated with one another?

Imagine that you are living in West Central Africa in the 17th century. Use the large diorama and the objects and statues of people inside, to answer the questions below about daily life in West Central Africa in the 1600s. What jobs were done by men and what jobs were done by women? What were their clothes made of? What were their houses made of and why? What crops did they

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grow? What tools did they use and what were they made of?

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interesting to look at?

As you read the label copy on the artifacts in this exhibit, you will notice that many of them were made in the 19th and 20th centuries. Because these objects have changed little in their look and function, traditional African objects made in the 19th and 20th centuries resemble 17th-century objects very closely.



Did you know that eastern Kongo traded more than 100,000 meters of cloth a year to other countries? African kuba cloth, a type of cloth made from raffia palm leaves, was highly valued by European traders who considered it to be very desirable. Take a minute to touch a sample of kuba cloth.

# Age of Discovery

In the 1400s, more than one hundred years before the first Africans were brought to Virginia, the Portuguese began to explore Africa and its resources. By the late 1400s, the Portuguese had established trade relationships with the western and central parts of Africa.

# Find a case that contains a ceremonial brass and iron knife.

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The hand was and is an important symbol to the people of the Benin kingdom and symbolized vigor, strength and the ability to accomplish things in the world. If you were a craftsman making your own ceremonial knife, what symbol of strength would you use?

# **Interacting Cultures**

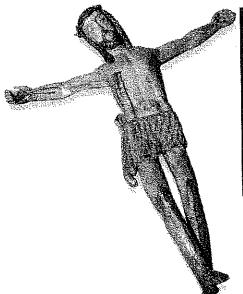
The colonists tried many ways to make money in Virginia before they were finally successful with growing tobacco. Tobacco required a huge amount of labor to grow and process. The colonists first relied on indentured servants from England, who agreed to work for a master for four to seven years. But by the 1650s, fewer people from England were willing to become indentured servants, so the English in Virginia turned to slave labor to supply their needs.

Find an area inside the gallery that looks like a storehouse. What plant is hanging from the ceiling? Why do you think a poor person in England would be willing to work as an indentured servant in Virginia?



Contact between Africans and Europeans increased as Europe became more heavily involved in the African slave trade. As a result, Africans and Europeans were exposed to one another's culture. The objects they produced, either for trade or for everyday use, reflect this contact. Please watch the 10-minute film, "From Africa to Virginia," in the African object theater. After the film is over, explore the items in the exhibit to answer the questions below.

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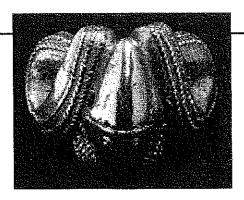
Most West Central Africans practiced traditional African religions until contact with Europeans began in the 1500s. Europeans began to spread Christian ideas to the African people. Many West Central Africans added these beliefs to their religious practices. The Portuguese also believed it was their duty to baptize those Africans they captured as slaves, who were often given Christian names before being brought to America.

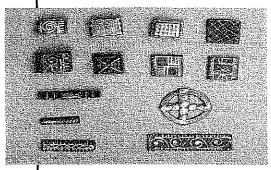
Find a case that contains an African crucifix. Compare the African crucifix with the European crucifix in the next case. If you didn't know where either one was made, how could you tell that one was made in Africa and the other was made in Europe? Which features show European influence? Which features show African artistic traditions?



Find a case with brass weights and decorative boxes. These were used by Africans to measure and store gold dust, which was very valuable and used as money in many parts of Africa. Western African cultures, such as the Akan, also were famous for their ability as craftsmen to make gold jewelry. African gold was very desirable among European traders.

WWWWWWYSHAM CONTRACTOR





In the next case, find a gold coin with a tiny elephant on it. Read the label to help you answer the questions below. Where was this gold coin made? In the late 17th century, the English began trading in Africa for gold jewelry. Why do you think the English wanted this jewelry? What does the tiny elephant represent?

Find a statue of an African queen. What is her name? What features of this statue tell you that this person is important? As Queen of Ndongo, a region within Angola, how do you think Njinga felt about Europeans capturing her people and selling them as slaves in the New World? What did she do to keep this from happening?

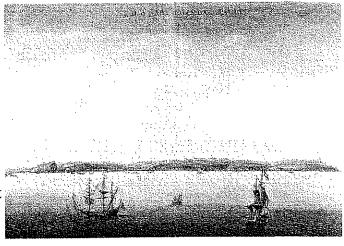


The second of th

The Portuguese were among the first Europeans to become involved in the African slave trade. By the 1500s, civil wars were raging in Africa, and Africans were capturing and selling their African enemies into slavery. The Portuguese took advantage of this situation and began to capture and buy Africans for slavery as well. Other Europeans, such as England, soon followed.

In 1619, a group of Africans captured by the Portuguese departed from the Angolan port city of Luanda aboard a slave ship bound for the Spanish colony at Vera Cruz, Mexico. Just before they arrived in Mexico, the ship was

attacked by English privateers, who then took these Africans to Virginia and traded them for supplies. It is not known whether these Africans were indentured servants or slaves at first, but after slave laws were established in the colony, Africans brought to Virginia most likely worked as slaves in English tobacco fields.



Find a map with names that connect Africa to Virginia.

What do you think these names represent? What are some of the ways these Africans' lives were changed when they were brought from Angola to Virginia?

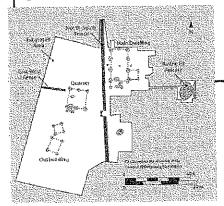
Find a map that traces the route from Africa to Virginia. Why were the Portuguese taking Africans to Mexico? How do you think the Africans felt when this Portuguese ship was attacked and they were captured by privateers? Use the timeline to discover when slavery was first established in Virginia.

# A New Virginia

It wasn't until the end of the 17th century that Africans began to be brought to Virginia in large numbers. By 1700, slaves were coming to Virginia from different regions of Africa. They brought different cultures and often different languages with them. Those cultures, combined with the culture created by Virginia slaves born to African parents, created a new African-American culture in Virginia.

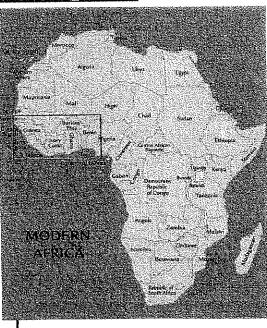
(1997년) 1997년 (1997년) 1997년 - 1997년 (1997년) 1997년 (1997년) 1997년 (1997년) 1997년 (1997년) 1997년 (1997년) 1997년 (19

Find a re-created slave cabin. What types of personal belongings can you find in the house? Where do you think the slaves got them? Why do you think the slaves hid these items in pits in the ground?



Archaeological footprint of the Thomas Atkinson excavation site in James City County. (Plan based on the research of the Colonial Williamsburg Foundation.)





In some excavations of slave sites, archaeologists have uncovered fossilized sharks teeth in storage pits in the ground. Where do you think the sharks teeth came from? How might they have been used? What do you think they symbolized to the slaves who put them there?

Jamestown Settlement, a museum of 17th-century Virginia, evokes the world of America's first permanent English settlement through documentary film, indoor gallery exhibits and outdoor living history. A dramatic documentary film, 1607: A Nation Takes Root, and comprehensive gallery exhibits trace Jamestown's beginnings in England and the first century of the Virginia colony, while Jamestown served as its capital, and provide insight into the cultures of the Powhatans, Europeans and Africans who converged in 1600s Virginia. Outdoors, costumed historical interpreters describe and demonstrate daily life in the early 17th century. Visitors can board a replica of the ships that sailed from England to Virginia in 1607, explore life-size re-creations of the colonists' fort and a Powhatan village, and tour a riverfront discovery area, open seasonally, to learn about the important role of waterways in 17th-century travel and commerce. To contact us, please call toll free 888-593-46821

#14



# WATERBURY Public Schools

Today's Students, Tomorrow's Leaders

CENTRAL OFFICE: RECEIVED STAMP/INITIALED

### FIELD TRIP REQUEST FAX/EMAIL COVER SHEET

School Name: John F. Kennedy High School		
Your Name: Cassandra Fann- Pierce		
Today's Date: February 9, 2016		
Date/s of Field Trip: March 30- April 3, 2016		
PREVIOUSLY APPROVED DATE AND LOCATION CHANGED BECAUSE LOCAL HABITAT OFFICE COULD NO LONGER ACCOMMODATE THE GROUP		
In State $\square$ Out of State $X$		
Number of students: 20		
Number of chaperones: 6		
Nurse's Signature: □		
Principal's Signature: □		
Number of Pages Attached: 4		

# Waterbury Board of Education

THE CITY OF WATERBURY

236 Grand Street • Waterbury, CT 06702



Charles L. Stango President

January 22, 2016

Mr. Darren Schwartz Chief Academic Officer 236 Grand Street Waterbury, CT 06702

Dear Mr. Schwartz:

At its regular meeting of January 21, 2016, the Board of Education voted to approve the following field trip requests:

Elisa D'Agostino, WAMS grade 8, and six chaperones to take 50 students to Philadelphia, Hershey, and Lancaster, PA from May 17 through 19, 2016 to visit various sites.

Heidi Doolan, WHS, and five chaperones to take 36 students to New York, NY on March 2, 2016 to attend a performance of Fiddler on the Roof.

Cassandra Fann-Pierce, KHS, and five chaperones to take 30 students to New Orleans, LA from March 23 through 27, 2016 to volunteer for Habitat for Humanity.

Respectfully,

Carrie A. Swain, Clerk

Waterbury Board of Education

cc: Principal/Secretary

S. Billups

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 RECEIVE	D <u>FIVE (5) WEEKS</u> I	PRIOR TO TRIP
IN STATE – MUS'	I BE RECEIVED <u>THR</u>	REE (3) WEEKS PRIC	OR TO TRIP
	be approved prior t wn payments or m	_	ommitting any funds such rangements.
Date Submitted: 2/9	/2016 Name o	of Travel Agency (if ap	plicable):
1) Requested by: Cassand	lra Fann- Pierce	John F. Kenned	ly High School 9-12
Name	e of Staff Member	School	Grade level/Subject
2) How many students?	20		
3) Name of destination:	Habitat for Humanity;	Dallas, Texas	
4) City/State of destination:	Dallas, Texas	· · · · · · · · · · · · · · · · · · ·	
5) Departure: Wedr	nesday March 3	30, 2016	6:00 am
Day		Date	Time
6) Return: Sunday	April 3,	, 2016	10:00 pm
Day  7) Is school in session during		Date	Time
8) What unit in the curriculu			,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
Helping Out People Every	where H.O.P.E community	y service club and Young	geducator Society Y.E.S. club
What are the Common Co	ore State Standards this f	ield trip supports?	
collaborations with diverse CCSS. ELS- Literacy SL 1	partners, building on othe 1-12. 1c Propel conversation ring for a full range of posi-	rs ideas and expressing to ons by posing and respor- itions on a topic or issue;	a range of conversations and heir own clearly and persuasively. Iding to questions that probe reasoning clarify; verify, or challenge ideas and
0) What are the guiding que	estions from the curricul	um this field trip will a	nswer?
How does the interaction o	f multiple life roles impact	personal responsibilities	towards family, work and community?

11) What expected perform	nances will be taught by this	field trip?	
causes of local, regiona	ole to use disciplinary and integral, and global problems; instantities faced by those trying to	nces of such problems in n	
12) How will you assess th	ne learning that results from the	nis field trip?	,
The students are expected	d to plan and carry out multiple	service projects in their scho	ol and community.
13) Explain what education	nal value this field trip offers	the students:	
Promote the value of servi			
14) Transportation: Type/	name of Approved PUC Carr	ier	
Plane/ van			
15) Name(s) and phone nu	mber(s) of person(s) responsi	ble for organizing this trip	:
Name	Phone Number	Name	Phone Number
1. Cassandra Fann-Pierce	203-206-0781	4 Carolyn Highsmith	203-577-8034
2. Lorraine Langlois	860-417-9569	5.	
3 Jahana Hayes	203-725-1072	6	
Teacher(s) as chaperones:  Aides(s) as chaperones:  Parent(s) as chaperones:  Milford Haves. Oscar Pier  17) How is this trip finance		rraine Langlois, Jahana Ha	
	), donations, student contribution		
	e cost per pupil for this trip?		
\$1,200.00			

19) Is any student excluded	I from attending this trip?	Yes No X If	yes, explain why:
The trip is offered to stude for Humanity groups and of	ents who are active members of learning the community service in	both clubs and have met the real the Waterbury area.	equirements of the local Habitat
20) What is the approximate	e cost all chaperones?		
\$1,200.00	8 2 2	g.	
21) How many substitutes	are necessary? 4 (If	none specify)	
Teacher	Subject/Grade	Teacher	Subject/Grade
1.Cassandra Fann- Pierce	Family consumer science	4. Jahnaa Hayes	History
2. Lorraine Langlois	Family consumer science	5.	Soc.
3. Carolyn Highsmith	Physical education	6.	
participating in the fiel  Yes x No 23  This field trip request n  Is this field trip recomm	Signature of School neets the needs of the BOE point needs? Yes No	I Nurse  olicy? Yes \( \sum \) No \( \sum \)	n, will be provided while  Description of the provided while the provi
Arrangements for stude	ents(s) medial/needs have bee	n made Yes No	
-	1	-	2-9-16
	//Signature of Schoo	l Principal	Date
	CENTRAL OFFI	ICE RESPONSE	
24) This field trip request h	as been reviewed and approve	ed at the Superintendent's l	evel
This field trip request ha	Signature of Superinte		2/10/16 Date
25) This field trip request approved/denied by the Boa	required Board of Education during its mo	eeting of	
Columbia e e a	orginature of BOE/I	Jesignee	Date

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

### COMMITTEE ON SCHOOL FACILITIES & GROUNDS



**WORKSHOP:** 

CROUP

Thursday, February 1 2016 (Wilson)

**BOARD MEETING:** 

Thursday, February 18, 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: FACILITIES AND DATES/TIMES

GROUI	THE THE BILL OF THE BELL OF TH	
M. Valletta	Wilby gym & café: Fri., Feb. 19th 6:00-10:30 pm (Senior Night)	
Pension & Benefits	Reed café: Thurs., March 24th 4:00-6:00 pm	
H. Boyd	(MetLife Seminar/WTA)	
H. Doolan	Wilby aud.: Fri., March 11th 4:900-10:00 pm	
	(school play/"Fiddler on the Roof")(rehearsals: Tu, Wed, Thurs. 2-5pm	
M.Vagnini	WAMS recital hall: Apr. 5,6,7 6:00-8:30 pm	
<i>5</i>	(rehearsals & performance of M/S Earth Day concert)	
	WAMS recital hall: Apr. 12,13 3:15-4:45 pm (rehearsals) and	
	Apr. 14th 6:00-8:00 pm (performance) (H/S chorus)	
J. Pilicy	Duggan lib.: Tuesdays Feb. 9th to Apr. 19th 2:15-3:30 pm	
,	(yearbook club meetings)	
Park Department	Kennedy pool: Mon. thru Fri. April 4th to April 15th 2:30-5:00 pm	
Ed McCann	(lifeguard training)	
S. Schulte WAMS apron stage: Mar. 14th thru Apr. 30th weekdays		
	(rehearsals and 2 performances of sch. show)	
P. Poulter	Regan all purpose rm.: Tues., Feb. 23rd 5:30-8:30 pm (PTO zumba)	
K. Effie	WAMS lib.: Wed., Mar. 2nd 6:00-9:00 pm (Literacy workshop)	

Approved:	
John Theriault	Kathleen M. Ouellette, Ed. D. Superintendent of Schools

JAN 2 9 2016

PERSONNEL USE ONLY ; SCHCOL BUSINESS OFFICE TO: FROM: The undersigned here by makes application for use of school facilities (after regular school hours) as folk ws: NAME OF SCHOOL REQUESTED: Swimming Pool DATES REQUESTED: 3-19-11 FOR THE FOLLOWING PURPOSES:

Please note the follo wing previsions:
When the public is rivited 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

JAN 2 8 2016

DATE: $\sqrt{28/20}$	
TO: SCHOOL BUSINESS OFFICE	
FROM: Pension & Benefits	
The undersigned hereby makes application for use of school facilities (after regular school hours) as follows:  NAME OF SCHOOL REQUESTED:	
Auditorium Gymnasium Swimming Pool Café/Rooms	
DATES REQUESTED: Navrh 24th 2016  FROM: 4 an pm TO: 6 am/pm	
FROM: antput	
FOR THE FOLLOWING PURPOSES:	
Metlife Seminar - WDA: Aanning for Retireme	t
Heather Buyd APPLICANT	

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

SCHOOL BUSINESS OFFICE TO. FROM: The undersigned here by makes application for use of school facilities (after regular school hours) as follows: NAME OF SCHOOL REQUESTED: Swimming Pool Gymnasium FOR THE FOLLOW Reliearson Yu, wed th

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

TO: . .

FROM:

school hours) as follows:

SCHOOL BUSINESS OFFICE

RETURN TO ME SURNATARD

JAN. 2 9 2016

The undersigned hereby makes application for use of school facilities (after regular . 1. 1 mm 5.

	NAME OF SCHOOL REQUESTED: WHIN >
<del></del>	Auditorium Gymnasium Swimming Pool Café/Rooms
ed 11-	DATES REQUESTED: April 5, 6, 7
	FROM: 6 am/pm TO: 830 am/pm and pleiod 7 april 5, 6,7
	FOR THE FOLLOWING PURPOSES:
	gehearsal and performance
	2. MS. Earth Day Concert
	D
	Moonine
March 1 France	APPL/CANT

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

RETURN TO ME SARNATARO

JAN 29 2016

## SCHOOL PERSONNEL USE ONLY

DATE: 27

TO:

SCHOOL BUSINESS OFFICE

FROM:

Magueri

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

	NAME OF S	CHOOL RE	ZQUESTED:	/VT]]	71	- N-44
REDIT	al Hi	ALL		200 - FT-		
	Auditori	mi _	] Gymnasium	LISwim	ning Pool .	Café/Rooms
	DATES REO	UBSTED: _	AP	ril	12-14	1
		FR	ом: 3	am/pm	TO:	145 am/pm
P	e former	ice . 4	1/14-6		8	PM
· *	FOR THE FO	<u>LLOWING</u>	PURPOSES:	•		
•			mu87.c	V exe	ning	DWAMS
		base	serte	1. By	, the F	IWAMS +S
	-	Chi	orus s	studen	\$	
• .				•	· _	
				ing in the second of the secon	VAI (	PLICANT

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 - 3 2016

# SCHOOL PERSONNEL USE ONLY

DATE: _ 2/a/16
TO: SCHOOL BUSINESS OFFICE
FROM: Janine Pilicy
The undersigned hereby makes application for use of school facilities (after regular school hours) as follows:
NAME OF SCHOOL REQUESTED: Diggan School
Auditorium Gymnasium Swimming Pool Café/Rooms Library
DATES REQUESTED: Feb. 9 72016 - April 19th 2016
FROM: 2:15 mm/pm TO: 3:30 am(pm)
FOR THE FOLLOWING PURPOSES:
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yearloook clus during mis
Drue frame
Janne Pilicay
**************************************

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.

JAN 27 2016

SCHOOL PERSONNEL USE ONLY
DATE: 1-27-16
TO: SCHOOL BUSINESS OFFICE
FROM: Park Dept -
The undersigned hereby makes application for use of school facilities (after regular school hours) as follows:  NAME OF SCHOOL REQUESTED:  **Level of School facilities (after regular school hours)**  NAME OF SCHOOL REQUESTED:
Contract of Solid School Schoo
Auditorium Gymnasium Swimming Pool Café/Rooms
Monday - FRIday  DATES REQUESTED: April 4 to April 15
FROM: 2, am/pm TO: 5, was am/pm
FOR THE FOLLOWING PURPOSES:
Life guaro Training
APPLICANT CM
***************************************

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.

203 573 6325

P.001/001

RETURN TO ME SARNATARO DATE: 2/1/16 SCHOOL BUSINESS OFFICE ) Scott Schulte :MOJ e undersigned hereby makes application for use of school facilities (after regular 100l hours) as follows: ME OF SCHOOL REQUESTED: Waderby Ats Maynet School Mondays thru Swimming Pool Café/Rooms Gymnasium Auditorium/ OVESTED: 3/14 -4/30 AITHURSLOYS 54/14+4/15 - watil 7:30 21/28+4/29 vutil FROM: 3:30 pm am/pm TO: 6:00 Sam/pm -show ditts R THE FOLLOWING PURPOSES: - two shows afters choo

### SCHOOL USE FORM



DATE: 5 2 16

<b>,</b>
TO: SCHOOL BUSINESS OFFICE  (ATTN: SANDY MCCASLAND)  FX #: 574-8032 PHONE #: 574-8034
FROM: Began School +10
THE UNDERSIGNED HEREBY MAKES APPLICATION FOR USE OF SCHOOL FACILITIES (AFTER REGULAR SCHOOL HOURS) AS FOLIOWS:
NAME OF SCHOOL REQUESTED: TUESTON Feb 23, ZC
AUDITORIUM GYMNASIUM SWIMMING POCI. CAFE/ROOMS
DATE(S) REQUESTED:
FROM 5:30 am/pm TO \$130 am/pm
FOR THE FOLLOWING PURPOSE:  PO Zumba Night
Robus touter
Please note the following provisions:

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

<b>)</b> \/	SCHOOL PERSONNEL USE ONLY
j. /	
1	DATE: 1 28 14
	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: March 2rd.
· ·	FROM: 6 am/pm TO: 9 am/pm
	FOR THE FOLLOWING PURPOSES:
	Literacy Workshop - Readi Across
-	America Day Colebration
**************************************	LIMENT
) j.a.,	Pare at 1018551

Please note the following provisions:

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

# COMMITTEE ON SCHOOL FACILITIES & GROUNDS

WORKSHOP:

Thursday, February 11, 2016 (Wilson)

**BOARD MEETING:** 

Thursday, February 18, 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

**REQUESTING WAIVERS:** 

Neighborhood Housing Services Eden Brown Reed café: Sat.,Mar. 12th 5:30-8:00 pm (Black History Unity event) (\$294.)

Reed café: Thurs., Mar. 17th 4:30-7:00 pm (Pizza with Police) (\$294.)

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

Post University:

West Side M/S parking lot: Sat., May 7th 8:00am-6:30pm

Patricia Ford

(use of parking lot for cars during their graduation ceremony)

MONIES	COLL	ECTED	TO DA	TE:	

Approved:	
Felix M. Rodriguez	Kathleen M. Quellette, Ed. D.

\$ 46,399.75

Superintendent of Schools

These activities are completed and have been billed:

Dancers, Inc.
Triple Threat Dance Group

DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT $F_{\mathcal{E}_R}$
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 MOUNTAINED HTTLE MA
APPLICANT Eden Brown NAME OF ORGANIZATION Services of Waterbury
ADDRESS 161 N Main St Watcher CT NO 702 TELEPHONE # 203-753-1896
(strest) (city) / (state) (zip code)
SCHOOL REQUESTED Reed DATES 3/17/16 + 3/12/16 ROOM(S) Cafe
OPENING TIME 4:300m CLOSING TIME 70m PURPOSE PIZZA WITH POLICE + Black History
ADMISSION (if any) A CHARGE TO BE DEVOTED TO CHARGE TO BE DEVOTED TO
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS CHILDREN
SIGNATURE OF APPLICANT TAKEN DATE 1/21/16
PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:
FORM BYTUN I MAIN MAIN ST WARTDUM (7) DIE 100
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 EB/EC/ET (PLEASE INITIAL)
SCHEDULE OF RATES: CUSTODIAL FEES: 42/HR plus 1 HR BERVICE (\$588.
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).
KITCHEN FACILITIES CAN NOT BE USED BY GROUPS WITHOUT SUPERVISION - PLEASE CALL THE FOOD SERVICE DEPT. AT 574-8210 TO ARRANGE FOR A FOOD SERVICE PERSON (FOR WHICH THERE WILL BE AN EXTRA CHARGE)
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IT IS AGREED THAT REGULATIONS ADOPTED BY THE BOARD OF EDUCATION FOR USE OF SCHOOL BUILDINGS WILL BE RIGIDLY ENFORCED.

# USE OF SCHOOL ACILITIES WAIVE BUILDEST (to be submitted with the Building Permit)

APPLICANT/ORGANIZATION: Fden Bidwn	Neighborhood Housing Services  of Waterbury
Please check below specific item(s):	
Building Usage Fees (Custodia	I Fees 🗍
DATE(S):  DATE(S):	TIMES: 4:30pm-7pm 294.  TIMES: 5:30pm-8pm 294.  TIMES: TIMES: TIMES: Signature
OFFICE USI	EONLY
List total cost of fees being requested to be waived:  S S S S Custodial Fe	s es Security Deposit
	- /> Alt \/
BOARD USE	
The Board of Education approved/denied the above	referenced waiver request(s) at their regular
meeting of	

Clerk, Board of Education

DEPARTMENT OF EDUCATION - WATERBURY, CONNECTION FEB - 3 2016
236 GRAND ST., WATERBURY, CT 06702 CONTRACT# USE OF BUILDING PERMIT
TYPE OR USE PEN AND PRESS FIRMLY POST IN NOT SIT
APPLICANT TUTTOR NAME OF ORGANIZATION 100 100 100 100 100 100 100 100 100 10
ADDRESS 100 COUNTRY CLUB RD -WBY TELEPHONE # 203 016 15 1
SCHOOL REQUESTED We ST SLOPES Meddle SCHOROOM(S)
DPENING TIME & AMCLOSING TIME 6:30 pm PURPOSE USE OF PARKING LOT
ADMISSION (if any) CHARGE TO BE DEVOTED TO TOR CHARGE TO BE DEVOTED TO
APPROXIMATE NUMBER OF PEOPLE TO BE-PRESENT: ADULTSCHILDRENCHILDREN
SIGNATURE OF APPLICANT DATE 4/3/16
PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:
WILLIAM R. DAVIS FACILITIES MGIL WOOTB 12
n 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
ees and court costs associated with said proceedings. (PLEASE INITIAL)
•
3CHEDULE OF RATES: CUSTODIAL FEES:
RENTAL FEES:
MISCELLANEOUS FEES:
SECURITY DEPOSIT \$NO
PLEASE READ THE FOLLOWING CAREFULLY  IPPLICATION MUST BE RECEIVED AT LEAST THREE (3) WEEKS PRIOR TO THE ACTIVITY.  PROPERTY OF YOUR INCHES ALIEST ACCOMPANY YOUR APPLICATION ( IF APPLICABLE)
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LPPROVAL DATESCHOOL BUSINESS OFFICE
SCHOOL BOSINESS STATES
CHECKS OR MONEY ORDERS FOR FEES SHOULD BE MADE OUT TO THE BOARD OF EDUCATION AND MAILED TO THE CHOOL BUSINESS OFFICE. NO CASH WILL BE ACCEPTED.

# Communications



Macket week ending

2/9/16



236 Grand Street Waterbury, CT 06702

(203) 574-6761

#### The City of Waterbury

#### Connecticut

Department of Human Resources
Office of the Civil Service Commission
January 19, 2016

Jamie D'Agostino 50 Avon Ave. Waterbury, CT 06708

Dear Ms. D'Agostino:

Welcome to employment with the City of Waterbury. Your name is being certified to the Education Department – Duggan Elementary School for the position of Administrative Support Specialist I (Req. ##2015776) at \$14.19 per hour. Please contact Patricia Frageau, Principal @ Duggan School at (203) 574-8885 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, January 21, 2016 at 9:30 a.m. at the Department of Human Resources located at 236 Grand Street in Waterbury. You must attend this orientation session in order to work for the City. Your first day reporting to your new department/supervisor will be January 22, 2016 at your regular scheduled time.

At the orientation, we will provide you with a brief overview of the City, review its employment practices and complete all required paperwork. You will also be required to provide documentation, mandated by the federal government, to establish your right to work in this country. We have included a sheet that outlines the documents that are acceptable to meet this requirement. You cannot start work without providing us these documents. In addition, if you are an employee eligible for benefits, it is useful to bring the social security numbers and birth dates of your spouse and children in order to complete the insurance enrollment forms.

Please call us prior to the orientation session if you should have any questions regarding the process.

Your new probationary period in accordance with your applicable contract will be 6 months in duration. The department head will be responsible for executing your probationary evaluation no later than 6 months from your first day in your new position.

Again, welcome to the City of Waterbury.

Lisa Dunn

Human Resources Generalist

LD/sd

cc Board of Education
Dr. Ouellette, Supt. of Schools
Patricia Frageau, Principal @ Duggan

#### **Carrie Swain**

From:

Robert Goodrich < rgoodrich@racce.net>

Sent:

Thursday, January 21, 2016 5:24 PM

To:

CHARLES L. STANGO; CHARLES PAGANO; Carrie Swain; FELIX RODRIGUEZ; JUANITA

HERNANDEZ; JOHN THERIAULT; JASON VAN STONE; Kathleen Ouellette;

noleary@waterburyct.org; ANN SWEENEY; ELIZABETH BROWN; KAREN HARVEY; THOMAS

VAN STONE SR.

Cc:

Arlene Arias; Chantae Campbell

Subject:

Item 8.9 Committee on Curriculum: Request approval of a pilot course entitled "Teaching

Assistant Seminar".

Superintendent Ouellette and Board of Education Commissioners

We are writing to express our concerns about the development and implementation of this class and this programs curriculum, as well as the "teacher cadet" program that it may or may not be connected to it.

According to recent testimony made by the program/curriculum developer Jahana Hayes at the last Board of Education Workshop, where she said "the purpose of this program is to expose ALL students to education as a profession." Go to this link and listen to 3rd hour and 16th minute. <a href="https://www.youtube.com/watch?v=r-zsXD5go-A">https://www.youtube.com/watch?v=r-zsXD5go-A</a>. This is disconcerting. It is overwhelming clear this program should be developed to recruit minority students only, and only work to encourage minority students to consider education as a profession. When we combine the districts poor hiring practices (out of 1059 teacher hires the last seven years only 90 have been Black or Hispanic) and this clear deviation from what this grant, and program should represent; we urge the Committee on Curriculum not to approve or move this vote out of committee until this issue has been clarified.

If it is moved out of committee, then we ask to have it removed from the Consent Calendar and openly debated by our elected officials. To be clear we are advocating for strict adherence to methods that will attract and recruit minority students to the teaching profession, and for this class, seminar or program to be exclusively used for non-white students.

Respectfully,

Robert M. Goodrich

R.A.C.C.E.

Radical Advocates for Cross-Cultural Education

(203) 597-7456

rgoodrich@racce.net

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

Twitter: @raccewtby 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~

#### French Speaking Baptist Church of Waterbury



Eglise Baptiste d'Expression Française de Waterbury 214 Walnut Street, Waterbury CT 06704 Telephone: (203) 568-5469 Email: peliere2@yahoo.com



Our Tax ID# is: 11-3783865

January the 28th, 2016

To: Mr. Charles L. Stando

President of the Waterbury Board of Education

Dear Mr. President

The French Speaking Baptist Church of Waterbury wants to congratulate you on your recent appointment to the rank of President of the Waterbury Board of Education and to let you know what follows:

The above church had acquired the property located at 206 Walnut Street contiguous to its first property located at 214 Walnut Street. The church has 9 parking spaces available to its parishners short of 3 per zoning regulations.

The purpose of this letter is to ask permission from the Board of Education to use those extra spaces at the Walsh Elementary School parking lot located on Dickman Street in the event that there may be a need for us to do so. The church meets only on Sunday and Wednesday night.

We can guarantee you that using this lot will not in any way, shape or form cause any burden on the city.

Allowing us to use those extra spaces will allow us to meet the zoning requirements prior to requestion a special permit to use our newly acquired property as a worship center. We have worked with the board in many occasions in the past that way.

In the event that more information is needed to help your board make a favorable decision in our favor, do not hesitate to contact us. In the mean time, we thank you for your service to the our community and we wish you continued success.

Truly

Michael Dessalines

Senior Pastor

"For the message about the cross is foolishness to those who are perishing, but to us who are being saved it is the power of God". 1 Corinthains 1;18 (NRSV)

Referred 6 Legal 2/9/16.