SCIENCE & SNACKS AFTER SCHOOL PROGRAM

15 students limit

Mondays, Tuesdays, Wednesdays for 8 weeks

Teacher: 3:05-5:05 p.m. (2 hrs.) @\$32 per hour

Para: 3:05-4:35 p.m. (1.5 hrs.) @\$23-25 per hour

Overseer: 3:05-5:05 p.m. (2hrs.) @\$25 per hour

Field trip to Connecticut Science Museum at end of program @\$19

per student (2 hr. trip)

Bus to museum provided by Early Childhood bussing service

Parents pick up children

Supplies \$500 or less

Snacks provided

23 days X 2 hrs. X \$25 = \$1150

23 days X 2 hrs. X \$32 = \$1472

23 days X 1.5 hrs. X \$25 = \$862.5

Supplies

= \$500

Museum

= \$300

Bus

= \$100

Total

=\$4384.5



Education Talent Search (ETS) Grant Department of Education (DOE)

Need for Project Services

NVCC is an engine of change in the Waterbury community. The institution's commitment to offering quality, accessible post secondary opportunity to the greater Waterbury area is unprecedented. Programming in the Bridge to College (BTC) division carries this vision and sets goals to effectively admit, retain, and graduate students from the local community. Since the inception of the BTC GEAR UP program in 2012, a strengthened partnership has evolved with the Waterbury Public Schools (WPS). GEAR UP began working with a cohort of middle school students that have since graduated to the comprehensive high schools in Waterbury. The promotion of the cohort and the cohort model has left a gap in services at the middle schools as well as a service gap with non GEAR UP graduating classes. The BTC division seeks to enhance the partnership with WPS and to fill this void through a DOE Education Talent Search (ETS) initiative.

The initiative would provide support services to 500 students in grades 6-12 within the WPS comprehensive middle schools (Wallace, West Side, and North End) and the comprehensive high schools (Crosby, Kennedy, and Wilby). The support services would include mentoring, tutoring, post secondary readiness and awareness, and financial literacy to participating students and families. The BTC division believes the outreach and hands-on services provided within the ETS model will compliment GEAR UP in the WPS and will help to improve graduation and matriculation rates of WPS students.

Program Objectives (see fact sheet)

The DOE mandates five standardized objectives for all ETS grantees. The objectives center on secondary persistence, graduation rates, rigorous curriculum graduation rates, post secondary matriculation and retention. Within the grant narrative, explanations must be given as to how the objectives are ambitious yet attainable. The narrative will explain how the objectives relate to the need for programming and how the plan of operation will serve to meet the objectives. Additional objectives outlining Financial Aid or FAFSA completion may be added yet will not penalize or prioritize a grant application.

Plan of Operation

DOE has six sub criteria that must be thoroughly addressed via programming. The criteria and brief programming specifics are outlined below:

1. Academic Tutoring - The BTC Talent Search proposal will address academic tutoring using a wide array of strategies. For program participants in grades 6-10, a series of math and literacy labs will be set up during after school hours at each participating school once per week. ETS staff will align math and literacy content with current Common Core State Standards and WPS curriculum. ETS will meet regularly with math and ELA WPS teachers to align curriculum, and tutoring support will use a project based, technology driven approach. For students in grades 10-12, tutoring support will focus on PSAT,



SAT and Accuplacer prep coursework. The tutoring sessions will make use of Khan Academy as a content based learning tool. In addition, students will learn test taking tactics and strategies.

- 2. Secondary Course Selection As an extension of weekly mentoring sessions with program participants, ETS staff will work to provide monthly academic advising sessions with participants. ETS staff will work closely with WPS teachers and guidance staff, as well as families, to identify academic strengths and weaknesses. The academic advising sessions will provide a roadmap for academic scheduling and allow for students to address mandated secondary course requirements while exploring elective courses of interest.
- 3. College Entrance Exam Preparation/College Applications As stated within the tutoring service plan, participants in grades 10-12 will be exposed to rigorous test preparation tutorial opportunities. In addition, the ETS staff will develop a secondary college pathways action plan. The action plan will include college application processes, calendar of important college application dates, and miscellaneous information to assure participants take a proactive approach to college admissions. The ETS staff will focus grades 10-12 mentoring on college access, awareness and preparation topics. Frequent family events will be held to familiarize families with the college going culture.
- 4. Information on Federal Aid To complement the college application action plan, the NVCC ETS program will develop a comprehensive website for program participants. The website will be a one stop shop for information on FAFSA, scholarships, grants, and additional federal aid opportunities. The ETS team will work with NVCC divisions (Financial Aid and Admissions divisions) to run workshops for families on federal and private aid. NVCC ETS will team with GEAR UP to host community FAFSA days hosted at community organizations, to promote wide spread completion of FAFSA.
- Guidance and Assistance on Educational Opportunities Mentoring programs offered to participants
 will guide students through their secondary experience. Guidance will focus on post secondary success
 yet alternative education programs for secondary reentry and GED acquisition will be addressed if
 necessary.
- 6. Financial Literacy Through community partnerships with area banks and credit unions, participants will be offered workshops and seminars regarding financial literacy. Participants will attend financial literacy fairs and mentoring topics will engage students in "real world" personal finance analysis.

*Small group and individual mentoring will be a key component among the ETS programming across all grade levels. Mentoring will focus on social development as well as academic advising, academic strategies, and promotion of a college going culture. ETS mentoring will work to strengthen each of the six mandated program criteria.

Community Support

The following is a list of potential community partners. Each partner would serve the program as an inkind supporter:

- NVCC Admissions and Financial Aid offices
- Waterbury Public Schools
- Ion Bank
- Santander Bank
- Northwest Regional Workforce Investment Board



- RallyCap
- Safe Haven of Greater Waterbury
- Waterbury Youth Services
- Waterbury Bridge to Success

Quality of Personnel (see attached job postings)

The ETS program will be supervised by the Bridge to College Director. The program will hire the following staff fully funded with ETS grant dollars.

- 1 Full Time Learning Assistant
- 4 Part Time EA Tutor/Mentors
- 4 Part time Student Assistants

Budget (see attached)

Evaluation Plan

The NVCC ETS Learning Assistant will be responsible for the management, evaluation, and analysis of the data collected. Program participant data will be collected on a quarterly basis as well as graduating class data from the ETS serving high schools. At the end of each marking period, program participant demographics, grades, attendance, and discipline referral data will be reported to the ETS Learning Assistant via the WPS information technology staff. Internally, the ETS program will track all participant contact time in ETS sponsored programming.

To accurately assess the effectiveness of programming, participant data in core content areas of math and ELA will be examined compared to a control group of students within the same grade level. Control group students will consist of students that will not receive ETS related services. In addition, PSAT and SAT test scores will be analyzed and compared among ETS students and non ETS students. The program will also examine district wide graduation and matriculation rates and compare to ETS student high school graduation and matriculation.

Finally, the ETS program will use National Clearinghouse data for a random sample (DOE mandate) population of ETS graduating students. The data will be used to examine matriculation, 2 and 4 year college comparison, and college retention and persistence for ETS served students.



Department of Education (DOE) TRIO – Education Talent Search (ETS) Grant

Grant Due Date: February 5, 2016

Grant Cycle: 5 years

Maximum Funding (Year 1): \$230,000 (\$460/student); increased funding years 2 – 5 possible

- Budget sheet attached

Cost Match Requirement: Requesting \$20,000 in bussing cost from WPS

Students Served: 500 students in grades 6 -12; two thirds must be low income and first generation students

Potential Schools Served: North End, Wallace, West Side Middle Schools, Crosby, Kennedy, Wilby High Schools

Program Objectives (DOE mandated performance measures)

a. Secondary school persistence - promotion to next grade level

- b. Secondary school graduation graduation rates for seniors served
- c. Secondary school graduation/rigorous curriculum graduation from a rigorous curriculum program
- d. Postsecondary enrollment enrollment fall semester immediately following graduation year
- e. Postsecondary attainment 6 year degree program completion

Project Services:

- Counseling, mentoring, tutoring
- Career exploration
- Post secondary institution exploration including college visits, info sessions, etc
- Financial and economic literacy
- College admissions and financial aid information and assistance
- PSAT and SAT test preparation
- Family engagement

Benefits to NVCC

- First DOE TRIO program at NVCC
- Adds to the Bridge to College/NVCC federal portfolio which is an added incentive when applying for, or renewing DOE grants (i.e. GEAR UP 2017)
- Increases the amount of pre-collegiate students serviced in Waterbury
- Provides a ETS specific recruitment class from local high schools during each year of the grant
- Increases the amount of grant funding at NVCC
- Strengthens community partnerships

Benefits to Waterbury Public Schools

- Fills a social and academic intervention gap in the middle schools left upon GEAR UP's transition to high school
- Provides intervention aimed at increasing graduation and matriculation rates for Waterbury high schools
- Improves secondary persistence rates as well as decreases dropout rates
- Improves parent engagement across all middle and high school grades
- Improves and sustains the collaborative partnerships with Waterbury Public Schools

ETS - Talent Search Draft Budget

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Prepared by David Celotto, Bridge to College, NVCC, 2016	, NVCC, 2016				
Salary and Employee Benefits	Salary Fringe Rate		Fringe T	Total	Possible Match Notes
Learning Assistant	45787	6.0	41208	86,995	20,000 Salary and Fringe of Financial Aid, Admissions, etc
Mentoring - Tutor/Mentor x 4					
17hrs/wk @ 44 weeks @\$24.94	74620.5	9.0	44772	119,393	
Student Assistants x 4					
6hrs/wk @ 44 weeks @\$10/hr	10560				
	130,967		85,981	216,948	
				217,000	
Materials/Supplies					
Student Supplies - books, etc				6,000	
Accuplacer					
Clearning House Credits					
Other Supplies - furniture, etc					S000 NVCC
Travel					
Bussing				10,000	\$20,000 WPS after school bussing
Other					
Cultural activities				7,000	\$10,000 NVCC facilities/space
Total Direct Budget				\$240,000	\$55,000.00

\$19,200.00

%8

Indirect Budget

Leader in Residence JOB DESCRIPTION

GENERAL STATEMENT OF DUTIES:

The Leader in Residence will be expected to meet the following goals:

- Reduce use of in-school arrests, out-of-school suspensions, and other exclusionary discipline practices
- Build knowledge and skills among key school professionals to recognize and manage behavioral health crises in the school, and access needed community resources
- Create a system to link youth who are at-risk of arrest to appropriate school and community-based services and supports.

SPECIFIC EXAMPLES OF DUTIES:

- 1. Supervise, coordinate and train administrators and staff in the early intervention of behavioral issues and de-escalation of students in crisis
- 2. Customizes professional development in mental health and juvenile justice for administrators and staff
- 3. Facilitate in obtaining resources related to the flow of students removed from the class or school
- 4. Coordinates the Safe School Team
- 5. District liaison to the DMC
- 6. Work closely with all constituents and community supports to improve access to mental health services and supports.
- 7. Works with key constituents to ensure school disciplinary policies align with diversion values, including a graduated response model for school discipline.
- 8. Communicate policies and protocols to families, community and staff
- 9. Perform other duties as assigned by the Superintendent

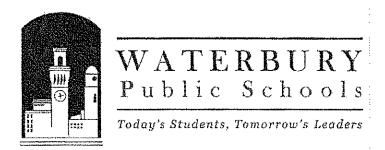
MINIMUM QUALIFICATIONS:

- 1. Bachelor's Degree from an accredited college,
- 2. 7 years of working in the Educational Profession
- 3. Certification in Physical Management Training procedures
- 4. Experience in an urban school district and/or a multi-cultural environment

SALARY/BENEFITS/WORK YEAR:

Salary \$50,000-70,000 depending upon level of experience

This is a non-union, grant funded position that exists as long as funds are available.



BUILDING SUBSTITUTE TEACHER JOB DESCRIPTION

General Statement of Duties:

The building substitute is assigned to a specific elementary school, high school or middle school house to cover for absent teachers in that school or house. If no teachers are absent on a particular day, the permanent substitute will perform non-instructional duties as assigned by the principal. The Superintendent may also authorize a permanent substitute to be assigned only to non-instructional duties such as hall monitoring, cafeteria duty, in school suspension (ISS) monitor, and building security. Training is provided as needed for assigned positions.

Specific Examples of Duties:

The building substitute will:

- Assume all responsibilities and duties for the regularly assigned teacher who is absent;
- Follow the teacher's lesson plans and daily schedule;
- Record absences on the attendance sheet;
- Maintain the established standards of classroom control;
- Assume the regular teacher's non-teaching duties;
- Collect all written assignments;
- Leave the classroom in a neat and orderly fashion at the end of the day;
- Perform other duties as assigned by the principal including, but not limited to, supervision of inhouse suspension, cafeteria duty, hall duty, and building security;
- Attend professional development workshops as directed by the principal.

Minimum Qualifications:

Bachelor's degree or above is required.

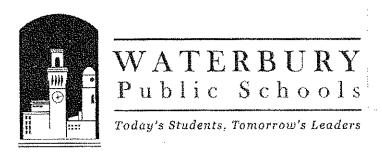
Preferred Qualifications:

Experience working with school age children preferably in a public or private school setting. Connecticut state teacher certification is preferred.

Waterbury Public School District is an Equal Opportunity/Affirmative Action Employer M/F/H/V

Candidates from diverse racial, ethnic and cultural backgrounds are encouraged to apply





COMPUTER EDUCATION/IT SUBSTITUTE JOB DESCRIPTION

General Statement of Duties:

The substitute will be assigned to an elementary, middle or high school to cover for absent teachers in the assigned school. The Principal or his/her designee may also assign the substitute to non-instructional duties normally performed by the absent teacher.

Specific Examples of Duties:

The substitute will:

- Report to the Principal or his/her designee at the beginning and end of the school day.
- Follow the teacher's lesson plans and daily schedule in accordance with the district's philosophy, goals and objectives.
- Record absences on the attendance sheet.
- Maintain the established standards of classroom management.
- Assist in upholding and enforcing school rules, administrative regulations, and school district policies including social media, as stated in the Substitute Teacher Training Handbook.
- Take all reasonable and feasible precautions to protect students, materials, equipment and facilities;
- Collect all assignments.
- Leave the classroom in a neat and orderly fashion at the end of the day.
- Adhere to the CT Code of Professional Responsibility for Educators.

Required Knowledge, Skills, and Abilities:

The computer substitute must have thorough knowledge of computer skills including the use of keyboarding; Microsoft Office such as Excel, Word, and PowerPoint; ability to search educational websites as directed; ability to use iPads and tablets; ability to use Smartboard.

Minimum Qualifications:

Bachelor's degree or above is required.

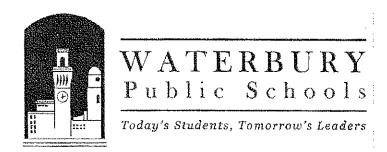
Preferred Qualifications:

- Spanish or Albanian language ability
- Experience working with school age children preferably in a public or private school setting.
- Experience in recording and monitoring students' progress.

Waterbury Public School District is an Equal Opportunity/Affirmative Action Employer M/F/H/V

Candidates from diverse racial, ethnic and cultural backgrounds are encouraged to apply

J-19.2016



DAILY AND LONG-TERM SUBSTITUTE JOB DESCRIPTION

General Statement of Duties:

The substitute will be assigned to an elementary, middle or high school to cover for absent teachers or other staff in the assigned school. The Principal or his/her designee may also assign the substitute to non-instructional duties normally performed by the absent teacher or staff member.

Specific Examples of Duties:

The substitute will:

- Report to the Principal or his/her designee at the beginning and ending of the school day;
- Assume all responsibilities and duties for the regularly assigned teacher or staff member:
- Follow the teacher's lesson plans and daily schedule in accordance with the district's philosophy, goals and objectives;
- Record absences on the attendance sheet;
- Maintain the established standards of classroom management;
- Assist in upholding and enforcing school rules, administrative regulations, and school district policies including social media, as stated in the Substitute Teacher Training Handbook;
- Take all reasonable and feasible precautions to protect students, materials, equipment and facilities;
- Collect all assignments;
- Leave the classroom in a neat and orderly fashion at the end of the day;
- Perform any other duties assigned by the Principal or his/her designee (including bus duty);
- Adhere to the CT Code of Professional Responsibility for Educators.

Minimum Qualifications:

Daily Substitute: Bachelor's degree or above is required.

Long-term Substitute: Pending or current CT teacher certification is preferred. For long-term substitute positions (40 days or more), a minimum of 12 credit hours is required in the subject area in which the absent teacher is certified.

Desired Qualifications:

- Spanish or Albanian language ability
- Experience working with school age children preferably in a public or private school setting.

Waterbury Public School District is an Equal Opportunity/Affirmative Action Employer M/F/H/V

Candidates from diverse racial, ethnic and cultural backgrounds are encouraged to apply



Student Nutrition and Physical Activity (Student Wellness)

Purpose and Goal: The link between nutrition and learning is well documented. Healthy eating patterns are essential for students to achieve their full academic potential, full physical and mental growth, and lifelong health and well-being. Healthy eating is demonstrably linked to reduced risk for mortality and development of many chronic diseases as adults. Schools have a responsibility to help students and staff to establish and maintain lifelong, healthy eating patterns. Well-planned and well-implemented school nutrition programs have been shown to positively influence students' eating habits.

Preamble

Waterbury Public Schools (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting throughout the school year.

Research shows that two components, good nutrition and physical activity before, during, and after the school day are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities—do better academically.

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day both through reimbursable school meals and other foods available throughout the school campus in accordance with Federal and state nutrition standards
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors
- Students have opportunities to be physically active before, during, and after school
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff, and schools in the District.

Component 1: A Commitment to Nutrition and Physical Activity

The School Health and Wellness Advisory Council will address nutrition and physical activity issues and will continue to develop, implement, and evaluate guidelines that support healthy school nutrition environments. This committee shall offer revisions to these guidelines annually or more often if necessary.

Leadership

- A. The Superintendent's designees, The Supervisor of Health and Physical Education and the Food Services Director, will convene the District School Health and Wellness Advisory Council (hereto referred to as the SHAWAC) and facilitate collaborative development of, and/or updates to the wellness policy.
- B. The District SHAWAC will meet a minimum of four (4) times per year to oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this district-level wellness policy.
- C. The SHAWAC membership will represent all school levels and include to the extent possible, parents and caregivers; students; representatives of the school nutrition program and Health & Physical Education department; school health services professionals and staff, school administrators, school board members; and the general public. To the extent possible, the SHAWAC will include school representatives and reflect the diversity of the community.
- D. School principals will continue to address compliance concerns such as kinds of foods available on their campus, sufficient mealtime, nutrition education, and physical activity with the support of the Supervisor of Health and Physical Education and the Food Services Director.
- E. Nutrition education is integrated across the PK-12 Health and Wellness curriculum, and physical activity will continue to be encouraged daily as an extension of the Elementary, Middle and High School Physical Education curricula.
- F. The school food service staff participates in making decisions and guidelines that will affect the school nutrition environment.

Component 2: Physical Education and Physical Activity

Physical Education

- A. Physical education is standards-based, using National Association for Sport and Physical Education (NASPE) and the Connecticut State Department of Education (CSDE)-developed standards from the Healthy and Balanced Living Curriculum Framework. Physical Education classes are sequential, building from year to year, and content includes movement education, personal fitness planning and plan execution as well as personal and social responsibility development training. Students shall be able to demonstrate competency through application of knowledge, skill and practice.
- B. All physical education classes in the Waterbury Public Schools are taught by certified physical education teachers. Student involvement in other activities involving physical activity (e.g.,

interscholastic or intramural sports) shall not be substituted for meeting the physical education requirement. Students consistently spend a minimum of 50 percent of physical education class time participating in moderate to vigorous physical activity.

- C. All students will be provided equal opportunity to participate in Physical Education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.
- D. All District elementary students in each grade will receive physical education for at least 45 minutes per week throughout the school year.
- E. All middle school students in each grade will receive physical education for at least 90 minutes per week throughout the school year.
- F. All high school students enrolled in Physical Education courses in each grade will receive physical education for at least 40 minutes per day throughout the semester in which they are enrolled.
- G. The District physical education program will promote student physical fitness through individualized fitness and activity assessments, the Connecticut Physical Fitness Assessment and/or other appropriate assessment tools that and use criterion-based reporting for each student.
- H. Students are moderately to vigorously active for at least 50% of class time during most or all physical education class sessions
- I. All physical education teachers are required to participate in at least once a year professional development within their content area
- J. All physical education classes are taught by licensed teachers who are certified or endorsed to teach Physical Education
- K. Waivers, exemptions, or substitutions for physical education classes are not granted.
- L. The District PK-12 Physical Education curriculum includes the following essential topics:
 - The physical, psychological, or social benefits of physical activity
 - How physical activity can contribute to a healthy weight
 - How physical activity can contribute to the academic learning process
 - How an inactive lifestyle contributes to chronic disease
 - Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
 - Differences between physically activity, that is, warm up, workout, and cool down
 - Overcoming barriers to physical activity
 - Decreasing sedentary activities, such as TV watching
 - Opportunities for physical activity in the community
 - Preventing injury during physical activity
 - Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active

Health & Safety

- How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers, and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity

Physical Activity

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program that includes these components; physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities. The district is committed to providing these opportunities, but will also ensure that these varied opportunities are in addition to, and not considered as a substitute for Physical Education

- A. Physical activity during the school day will not be withheld as punishment for any reason. Teachers and other school personnel are prohibited from denying physical activity or exercise, or withholding opportunities for physical activity (e.g., recess and physical education) as punishment. Physical Education class time, recess or other opportunities for physical activity are not withheld as a measure to enforce the completion of academic work. Appropriate alternate strategies have been developed as consequences for negative or undesirable behaviors.
- B. To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.
- C. Through formal, joint and/or shared use agreements with the Board of Education, indoor and outdoor physical activity facilities are open to students, their families, and the community outside of school hours.
- D. The District will support community partners to encourage activity for as many students as possible.
- E. The District ensures that students with special physical and cognitive needs have equal physical activity opportunities, with appropriate assistance and services.
- F. All schools encourage extracurricular physical activity programs wherever possible. All high schools and middle schools offer interscholastic sports programs. Pre-K to Grade 8 schools offer intramural sports, and the district as a whole offers a range of activities that meet the needs, interests and abilities of all students.
- G. Wherever appropriate, the District shall continue to advocate with local public works, public safety and/or police departments, etc. to make it safer and easier for students to walk and bike to school, (i.e. Safe Routes to School Programs).

H. School spaces and facilities are available on request to students, staff members, community members and community agencies/organizations offering physical activity and nutrition programs. These opportunities include before, during and after the school day, and by reservation on weekends and during school vacations, whenever possible. The district will continue to reinforce this strategy. District policies concerning safety and security will apply at all times.

Recess

All elementary school students, including all PK to Grade 8 school students, have a minimum of twenty (20) minutes a day of supervised recess, preferably outdoors, during which schools encourage moderate to vigorous physical activity and provide space, equipment and an environment that is conducive to safe and enjoyable activity.

- A. Outdoor recess will be offered when weather is feasible for outdoor play, at the discretion of the building administrator based on his/her best judgment of safety conditions.
- B. In the event that the school or district must conduct indoor recess, teachers and staff will follow indoor recess guidelines that promote physical activity for students, to the extent practicable. Each school will maintain and enforce its own indoor recess guidelines.
- C. Recess will complement, not substitute, Physical Education class. Recess monitors or teachers will encourage students to be active, and may serve as role models by being physically active alongside the students whenever feasible.
- D. Students enrolled in comprehensive middle schools are exempt from the daily recess requirement; however, they are encouraged to provide opportunities for pre- or post-lunch physical activity when possible.

Physical Activity Breaks

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. The District recommends teachers provide short (3-5 minute) physical activity "brain breaks" to students during and between classroom times. These physical activity breaks will complement, not substitute, for Physical Education class, recess, and class transition periods.

Active Academics

- A. Teachers are encouraged to incorporate movement and kinesthetic learning approaches into "core" subject instruction whenever possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day. Opportunities for physical activity in other subject lessons can be used as reinforcement, reward and celebration for achievement, positive behavior and completion of assignments. Classroom teachers may also provide short physical activity breaks between lessons or classes as appropriate and/or provide physical fitness activities after school
- B. The District strives to support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing professional

development opportunities and resources, including information on leading activities, activity options, and making available current research on the connections between brain development, cognitive learning and movement.

C. Teachers are encouraged to serve as role models by being physically active alongside their students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activities either before and/or after the school day (or both) through a variety of methods such as clubs, physical activity in aftercare programs, intramural sports, interscholastic and varsity sports, summer recreational programs, etc.

Active Transport

The District strives to support active transport to and from school, such as walking or biking. The District may promote this behavior by:

- Designation of safe or preferred routes to school sidewalks
- Instruction on walking/bicycling safety provided to students
- Promotion of the Safe Routes to School program to students, staff, and parents via newsletters, websites, local newspaper
- Utilization of crossing guards
- Identifying existing crosswalks on streets leading to schools
- Creation and distribution of maps of school environments (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

Component 3: Quality School Meals

- A. The District will offer the School Breakfast Program (SBP) and the National School Lunch Program (NSLP) during the school year and offer the (SSFP) Summer Breakfast and Lunch Programs for a portion of the summer. The district will offer the after school snack program when funding is available. Students and staff are highly encouraged to promote and participate in these programs.
- B. School Meals shall meet, at a minimum, the nutrition standards established by the Connecticut State Department of Education and the U.S. Department of Agriculture offering varied and nutritious food choices that are tasty, attractive and of excellent quality. School meals offer a variety of fruits and vegetables; serve only low-fat and fat-free milk and nutritionally equivalent non-dairy alternatives as defined by the USDA and that meet the requirements of the state beverage statute; ensure that all of the servings of grains served per week are whole grain. Nutritional information about the meals is available for students, families, and school staff members.
- C. School food service staff will be properly qualified according to current professional standards and regularly participate in professional development activities that help administer the Child Nutrition Programs.
- D. Food safety will be a key part of the school food service operation including, but not limited to, current Hazard Analysis and Critical Control Points (HACCP) practices and procedures.

Health & Safety

- E. Students will be given the opportunity to provide input on local, cultural, and ethnic favorites.
- F. School personnel, along with parents, will encourage students to choose and consume full meals. Positive nutrition statements will be provided to students on a regular basis.

Component 4: Other Healthy Food Options

- A. Special Dietary Needs: with appropriate medical documentation, modified meals shall be prepared for students with food allergies or other special dietary needs.
- B. The School Health and Wellness Advisory Council will encourage the administration to adhere to the following guidelines:
 - All food sold to students separately from reimbursable meals must meet the Connecticut Nutrition Standards at all times and from all sources, including but not limited to school stores, vending machines, a la carte sales in school cafeterias, concessions and any fundraising activities on school premises.
 - 2. All beverages sold to students must comply with the requirements of state statute.
 - 3. Foods and beverages offered to students through parties, celebrations, social events and any school functions are also encouraged to meet these requirements.
- C. All beverages that are sold to students on school premises must meet the requirements Section 10-221q of the Connecticut General statutes:
 - 1. Milk must be low-fat (1%) or less.
 - 2. Milk may be flavored but contain no artificial sweeteners and no more than 4 grams of sugar per ounce and be fat free.
 - 3. Nondairy milks such as soy or rice milk, which may be flavored but contain no artificial sweeteners, no more than 4 grams of sugar per ounce, no more than 35 percent of calories from fat per portion and no more than 10 percent of calories from saturated fat per portion.
 - 4. 100 percent fruit juice, vegetable juice or combination of such juices, containing no added sugars, sweeteners, or artificial sweeteners.
 - 5. Beverages that contain only water and fruit or vegetable juice and have no added sugars, sweeteners, or artificial sweeteners. These beverages must also meet the requirements specified in Requirements for Beverages Containing Water and Juice at http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/Water_Juice_Beverages.pdf.
 - 6. Water, which may be flavored but contain no added sugars, sweeteners, artificial sweeteners or caffeine.
 - 7. Portion sizes of all beverages other than water will not exceed 12 ounces.
 - 8. An exemption for the sale of beverages is possible if the following conditions are met:
 - a. The exemption is voted upon by the Board of Education;

Health & Safety

- b. The sale of the beverage is in connection with an event occurring after the end of the regular school day or on the weekend;
- c. The sale is at the location of the event; and
- d. The beverages are not sold from a vending machine or a school store.
- D. The District adheres to Sec 203, of the Healthy Hunger-Free Kids Act of 2010 by making drinking fountains available for students to get water at meals and throughout the day.
- E. Section 10-221p of the Connecticut General Statutes specifies that at all times when food is available for purchase by students during the regular school day, nutritious and low-fat foods must also be for sale. These foods include, but are not limited to, low-fat dairy products and fresh or dried fruit. They must be sold at the actual location of the food sales or elsewhere in the school at the same time.
- F. Connecticut's competitive food regulation still applies to the sale of all food items, including those that meet the Connecticut Nutrition Standards. Section 10-215b-23 of the Regulations of Connecticut State Agencies specifies that the income from the sale to students of any food item sold anywhere on school premises from 30 minutes before the start of any state or federally subsidized milk or meal program (National School Lunch Program, School Breakfast Program) until 30 minutes after the end of the program must accrue to the food service account.
- G. School staff shall not use food as a reward or withheld as punishment.
- H. All fundraisers sold to students on school premises must meet the Connecticut Nutrition Standards and the beverage requirements of state statute, unless they are sold to students at the location of an event that occurs after the school day or on the weekend, provided the sale is not from a vending machine or school store. The District highly encourages organizations to use non-food items as fundraisers. The Connecticut Nutrition Standards and state beverage statute do not apply to fundraisers occurring off school premises. However, if the student brings in money to school for orders taken in advance, the fundraiser must be structured so that parents/guardians pick up the food/beverage item instead of students. (See Appendix 16)

Component 5: Pleasant Eating Experiences

- A. Facility design will be given due consideration in renovations and new construction.
- B. A short snack-free recess for elementary campuses is encouraged sometime before lunch so that children will come to lunch less distracted and ready to eat.
- C. School personnel assist all students in developing the healthy practice of washing hands before eating.
- D. School personnel will schedule enough time so students do not have to spend too much time waiting in line.
- E. A minimum 20-minute uninterrupted lunch period is scheduled to allow students to eat, relax, and socialize as required by state law. Schools encourage socializing among students, and between students and adults. Adults properly supervise cafeterias and serve as role models to students by demonstrating proper conduct and voice level.

Component 6: Nutrition Education

- A. The District follows all health education curriculum standards and guidelines as stated by the State Department of Education. Schools link nutrition education activities with the coordinated school health program.
- B. Nutrition education will be offered at each grade level as part of a sequential, comprehensive, standards-based health education curriculum that meets state and national standards
- C. All health education teachers will provide opportunities for students to practice or rehearse the skills taught through the health education curriculum.
- D. Students in pre-kindergarten through grade 12 will receive annual nutrition education that is interactive and teaches the skills they need to adopt healthy eating behaviors. Teachers are encouraged to integrate nutrition education into core curriculum areas such as math, science, social studies, and language arts as applicable.
- E. Nutrition education will be offered in the school cafeteria and in the classroom, with coordination between school foodservice staff and teachers. Teachers can display posters, videos, websites, etc. on nutrition topics.
- F. District schools may conduct nutrition education activities and promotions that involve students, parents, and the community. Schools are encouraged to form School Nutrition Teams responsible for these activities. School Nutrition Teams may be composed of, but are not limited to, representatives from the School Governance Council, Student Council, Parent Teacher Organization, School Administrator(s), food services staff, life management teachers, school nurses, health and physical education teachers and/or coaches. The District aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and may engage in nutrition promotions that:
 - Are designed to provide students with the knowledge and skills necessary to promote and protect their health
 - Are part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects
 - Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens
 - Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods
 - Emphasize caloric balance between food intake and energy expenditure that promotes physical activity/exercise
 - Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services
 - Teach media literacy with an emphasis on food and beverage marketing
 - Include nutrition education training for teachers and other staff
- G. The District PK-12 Health and Wellness curriculum includes the following essential healthy eating topics in Health Education:

Health & Safety

- The relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using USDA's food labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables, and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making health choices when eating at restaurants
- · Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- · Social influences on healthy eating, including media, family, peers, and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Component 7: Marketing

- A. Students receive positive, motivating messages, both verbal and non-verbal, about healthy eating and physical activity throughout the school setting. All school personnel help reinforce these positive messages.
- B. Schools will consider student need in planning for a healthy school nutrition environment. Students will be asked for input and feedback through the use of student surveys, and attention will be given to their comments.
- C. Food service will promote healthy food choices with the aid of monthly nutrition newsletters and other visual supports and will not allow marketing of unhealthful choices in the cafeteria.
- D. Healthy eating and physical activity is actively promoted to students, parents, teachers, administrators, and the community at registration, PTO/PTA meetings, Open Houses, Health Fairs, teacher in-services, etc.
- E. Through access to district websites, televised board meetings and local newspapers, the community can be informed of school nutrition and physical activity initiatives that promote healthy learning environments. http://www.waterbury.k12.ct.us/page.php?pid=1090

- F. The District will continue to cultivate relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of this wellness policy's implementation.
- G. Students and their families will be informed and invited to participate in school-sponsored activities and receive information about health promotion efforts in their schools.

Component 8: Implementation

- A. The School Health and Wellness Advisory Council is composed of, but not limited to, students, parents, community service providers, Public Health, Government and school district staff. Permanent members of the committee include Board of Education Commissioners, the Chief Academic Officer, the Director of Special Education and Pupil Personnel Services, the Supervisor of Health and Physical Education, the Director and/or Assistant Director of Public Health, the district Food Service Director and/or Dietitian, elementary, middle and high school principals, the School Medical Advisor and Nursing Supervisors, Board of Health Commissioners, teachers and at-large members of the general public.
- B. The School Health and Wellness Advisory Council members conduct a review of the District Plan in the fall semester of each year to identify strengths as well as areas for improvement. Identified areas of concern are addressed by the building principals who contribute to annual pre- and post-assessments with the support of the School Health and Wellness Council.
- C. Before the end of each school year the School Health and Wellness Advisory Council recommends to the Superintendent or designee any revisions to the Student Nutrition/Wellness Plan it deems necessary based on data from the school assessments (self/formal).
- D. The School Health and Wellness Advisory Council, via the Food Service Director and/or Supervisor of Health and Physical Education, report annually to the Superintendent or his/her designee re: the progress of the Committee and the status of the plan implementation.

Component 9: Recordkeeping

- A. The District will retain records to document progress of the wellness policy at two of the District's Administrative Offices: The Health and Physical Education Department and the Food Service Department, as well as on the District's website. Documentation maintained in these locations may include, but not be limited to:
 - The written wellness policy.
 - Documentation demonstrating outreach for community involvement, including efforts to actively solicit SHAWAC membership and participation from all stakeholder groups in the development, implementation, and periodic reviews/updates of the wellness policy.
 - Documentation of annual policy progress reports.
 - Annual Progress Reports periodically updated on the District's public websites
 - The Food Service website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy. The Food Service website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
 - The Health and Physical Education website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
 - A summary of each school's events or activities related to wellness policy implementation;
 - The names, positions titles, and contact information of the designated District policy leaders identified in Section I

- Information on how individuals and the public can get involved with the SHWC.
- B. The SHAWAC will monitor schools' compliance with this wellness policy.
- C. The annual progress reports will be publicly shared via District websites, the Iris notification system, and/or televised board meetings on Channel 16..

Component 10: Revisions and Updating the Policy

The SHAWAC will update or modify the wellness policy based on the results of the annual progress reports and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued.

Legal Reference: Connecticut General Statutes:

(CICICIICO, CO)	
10-16b	Prescribed courses of study.
10-215	Lunches, breakfasts and the feeding programs for public school children and employees.
10-221	Boards of education to prescribe rules, policies and procedures.
10-215a	Non-public school participation in feeding program.
10-215b	Duties of state board of education re feeding programs.
10-216	Payment of expenses.
10-215b-1	State board of education regulation - Competitive foods
10-221	Lunch periods, Recess 2000 000 000000000000000000000000000
10-221p	Boards to make available for purchase nutritious, low-fat foods.
10-221q.	Sale of beverages
Sec 203	Public Law 11-296 of the Healthy Hunger-Free Kids act of 2010

National School Lunch Program and School Breakfast Program, Competitive Foods. (7 CFR Parts 210 and 220, Federal Register, Vol. 45, No. 20, Tuesday, January 29, 1980, pp. 6758-6772)

II. The Child Nutrition and WIC Reauthorization Act of 2004, Public Law 108-265

Policy adopted by the Waterbury Board of Education on March 7, 2013 and revised on August 19, 2015

Student Nutrition/Wellness

<u>Guidelines for Food and Beverages</u> Offered to Students at School Functions

The District encourages the use of naturally nutrient-rich foods (such as fruits, vegetables, whole grains, low-fat dairy, lean meats, legumes, nuts and seeds) for all school functions and activities. Naturally nutrient—rich foods provide substantial amounts of naturally occurring vitamins, minerals and other nutrients with relatively few calories. At any school function (parties, celebrations, receptions, sporting events, etc.) where food and beverages are given to students, healthy food and beverages choices should be available to students. If sold to students, all food items must meet the Connecticut Nutrition Standards and all beverages must meet the requirements of the state statute. When determining what foods and beverages can be sold to students, the choices should be checked against the Connecticut Nutrition Standards, the State Beverage Statute and the State Department of Education's List of Healthy Food and Beverages

(http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320754#Healthy).

Food items that do not meet Connecticut Nutrition Standards and beverages that do not meet the requirement of state statute can only be sold to students at the location of an event that occurs after the school day or on the weekend provided the sale is not from a vending machine or school store.

Organizations operating concessions at school functions on school premises must follow the Connecticut Nutrition Standards and the beverage requirements of state statute, unless the concessions are held at the location of an event that occurs after the school day or on the weekend, provided the sale is not from a vending machine or school store. Organizations operating fundraisers or concessions at these events should also include some healthy food choices in their offerings. It is recommended that groups market these healthy options at a lower profit margin to encourage selection by students.

District School Health and Wellness Advisory Council (SHAWAC) Members (As of 1-21-16)

Waterbury SHWC Lead Contacts:

Joe Gorman – <u>igorman@waterbury.k12.ct.us</u> Linda Franzese – <u>lfranzese@waterbury.k12.ct.us</u>

Member Name	Title	School/Organization
Joseph R. Gorman	Chairman	Waterbury School Health and
	Supervisor of Health and	Wellness Council
	Physical Education	
Linda Franzese	Asst. Chairman	Waterbury School Health and
	Food Service Director	Wellness Council
Mr. Darren Schwartz	Chief Academic Officer	Waterbury Public Schools
Mr. William Quinn	Director	Waterbury Public Health Department
Ms. Wendy Owen	Interim Director of Special Education and Pupil Personnel Services	Waterbury Public Schools
Dr. Michael Rokosky	School Medical Advisor	Waterbury Public Health Department
Ms. Lois Mulhern	Nursing Supervisor	Waterbury Public Health Department
Ms. Luci Moschella	Nursing Supervisor	Waterbury Public Health Department
Ms. Patricia Keisel	Assistant Director	Waterbury Public Health Department
Ms. Lori Hart	Director	Waterbury Bridge To Success Partnership
Ms. Christine Bianchi	Director of Community	Staywell Health Center
14131 0111301110 01111111	Programs, Grants and	
	Development	
Ms. Maureen Torrence	Community Engagement	CIGNA Health Corporation
1412. MIRALCELL LOLLELIA	Lead for Government and	
	Education	
Ms. Samantha Radin	Nutritionist	Waterbury Public Schools Food
iais. Samanthia Madiii		Service
Mr. Juan Mendoza	Elementary Administrator	Waterbury Public Schools
wr. Juan wenuoza	- Jonathan Reed School	

TBD	Middle School Administrator	Waterbury Public Schools
Mr. Nick Albini	High School Administrator – Waterbury Career Academy	Waterbury Public Schools
Mr. Monroe Webster	Mayoral Aide	City of Waterbury Mayor's Office
Mr. Geraldo Reyes	Mayoral Aide	City of Waterbury Mayor's Office
Ms. Jennifer DeWitt	Executive Director	Central Naugatuck Valley Regional Action Council
Ms. Louisa Printz	Community Educator	Safe Haven of Greater Waterbury
Mr. James O'Rourke	Executive Director	Waterbury YMCA
Mr. Gary Steck	Chief Executive Director	Wellmore Behavioral Health
Ms. Nicole Macioci	Education Director	Carolyn's Place
Ms. Dorothy Gaspar	MSW & Program Coordinator	Support for Pregnant and Parenting Teens Program
Ms. Michelle Mattaboni	Registered Nurse	Support for Pregnant and Parenting Teens Program
Mr. Mark LaChance	Health & Physical Education Teacher – Enlightenment Alternative Education Program	Waterbury Public Schools
Mr. Ben Germain	Health & Physical Education Teacher – State Street Alternative Education Program	Waterbury Public Schools
Ms. Elaine Skoronski	Special Services / Coordinator of Homebound Instruction	Waterbury Public Schools
TBD	2015-16 Parent Liaison(s)	Waterbury Public Schools
TBD	2015-16 Student(s)	Waterbury Public Schools

5141.7

Student Sports - Concussions

The Board of Education recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and other recreational activities. The Board acknowledges the risk of catastrophic injuries or deaths are significant when a concussion or head injury is not properly evaluated and managed.

Commencing July 1, 2010, and each school year thereafter, any coach of intramural or interscholastic athletics employed by the District shall complete an initial training course, approved by the State Board of Education, regarding concussions which are a type of brain injury prior to commencing the coaching assignment for the season. Such training course shall include, but not be limited to (1) the recognition of the signs and symptoms of a concussion; (2) the means of obtaining proper medical treatment for a person suspected of having a concussion; (3) the nature and risk of concussions, including the danger of continuing to engage in athletic activity after sustaining a concussion; and (4) the proper method of allowing a student athlete who has sustained a concussion to return to athletic activity.

Each school year any coach who has completed the initial training course regarding concussions shall annually review current and relevant information, developed or approved by the State Board of Education, regarding concussions prior to the start of the coaching assignment. This annual review is not required in any year the coach is required to complete a refresher course. Beginning July 1, 2015, and each school year thereafter, a coach must complete an approved refresher course not later than five years after the initial training course in order to maintain his/her coaching permit and to coach in the District.

The District will also utilize protocols developed by the State Board of Education in consultation with the Commissioner of Public Health, the Connecticut Interscholastic Athletic Association (CIAC), and appropriate organizations representing licensed athletic trainers and county medical associations to inform and educate coaches, youth athletes and their parents and/or guardians of the nature and risk of concussions or head injuries, including the dangers associated with continuing to engage in athletic activity after a concussion, of the proper method of allowing a student athlete who has sustained a concussion to return to athletic activity.

Annually the District will distribute a head injury and concussion information sheet to all parents/guardians of student participants in competitive sport activities. The parent/guardian and student must return a signed acknowledgement indicating that they have reviewed and understand the information provided before the student participates in any covered activity. This acknowledgement form must be returned and be on file with the District in order for the student to be allowed to practice or compete in the sports activity.

All coaches will complete training pertaining to the District's procedures. The required refresher course regarding concussions shall include, but not be limited to, an overview of key recognition and safety practices, an update of medical developments, current best practices in the field of concussion research, and prevention and treatment. Said refresher course shall also contain an

update on new relevant federal, state and local laws and regulations, and for football coaches, current best practices regarding coaching the sport of football, including, but not limited to, frequency of games and full contact practices and scrimmages as identified by the governing authority for intramural and interscholastic athletics (CIAC).

The District, after January 1, 2015, shall implement the "Concussion Education Plan and Guidelines for Connecticut Schools," developed by the State Board of Education per the stipulations of P.A. 14-66. Written materials, online training or videos, or in person training shall address, at a minimum, the recognition of signs or symptoms of concussion, means of obtaining proper medical treatment for a person suspected of sustaining a concussion, the nature and risks of concussions, including the danger of continuing to engage in athletic activity after sustaining a concussion, proper procedures for return to athletic activity and current best practices in the prevention and treatment of a concussion.

The Board recognizes that commencing July 1, 2015, the CIAC prohibits student athletes from participation in any intramural or interscholastic activity unless the student athlete and his/her parent/guardian completes the concussion education plan of the State Board of Education and its contributing organizations to such plan. Prior to participating in any intramural or interscholastic athletic activity students must (1) read written materials, (2) view online training videos, or (3) attend in-person training regarding the District's concussion education plan provided by the Board of Education.

Prior to participating in any intramural or interscholastic athletic activity for the school year beginning July 1, 2015 and thereafter, a parent/guardian of each student athlete must (1) read written materials, (2) view online training videos, or (3) attend in-person training regarding the District's concussion education plan. Schools may use any or all of the delivery methods mentioned above to develop a plan that best fits the district's demographics.

The District, commencing July 1, 2015, will utilize the consent form developed or approved by the State Board of Education with parent/guardians of student athletes in intramural or interscholastic activities regarding concussions. This form shall provide a summary of the concussion education plan developed or approved by the State Board of Education and a summary of the Board's policy regarding concussions. The consent form shall be returned to the appropriate school authorities, signed by the parent/guardian, attesting to the receipt of such form and authorizing the student athlete to participate in the athletic activity.

Further, in compliance with applicable state statutes, the coach of any intramural or interscholastic athletics shall immediately remove any student athlete participating in intramural or interscholastic athletics who (1) is observed to exhibit signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body during a practice, game or competition, (2) is diagnosed with a concussion, or (3) is otherwise suspected of having sustained a concussion because such student athlete is observed to exhibit signs, symptoms or behaviors consistent with a concussion regardless of when such concussion or head injury may have occurred. Upon such removal, the coach or other qualified school employee defined in Connecticut General Statutes 10-212a, shall notify the student athlete's parent/guardian that the student athlete has exhibited such signs, symptoms, or behaviors

consistent with a concussion or has been diagnosed with a concussion. Such notification shall be provided not later than twenty-four hours after such removal. However, a reasonable effort shall be made to provide such notification immediately after such removal.

The coach shall not permit such student athlete to participate in any supervised athletic activities involving physical exertion, including, but not limited to, practices, games or competitions, until such student athlete receives written clearance to participate in such supervised athletic activities involving physical exertion from a licensed health care professional* trained in the evaluation and management of concussions.

*"licensed health care professional" means a physician licensed pursuant to Chapter 370 of the General Statutes, a physician assistant licensed pursuant to Chapter 370 of the General Statutes, an advanced practice registered nurse licensed pursuant to Chapter 378 of the General Statutes or an athletic trainer licensed pursuant to Chapter 375a of the General Statutes.

Following medical clearance, the coach shall not permit such student athlete to participate in any full, unrestricted supervised athletic activities without limitations on contact or physical exertion, including, but not limited to, practices, games or competitions and such student athlete (1) no longer exhibits signs, symptoms or behaviors consistent with a concussion at rest or with exertion, and (2) receives written clearance to participate in such full, unrestricted supervised athletic activities from a licensed health care professional trained in the evaluation and management of concussions.

The Board, as required, for the school year beginning July 1, 2014 and annually thereafter, will collect and report to the State Board of Education all occurrences of concussion. The report shall contain, if known, the nature and extent of the concussion and the circumstances in which it was sustained.

The Board believes that at the forefront of concussion management is the implementation of baseline testing, through the implementation of the ImPACT (Immediate Post-concussion Assessment and Cognitive Testing) Program.* Subject to the availability of financial resources, District athletes will receive "baseline" testing prior to the start of the sports season and should be done for individual athletes at least every other year.

*ImPACT is a 20 minute computerized concussion evaluation system that has been scientifically validated and has become a standard tool used in comprehensive clinical management of concussions for athletes of all ages. Information is available at http://www.impacttest.com/. This computerized neurocognitive testing program is available online.

Legal Reference: Connecticut General Statutes

PA 10-62 An Act Concerning Student Athletes and Concussions

P.A. 14-66 An Act Concerning Youth Athletics and Concussions

"Concussion Education Plan and Guidelines for Connecticut Schools" adopted by the State Board of Education, January 7, 2015.



HEADS UP: CONCUSSION IN YOUTH SPORTS A Fact Sheet for COACHES

To download the coaches fact sheet in Spanish, please visit: http://www.cdc.gov/concussion/HeadsUp/youth.html

THE FACTS

- A concussion is a brain injury.
- All concussions are serious.
- Concussions can occur without loss of consciousness.
- Concussions can occur in any sport.
- Recognition and proper management of concussions when they **first occur** can help prevent further injury or even death.

WHAT IS A CONCUSSION?

A concussion is an injury that changes how the cells in the brain normally work. A concussion is caused by a blow to the head or body that causes the brain to move rapidly inside the skull. Even a ding, getting your bell rung, or what seems to be a mild bump or blow to the head can be serious. Concussions can also result from a fall or from players colliding with each other or with obstacles, such as a goalpost.

The potential for concussions is greatest in athletic environments where collisions are common.¹ Concussions can occur, however, in *any* organized or unorganized sport or recreational activity. As many as 3.8 million sports- and recreation-related concussions occur in the United States each year.²

RECOGNIZING A POSSIBLE CONCUSSION

To help recognize a concussion, you should watch for the following two things among your athletes:

1. A forceful blow to the head or body that results in rapid movement of the head.

-and-

2. <u>Any change</u> in the athlete's behavior, thinking, or physical functioning. (See the signs and symptoms of concussion.)

SIGNS AND SYMPTOMS

SIGNS OBSERVED BY COACHING STAFF

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets sports plays
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows behavior or personality changes
- Can't recall events prior to hit or fall
- Can't recall events after hit or fall

SYMPTOMS REPORTED BY ATHLETE

- Headache or pressure in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light
- Sensitivity to noise
- Feeling sluggish, hazy, foggy, or groggy

- Concentration or memory problems
- Confusion
- Does not feel right

Adapted from Lovell et al. 2004

Athletes who experience any of these signs or symptoms after a bump or blow to the head should be kept from play until given permission to return to play by a health care professional with experience in evaluating for concussion. Signs and symptoms of concussion can last from several minutes to days, weeks, months, or even longer in some cases.

Remember, you can't see a concussion and some athletes may not experience and/or report symptoms until hours or days after the injury. If you have any suspicion that your athlete has a concussion, you should keep the athlete out of the game or practice.

PREVENTION AND PREPARATION

As a coach, you can play a key role in preventing concussions and responding to them properly when they occur. Here are some steps you can take to ensure the best outcome for your athletes and the team:

- Educate athletes and parents about concussion. Talk with athletes and their parents about the dangers and potential long-term consequences of concussion. For more information on long-term effects of concussion, view the following online video clip: http://www.cdc.gov/ncipc/tbi/Coaches Tool Kit.htm#Video. Explain your concerns about concussion and your expectations of safe play to athletes, parents, and assistant coaches. Pass out the concussion fact sheets for athletes and for parents at the beginning of the season and again if a concussion occurs.
- Insist that safety comes first.
 - Teach athletes safe playing techniques and encourage them to follow the rules of play.
 - Encourage athletes to practice good sportsmanship at all times.
 - Make sure athletes wear the right protective equipment for their activity (such as helmets, padding, shin guards, and eye and mouth guards). Protective equipment should fit properly, be well maintained, and be worn consistently and correctly.
 - Review the athlete fact sheet with your team to help them recognize the signs and symptoms of a concussion.

Check with your youth sports league or administrator about concussion policies. Concussion policy statements can be developed to include the leagues commitment to safety, a brief

description of concussion, and information on when athletes can safely return to play following a concussion (i.e., an athlete with known or suspected concussion should be kept from play until evaluated and given permission to return by a health care professional). Parents and athletes should sign the concussion policy statement at the beginning of the sports season.

- Teach athletes and parents that it's not smart to play with a concussion. Sometimes players and parents wrongly believe that it shows strength and courage to play injured. Discourage others from pressuring injured athletes to play. Don't let athletes persuade you that they're just fine after they have sustained any bump or blow to the head. Ask if players have ever had a concussion.
- **Prevent long-term problems**. A repeat concussion that occurs before the brain recovers from the first usually within a short period of time (hours, days, or weeks) can slow recovery or increase the likelihood of having long-term problems. In rare cases, repeat concussions can result in brain swelling, permanent brain damage, and even death. This more serious condition is called *second impact syndrome*. Keep athletes with known or suspected concussion from play until they have been evaluated and given permission to return to play by a health care professional with experience in evaluating for concussion. Remind your athletes: It's better to miss one game than the whole season.

ACTION PLAN

WHAT SHOULD A COACH DO WHEN A CONCUSSION IS SUSPECTED?

- 1. Remove the athlete from play. Look for the signs and symptoms of a concussion if your athlete has experienced a bump or blow to the head. Athletes who experience signs or symptoms of concussion should not be allowed to return to play. When in doubt, keep the athlete out of play.
- 2. Ensure that the athlete is evaluated right away by an appropriate health care professional. Do not try to judge the severity of the injury yourself. Health care professionals have a number of methods that they can use to assess the severity of concussions. As a coach, recording the following information can help health care professionals in assessing the athlete after the injury:
 - Cause of the injury and force of the hit or blow to the head
 - Any loss of consciousness (passed out/knocked out) and if so, for how long
 - Any memory loss immediately following the injury
 - Any seizures immediately following the injury
 - Number of previous concussions (if any)

- 3. Inform the athlete's parents or guardians about the possible concussion and give them the fact sheet on concussion. Make sure they know that the athlete should be seen by a health care professional experienced in evaluating for concussion.
- 4. Allow the athlete to return to play only with permission from a health care professional with experience in evaluating for concussion. A repeat concussion that occurs before the brain recovers from the first can slow recovery or increase the likelihood of having long-term problems. Prevent common long-term problems and the rare second impact syndrome by delaying the athletes return to the activity until the player receives appropriate medical evaluation and approval for return to play.

If you think your athlete has sustained a concussion take him/her out of play, and seek the advice of a health care professional experienced in evaluating for concussion.

For more information and to order additional materials **free-of-charge**, visit: http://www.cdc.gov/concussion/HeadsUp/youth.html

For more detailed information on concussion and traumatic brain injury, visit: http://www.cdc.gov/ncipc/tbi/TBI.htm

REFERENCES

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U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES CENTERS FOR DISEASE CONTROL AND PREVENTION Content Source: National Center for Injury Prevention and Control, Division of Injury Response

Page Located on the Web at http://www.cdc.gov/concussion/index.html

Fact Sheet for Student Athletes

What is a concussion?

A concussion is a brain injury that:

- Is caused by a bump, blow, or jolt to the head.
- Can change the way your brain normally works.

Can range from mild to severe.

- Can occur during practices or games in any sport. Can happen even if you haven't been knocked out.
- Can be serious even if you've just been "dinged" or had your "bell rung."

How can I prevent a concussion?

It's different for every sport. But there are steps you can take to protect yourself from concussion.

Follow your coach's rules for safety and the rules of the sport.

Practice good sportsmanship at all times.

- Use the proper sports equipment, including personal protective equipment (such as
 - In order for equipment to protect you, it must be:
 - Appropriate for the game, position, and activity
 - Well maintained
 - Properly fitted
 - Used every time you play

How do I know if I've had a concussion?

You can't see a concussion, but you might notice some of the symptoms right away. Other symptoms can show up days or weeks after the injury. It's best to see a health care professional if you think you might have a concussion. An undiagnosed concussion can affect your ability to do schoolwork and other everyday activities. It also raises your risk for additional serious injury.

What are the symptoms of a concussion?

- Nausea (feeling that you might vomit)
- Balance problems or dizziness
- Double or fuzzy vision
- Sensitivity to light or noise
- Headache
- Feeling sluggish
- Feeling foggy or groggy
- Concentration or memory problems (forgetting game plays)
- Confusion

What should I do if I think I have a concussion?

- Tell your coaches and your parents. Never ignore a bump, blow, or jolt to the head. Also tell your coach if one of your teammates might have a concussion.
- Get a medical checkup. A health care professional can tell you if you have had a concussion and when you are OK to return to play.
- Give yourself time to recover. If you have had a concussion, your brain needs time to heal. While your brain is still healing, you are much more likely to suffer another concussion.

Concussion Symptoms

Common symptoms in concussions are generally divided into physical/somatic, cognitive/thinking/remembering, sleep and emotional/mood disruption categories.

1. Physical

- Headache
- Nausea
- Vomiting
- Imbalance
- Slowed reaction time
- Dizziness
- Sensitivity to light
- Sensitivity to sound
- Fuzzy or blurred vision

2. Sleep

- Sleeping more or less than usual
- Drowsiness
- Trouble falling asleep
- Trouble maintaining sleep

3. Cognitive (Thinking/Remembering)

- Difficulty thinking or concentrating
- Difficulty remembering
- Confusion
- Feeling mentally foggy
- Feeling slowed down
- Decreased attention
- Decreased retention
- Distractibility
- Amnesia

4. Mood Disruption

- More emotional
- Irritable
- Sad
- Nervous
- Depressed

Source: Adapted from Pardini et al 2004.

Concussion Symptoms (continued)

Athletes who experience any of the signs and symptoms listed below after a bump, blow, or jolt to the head or body should be kept out of play the day of the injury and until a health care professional, experienced in evaluating concussions, provides written clearance that they are symptom-free and can to return to play. It is important to note that some athletes may not experience and/or report symptoms until hours or days after the injury. Most people with a concussion will recover quickly and fully. For some people, however, signs and symptoms of concussion can last for days, weeks, or longer.

Potential Signs Observed by Coaches, Athletic Trainers, Parents or Others:

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows mood, behavior, or personality changes
- Can't recall events prior to hit or fall
- Can't recall events after hit or fall

Potential Symptoms Reported by Athlete:

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light
- Sensitivity to noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion
- Does not "feel right" or is "feeling down"

Source: CDC, How Can I Recognize a Possible Concussion?

Athletes who experience any of the signs and symptoms listed above after a bump, blow, or jolt to the head or body should be kept out of play the day of the injury and until a health care professional, experienced in evaluating concussions, provides written clearance that they are symptom-free and can to return to play. It is important to note that some athletes may not experience and/or report symptoms until hours or days after the injury. Most people with a concussion will recover quickly and fully. For some people, however, signs and symptoms of concussion can last for days, weeks, or longer.

The Proper Procedures for Allowing a Student Athlete Who Has Sustained a Concussion to Return to Athletic Activity

When managing an athlete with a concussion, the management plan should cover both returning to school and to play, and should:

- include monitoring both physical and cognitive activities;
- · consider concussion history; and
- be individualized to the athlete.

An athlete should be referred for follow-up care from a health care professional who can help him or her gradually return to school and to play when fully recovered. An athlete who has been diagnosed with a concussion should not return to practice or play the same day. In addition, *Public Act No. 14-66, An Act Concerning Youth Athletics and Concussions* requires that:

...coaches shall not permit such student athlete to participate in any supervised team activities involving physical exertion, including, but not limited to, practices, games or competitions, until such student athlete receives written clearance to participate in such supervised team activities involving physical exertion from a licensed health care professional trained in the evaluation and management of concussions. Following clearance, the coach shall not permit such student athlete to participate in any full, unrestricted supervised team activities without limitations on contact or physical exertion, including, but not limited to, practices, games or competitions, until such student athlete no longer exhibits signs, symptoms or behaviors consistent with a concussion at rest or with exertion, and receives written clearance to participate in such full, unrestricted supervised team activities from a licensed health care professional trained in the evaluation and management of concussions.

There are five gradual steps to help safely return an athlete to play, adapted from the International Concussion Consensus Guidelines located at: http://www.cdc.gov/concussion/headsup/return_to_play.html

Suggested Return-to-Play Progression

Baseline (Step 0): As the baseline step of the *Return-to-Play Progression*, the athlete needs to have completed physical and cognitive rest and not be experiencing concussion symptoms for a minimum of 24 hours. Keep in mind, the younger the athlete, the more conservative the treatment. There should be a minimum of 24 hours before progressing to the next step.

Step 1: Light Aerobic Exercise

Goal: only to increase an athlete's heart rate

Time: 5 to 10 minutes

Activities: exercise bike, walking, or light jogging

No weight lifting or resistance training, jumping, or hard running

Step 2: Moderate Exercise

Goal: limited body and head movement **Time:** reduced from typical routine

Activities: moderate jogging, brief running, moderate-intensity stationary biking, and moderate-

intensity weightlifting and resistance training

No head impact activities

Step 3: Non-contact Exercise

Goal: more intense, but non-contact movement

Time: close to typical routine

Activities: running, high-intensity stationary biking, the player's regular weightlifting routine,

and non-contact sport-specific drills

This stage may add some cognitive component to practice in addition to the aerobic and

movement components introduced in Steps 1 and 2.

Step 4: Practice

Goal: reintegrate in full contact practice with vigilant observation by the coach and/or athletic

trainer

Step 5: Return to Play

Goal: return to competition

It is important to monitor symptoms and cognitive function carefully during each increase of exertion. Athletes should only progress to the next level of exertion if they are not experiencing symptoms at the current level. If symptoms return at any step an athlete should stop these activities as this may be a sign that the athlete is pushing too hard. Only after additional rest, when the athlete is once again not experiencing symptoms for a minimum of 24 hours, should he or she start again at the step during which symptoms were experienced.

The *Return-to-Play Progression* process is best conducted through a team approach and by a health care professional who knows the athlete's physical abilities and endurance, such as the school's athletic trainer in collaboration with the school nurse. By gauging the athlete's performance on each individual step, a health care professional will be able to determine how far to progress the athlete on a given day. In some cases, the athlete may be able to work through one step in a single day, while in other cases it may take several days to work through an individual step. It may take several weeks to months to work through the entire 5-step progression.

While most athletes will recover quickly and fully following a concussion, some will have symptoms for weeks or longer. Athletes should be referred to a concussion specialist if:

- 1. Symptoms worsen at any time.
- 2. Symptoms have not gone away after 10-14 days.

3. The athlete has a history of multiple concussions or risk factors for prolonged recovery. This may include a history of migraines, depression, mood disorders, or anxiety, as well as developmental disorders such as learning disabilities and Attention Deficit Hyperactivity Disorder (CDC, A "Heads Up" on Managing Return to Play).

Current Best Practices in the Prevention and Treatment of a Concussion

Prevention

There are many ways to reduce the chances of sustaining a concussion during participation in athletic activities. Schools should ensure that during athletic contests and practices, athletes:

- use the correct protective equipment (should be fitted and maintained properly in order to provide the expected protection);
- follow all safety rules and the rules of the sport;
- practice good sportsmanship; and
- do not return to play with a known or suspected concussion until they have been evaluated and given written permission by an appropriate health care professional.

Treatment

Education and recognition are the best tools for improving the care of the athlete with a concussion. Students who have been diagnosed with a concussion require both physical and cognitive rest. Delay in instituting health care provider orders for such rest may prolong recovery from a concussion. The health care provider's orders for avoidance of cognitive and physical activity and graduated return to activity should be followed and monitored both at home and at school. Districts should consult their school medical director if further discussion and/or clarification is needed regarding a private medical provider's orders, or in the absence of a private medical provider's orders. Additionally, children and adolescents are at increased risk of protracted recovery and severe, potentially permanent disability (e.g. early dementia, also known as chronic traumatic encephalopathy), or even death if they sustain another concussion before fully recovering from the first concussion. Therefore, it is imperative that a student is fully recovered before resuming activities that may result in another concussion. Best practice warrants that, whenever there is a question of safety, a health care professional errs on the side of caution and holds the athlete out for a game, the remainder of the season, or even a full year.

Cognitive Rest

Cognitive rest requires that the student avoid participation in, or exposure to, activities that require concentration or mental stimulation including, but not limited to:

- computers and video games;
- television viewing;
- texting;
- cell phone use;

- reading or writing;
- studying or homework;
- taking a test or completing significant projects;
- · loud music; or
- bright lights.

Parents/guardians, teachers, and other school staff should watch for signs of concussion symptoms such as fatigue, irritability, headaches, blurred vision, or dizziness reappearing with any type of mental activity or stimulation. If any of these signs and symptoms occur, the student should cease the activity. Return of symptoms should guide whether the student should participate in an activity. Initially a student with a concussion may only be able to attend school for a few hours per day and/or need rest periods during the day, Students may exhibit increased difficulties with focusing, memory, learning new information, and/or an increase in irritability or impulsivity. (Districts should have policies and procedures in place related to transitioning students back to school and for making accommodations for missed tests and assignments.) An Individual Health Care Plan with academic accommodations is an example of a guideline that may be used. If the student's symptoms last longer than 7 to 14 days, a medical provider should consider referring the student for an evaluation by a neuropsychologist, neurologist, physiatrist, or other medical specialist in traumatic brain injury.

Note: increased cognitive activity, as well as too little cognitive activity, is associated with longer recovery from concussion. Thus, it is desirable to pace a student's academic load below symptom threshold. (Pediatrics 2014; 133:1-6)

Schools are permitted to authorize certain testing accommodations for students who incur an injury within a certain timeframe prior to the test administration. In some situations, a 504 plan may be appropriate for students whose concussion symptoms are significant or whose symptoms last 6 months or longer. Section 504 is part of the Rehabilitation Act of 1973 and is designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. Section 504 requires a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. Under Section 504, FAPE consists of the provision of regular or special education and

related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

(More information is available on Section 504 law at: http://www2.ed.gov/about/offices/list/ocr/index.html

Questions and Answers on Section 504 including information on addressing temporary impairments such as concussions is available at: http://www2.ed.gov/about/offices/list/ocr/504faq.html

Physical Rest

Physical rest includes getting adequate sleep, taking frequent rest periods or naps, and avoiding physical activity that requires exertion. Some activities that should be avoided include, but are not limited to:

- activities that result in contact and collision and are high risk for re-injury;
- high speed and/or intense exercise and/or sports;
- any activity that results in an increased heart rate or increased head pressure (such as straining or strength training).

Students may experience frustration or stress about having to limit activities or having difficulties keeping up in school. They should be supported and reassured that they will be able to resume activities as soon as it is safe, and that it is important to avoid activities which will delay their recovery. Students should be informed that the concussion will resolve more quickly when they follow their medical provider's orders. Students will need encouragement and support at home and school until symptoms fully resolve (CDC, *Heads Up: Preventing Concussion Heads Up*).

Waterbury Board of Education Student & Parent - Concussion Education Plan & Consent Form

NOTE: This document was developed to provide coaches, students, and their parents/guardians with an annual review of current and relevant information regarding concussions and head injuries. A new form is required to be read, signed, dated and kept on file by their associated school district annually to comply with Public Act No. 14-66 AN ACT CONCERNING STUDENT ATHLETES AND CONCUSSIONS.

A concussion is the immediate and transient alteration of neurological function in the brain caused by mechanical acceleration and deceleration forces.

Part I - SIGNS AND SYMPTOMS OF A CONCUSSION

- A concussion should be suspected if any one or more of the following signs or symptoms are present, OR if the coach/evaluator is unsure.
- 1. Signs of a concussion may include (what the athlete looks like):
- Confusion/disorientation/irritability
- Trouble resting/getting comfortable
- Lack of concentration
- Slow response/drowsiness
- Incoherent/ slurred speech
- Slow/clumsy movements
- Loss of consciousness
- Amnesia/memory problems

- Act silly/combative/aggressive
- · Repeatedly ask same questions
- · Dazed appearance
- Restless/irritable
- Constant attempts to return to play
- · Constant motion
- Disproportionate/inappropriate reactions
- Balance problems
- Symptoms of a concussion may include (what the athlete reports):
- Headache or dizziness
- Nausea or vomiting
- Blurred or double vision

- Oversensitivity to sound/light/touch
- Ringing in ears
- Feeling foggy or groggy

Note: Public Act No. 14-66 requires that a coach MUST immediately remove a student- athlete from participating in any intramural or interscholastic athletic activity who (A) is observed to exhibit signs, symptoms or behaviors consistent with a concussion following a suspected blow to the head or body, or (B) is diagnosed with a concussion, regardless of when such concussion or head injury may have occurred. Upon removal of the athlete a qualified school employee must notify the parent or legal guardian within 24 hours that the student athletes has exhibited the signs and symptoms of a concussion.

Part II - RETURN TO PARTICIPATION (RTP)

Currently, it is impossible to accurately predict how long concussions will last. There must be full recovery before someone is allowed to return to participation. Connecticut Law now requires that no athlete may resume

participation until they have received written medical clearance from a licensed health care professional (Physician, Physician Assistant, Advanced Practice Registered Nurse, Athletic Trainer) trained in the evaluation and management of concussions.

Concussion Management Requirements:

- No athlete SHALL return to participation (RTP) on the same day of concussion.
- 2. Any loss of consciousness, vomiting or seizures the athlete MUST be immediately transported to the hospital.
- 3. Close observation of an athlete MUST continue following a concussion. This should be monitored for an appropriate amount of time following the injury to ensure that there is no escalation of symptoms.

Concussion Management Requirements: (continued)

- 4. Any athlete with signs or symptoms related to a concussion MUST be evaluated from a licensed health care professional (Physician, Physicians' Assistant, Advanced Practice Registered Nurse, Athletic Trainer) trained in the evaluation and management of concussions.
- 5. The athlete MUST obtain an <u>initial</u> written clearance from one of the licensed health care professionals mentioned above directing them into a well-defined RTP stepped protocol similar to one outlined below. If at any time signs or symptoms should return during the RTP progression the athlete should cease activity.
- 6. After the RTP protocol has been successfully administered (no longer exhibits any signs or symptoms or behaviors consistent with concussions), final written medical clearance is required by one of the licensed health care professionals mentioned above for them to fully return to unrestricted participation in practices and competitions.

Medical Clearance RTP protocol (Recommended one full day between steps)²

Rehabilitation stage	Functional exercise at each stage of rehabilitation	Objective of each stage
No activity	Complete physical and cognitive rest until asymptomatic.	Recovery
•	School may need to be modified.	
2. Light aerobic activity	Walking, swimming or stationary cycling keeping intensity,	Increase Heart Rate
	<70% of maximal exertion; no resistance training.	
3. Sport Specific	Skating drills in ice hockey, running drills in soccer; no head	Add Movement
Exercise	impact activities.	
4. Non-contact Training	Progression to more complex training drills, i.e., passing	Exercise, coordination and
drills	drills in football and ice hockey; may start progressive	cognitive load
	resistance training.	
5. Full Contact Practice	Following final medical clearance, participate in normal	Restore confidence and assess
	training activities.	functional skills by coaching staff

*If at any time signs or symptoms should worsen during the RTP progression the athlete should stop activity that day. If the athlete's symptoms are gone the next day, she/he may resume the RTP progression at the last step completed in which no symptoms were present. If symptoms return and don't resolve, the athlete should be referred back to their medical provider.

Part III - HEAD INJURIES

- Injuries to the head includes:
 - Concussions: (See above information). There are several head injuries associated with concussions which can be severe in nature including:

- a) Second impact Syndrome Athletes who sustain a concussion, and return to play prior to being recovered from the concussion, are also at risk for Second Impact Syndrome (SIS), a rare but lifealtering condition that can result in rapid brain swelling, permanent brain damage or death; and
- b) Post-Concussion Syndrome A group of physical, cognitive, and emotional problems that can persist for weeks, months, or indefinitely after a concussion.
- Scalp Injury: Most head injuries only damage the scalp (a cut, scrape, bruise or swelling)... Big lumps (bruises) can occur with minor injuries because there is a large blood supply to the scalp. For the same reason, small cuts on the head may bleed a lot. Bruises on the forehead sometimes cause black eyes 1 to 3 days later because the blood spreads downward by gravity;
- Skull Fracture: Only 1% to 2% of children with head injuries will get a skull fracture. Usually there are no
 other symptoms except for a headache at the site where the head was hit. Most skull fractures occur without
 any injury to the brain and they heal easily;
- Brain Injuries are rare but are recognized by the presence of the following symptoms:
 - (1) difficult to awaken, or keep awake or (2) confused thinking and talking, or (3) slurred speech, or (4) weakness of arms or legs or (5) unsteady walking (American Academy of Pediatrics Healthy Children, 2010).

Part IV - STUDENT, PARENT/GUARDIAN REQUIREMENT

Starting with the 2015-2016 school year, and each school year thereafter, P.A. 14-66 prohibits a student athlete to participate in any intramural or interscholastic athletic activity unless the student and his/her parent/guardian (1) reads written materials, (2) views online training or videos, or (3) attends in-person training regarding the concussion education plan.

Part V - APPLICABLE SCHOOL BOARD CONCUSSION POLICIES

Board Policy #5141.7, "Student Sports – Concussions," and its accompanying procedures, appendices and forms constitute the Board of Education's School Concussion Policy. They contain information on the following topics:

- the recognition of signs and symptoms of concussion,
- the means of obtaining proper medical treatment for a person suspected of sustaining a concussion,
- the nature and risks of a concussion, including the danger in continuing to engage in athletic activity after sustaining a concussion,
- the proper procedures for allowing a student who has sustained a concussion to return to athletic activity, and
- current best practices in the prevention and treatment of concussion.

I have read and understand this document the "Student/Parent - Concussion Education Plan & Consent Form" and understand the severities associated with concussions and the need for immediate treatment of such injuries. I further understand my responsibilities to be informed and participate in the concussion education plan as described in Part IV above.

Student name:				
	(Print Name)			
Date:	Signature			
Parent/Guardia	n name:	(Print Name)		
Date:	Signature		Market Ma	Spirate to the spirat

References:

1. NFHS. Concussions. 2008 NFHS Sports Medicine Handbook (Third Edition). 2008: 77-82.

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 McCrory, Paul MBBS, PhD; Meeuwisse, Willem MD, PhD; Johnston, Karen MD, PhD; Dvorak, Jiri MD; Aubry, Mark MD; Molloy, Mick MB; Cantu, Robert MA, MD. Consensus Statement on Concussion in Sport 3rd International Conference on Concussion in Sport Held in Zurich, November 2008. Clinical Journal of Sport Medicine: May 2009 -Volume 19 - Issue 3 - pp 185-200

http://journals.lww.com/cjsportsmed/Fulltext/2009/05000/Consensus Statement on Concussion in Sport 3rd.1.aspx.

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http://www.healthychildren.org/english/tips-tools/symptom-checker/pages/Head-Injury.aspx

Resources:

 Centers for Disease Control and Prevention. Injury Prevention & Control: Traumatic Brain Injury. Retrieved on June 16, 2010.

http://www.cdc.gov/TraumaticBrainInjury/index.html

Centers for Disease Control and Prevention. Heads Up: Concussion in High School Sports Guide for Coaches.
 Retrieved on June 16, 2010.

Sudden Cardiac Arrest Awareness

Commencing July 1, 2015 and each school year thereafter, athletic directors shall distribute and collect the annual review document of current and relevant information regarding sudden cardiac arrest.

A new form is required to be read, signed, dated and kept on file for each coach by the district annually to comply with Connecticut General Statutes Chapter 163, Section 10-149f: SUDDEN CARDIAC ARREST AWARENESS EDUCATION PROGRAM.

Also commencing July 1, 2015 and each school year thereafter, the Athletic Director(s) and/or coaches will distribute current and relevant information regarding sudden cardiac arrest to student-athletes and parents/guardians that must be signed and returned prior to participation..

A new form is required to be read, signed, dated and kept on file by the student-athlete's school Athletic Director annually to comply with Connecticut General Statutes Chapter 163, Section 10-149f: SUDDEN CARDIAC ARREST AWARENESS EDUCATION PROGRAM.

Legal Reference: Connecticut General Statutes:

10-149f: Sudden Cardiac Arrest Awareness Education Program.

Sudden Cardiac Arrest Awareness Program & Annual Review Required for ALL School Coaches

NOTE: This document was developed to provide coaches with an annual review of current and relevant information regarding sudden cardiac arrest. A new form is required to be read, signed, dated and kept on file by the district annually to comply with Connecticut General Statutes Chapter 163, Section 10-149f: SUDDEN CARDIAC ARREST AWARENESS EDUCATION PROGRAM.

Part I - SUDDEN CARDIAC ARREST - What is sudden cardiac arrest?

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA doesn't just happen to adults; it takes the lives of students, too. However, the causes of sudden cardiac arrest in students and adults can be different. A student's SCA will likely result from an inherited condition, while an adult's SCA may be caused by either inherited or lifestyle issues.

SCA is NOT a heart attack. A heart attack may cause SCA, but they are not the same. A heart attack is caused by a blockage that stops the flow of blood to the heart. SCA is a malfunction in the heart's electrical system, causing the heart to suddenly stop beating.

PART II - HOW COMMON IS SUDDEN CARDIAC ARREST IN THE UNITED STATES?

SCA is the #1 cause of death for adults in this country. There are about 300,000 cardiac arrests outside hospitals each year. It is a leading cause of death for student athletes.

According to an April 2014 study for PubMed the incidence was

- 0.63 per 100,000 in all students (6 in one million)
- 1.14 per 100,000 athletes (10 in one million)
- 0.31 per student non-athletes (3 in one million)
- The relative risk of SCA in student athletes vs non-athletes was 0.65
- There is a significantly higher risk of SCA for boys than girls

Leading causes of sudden death among high school and college athletes, according to the National Collegiate Athletic Association (NCAA) (on CBS News, June 28, 2012)* are heat stroke, heart disease and traits associated with sickle cell anemia. Prevention of sudden death, the same study concludes, is associated with more advanced cardiac screening with attention to medical histories and birth records, improved emergency procedures, and good coaching and conditioning practices. SCA can be prevented if the underlying causes can be diagnosed and treated.

Sudden cardiac arrest is a medical emergency. If not treated immediately, it causes sudden cardiac death. With fast, appropriate medical care, survival is possible. Administering cardiopulmonary resuscitation (CPR) — or even just compressions to the chest — can improve the chances of survival until emergency personnel arrive. (http://www.mayoclinic.org/diseases-conditions/sudden-cardiac-arrest/basics/)

PART III - WHAT ARE THE WARNING SIGNS AND SYMPTOMS?

Although SCA happens unexpectedly, some people may have signs or symptoms, such as: fainting or seizures during exercise; unexplained shortness of breath; dizziness; extreme fatigue; chest pains; or racing heart.

These symptoms can be unclear in athletes, since people often confuse these warning signs with physical exhaustion.

WHAT ARE THE RISKS OF PRACTICING OR PLAYING AFTER EXPERIENCING THESE SYMPTOMS?

There are risks associated with continuing to practice or play after experiencing these symptoms. When the heart stops, so does the blood that flows to the brain and other vital organs. Death or permanent brain damage can occur in just a few minutes. Most people who experience SCA die from it.

REMOVAL FROM PLAY

Any student-athlete who shows signs or symptoms of SCA must be removed from athletic activity and referred to a licensed health care profession trained specifically in the treatment of cardiac care. The symptoms can happen before, during or after activity.

RETURN TO PLAY

Before returning to play, the athlete must be evaluated. Clearance to return to play must be in writing. The evaluation must be performed and written clearance be provided by a licensed medical provider.

To summarize:

- SCA is, by definition, sudden and unexpected.
- SCA can happen in individuals who appear healthy and have no known heart disease.
- Most people who have SCA die from it, usually within minutes.
- · Rapid treatment of SCA with a defibrillator can be lifesaving.
- Training in recognition of signs of cardiac arrest and SCA, and the availability of AEDs and personnel who possess the skills to use one, may save the life of someone who has had an SCA.

(National Heart, Lung, and Blood Institute)

I have read and understand this document and understand the law requires me to annually review this Connect State Department of Education Approved Sudden Cardiac Arrest Educational Plan.			
Coach:	School		
(Print Nan	ne)		
Coach Signature:	Date		

Sources:

Simons Fund - http://www.simonsfund.org/

Pennsylvania Department of Health - http://www.simonsfund.org/wp-content/uploads/2012/06/Parent-Handout-SCA.pdf

Sudden Cardiac Arrest Awareness Student & Parent Informed Consent Form

School Name

NOTE: This document was developed to provide student-athletes and parents/guardians with current and relevant information regarding sudden cardiac arrest. A new form is required to be read, signed, dated and kept on file by the student-athlete's \ school athletic director annually to comply with Connecticut General Statutes Chapter 163, Section 10-149f: SUDDEN CARDIAC ARREST AWARENESS EDUCATION PROGRAM.

Part I - SUDDEN CARDIAC ARREST - What is sudden cardiac arrest?

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA doesn't just happen to adults; it takes the lives of students, too. However, the causes of sudden cardiac arrest in students and adults can be different. A student's SCA will likely result from an inherited condition, while an adult's SCA may be caused by either inherited or lifestyle issues.

SCA is NOT a heart attack. A heart attack may cause SCA, but they are not the same. A heart attack is caused by a blockage that stops the flow of blood to the heart. SCA is a malfunction in the heart's electrical system, causing the heart to suddenly stop beating.

PART II - HOW COMMON IS SUDDEN CARDIAC ARREST IN THE UNITED STATES?

SCA is the #1 cause of death for adults in this country. There are about 300,000 cardiac arrests outside hospitals each year. It is a leading cause of death for student athletes.

According to an April 2014 study for PubMed the incidence was

- 0.63 per 100,000 in all students (6 in one million)
- 1.14 per 100,000 athletes (10 in one million)
- 0.31 per student non-athletes (3 in one million)
- The relative risk of SCA in student athletes vs non-athletes was 0.65
- There is a significantly higher risk of SCA for boys than girls

Leading causes of sudden death among high school and college athletes, according to the National Collegiate Athletic Association (NCAA) (on CBS News, June 28, 2012)* are heat stroke, heart disease and traits associated with sickle cell anemia. Prevention of sudden death, the same study concludes, is associated with more advanced cardiac screening with attention to medical histories and birth records, improved emergency procedures, and good coaching and conditioning practices. SCA can be prevented if the underlying causes can be diagnosed and treated.

PART III - WHAT ARE THE WARNING SIGNS AND SYMPTOMS?

Although SCA happens unexpectedly, some people may have signs or symptoms, such as: fainting or seizures during exercise; unexplained shortness of breath; dizziness; extreme fatigue; chest pains; or racing heart.

These symptoms can be unclear in athletes, since people often confuse these warning signs with physical exhaustion.

Sudden cardiac arrest is a medical emergency. If not treated immediately, it causes sudden cardiac death. With fast, appropriate medical care, survival is possible. Administering cardiopulmonary

resuscitation (CPR) — or even just compressions to the chest — can improve the chances of survival until emergency personnel arrive. (http://www.mayoclinic.org/diseases-conditions/sudden-cardiac-arrest/basics/)

WHAT ARE THE RISKS OF PRACTICING OR PLAYING AFTER EXPERIENCING THESE SYMPTOMS?

There are risks associated with continuing to practice or play after experiencing these symptoms. When the heart stops, so does the blood that flows to the brain and other vital organs. Death or permanent brain damage can occur in just a few minutes. Most people who experience SCA die from it.

REMOVAL FROM PLAY

Any student-athlete who shows signs or symptoms of SCA must be removed from athletic activity and referred to a licensed health care professional trained specifically in the treatment of cardiac care. The symptoms can happen before, during or after activity.

RETURN TO PLAY

Before returning to play, the athlete must be evaluated. Clearance to return to play must be in writing. The evaluation must be performed and written clearance be provided by a licensed medical provider.

To summarize:

- SCA is, by definition, sudden and unexpected.
- SCA can happen in individuals who appear healthy and have no known heart disease.
- Most people who have SCA die from it, usually within minutes.
- Rapid treatment of SCA with a defibrillator can be lifesaving.
- Training in recognition of signs of cardiac arrest and SCA, and the availability of AEDs and
 personnel who possess the skills to use one, may save the life of someone who has had an SCA.

(National Heart, Lung, and Blood Institute)

I have read and understand this document the "Student & Parent Informed Consent Form" and understand the severities associated with sudden cardiac arrest and the need for immediate treatment of any suspected condition.

Student name:(Print Name)		Date	_
Signature	· 		
I authorize my child to participate in	(Sport/Activity)		for school year
Parent/Guardian name:(Print Name)		Date	
Signature			

DRAFT 1/19/15

Reporting of child abuse and neglect

5141.4

Connecticut General Statutes Section 17a-101, et seq., requires all school employees of the Board of Education to report suspected child abuse and neglect. The Board of Education recognizes its legal obligations relating to mandated reporting and requires all persons applying for employment with the Board to submit to a record check of the Department of Children and Families Child Abuse and Neglect Registry before the person may be hired.

Mandated reporters include the superintendent, administrators, teachers, substitute teachers, guidance counselors, school paraprofessionals, coaches of intramural and interscholastic athletics, nurses, physicians, psychologists and social workers either employed by the Board or working in one of the District Schools or any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in District Schools.

Such individual(s) who have reasonable cause to suspect or believe that a child under eighteen (18) years of age has been abused or neglected, has had non-accidental physical injury, or injury which is at variance with the history given of such injury, inflicted upon the child, is placed at imminent risk of serious harm or sexually assaulted by a school employee is required to report such abuse and/or neglect or risk and/or sexual assault in accordance with applicable state statutes. The mandated reporting requirement regarding the sexual assault of a student by a school employee applies based on the person's statutes as a student, rather than his or her age.

A mandated reporter's suspicion may be based on factors including, but not limited to, observations, allegations, facts or statements by a child, victim or third party. Suspicion or belief does not require certainty or probable cause.

An oral report by telephone or in person shall be made as soon as possible but not later than twelve (12) hours to the Commissioner of the Department of Children and Families and to the Superintendent of Schools or his/her designee followed within 48 hours by a written report to the Department of Children and Families.

Any person who intentionally and unreasonably interferes with or prevents the making of a report pursuant to this section, or attempts or conspires to do so will be subject to criminal prosecution under law. State law also prohibits retaliation against a mandated reporter for fulfilling his/her obligations to report suspected child abuse or neglect.

The oral and written reports shall include, if known, (1) the names and addresses of the child and his/her parents/guardians or other persons responsible for his/her care; (2) the child's age; (3) the child's gender; (4) the nature and extent of the child's injury or injuries, maltreatment or neglect; (5) the approximate date and time the injury or injuries, maltreatment or neglect occurred; (6) information concerning any previous injury or injuries to or maltreatment or neglect of the child or his/her siblings; (7) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter; (8) the name of the person(s) suspected to be responsible for causing such injury or injuries, maltreatment or neglect; (9) the reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect of a child and (11) whatever action, if any, was taken to treat, provide shelter or otherwise assist child.

If the report of abuse, neglect or sexual assault involves an employee of the District as the perpetrator, the District may conduct its own investigation into the allegation provided such investigation shall not interfere with or impede any investigation conducted by the Department of Children and Families or by a law enforcement agency.

The Board recognizes that the Department of Children and Families is required to disclose records to the Superintendent of Schools in response to a mandated report's written or oral report of abuse or neglect or if the Commissioner of the Department of Children and Families has reasonable belief that a school employee abused or neglected a student. Not later than five (5) working days after an investigation of child abuse or neglect by a school employee has been completed, the Department of Children and Families is required to notify the school employee and the Superintendent and the Commissioner of Education of the investigation's results and shall provide records, whether or not created by the Department, concerning such investigation. If the Department of Children and Families has reasonable cause, and recommends the employee be placed on DCF's Child Abuse and Neglect Registry, the Superintendent shall suspend such employee.

The Board shall provide to employees in-service training regarding the requirements and obligations of mandated reporters including training offered by the Department of Children and Families. Each school employee is required to complete an initial training program offered by DCF and, not later than three (3) years after completion of the initial training program, shall thereafter, retake such refresher training course at least once every three years.

This policy shall be distributed annually to all employees. Documentation shall be maintained that all employees have, in fact, received the written policy and completed initial and refresher training related to mandated reporting of child abuse and neglect as required by law.

The principal for each school under the District's jurisdiction shall annually certify to the superintendent that each school employee working at such school is in compliance with the requirements of the Department of Children and Families training.

The Board will establish a confidential rapid response team to coordinate with the Department of Children and Families to (1) ensure prompt reporting of suspected child abuse or neglect or 1^{st} , 2^{nd} , 3^{rd} or 4^{th} degree sexual assault, 1^{st} degree aggravated sexual assault or 3^{rd} degree sexual assault with a

firearm of a student not enrolled in adult education by a school employee and (2) provide immediate access to information and individuals relevant to the Department of Children and Families' investigation of such cases. The confidential response team shall consist of (1) a local teacher and the Superintendent, (2) a local police officer and (3) any other person the Board or the Superintendent deems appropriate.

The Board of Education will not employ anyone who was terminated or resigned after a suspension based on the Department of Children and Families' investigation, if he or she has been convicted of (1) child abuse or neglect or (2) 1st, 2nd, 3rd or 4th degree sexual assault; 1st degree aggravated sexual assault or 3rd degree sexual assault with a firearm of a student who is not enrolled in adult education.

The Board will not employ an individual who was terminated or resigned, if he or she (1) failed to report the suspicion of such crimes when required to do so or (2) intentionally and unreasonably interfered with or prevented a mandated reporter from carrying out this obligation or conspired or attempted to do so. This applies whether or not an allegation of abuse, neglect or sexual assault has been substantiated.

Legal Reference: Connecticut General Statutes

10-220a (In-service training)

10-221d (criminal history records check)

17a-28 (definitions, records)

17a-101, et. seq. (protection of children from abuse, mandated reporting)

Changes in DCF mandated reporting law

- 1. Added provisions including sexual assaults by teachers as abuse and neglect for mandated reporting.
- 2. Requires mandatory reporter training for all staff, not just new staff.
- 3. Increases criminal penalties and prohibits employment or ability to get hired in the profession for failure to report.
- 4. Requires Board policy on mandated reporters.
- 5. Requires Districts to establish a confidential rapid response team.
- 6. Board must certify annually that each employee has had DCF training.

101, as amended by this act, who in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any child under the age of eighteen years [(1)] (A) has been abused or neglected, as [defined] described in section 46b-120, [(2)] (B) has had nonaccidental physical injury, or injury which is at variance with the history given of such injury, inflicted upon such child, or [(3)] (C) is placed at imminent risk of serious harm, or (2) any school employee, as defined in section 53a-65, who in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any person who is being educated by the technical high school system or a local or regional board of education, other than as part of an adult education program, is a victim under the provisions of section 53a-70, 53a-70a, 53a-71, 53a-72a, 53a-72b or 53a-73a, and the perpetrator is a school employee shall report or cause a report to be made in accordance with the provisions of sections 17a-101b to 17a-101d, inclusive, as amended by this act.

- (b) (1) Any person required to report under the provisions of this section who fails to make such report or fails to make such report within the time period prescribed in sections 17a-101b to 17a-101d, inclusive, as amended by this act, and section 17a-103 shall be guilty of a class A misdemeanor, [and] except that such person shall be guilty of a class E felony if (A) such violation is a subsequent violation, (B) such violation was wilful or intentional or due to gross negligence, or (C) such person had actual knowledge that (i) a child was abused or neglected, as described in section 46b-120, or (ii) a person was a victim described in subdivision (2) of subsection (a) of this section.
- (2) Any person who intentionally and unreasonably interferes with or prevents the making of a report pursuant to this section, or attempts or conspires to do so, shall be guilty of a class D felony. The provisions of this subdivision shall not apply to any child under the age of eighteen years or any person who is being educated by the technical

knows that such person has knowingly made a false report, the identity of such person shall be disclosed to the appropriate law enforcement agency and to the perpetrator of the alleged abuse.

- (c) If the Commissioner of Children and Families, or the commissioner's designee, receives a report alleging sexual abuse or serious physical abuse, including, but not limited to, a report that: (1) A child has died; (2) a child has been sexually assaulted; (3) a child has suffered brain damage or loss or serious impairment of a bodily function or organ; (4) a child has been sexually exploited; or (5) a child has suffered serious nonaccidental physical injury, the commissioner shall, within twelve hours of receipt of such report, notify the appropriate law enforcement agency.
- (d) Whenever a mandated reporter, as [defined] described in section 17a-101, as amended by this act, has reasonable cause to suspect or believe that any child has been abused or neglected by a member of the staff of a public or private institution or facility that provides care for such child or a public or private school, the mandated reporter shall report as required in subsection (a) of this section. The Commissioner of Children and Families or the commissioner's designee shall notify the principal, headmaster, executive director or other person in charge of such institution, facility or school, or the person's designee, unless such person is the alleged perpetrator of the abuse or neglect of such child. In the case of a public school, the commissioner shall also notify the person's employing superintendent. Such person in charge, or such person's designee, shall then immediately notify the child's parent or other person responsible for the child's care that a report has been, made.
- (e) For purposes of this section, "child" includes any victim described in subdivision (2) of subsection (a) of section 17a-101a, as amended by this act.

neglect with all information related to the investigation that is in the possession or control of the person reporting child abuse or neglect, except as expressly prohibited by state or federal law. The commissioner shall obtain the consent of parents or guardians or other persons responsible for the care of the child to any interview with a child, except that such consent shall not be required when the department has reason to believe such parent or guardian or other person responsible for the care of the child or member of the child's household is the perpetrator of the alleged abuse or that seeking such consent would place the child at imminent risk of physical harm. If consent is not required to conduct the interview, such interview shall be conducted in the presence of a disinterested adult unless immediate access to the child is necessary to protect the child from imminent risk of physical harm and a disinterested adult is not available after reasonable search. For purposes of this section, "child" includes any victim described in subdivision (2) of subsection (a) of section 17a-101a, as amended by this act.

Sec. 6. Section 17a-101i of the general statutes is repealed and the following is substituted in lieu thereof (*Effective October 1, 2015*):

(a) Notwithstanding any provision of the general statutes, not later than five working days after an investigation of a report that a child has been abused or neglected by a school employee, as defined in section 53a-65, or that a person is a victim, as described in subdivision (2) of subsection (a) of section 17a-101a, as amended by this act, of a school employee has been completed, the Commissioner of Children and Families shall notify the employing superintendent and the Commissioner of Education of the results of such investigation and shall provide records, whether or not created by the department, concerning such investigation to the superintendent and the Commissioner of Education. The Commissioner of Children and Families shall provide such notice whether or not the child or victim

Education under section 10-145g. No local or regional board of education shall employ a person whose employment contract is terminated or who resigned from employment following a suspension pursuant to the provisions of this subsection if such person is convicted of a crime involving an act of child abuse or neglect as described in section 46b-120 or a violation of section 53a-70, 53a-70a, 53a-71, 53a-72a, 53a-72b or 53a-73a against any person who is being educated by the technical high school system or a local or regional board of education, other than as part of an adult education program.

(b) Not later than five working days after an investigation of a report that a child has been abused or neglected by a staff member of a public or private institution or facility that provides care for children or a private school has been completed, the Commissioner of Children and Families shall notify such staff member's employer at such institution, facility or school, or such employer's designee, of the results of the investigation. If (1) the Commissioner of Children and Families, based upon the results of the investigation, has reasonable cause to believe that a child has been abused or neglected by such staff member, and (2) the commissioner recommends that such staff member be placed on the child abuse and neglect registry established pursuant to section 17a-101k, such institution, facility or school shall suspend such staff person. Such suspension shall be with pay and shall not result in diminution or termination of benefits to such staff person. Such suspension shall remain in effect until the incident of abuse or neglect has been satisfactorily resolved by the employer of the staff person or until an appeal, conducted in accordance with section 17a-101k, has resulted in a finding that such staff person is not responsible for the abuse or neglect or does not pose a risk to the health, safety or well-being of children. If such staff member has a professional license or certificate issued by the state or a permit or authorization issued by the State Board of Education or if such institution, school or facility has a license or approval issued by the state, the commissioner shall

described in subdivision (2) of subsection (a) of section 17a-101i, as amended by this act. Such policy shall be distributed annually to all school employees employed by the local or regional board of education. The local or regional board of education shall document that all such school employees have received such written policy and completed the training and refresher training programs required by subsection (c) of section 17a-101, as amended by this act.

- (f) (1) [All school employees] Each school employee, as defined in section 53a-65, hired by a local or regional board of education on or after July 1, 2011, shall be required to complete the training program developed pursuant to subsection (c) of section 17a-101, as amended by this act. [All such school employees] Each such school employee shall complete the refresher training program, developed pursuant to subsection (c) of section 17a-101, as amended by this act, not later than three years after completion of the initial training program, and shall thereafter retake such refresher training course at least once every three years.
- (2) On or before July 1, 2012, [all] <u>each</u> school [employees] <u>employee</u>, as defined in section 53a-65, hired by a local or regional board of education before July 1, 2011, shall complete the refresher training program developed pursuant to subsection (c) of section 17a-101, as amended by this act, and shall thereafter retake such refresher training course at least once every three years.
- (3) The principal for each school under the jurisdiction of a local or regional board of education shall annually certify to the superintendent for the board of education that each school employee, as defined in section 53a-65, working at such school, is in compliance with the provisions of this subsection. The superintendent shall certify such compliance to the State Board of Education.

Sec. 7. Section 17a-101j of the general statutes is amended by adding

employment, if such person has been convicted of a violation of section 17a-101a of the general statutes, as amended by this act, regardless of whether an allegation of abuse or neglect or sexual assault has been substantiated.

Sec. 11. Subsection (a) of section 53-21 of the general statutes is repealed and the following is substituted in lieu thereof (*Effective October 1, 2015*):

(a) Any person who (1) wilfully or unlawfully causes or permits any child under the age of sixteen years to be placed in such a situation that the life or limb of such child is endangered, the health of such child is likely to be injured or the morals of such child are likely to be impaired, or does any act likely to impair the health or morals of any such child, or (2) has contact with the intimate parts, as defined in section 53a-65, of a child under the age of sixteen years or subjects a child under sixteen years of age to contact with the intimate parts of such person, in a sexual and indecent manner likely to impair the health or morals of such child, or (3) permanently transfers the legal or physical custody of a child under the age of sixteen years to another person for money or other valuable consideration or acquires or receives the legal or physical custody of a child under the age of sixteen years from another person upon payment of money or other valuable consideration to such other person or a third person, except in connection with an adoption proceeding that complies with the provisions of chapter 803, [or (4) intentionally and unreasonably interferes with or prevents the making of a report of suspected child abuse or neglect required under section 17a-101a, shall be guilty of (A) a class D felony for a violation of subdivision (4) of this subsection, (B)] shall be guilty of (A) a class C felony for a violation of subdivision (1) or (3) of this subsection, and [(C)] (B) a class B felony for a violation of subdivision (2) of this subsection, except that, if the violation is of subdivision (2) of this subsection and the victim of the offense is under

section 10-149a or 17a-101i, as amended by this act, that a person holding a certificate, authorization or permit issued by the State Board of Education under the provisions of sections 10-1440 to 10-149, inclusive, has been convicted of (A) a capital felony, under the provisions of section 53a-54b in effect prior to April 25, 2012, (B) arson murder, pursuant to section 53a-54d, (C) a class A felony, (D) a class B telony, except a violation of section 53a-122, 53a-252 or 53a-291, (E) a crime involving an act of child abuse or neglect as described in section 46b-120, or (F) a violation of section 17a-101a, as amended by this act, 53-21, as amended by this act, 53-37a, 53a-60b, 53a-60c, 53a-71, 53a-72a, 53a-72b, 53a-73a, 53a-88, 53a-90a, 53a-99, 53a-103a, 53a-181c, 53a-191, 53a-196, 53a-196c, 53a-216, 53a-217b or 21a-278 or subsection (a) of section 21a-277, any certificate, permit or authorization issued by the State Board of Education and held by such person shall be deemed revoked and the commissioner shall notify such person of such revocation, provided such person may request reconsideration pursuant to regulations adopted by the State Board of Education, in accordance with the provisions of chapter 54. As part of such reconsideration process, the board shall make the initial determination as to whether to uphold or overturn the revocation. The commissioner shall make the final determination as to whether to uphold or overturn the revocation.

(3) The State Board of Education may deny an application for a certificate, authorization or permit for any of the following reasons: (A) The applicant seeks to obtain a certificate, authorization or permit through fraud or misrepresentation of a material fact; (B) the applicant has been convicted in a court of law of a crime involving moral turpitude or of any other crime of such nature that in the opinion of the board issuance of a certificate, authorization or permit would impair the standing of certificates, authorizations or permits issued by the board; or (C) other due and sufficient cause. Any applicant denied a certificate, authorization or permit shall be notified in writing of the

Approved July 2, 2015

GRANT ACCEPTANCE FORM

Name of Organization: Waterbury Adult Education

Address: 11 Draher Street, Waterbury, CT 06708.

Total Amount of Grant: \$2,000.00 Amount of Current Payment: \$2,000.00

Date Grant Approved: January 14, 2016

Purpose of Grant: To support scholarship(s) for low-moderate income graduates of

Waterbury Adult Education

Terms of Grant:

Under United States law, grant funds from the Liberty Bank Foundation may be expended only for educational, health, social services, or other charitable purposes. This grant is made only for the purpose stated above, in response to your grant application dated, and it is understood that these grant funds will be used for that purpose. It is also understood that no substantial variances will be made from that purpose without the Foundation's prior approval in writing. Any grant funds not expended or committed for the purposes of the grant, or within the period stated earlier, will be returned to the Foundation.

This grant is awarded for the purpose of providing scholarships to 2016 graduates of Waterbury Adult Education who plan to continue their education at an institution of higher education. Funds may be used for tuition, books, room and board, or for expenses such as child care or transportation that might pose barriers to non-traditional students. The funds may be awarded to as many as four students, with the minimum scholarship to any individual student being \$500. Recipient students must be of low or moderate income and have financial need.

A written report signed by an appropriate officer of your organization must be furnished to the program officer of the Foundation by **September 30, 2016.** This report should contain the information requested in the Common Report Form of the Connecticut Council for Philanthropy. The form can be obtained from the Council's web site (www.CTphilanthropy.org) or by calling the Program Officer at (860) 638-2961.

In the application of its resources to serve the public interest, the Foundation gives high priority to the realization of equality of opportunity for all members of society. Accordingly, it is the Foundation's expectation that in carrying out this grant, your organization will take appropriate affirmative action steps with respect to women and disadvantaged minorities.

The Foundation may monitor and conduct a review of operations under this grant, which may include a visit from Foundation personnel to observe your program, discuss the program and finances with your personnel, and review financial and other records and materials connected with the activities financed by the grant.

The Foundation will include information on this grant in its periodic public reports. The Foundation may also refer to the grant in a press release, in which case a copy would be provided to you in advance. If you wish to make your own press announcement, please consult with the Foundation grants coordinator.

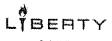
If this form correctly sets forth your understanding of the terms of this grant, please indicate your organization's agreement to these terms by having the form signed by an appropriate officer of your organization and returned to the grants coordinator of the Foundation. It is also understood that, by signing this form, your organization confirms that there has been no change in its qualification as an organization exempt from income taxation pursuant to Section 501(c)(3) of the Internal Revenue Service Code or its classification as not a private foundation. If any change occurs, please notify the Foundation program associate.

By signing below, you certify that this grant is a charitable contribution and that neither Liberty Bank nor the Liberty Bank Foundation received any goods or services in return for it.

On behalf of the Liberty Bank Foundation, we wish you every success in this endeavor.

ACCEPTED AND AGREED:

Signature	Title
Name .	Date



January 14, 2016

Mr. Antonio Musto Principal Waterbury Adult Education 11 Draher Street Waterbury, CT 06708

Dear Mr. Musto:

Now in its 14th year, the Liberty Bank Foundation Adult Education Scholarship Program supports graduates of Adult Education programs who are seeking to further their education. Now that Liberty Bank has an office in Waterbury, we are pleased to extend this scholarship program to include Waterbury Adult Education. The scholarship award is \$2,000.

The objective of our Adult Education Scholarship Program is to provide financial aid for adult students of low or moderate income who have earned a high school diploma equivalent and wish to continue their education at an institution of higher learning. We would look to you to select the student or students to receive these awards. Funds may be utilized for tuition, books, or any other expenses that enable students to pursue their education. Funds may be awarded to one student or may be divided between two or more students, at your discretion. Each award must be at least \$500. The only stipulation is that the student(s) be of low or moderate income.

Enclosed are two copies of the Grant Acceptance Form indicating the terms of the grant. Please sign one copy to indicate your agreement with the terms and return the form to me in the enclosed envelope so that we can proceed with the disbursement of your award. The other copy is for your records.

We would be pleased to have a Liberty Bank representative present the award(s) at your awards presentation or graduation program. Please call or email Kara Pedersen (860-704-2181, kpedersen@liberty-bank.com) to let us know the name(s) of the student(s) you have selected to receive the scholarship funds, and when your presentation will occur, and we will coordinate a local representative to attend.

All of us at Liberty Bank are proud to support adult education graduates in furthering their education. If you have any additional questions, please do not hesitate to call me. Please accept our best wishes for success in all your endeavors!

Sincerely.

Sue Murphy

Executive Director

Enclosures

1190 Sílas Deane Highway Wethersfield, CT 06109 Tel: 860-638-2961



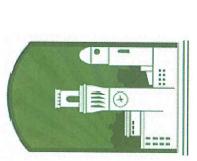
WATERBURY



SUPERINTENDENT'S

2016-2017

Board of Education Workshop BUDGET PRESENTATION January 28, 2016



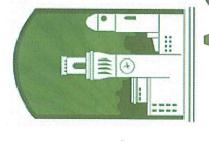


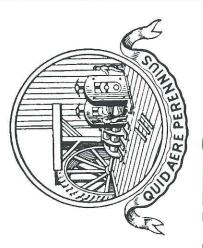


PUBLIC SCHOOLS

EDUCATIONAL VISION 2016-2017

School Improvement Plans District's Theory of Action Blueprint for Change

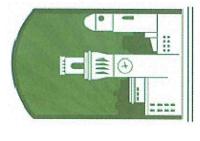


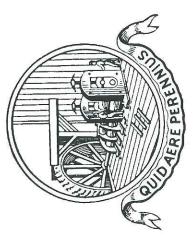


ACCOMPLISHMENTS Demographic Data

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	Regular	Special Ed	ELL/Bilingual	Pre-K
2010	18,150	2,848	725	653
2011	18,062	2,972	780	616
2012	18,385	3,176	825	625
2013	18,622	3,260	953	652
2014	18,799	3,325	678	299
2015	18,752	3,336	731	711





ACCOMPLISHMENTS

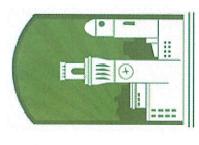
Math Highlights

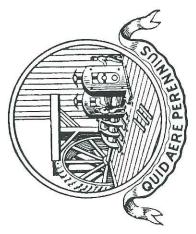
September through December 2015

 Based on end of year mastery of the CT Core Standards (Practitioner category is the end of year expectation). 	
100	

- Performance Tasks (started this year) linked to problem solving, reasoning and proof, communications, connections and representations (not a basic multiple choice).
- Clear indication of student growth by reducing the percent of students in Novice and increasing the percent of students in the Practitioner Category.
- Coaching cycles are designed to target the problem solving process through coached lessons, embedded professional development live in the classroom, collaborative lesson planning and district professional development.

		Per	Percent		
Grade	Task	Novice	Apprentice	Practioner	Expert
K	—	94	9	0	0
	2	49	40		0
Ţ	-	06	6		0
	3	30	43	22	0
2	1	81	18		0
	3	52	41	7	0
3	1	77	20	3	0
	3	44	46	6	0
4	_	70	27	3	0
	E	35	51	*1	0
5	Ţ	78	20	2	0
	E	44	43	13	0
All		82	17		0
	c		4,7		0





COMPLISHMENTS

ELA Highlights 14-15 and 15-16

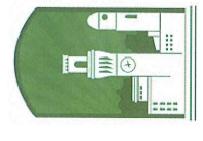
14-15 BOY			7706
	2755 (30%)	1833 (20%)	4489 (50%)
14-15 MOY			6806
	2535 (28%)	1645 (18%) 💮	4909 (54%)
15-16 BOY			8866
	2614 (29%)	1614 (18%)	4638 (53%)
15-16 MOY			7134
	1823 (26%)	1268 (18%)	4043 (56%)

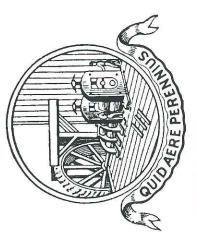
Based on indicators of future reading achievement in the mCLASS system (approximately 1700 more students to be assessed before the end of January). This assessment is progressively more difficult throughout the year.

Tasks assess foundational reading skills.

Clear indication of student growth by reducing the percent of students in "red" (high-risk) and increasing the percent of students in the "green" (low-risk).

Coaching cycles are designed to target the problem solving process through coached lessons, embedded professional development live in the classroom, collaborative Instructional Data Team Meetings and district professional development.

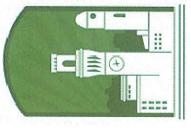


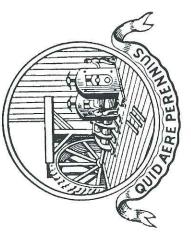


ACCOMPLISHMENTS Behavioral Data

- 50% reduction in expulsions in the 2014-2015 school year compared to the 2013-2014 school year. The district is on track to lower expulsions even more for the 2015-2016 school year.
- 278 less students suspended in the current school year as of 1/19/2016 compared to 1/19/2015.
- 650 more students regularly attending school in 2014-2015 compared to 2013-2014 (Improved Chronic Absenteeism).

ensions	12,245	13,677	12,987	13,611	14 580
Total Suspensions	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011





ACCOMPLISHMENTS

Additional Data Points

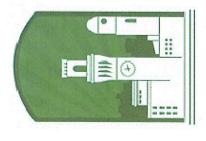
Graduation rates

o 2012 at 62.6%

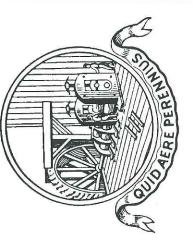
o 2013 at 66.5%

o 2014 at 67.9%

2015 (To be released by the CT SDE in February)

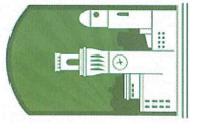


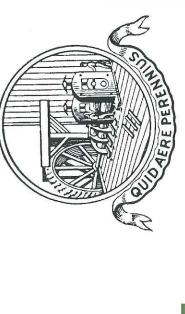
2016-2017



BUDGET PROCESS

- Fall through December planning and preparation
- January review by Board of Education and recommendation to Mayor
- First week of April Mayor's budget to Board of Aldermen
- April to first week of June Board of Aldermen holds meetings, hearings, considers actions, adopts budget
- June Board of Education makes line item changes, adopts final budget



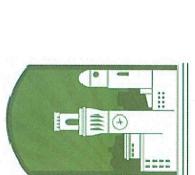


BUDGET PRIORITIES 2016-2017

Maintain current level of services.

Use all funding sources efficiently based on District needs.

Maximize opportunities to leverage the current service reimbursements and grants





BUDGET INCREASE

2016-2017 Budget Increase	\$163,425,000
2015-2016 Approved Budget	\$155,625,000
Total Increase	\$7,800,000
Precentage Increase	5.0%

ECS Alliance Grant

Fiscal Year	Total	Reform *	Operating Budget
Year 1 2012-2013	\$4,395,509	\$3,395,509	\$1,000,000
Year 2 2013-2014	\$11,855,075	\$7,113,045	\$4,742,030
Year 3 2014-2015	\$19,115,441	\$10,513,493	\$8,601,948
Year 4 2015-2016	\$20,911,528	\$9,410,188	\$11,501,340
Year 5 2016-2017	\$20,911,528	\$9,410,188	\$11,501,340
	ASSUMPTION	**NOI10	

^{*} Funds used only for new or continuing reform initiatives.

FISCAL YEAR	APPROVED CITY BUDGET	BUDGET INCREASE	CONTRACTUAL SALARY INCREASE
2009-2010	\$155,625,000	\$0	\$2,891,351
2010-2011	\$155,625,000	\$0	\$1,536,588
2011-2012	\$155,625,000	\$0	\$3,512,780
2012-2013	\$155,625,000	\$0	\$3,218,827
2013-2014	\$155,625,000	\$0	\$339,408
2014-2015	\$155,625,000	\$0	\$4,068,333
2015-2016	\$155,625,000	0\$	\$4,096,435
TOTAL CONTRACTUAL INCREASE	AL INCREASE		\$19,663,722

	Expenditures 2014-2015	Approved Budget 2015-2016	Proposed Budget 2016-2017	Inc/Dec
Salaries	\$121,058,500	\$136,855,673	\$138,846,228	\$1,990,554
Instructional Expense	\$2,487,391	\$3,263,889	\$2,932,640	(\$331,249)
Purchased Services Expense	\$21,330,405	\$21,589,082	\$23,853,809	\$2,264,727
Property Expense	\$9,306,474	\$9,468,346	\$9,225,561	(\$242,786)
Miscellaneous Expense	\$299,250	\$324,350	\$334,600	\$10,250
New Items	0\$	0\$	\$1,908,504	\$1,908,504
Gross Budget Proposal	\$154,482,020	\$171,501,340	\$177,101,340	\$5,600,000
Alliance Year 3	\$8,601,948			
Alliance Non-Reform Year 4 & 5		(\$11,501,340)	(\$11,501,340)	0\$
Alliance 2014-2015 Carryover		(\$2,200,000)	\$0	\$2,200,000
General Fund 2014-2015 Surplus		(\$1,000,000)	(\$1,000,000)	\$0
City Non-Lapsing Account		(\$500,000)	(\$500,000)	\$0
Contingency Surplus		(\$675,000)	(\$675,000)	\$0
Net Budget Proposal	\$163,083,968	\$155,625,000	\$163,425,000	\$7,800,000

Major Account Increase/Decrease		
2016-2017 BOE Proposed Gross Budget Request	\$177,101,340	.01,340
2015-2016 BOA Approved Budget	\$155,625,000	25,000
DIFFERENCE	\$21,476,340	.76,340
Alliance Year 4 (55% Operating)	(\$11,501,340	01,340)
City Non-Lapsing Account	00\$\$)	(\$500,000)
Contingency Surplus	(\$675	(\$675,000)
2014-2015 BOA Approved General Fund Surplus	(\$1,000,000	(000,00
2015-2016 Alliance Carryover – To Be Determined		\$0
BUDGET INCREASE	\$7,80	\$7,800,000
CONTRACTUAL SALARY INCREASES	\$1,61	\$1,619,110
SAW (2.5% Increase)	\$48,118	
WTA (1.6% Increase)	\$952,320	
White Collar (2% Increase)	\$229,144	
Blue Collar (2.5% Increase)	\$310,755	
WMAA (3% Increase)	\$44,319	
Other (UPSEU, Crossing Guards)	\$24,041	
Executive Staff	\$10,413	
ALLIANCE CARRYOVER (2014-2015)		\$2,200,000
NEW ITEMS	\$1,90	\$1,908,504
WCA (Year 4 Expansion Positions)	\$1,515,390	
WCA Instructional Supplies Year 4	\$150,000	
Maintainer 1 - (5)	\$150,592	
Matching Grant Funds - 21st Century Cohort 11 (50% Match Year 5)	\$92,522	
CERTIFIED EARLY INCENTIVE		\$153,616
ADULT EDUCATION	\$18(\$180,750
INSTRUCTIONAL SUPPLIES (WCA Year 3 Start up)	(\$280	(\$280,712)
ATHLETIC SUPPLIES (WCA Year 3 Start up)	(\$87	(\$87,837)
CONSULTING	29\$	\$62,435
PUPIL TRANSPORTATION	\$1,961	\$1,961,200
OUT-OF-DISTRICT TUITION/PURCHASED SERVICE	\$26	\$264,912
Out of District Tuition	\$192,052	
Purchased Service - Special Ed	\$72,860	
DIESEL	(\$308)	(\$308,942)
MISCELLANEOUS ITEMS	\$126	\$126,964
BUDGET INCREASE	\$7,800	\$7,800,000

T.	Waterbury Career Academy - EXPANSION POSITIONS 2016-2017	-2017
2	English Grade 12 Teachers	\$110,000
П	English Department Chairperson	\$57,400
П	Mathematics Grade 12 Teacher	\$55,000
П	Mathematics Department Chairperson	\$57,100
Н	Science Grade 12 Teacher	\$55,000
Н	Science Department Chairperson	\$56,500
Н	Social Studies Grade 12 Teacher	\$55,000
Н	Social Studies Department Chairperson	\$56,500
2	Allied Health Strand Grade 12 Teachers	\$110,000
2	Information Tech Strand Grade 12 Teachers	\$110,000
2	Human Service Strand Grade 12 Teachers	\$110,000
2	Manufacturing Strand Grade 12 Teachers	\$110,000
2	World Language (Spanish) Grade 12 Teachers	\$110,000
1	World Language Department Chairperson	\$56,500
П	ESL/Bilingual Grade 12 Teacher	\$55,000
2	Special Education Grade 12 Teachers	\$110,000
Н	Library Media Center Specialist	\$55,000
Н	Guidance Counselor	\$55,000
1	Guidance Department Chairperson	\$56,200
2	Paraprofessionals	\$52,848
1	Administrative Assistant I	\$22,342
TOTAL		\$1,515,390

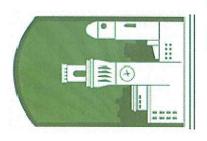
Salaries	Expenditures 2014-2015	Approved Budget 2015-2016	Proposed Budget 2016-2017	Inc/Dec
Instructional Regular Payroll	\$72,517,255	\$88,469,652	\$87,705,345	(\$764,307)
Special Education Payroll	\$30,144,625	\$32,178,462	\$34,202,637	\$2,024,175
Administration Payroll	\$977,274	\$1,092,153	\$1,004,955	(\$87,198)
Fiscal Administration Payroll	\$380,445	\$479,684	\$507,996	\$28,313
Operation and Maintenance Payroll	\$7,680,445	\$7,752,075	\$8,079,720	\$327,645
Human Resources Payroll	\$229,540	\$303,305	\$375,769	\$72,464
Student Transportation Payroll	\$722,669	\$744,945	\$762,964	\$18,019
Adult Education Payroll	\$1,386,922	\$1,169,250	\$1,350,000	\$180,750
Operation and Maintenance Overtime	\$889,565	\$700,000	\$700,000	0\$
Outside Activities Overtime	\$329,088	\$200,000	\$200,000	\$0
Administration Overtime	\$80,817	\$40,000	\$40,000	\$0
Athletic and Extra Compensatory	\$723,473	\$692,500	\$692,500	\$0
Extra Police Protection	\$47,122	\$35,000	\$35,000	\$0
Substitute Teacher/Interns Payroll	\$3,524,762	\$2,945,000	\$2,945,000	\$0
Education Longevity	\$38,340	\$37,850	\$37,850	\$0
Projected Resignations/Attrition Certified		(\$1,000,000)	(\$1,000,000)	\$0
Projected Resignations/Attrition Non-Certified		(\$163,779)	(\$126,701)	\$37,078
Certified Early Incentive	\$1,356,157	\$1,179,576	\$1,333,192	\$153,616
TOTAL SALARIES	\$121,058,500	\$136,855,673	\$138,846,228	\$1,990,556

Instructional Expense	Expenditures 2014-2015	Approved Budget 2015-2016	Proposed Budget 2016-2017	Inc/Dec
Instructional Supplies	\$1,645,542	\$2,230,712	\$1,950,000	(\$280,712)
Office Supplies	\$63,566	\$71,840	\$76,890	\$5,050
Emergency/Medical Supplies	\$3,920	\$15,000	\$15,000	\$0
Intake Center Supplies	\$1,000	\$1,000	\$1,250	\$250
Recruitment Supplies	\$40,655	\$65,000	\$65,000	0\$
Special Education Supplies	\$14,750	\$20,000	\$20,000	0\$
Janitorial Supplies	\$235,000	\$235,000	\$265,000	\$30,000
Buildings and Grounds Supplies	\$345,000	\$345,000	\$345,000	0\$
Clothing	\$39,697	\$40,000	\$42,000	\$2,000
Crossing Guard Uniforms	\$1,814	\$2,500	\$2,500	\$0
Recreational Supplies	\$14,752	\$20,000	\$20,000	0\$
Athletic Supplies	\$81,695	\$217,837	\$130,000	(\$87,837)
TOTAL INSTRUCTIONAL EXPENSE	\$2,487,391	\$3,263,889	\$2,932,640	(\$331,249)

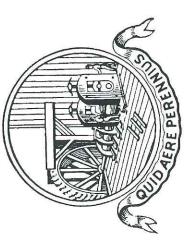
Purchased Services Expense		•	Proposed Budget	
	expenditures 2014-2015	Approved Budget 2015-2016	2016-2017	Inc/Dec
Evaluation and Testing	\$58,098	\$75,000	\$70,000	(\$5,000)
Consulting	\$287,355	\$309,500	\$371,935	\$62,435
Auditing	\$52,658	\$54,000	\$54,000	\$0
Sport Officials	\$29,973	\$35,000	\$35,000	\$0
Report Cards	\$14,115	\$22,000	\$20,000	(\$2,000)
Messenger Service	\$28,270	\$34,000	\$26,180	(\$7,820)
Pupil Transportation	\$11,718,884	\$11,903,680	\$13,864,880	\$1,961,200
Postage	\$73,034	\$65,000	\$75,000	\$10,000
Telephone	\$138,161	\$170,000	\$150,000	(\$20,000)
Wide-Area Network	\$38,750	\$75,000	\$75,000	\$0
Out-of-District Tuition	\$6,268,550	\$6,259,225	\$6,451,277	\$192,052
Purchased Services – Outside Special Education	\$2,467,495	\$2,428,677	\$2,501,537	\$72,860
Tuition Reimbursement	\$5,200	\$6,000	\$6,000	\$0
Travel Expenses	\$27,452	\$20,000	\$20,000	\$0
Advertising	\$33,430	\$40,000	\$40,000	0\$
Printing and Binding	\$72,766	\$75,000	\$75,000	\$0
Insurance – Athletics	\$16,214	\$17,000	\$18,000	\$1,000
TOTAL PURCHASED SERVICES EXPENSE	\$21,330,405	\$21,589,082	\$23,853,809	\$2,264,727

Property Expense	Expenditures 2014-2015	Approved Budget 2015-2016	Proposed Budget 2016-2017	Inc/Dec
General Repairs and Maintenance	\$1,560,606	\$1,463,800	\$1,463,800	0\$
Maintenance – Service Contracts	\$615,000	\$522,844	\$530,000	\$7,156
Building Rental	\$583,820	\$607,778	\$611,778	\$4,000
Water	\$239,962	\$240,000	\$245,000	\$5,000
Electricity	\$3,096,755	\$3,109,855	\$3,309,855	\$200,000
Inspections – Lead/Asbestos	\$5,220	\$10,000	\$10,000	\$0
Security and Safety	\$102,500	\$102,500	\$117,500	\$15,000
Diesel	\$1,105,623	\$1,075,649	\$766,708	(\$308,942)
Gasoline	\$64,857	\$64,920	\$64,920	0\$
Natural Gas	\$1,682,503	\$2,016,000	\$1,816,000	(\$200,000)
Furniture	\$54,220	\$50,000	\$75,000	\$25,000
Office Equipment	\$170,921	\$165,000	\$175,000	\$10,000
Plant Equipment	\$24,486	\$40,000	\$40,000	0\$
TOTAL PROPERTY EXPENSE	\$9,306,474	\$9,468,346	\$9,225,561	(\$242,786)

Miscellaneous Expense	Expenditures 2014-2015	Approved Budget 2015-2016	Proposed Budget 2016-2017	lnc/Dec
Car and Meal Allowance	\$94,656	\$90,000	\$95,000	\$5,000
Mattatuck Museum	\$13,077	\$13,750	\$14,000	\$250
Board of Education Commissioners	\$20,701	\$20,700	\$20,700	\$0
Emergency Fund	\$9,295	\$9,400	\$9,400	0\$
Mileage	\$19,385	\$33,500	\$33,500	\$0
Coaches Reimbursements	\$4,966	\$7,000	\$7,000	0\$
Dues and Publications	\$41,551	\$60,000	\$60,000	\$0
Athletic Revolving Fund	\$95,620	\$90,000	\$95,000	\$5,000
TOTAL MISCELLANEOUS EXPENSE	\$299,250	\$324,350	\$334,600	\$10,250



2016-2017



BUDGET SUMMARY

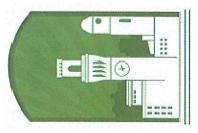
2016-2017 Proposed Budget Increase Budget Increase

\$7,800,000

Budget Increase Impact:

- Loss of Alliance 2014-2015 Carryover
- Contractual Salary Increases
- New items (WCA Year 4 Expansion Staff \$1,515,390)
- Pupil Transportation (Year 1 of the new contract)

\$,2,200,000 \$1,619,110 \$1,908,504 \$1,961,200 \$7,688,814



PUBLIC SCHOOLS WATERBURY



COMMITTEE ON SCHOOL FACILITIES & GROUNDS

WORKSHOP:

Thursday, January 28, 2016 (Walsh)

BOARD MEETING:

Thursday, February 4, 2016

TO THE BOARD OF EDUCATION WATERBURY, CONNECTICUT

LADIES AND GENTLEMEN:

Approved:

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

GROUP	FACILITIES AND DATES/TIMES
P. McAlinden	Chase gym, café: Thurs., March 10th and Thurs., May 19th
	3:30-6:30 pm (Healthy Mind-Healthy Bodies programs)
H. Greene, PTA	Tinker gym: Thurs., Feb. 11th 2:30-9:00 pm (Valentine Dance)
Pension & Benefits	Rotella aud.: Tues., April 12th 4:00-6:00 pm
Heather Boyd	(Metlife Seminar/WTA retirement planning)
J. Pilicy	Duggan café: Thurs., Feb. 18th 3:00-7:00 pm (School Dance)
Park Dept.	West Side M/S pool: Mon. thru Fri. 6/27-8/5/16 9am-3pm
Ed McCann	(Learn to Swim Program)
	Kennedy aud.: Wed., June 22nd 9am-3pm
	(summer staff training)
M. Rocco	W. Cross gym & café: Thurs., March 3rd 5:00-9:00pm
	(Family Reading Night) (Snow Date: 3/4/16)
J.Nunes	Career Academy media ctr.: Mon., Feb. 8th 2:45-4:45 pm
	(English Curriculum writing committee mtg.)
J. Reed	Career Academy teachers' café, media ctr.: 2/19, 2/20, 3/4, 3/5, 3/12
	7:00am-5:00pm (NGSX training)
C. Damone	Wilson lib.: Thurs., Feb. 25th 5:00-7:00pm (parents workshop)

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

JAN Q & EDIG

	DATE: 1-22-1(0
TO:	SCHOOL BUSINESS OFFICE
FROM:	chase
odi kvit Hoots	gned hereby makes application for use of school facilities (after regular) as follows: SCHOOL REQUESTED: Chase Elementary
Auditor	ium 🗸 Gymnasium 🗌 Swimming Pòol 🂢 Café/Rooms
DATES REQ	FROM: 3:30 200/pm TO: 6:30 200/pm
FOR THE FO	LLOWING PURPOSES:
Health School	Mind, Healthy Bodies After Program
• ,	
	Patty McAlinder

<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.

CAUsers'smeensland I Documents SCHOOL reservation form, doc

Cancel Pack 3/10/16

	SCHOOL PERSO	NNEL USE C	NLY	£ 1
/ Date:	1/21/16			
TO:	School Business Of			
FROM:	Tinker PTA			
	***************************************			· · · · · · · · · · · · · · · · · · ·
The undersigned he hours) as follows:	reby makes application	for use of school	facilities (after	school
NAME OF SCHOOL	REQUESTED: Tin	ker		1
☐ Auditorium	⊠ Gymnasium	☐ Swimming	ı Pool ⊠Ca	ıfé
DATES REQUESTE	:D: <u>2/11/16</u>			
Time:	2:30 – 9:00 p).m.		
FOR THE FOLLOW	ING PURPOSES:			
	Tinker School Va	lentine Dance		
	À	eather Gra	<u> </u>	
	11			The state of the s

Please note the following provisions:

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

Cancel OLMCdTPV

TOTAL P.01

SCHOOL PERSONNEL USE ONLY

		erika Berlinda	DATI	E:	1/20/20	<u>. مان</u>
TO:	SCHOOL	BUSINESS OFF	ICE			
FROM:	Pansix	La Benefits				
The undersign school hours	gned hereby r) as follows:	nakes application	for use of school	ol faciliti	es (after reg	gular
NAME OF S	CHOOL RE	QUESTED: R	Hella	e Francisco		
Auditor	ium 🗀	Gymnasium	Swimmin	g Pool	Café	/Rooms
DATES REQ		April 12				
	FRO	DM: 4.00	_ am(pm)	TO:	<u>ه:00)</u>	_ ampm
FOR THE FO	LLOWING	PURPOSES:				
Wet	ife Sem	inar - W	TA: Plany	۱۱۷۹	Er Ro	hvemont
				_	Area (
			<u> </u>	Heath	OF POINT	<u> </u>
				A	PPLICANT	
*******	* * * * * * * * * * * * * * * * * * * *			******		

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 20 2016



DATE:1/20//(a	
TO: SCHOOL BUSINESS OFFICE	
FROM: Janua Pilicy	
The undersigned hereby makes application for use of school facilities (after regular school hours) as follows:	
NAME OF SCHOOL REQUESTED: Duggan School	
Anditorium Gymnasium Swimming Pool Café/Rooms	
DATES REQUESTED: 2/8//0	
FROM: ampm To: ampm	
FOR THE FOLLOWING PURPOSES:	
De will be having a	
sonible plance.	
Janne Dilicy APPLICANT	>
w Manaka waka waka waka mada ka ka ka ka ka manaka manaka manaka manaka manaka manaka manaka manaka manaka man	

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.

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Mo

SCHOOL PERSONNEL USE ONLY

JAN 15 2016

	DATE:
TO:	SCHOOL BUSINESS OFFICE
FROM:	Fd M Can- DPW/Rec
The undersign school hours)	ned hereby makes application for use of school facilities (after regular as follows:
NAME OF SO	CHOOL REQUESTED: WS M Pool
Auditoriu	um Gymnasium Swimming Pool Café/Rooms
DATES REQU	JESTED:
	FROM: 9 am/pm TO: 3 am/pm
FOR THE FO	LLOWING PURPOSES:
	6/27-8/5 Swinning Lessons Learnto-Swim Program M-F
·	Sh. Dar'c APPLICANT

Please note the following provisions:

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

W.

SCHOOL PERSONNEL USE ONLY

YAN 15 2016

DATE:
TO: SCHOOL BUSINESS OFFICE
FROM: EdM' Cann DPW/Rec
The undersigned hereby makes application for use of school facilities (after regular school hours) as follows:
NAME OF SCHOOL REQUESTED: Konsed
Auditorium Gymnasium Swimming Pool Café/Rooms
DATES REQUESTED: 6/23/16
FROM: 9 am/pm TO: 3 am/pm
FOR THE FOLLOWING PURPOSES:
Summer Staff Training
·
Elifo 2000
. APPLICANT

Please note the following provisions:

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

Mook

SCHOOL PERSONNEL USE ONLY

JAN 1 4 2016

U s Z	SCHOOL PERSONNEL USE ONLY
	DATE: 1/13/16
	TO: SCHOOL BUSINESS OFFICE
	FROM: M. ROCCOM. CNOSS
	The undersigned hereby makes application for use of school facilities (after regular school hours) as follows:
	NAME OF SCHOOL REQUESTED: V.O.S.
	Auditorium Symnasium Swimming Pool Gafé/Rooms
	DATES REQUESTED: Thursday, March 3, 2016#
11/3	FROM: 5, 00 and pm TO: 7. 00 amd pm
,	FOR THE FOLLOWING PURPOSES:
	Family Radio Det
•	APPLICANT APPLICANT

Please note the following provisions:

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

Cancel EMAA

C:\Users\smccasland1\Documents\SCHOOL reservation form.doc

Mark

SCHOOL PERSONNEL USE ONLY

JAN 20 2016

DATE: _	Jon.	50	2014
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TO:

SCHOOL BUSINESS OFFICE

FROM:

WCA (I Nones)

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

NAME OF SCHOOL REQUESTED: WCA
Auditorium Gymnasium Swimming Pool Café/Rooms
DATES REQUESTED: Monday Fcb. 8, 2016
PATES REQUESTED: Monday Feb. 8, 2016 FROM: 2:45 am/pm TO: 3145 am/pm
OR THE FOLLOWING PURPOSES:
English Curriculum writing Committee
APPLICANT APPLICANT

Please note the following provisions:

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



SCHOOL PERSONNEL USE ONLY

· 1/4 1 9 20/6

	DATE:	1-19.16
TO: SCHOOL BUSINESS OFFICE		
FROM: John Reed		
The undersigned hereby makes application for use of school hours) as follows:		
NAME OF SCHOOL REQUESTED: (1)0401	bury C	Twee Acedemy
Auditorium Gymnasium Sw	imming Pool	Café/Rooms Peachers
DATES REQUESTED: $\frac{9/19}{50}$, Sometime of the second sec	/ /	Media Centel 3/5, 3/12 5:00 am/pm)
FOR THE FOLLOWING PURPOSES: **X SSX + raining**		
		PPLICANT
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Please note the following provisions:		/ 1
When the public is invited to an activity, police and fire These arrangements <i>must</i> be made in person at the poli	e departments i ce and fire hea	must be notified.
		1 On of

14N 26 2016

⊉001

SCHOOL BUSINESS OFFICE

03/13/2008 10:40 FAX 2005748052

SCHOOL PERSONNEL USE ONLY

•	TO: SCHOOL BUSINESS OFFICE
1	FROM: Cristina Damor-Parent hiaism
, <u></u> ,	THE UNDERSIGNED BEREBY WAKES APPLICATION FOR USE OF SCHOOL FACILITIES (AFTER REGULAR SCHOOL HOURS) AS FOLLOWS:
	NAME OF SCHOOL REQUESTED: WOODING WILSON AUDITORIUM GYMNASIUM SWIMMING POOL CATEROOMS Library.
	DATES REQUESTED: 2/25/16 FROM 5 and TO 7 and
	FOR THE POLLOWING PURPOSES:
	Standardized testing parent informational Night Parent Workship to intom of upcoming Mclass CMT, DRA, ETA Leting.
•	Cristina Damore. APPLICANT

Please note the following provisions:

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

COMMITTEE ON SCHOOL FACILITIES & GROUNDS

WORKSHOP:

Thursday, January 28, 2016 (Walsh)

BOARD MEETING:

Thursday, February 4, 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		
Yeshiva K'Tana	Kingsbury gym: Feb. 9th to June 7th	6:00-9:00 pm	
Yerachmiel Karr	(boys recreation program)		

REQUESTING WAIVERS:

BAGS Foundation, Ct.	Kennedy gym: Sat., March 26th	9am-9pm
Nakia Reddick	(All Star basketball games)	(\$1,092.)

GROUPS NOT SUBJECT TO	FEES OR WAIVER DUE TO TIME OF USE OR PREVIOUS WAIVER:	
Girl Scouts	West Side M/S parking lot: Sat., Feb. 27th 6:00am-noon	
M. Kaplan	(delivery of girl scout cookies)	
Chiara & Syringomyelia	Gilmartin track & field: Sat., June 25th 4:00-9:00 pm	
Foundation (annual foundation walk)		
Neighborhood Housing	Tousing Reed café: Tuesdays 5:00-8:00 pm 4/5, 12, 26 & 5/10, 24	
Services of Wtby. (President Leadership Program)		
Eden Brown		
Boy Scouts	Crosby pool: Mondays Mar. 14th and 21st 7:00-9:00 pm	
M. Marchetti	(merit badge)	

MONIES COLLECTED TO DATE:	\$ 42,517.75	
A		
Approved:		
Felix M. Rodriguez	Kathleen M. Ouellette, Ed. D. Superintendent of Schools	

These activities are completed and have been billed:

Dancers, Inc. Triple Threat Dance Group

DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT

SCHOOL BUSINESS OFFICE 236 GRAND ST., WATERBURY, CT 06702 CONTRACT# USE OF BUILDING PERMIT TYPE OR USE PEN AND PRESS FIRMLY
APPLICANT YETACHMIEL KAN NAME OF ORGANIZATION YEShiva K'tana
ADDRESS 32 + Wiside Avenue Waterbury, CT 00710 TELEPHONE # 203 - 528 - 4147 (street) (city) (state) (zip code)
SCHOOL REQUESTED KINGS BATES 1 x a week until ROOM(S) Gym
OPENING TIME 6:00 CLOSING TIME 9:00 CHOUL PURPOSE DOYS PECPECATION
ADMISSION (If any) n C CHARGE TO BE DEVOTED TO n C
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 2 CHILDREN 25
SIGNATURE OF APPLICANT ACCOUNT DATE 1/13/16
PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:
Yehuda Brecher 32 Hilside Are Wtby Gt 06710 203 528 41L
In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings. (PLEASE INITIAL)
4. / 1
SCHEDULE OF RATES: CUSTODIAL FEES: #42/1/ plus 1 HR SERVICE
RENTAL FEES:
MISCELLANEOUS FEES:
SECURITY DEPOSIT \$ INSURANCE COVERAGE YES NO
SECURITY DEPOSIT \$ INSURANCE COVERAGE YES NO
SECURITY DEPOSIT \$ INSURANCE COVERAGE YES NO
APPLICATION MUST BE RECEIVED AT LEAST THREE (3) WEEKS PRIOR TO THE ACTIVITY. A COPY OF YOUR INSURANCE MUST ACCOMPANY YOUR APPLICATION (IF APPLICABLE)
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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.
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
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SECURITY DEPOSIT \$ INSURANCE COVERAGE YES NO PLEASE READ THE FOLLOWING CAREFULLY APPLICATION MUST BE RECEIVED AT LEAST THREE (3) WEEKS PRIOR TO THE ACTIVITY. A COPY OF YOUR INSURANCE MUST ACCOMPANY YOUR APPLICATION (IF APPLICABLE) IF SCHOOL IS CANCELLED FOR SNOW OR ANY OTHER REASON - ALL ACTIVITIES ARE CANCELLED ALSO. THERE WILL BE NO ACTIVITIES DURING SCHOOL OPEN HOUSE. CANCELLATIONS MUST BE MADE AT LEAST 48 HOURS IN ADVANCE OR YOU WILL BE CHARGED. POLICE AND FIRE PROTECTION MUST BE ARRANGED AND/OR CANCELLED BY THE RENTER. PLEASE CALL EACH DEPARTMENT FOR INFORMATION. POLICE DEPT. 574-6963 FIRE DEPT. 597-3452 CALL THE SCHOOL CUSTODIAN AT LEAST ONE WEEK PRIOR TO YOUR ACTIVITY FOR ANY ARRANGEMENTS RE: PA SYSTEM, LIGHTING, ETC. (FOR WHICH THERE WILL BE AN EXTRA CHARGE). KITCHEN FACILITIES CAN NOT BE USED BY GROUPS WITHOUT SUPERVISION - PLEASE CALL THE FOOD SERVICE DEPT. AT 574-8210 TO ARRANGE FOR A FOOD SERVICE PERSON (FOR WHICH THERE WILL BE AN EXTRA CHARGE) PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS. IT IS AGREED THAT REGULATIONS ADOPTED BY THE BOARD OF EDUCATION FOR USE OF SCHOOL BUILDINGS
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. 574-8933 FIRE DEPT. 597-3452 CALL THE SCHOOL CUSTODIAN AT LEAST ONE WEEK PRIOR TO YOUR ACTIVITY FOR ANY ARRANGEMENTS RE: PA SYSTEM, LIGHTING, ETC. (FOR WHICH THERE WILL BE AN EXTRA CHARGE). KITCHEN FACILITIES CAN NOT BE USED BY GROUPS WITHOUT SUPERVISION - PLEASE CALL THE FOOD SERVICE DEPT. AT 574-8210 TO ARRANGE FOR A FOOD SERVICE PERSON (FOR WHICH THERE WILL BE AN EXTRA CHARGE) PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS. IT IS AGREED THAT REGULATIONS ADOPTED BY THE BOARD OF EDUCATION FOR USE OF SCHOOL BUILDINGS WILL BE RIGIDLY ENFORCED.

	DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT SCHOOL BUSINESS OFFICE 236 GRAND ST., WATERBURY, CT 06702 CONTRACT#
1	USE OF BUILDING PERMIT
V	APPLICANT Nakia Roddick NAME OF ORGANIZATION B.A.G.S Foundation CT
I	ADDRESS 135 E. Liberty St. Wasterbury CT TELEPHONE # 203-717-3141
	(street) (city) (state) (zip code)
	SCHOOL REQUESTED Kennedy DATES March 26th, 2016 ROOM(S) Gymnasium
	OPENING TIME 9:00 CLOSING TIME 9:00 PURPOSE All-Star Basketball Games
	ADMISSION (If any) #5.00 CHARGE TO BE DEVOTED TO B.A.G.S. Scholarships
	APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADVILTS 60 50 CHILDREN 300
	SIGNATURE OF APPLICANT VILL DATE 1/22/16
	PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:
	Nakia Reddick, 135 E. Liberty St. Water bury, CT (56706 (203)717-3141
:	In the event that the Board of Education should need to resort to legal proceedings to collect
:	any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's
	fees and court costs associated with said proceedings. (PLEASE INITIAL)
	\$101 (2)(\$1,092)
1	SCHEDULE OF RATES: CUSTODIAL FEES! 42/HR, PING I HA SERVICE PER CUST
	RENTAL FEES:
:	MISCÈLLANEOUS FEES:
	1960
:	SECURITY DEPOSIT \$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)
١.	IF SCHOOL IS CANCELLED FOR SNOW OR ANY OTHER REASON - ALL ACTIVITIES ARE CANCELLED ALSO.
:	THERE WILL BE NO ACTIVITIES DURING SCHOOL OPEN HOUSE.
ŧ	CANCELLATIONS MUST BE MADE AT LEAST 48 HOURS IN ADVANCE OR YOU WILL BE CHARGED.
:	POLICE AND FIRE PROTECTION MUST BE ARRANGED AND/OR CANCELLED BY THE RENTER. PLEASE CALL EACH DEPARTMENT FOR INFORMATION. POLICE DEPT. 574-6963 FIRE DEPT. 597-3452
	CALL THE SCHOOL CUSTODIAN AT LEAST ONE WEEK PRIOR TO YOUR ACTIVITY FOR ANY ARRANGEMENTS RE: PA SYSTEM, LIGHTING, ETC. (FOR WHICH THERE WILL BE AN EXTRA CHARGE).
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! .	PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.
	IT IS AGREED THAT REGULATIONS ADOPTED BY THE BOARD OF EDUCATION FOR USE OF SCHOOL BUILDINGS WILL BE RIGIDLY ENFORCED.
	ADDDOVAL DATE

SCHOOL BUSINESS OFFICE

CHECKS OR MONEY ORDERS FOR FEES SHOULD BE MADE OUT TO THE BOARD OF EDUCATION AND MAILED TO THE SCHOOL BUSINESS OFFICE.

NO CASH WILL BE ACCEPTED.

USE OF SCHOOL ACILITIES WAINTENANTED BUIlding Permit) WAI WAI (to be submitted ut)

APPLICANT/ORGANIZATIC	N: BEULa	n A.G. Smith	, Eundatio
	1 B.A.C	5,5,	
Please check below specific	item(s):		
Building Usage Fee	s Custo	dial Fees	
SCHOOL/ROOMS REQUES	TED: K	innedy	
DATE(S): Sal. Man	echzle	TIMES: 9Am -	-4 pm
DATE(S):		TIMES:	
DATE(S):		TIMES:	
DATE(S):		TIMES:	•
DATE(S):	The Challenger	TIMES:	· · ·
DATE(S):		TIMES:	,
1-25	4115	9/6	
Date		Signature	V
	OFFICE U	SE ONLY	·
List total cost of fees being red	quested to be waived	d:	
	1092	s ·	
S Building Usage Fees	Custodial	Fees Securi	ty Deposit
	The second secon		
	BOARD U	SE ONLY	•
The Board of Education appro	ved/denied the abov	e referenced waiver request(s)	at their regular
meeting of			
mooning or		•	
		TEST:	
		Clerk, Board of Edu	cation

DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT

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

CONTRACT#

APPLICANT Allisan Mangias margaret Honson- Kaplan NAME OF ORGANIZATION GIVI Scauts of Connecticut
(street) (city) (state) (zip code)
SCHOOL REQUESTED West Side Middle DATES February 27, 2014 ROOM(S) Parking Lot
OPENING TIME LOGING CLOSING TIME 12 PM PURPOSE GIRL SCOLL COCK DELIVERY
ADMISSION (if any) \$\phi\$ CHARGE TO BE DEVOTED TO NA
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 200 CHILDREN 6
SIGNATURE OFAPPLICANT Clause of Waryer Marget then light DATE 1/2/16
PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION: *
Allisch Mangies 171 Grandvicus Avenuc Suite 102 Water Dury, CT 06700 (203) 757-1340x 3339
in the event that the Board of Education should need to resort to legal proceedings to collect
any outstanding balances, the <u>lessee</u> is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings(PLEASE INITIAL)
(FLEASE INITIAL)
SCHEDITE OF DATES, OUSTORIAL FORM
SCHEDULE OF RATES: CUSTODIAL FEES:
RENTAL FEES:
MISCELLANEOUS FEES:
SECURITY DEPOSIT \$ INSURANCE COVERAGE YES NO
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.
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CALL THE SCHOOL CUSTODIAN AT LEAST ONE WEEK PRIOR TO YOUR ACTIVITY FOR ANY ARRANGEMENTS RE: PA SYSTEM, LIGHTING, ETC. (FOR WHICH THERE WILL BE AN EXTRA CHARGE). 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 WILLS).
KITCHEN FACILITIES CAN NOT BE USED BY GROUPS WITHOUT SUPERVISION - PLEASE CALL THE FOOD SERVICE DEPT. AT 574-8210 TO ARRANGE FOR A FOOD SERVICE PERSON (FOR WHICH THERE WILL BE AN EXTRA CHARGE)
PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.
IT IS AGREED THAT REGULATIONS ADOPTED BY THE BOARD OF EDUCATION FOR USE OF SCHOOL BUILDINGS WILL BE RIGIDLY ENFORCED.
APPROVAL DATE
SCHOOL BUSINESS OFFICE
CHECKS OR MONEY ORDERS FOR FEES SHOULD BE MADE OUT TO THE BOARD OF EDUCATION AND MAILED TO THE SCHOOL BUSINESS OFFICE. NO CASH WILL BE ACCEPTED.

PAGE . /47/

A CONTRACTOR OF THE PARTY OF TH	DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT ATTY, SANDY SCHOOL BUSINESS OFFICE 236 GRAND ST., WATERBURY, CT 06702 CONTRACT# USE OF BUILDING PERMIT TYPE OR USE PEN AND PRESS FIRMLY
/	APPLICANT Cathy Poznik NAME OF ORGANIZATION Fandation (CSF)
`	ADDRESS 3075 Killingwarth Lane, Twinsburg, OH. 44097 TELEPHONE # (330) 998-6195
	(street) (city) (state) (zip code)
1	SCHOOL REQUESTED Track DATES 6/25/2016 ROOM(S) + TACK & FIELD
	OPENING TIME 4 p.m. CLOSING TIME 9 p.m. PURPOSE WITE BRIGHT OR MILE CASUAL WALK
	ADMISSION (if any) N/A CHARGE TO BE DEVOTED TO CSF
	APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 50 CHILDREN 25
	SIGNATURE OF APPLICANT COLLY OMMULE (COT MY POZNIK) DATE 1/14/16
	PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION: (203) 206-4062
7	essica Gonzalez, 61 Horseshoe Dr., Waterbuy, CT 06706, Company Janzalez 1004
	In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings. (PLEASE INITIAL)
4	* CSF will provide insurance
+	SCHEDULE OF RATES: CUSTODIAL FEES:
!	RENTAL FEES:
!	MISCELLANEOUS FEES:
	SECURITY DEPOSIT \$ INSURANCE COVERAGE YES NO
÷	PLEASE READ THE FOLLOWING CAREFULLY
	APPLICATION MUST BE RECEIVED AT LEAST THREE (3) WEEKS PRIOR TO THE ACTIVITY.
•	A COPY OF YOUR INSURANCE MUST ACCOMPANY YOUR APPLICATION (IF APPLICABLE)
,	IF SCHOOL IS CANCELLED FOR SNOW OR ANY OTHER REASON - ALL ACTIVITIES ARE CANCELLED ALSO.
÷	THERE WILL BE NO ACTIVITIES DURING SCHOOL OPEN HOUSE.
1	CANCELLATIONS MUST BE MADE AT LEAST 48 HOURS IN ADVANCE OR YOU WILL SE 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
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١.	PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.
	IT IS AGREED THAT REGULATIONS ADOPTED BY THE BOARD OF EDUCATION FOR USE OF SCHOOL BUILDINGS WILL BE RIGIDLY ENFORCED.
	APPROVAL DATE
	SCHOOL BUSINESS OFFICE
	CHECKS OR MONEY ORDERS FOR FEES SHOULD BE MADE OUT TO THE BOARD OF EDUCATION AND MAILED TO THE SCHOOL BUSINESS OFFICE. NO CASH WILL BE ACCEPTED.

DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT SCHOOL BUSINESS OFFICE 236 GRAND ST., WATERBURY, CT 06702 CONTRACT# USE OF BUILDING PERMIT TYPE OR USE PEN AND PRESS FIRMLY Neighborhood Eden Brown NAME OF ORGANIZATION 06702 203-753-1896 (street) (state) (zip code) SCHOOL REQUESTED KEED SchoolDATES ROOM(S) **CLOSING TIME** PUKPUSE ADMISSION (if any) CHARGE TO BE DEVOTED TO APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS CHILDREN PERSON(S). NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION: SAME In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings. PRIPL (PLEASE INITIAL) SCHEDULE OF RATES: CUSTODIAL FEES: RENTAL FEES: MISCELLANEOUS FEES SECURITY DEPOSIT \$ INSURANCE COVERAG 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.

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

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

PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.

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

APPROVAL DATE SCHOOL BUSINESS OFFICE

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

DEPARTMENT OF EDUCATION - WATERBURY, CONNECTICUT SCHOOL BUSINESS OFFICE 236 GRAND ST., WATERBURY, CT 06702 CONTRACTE USE OF BUILDING PERMIT TYPE OR USE PEN AND PRESS FIRMLY NAME OF ORGANIZATION ADDRESS (city) (zip code) (street DATES MWCN 14 Wimmina SCHOOL REQUESTED CLOSING TIME PURPOSE TO CHARGE TO BE DEVOTED TO ADMISSION (if any) APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADUL CHILDREN SIGNATURE OF APPLICANT DATE PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION: In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings. mm (PLEASE INITIAL) A SCHEDULE OF RATES: CUSTODIAL FEES: D RENTAL FEES: MISCELLANEOUS FEES: NO SECURITY DEPOSIT \$ INSURANCE COVERAGE PLEASE READ THE FOLLOWING CAREFULLY Monday APPLICATION MUST BE RECEIVED AT LEAST THREE (3) WEEKS PRIOR TO THE ACTIVITY. A COPY OF YOUR INSURANCE MUST ACCOMPANY YOUR APPLICATION (IF APPLICABLE) IF SCHOOL IS CANCELLED FOR SNOW OR ANY OTHER REASON - ALL ACTIVITIES ARE CANCELLED ALSO. THERE WILL BE NO ACTIVITIES DURING SCHOOL OPEN HOUSE. CANCELLATIONS MUST BE MADE AT LEAST 48 HOURS IN ADVANCE OR YOU WILL BE CHARGED. POLICE AND FIRE PROTECTION MUST BE ARRANGED AND/OR CANCELLED BY THE RENTER. PLEASE CALL EACH DEPARTMENT FOR INFORMATION. POLICE DEPT. 574-6963 FIRE DEPT. 597-3452 CALL THE SCHOOL CUSTODIAN AT LEAST ONE WEEK PRIOR TO YOUR ACTIVITY FOR ANY ARRANGEMENTS RE: PA SYSTEM, LIGHTING, ETC. (FOR WHICH THERE WILL BE AN EXTRA CHARGE). KITCHEN FACILITIES CAN NOT BE USED BY GROUPS WITHOUT SUPERVISION - PLEASE CALL THE FOOD SERVICE DEPT. AT 574-8210 TO ARRANGE FOR A FOOD SERVICE PERSON (FOR WHICH THERE WILL BE AN EXTRA CHARGE) PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS. IT IS AGREED THAT REGULATIONS ADOPTED BY THE BOARD OF EDUCATION FOR USE OF SCHOOL BUILDINGS WILL BE RIGIDLY ENFORCED. APPROVAL DATE

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#19a

Carrie Swain

From:

Tina M. Jacovino

Sent:

Tuesday, January 19, 2016 10:34 AM

To:

Gary Miller

Cc:

Carrie Swain; JACKIE PLANAS

Subject:

May I please add to the BOE agenda?

Dear Mr. Miller,

May I please add the following names to the next BOE agenda?

Recreation Specialist floaters for 21st Century/SDE afterschool programs:

Kyle Anglace – floater

Nathalia Campos – floater

Sandra Jakubczyk – floater

All will be at \$12.00 hour.

Thank you very much.

Tina

Carrie Swain

#19a

From:

Donna Orsatti

Sent:

Tuesday, January 19, 2016 4:21 PM

To:

Carrie Swain

Cc:

Joyce Templeton; SUZANNE PLEASANT; Jeanette Rivera; Tammy Fernandez

Subject:

ESH Timesheet

Hi Ms. Swain

Can you please add Sara Lestage to the next BOE meeting minutes for the ESH program at Wilson School. Sara, who is our Media teacher, will be taking Marjorie Costa's place as a teacher for the ESH program.

Marjorie left Wilson and Sara had to start filling in today. So we need her timesheet as soon as possible.

Sara Lestage ID# 019853

Thank You for you help. Donna Orsatti

Woodrow Wilson School

203 573 6660

230 573 6663 Fax

Danielle Pennington 7 Straitsville Road Prospect, CT 06712

Previous Address: 208 Mapleridge Drive Waterbury, CT 06705

August 4, 2015

To whom it may concern:

I would like to put in a request for childrearing leave without pay effective at the start of this school year. I have notified my principal Joseph Amato at Wendell Cross Elementary School and my supervisor Pat Moran at Early Childhood of my intentions. If there is any other information you need, please do not hesitate to contact me at 203-233-2480.

Sincerely,

Danielle Pennington

Danielle Pennington Preschool Teacher Wendell Cross Elementary School