

#1

Parent and Community Leadership Conference on Friday, May 1, 2015

Dear Waterbury Board of Education Commissioner,

Please join us in a celebration of parent and community leadership on Friday, May 1, from 8:00 a.m. to 2:30 p.m. at Naugatuck Valley Community College, 750 Chase Parkway, Waterbury, CT at The Main Stage. The day will include parent and parent liaison recognition awards, students' artwork from logo contest will be displayed, informative workshops, and lunch will be served by the Culinary Arts students of Crosby and Wilby High School. **The keynote speaker will be Elizabeth Williamson, Northeast Communications Director for the U.S. Department of Education.**

Free parking will be in the P1 and P2 parking garages, continental breakfast, best practices in parent engagement displays, and an opportunity to network with other engaged parents. There will be a free gift bag for each participant and a chance to win great prizes. Workshops will be presented on the subjects of A.S.P.I.R.E. (a community and family engagement tool), Special Education, Naviance, College and Career Readiness, Early Childhood Education, Summer Learning and Safety, Attendance and other Waterbury School initiatives and Keeping our children safe.

Agenda

8:00-9:00 a.m. - Registration, continental breakfast, Gallery of Student Art Work, music by the WAMS Jazz Ensemble, and displays of Best Practices from the Waterbury Public Schools

9:00 a.m. - Welcome from Conference Committee and Dignitaries, Pledge of Allegiance, National Anthem played by Jamal Clarke

9:20 a.m. - Keynote Speaker, Elizabeth Williamson, Northeast Communications Director for the U.S. Department of Education

10:15 a.m. - Workshop Session A / Tech Hall

11:15 a.m. - Lunch / Cafe West

12:00 p.m. - Workshop Session B / Tech Hall

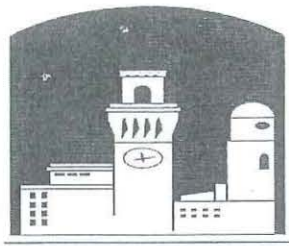
1:00-2:30 p.m. - Awards Ceremony / Main Stage

The conference is sponsored by the Waterbury Public Schools, Title I District Parent Advisory Council and School / Family Community Partnership in partnership with UCONN CommPACT, GEAR UP, Naugatuck Valley Community College, Bridge to Success Community Partnership, Waterbury Hospital Youth Pipeline Initiative, A Prospering Vision, and AccuPest Pest Control.

Looking forward to seeing you there!

Angela Holmes, M.Ed.
Waterbury Public Schools Title 1 Chairperson

#3



WATERBURY Public Schools

Today's Students, Tomorrow's Leaders

Wendy A. Owen

Director of Special Education & Pupil Services

Special Education Department

236 Grand St. 2nd floor

Waterbury, CT 06702

203-574-8017

wowen@waterburv.k12.ct.us

April 15, 2015

The Honorable Board of Aldermen
City of Waterbury
City Hall
Waterbury, CT 06702

And

Honorable Commissioners
Waterbury Board of Education
236 Grand St.
Waterbury, CT 06702

Re: Amendment Number 1 to the EBS Healthcare Services, Inc. dba Educational Based Services Inc. (EBS)

Dear Honorable Commissioners and Aldermen:

The Department of Special Education requests your approval of this Amendment Number 1 to the EBS Healthcare Services, Inc. dba Educational Based Services Inc. (EBS) contract for the provision of speech therapy services for the Waterbury School District and students with disabilities. This Amendment Number 1 increases the contract by an additional amount not to exceed Four Hundred Eighty Thousand Nine Hundred and Fifty-Four (\$480,954.00). Therefore the total compensation of the Amended Contract will for a total amount not to exceed Eight Hundred Eighty-Five Thousand Six Hundred Fifty-Four DOLLARS (\$ 885,654.00) for the period of July 1, 2014 through June 30, 2017 broken down as follows:

For July 1, 2014 - June 30, 2015, an amount not to exceed Two Hundred Ninety-Five Thousand Two Hundred and Eighteen Dollars (\$295,218) at the hourly rate of \$71.00;

For July 1, 2015 - June 30, 2016, an amount not to exceed Two Hundred Ninety-Five Thousand Two Hundred and Eighteen Dollars (\$295,218) at the hourly rate of \$71.00;

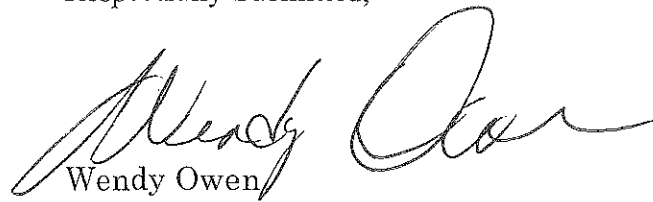
For July 1, 2016 - June 30, 2017, an amount not to exceed Two Hundred Ninety-Five Thousand Two Hundred and Eighteen Dollars (\$295,218) at the hourly rate of \$71.00.

A Request for Proposal, #4984, went out last year. The City received and reviewed many responses to the RFP. EBS was chosen as one of two vendors to provide speech and language therapy. The Board of Alderman as well as the Board of Education approved original contract with EBS.

As the Boards know, the City must provide the services required for students with disabilities under the federal law, the Individuals with Disabilities Education Act (IDEA). Due to an increase in students with disabilities registering in our District, the need for speech and language therapy has increased more than anticipated. In addition, the District has lost additional staff. Consequently, the School District needs to increase the amount of hours of speech and language therapy to be provided by EBS. The District is satisfied with the speech language services provided by EBS. The contract Amendment will be paid for with general funds.

Therefore, the Department of Special Education requests your approval of this Amendment Number 1 between the City of Waterbury and EBS.

Respectfully Submitted,



Wendy Owen

Enc. contract

AMENDMENT NUMBER 1
RFP No. 4984
For
Speech Therapy Services
Between
The City of Waterbury, Connecticut
And
EBS Healthcare Services, Inc. dba Educational Based Services, Inc. (EBS)

THIS AMENDMENT NUMBER 1, effective on the date signed by the Mayor, is by and between the City of Waterbury, 235 Grand Street, Waterbury, Connecticut (the "City") and EBS Healthcare Services, Inc. dba Educational Based Services, Inc. (EBS), located at 200 Skiles Boulevard, West Chester, Pennsylvania 19182, a State of Pennsylvania duly registered foreign Corporation (the "Consultant/Vendor").

WHEREAS, the parties hereto executed an agreement commencing on January 28, 2015 for Speech Therapy Services for Waterbury Public Schools; and

WHEREAS, the City is need of additional hours of speech therapy services under; and

WHEREAS, the Consultant/Vendor has agreed to provide said additional hours of service to the City; and

NOW THEREFORE, the parties hereby agree and covenant to amend the original contract as follows:

1. Scope of Services. The parties hereby agree to amend Section 1 of the January 28, 2015 contract to increase the total speech therapy service hours by an additional 6,774,00 hours over the three (3) year contract.

2. Compensation. The parties hereby agree to amend Section 6 of the contract dated January 28, 2015 to increase compensation to the Consultant/Vendor, for additional service hours, in an amount not to exceed Four Hundred Eighty Thousand Nine Hundred Fifty-Four Dollars (\$480,954.00) said compensation to be paid at an hourly rate of Seventy-One Dollars (\$71.00).

Therefore, the total compensation due under this Amended contract shall be an amount not to exceed Eight Hundred Eighty-five Thousand Six Hundred Fifty-Four Dollars (\$885,654.00) which shall be comprised as follows:

- i. Original contract an amount not to exceed
Four Hundred Four Thousand Seven Hundred Dollars..... \$404,700.00
- ii. Amendment Number 1 an amount not to exceed
Four Hundred Eighty Thousand Nine
Hundred Fifty-Four Dollars..... \$ 480,954.00

Total Amount of the Contract shall not exceed..... \$ 885,654.00

\

3. Fee Schedule. The parties hereby agree to amend Section 6(A) Fee Schedule as follows:
The fee payable to the Consultant/Vendor shall not exceed Eight Hundred Eighty-five Thousand Six Hundred Fifty-four Dollars (\$885,654.00) for the entire three (3) year term of this Agreement broken down as follows:

- i. For July 1, 2014 - June 30, 2015, an amount not to exceed Two Hundred Ninety-Five Thousand Two Hundred Eighteen Dollars (\$295,218.00) at the hourly rate of \$71.00 for speech therapy;
- ii. For July 1, 2015 - June 30, 2016, an amount not to exceed Two Hundred Ninety-Five Thousand Two Hundred Eighteen Dollars (\$295,218.00) at the hourly rate of \$71.00 for speech therapy;
- iii. For July 1, 2016 - June 30, 2017, an amount not to exceed Two Hundred Ninety-Five Thousand Two Hundred Eighteen Dollars (\$295,218.00) at the hourly rate of \$71.00 for speech therapy;

4. All other terms, conditions and provisions of the original contract remain in full force and effect and binding upon the parties.

[Signature page follows.]

IN WITNESS WHEREOF, the parties hereto executed this contract on the dates signed below.

CONSULTANT/VENDOR

Witness

Sign and print two (2) witness names

**EBS HEALTHCARE SERVICES, INC.
DBA EDUCATIONAL BASED SERVICES
INC. (EBS)**

**By: _____
Print name and title**

Date: _____

Witness

Sign and Print two (2) witness names

CITY OF WATERBURY

**By: _____
Neil M. O'Leary, Mayor**

Date: _____

#4



Waterbury Public Schools

ELAINE M. SKORONSKI
IDEA COORDINATOR

236 Grand St. Second Floor

Waterbury, CT 06702

PHONE: 203-346-3505 FAX: 203-573-6694

April 28, 2015

Honorable Commissioners
Waterbury Board of Education
236 Grand St.
Waterbury, CT 06702

Re: Request for Permission to apply for the Individual with Disabilities Education
(IDEA) Grant.

To the Honorable Commissioners
of the Waterbury Board of Education:

The Connecticut State Department of Education is accepting applications for the Individuals with Disabilities Education Act (IDEA) Grant. The grant deadline is May 17, 2017. The grant period covers 2016 and is broken down into two sections, one for all students (Section 611) and one for preschool students (Section 619), all with disabilities. The IDEA grant is a federal grant which is awarded and administered by the State Board of Education. Each district is entitled to a share of IDEA funds as determined by the State Board of Education but an annual application is required to be filed by the district.

The amount requested is determined by the State Board of Education and is the same amount that we requested last year; \$4,904,464 for Section 611 and \$137,437 for Section 619 for a total amount requested of \$5,041,901. The focus of the grant is to provide funds to local educational agencies (LEAs) to supplement the costs of providing educational services and materials to students with disabilities. A description of the grant highlights is attached for your review. I respectfully request your permission to apply for this grant.

Sincerely,

Elaine M. Skoronski

cc. Dr. Kathleen Ouellette; Mr. Paul Guidone;
Mrs. Anne Marie Cullinan,
Mrs. Wendy Owen
Ms. Suzanne Pleasant

Individuals with Disabilities Education Act (IDEA) Grant Program
Connecticut State Department of Education

April 28, 2015

GRANT PROGRAM HIGHLIGHTS

Name of Grant: Individuals with Disabilities Education Act Entitlement Grant Program

Grant Deadline: May 15, 2015

Grant Period: 2015-2017

Total Funding Available: Approximately \$5,041,901 for the Waterbury Public School District. The State Board of Education determines the amount of funding for each District. Prior to the sequester, Waterbury received the same approximate amount of IDEA funding given for the previous year. The funding had not increased each year, or if it did, the increase was small. The federal sequester implemented by Congress decreased the grant funds by approximately 5%. This caused the State Board of Education to reduce the IDEA grant funds distributed over the last few years. Last year, the amount received by the Board was still \$51,000 less than the amount received before the sequester.

Cost Sharing or Matching: No match is required to receive the grant funds, however the Local Educational Agency (LEA) must meet the Maintenance of Effort and Excess Cost requirements of the grant funding under federal law. In addition, the LEA must service students with disabilities in non-public schools and is required to spend a proportional share on those students. Waterbury provides services to students in non-public schools to meet the proportional share requirement.

Purpose of the Grant : To assist the LEA with funding the special education programs in the Waterbury Public Schools.

Mandatory Activities: No specific special education mandatory activities are required but the federal government through the State Board of Education monitors the District's special education program for compliance with the Special Education Indicators set forth by the federal and state education agencies.

Planned Activities: The grant funds are primarily used for paying for staff to provide instruction or related services to students with disabilities. The grant also covers some related special education costs including software programs, supplemental services, academic materials, testing materials, assistive technology and professional development.

Grant Employees: The grant pays for two special education supervisors, the grant manager and most of the special education office staff and some of the District's special education teachers, behavior technicians, related service providers and paraprofessionals who provide services to students with disabilities in compliance with their individual education plans. Some administrative positions were eliminated or shifted to reduce personnel costs to enable creation of the new Registered Behavior Technician positions.

Budget: Of the total Grant budget request, over \$4,000,000 will be used to pay for employee salaries and benefits. The remaining funds will be used to purchase supplemental services, instructional and administrative supplies, assistive technology, equipment and repairs, the electronic IEP system, supplies for the Read 180 program, staff professional development and parent and student activities.

#5

MEMORANDUM

DATE: April 24, 2014

TO: Honorable Board of Education Commissioners

FROM: Dr. Barbara M. Tacchi, School Readiness Program Coordinator *B. Tacchi*

SUBJECT: Approval of FY 15-17 School Readiness Grant Application to the CT Office of Early Childhood

On behalf of The Waterbury School Readiness Council, I am hereby submitting **the FY 2015-2017 Waterbury School Readiness Grant** application for presentation and approval by the Waterbury Board of Education as part of the April 30th Committee Workshop. The approval request is for the two year span of the grant although funding is determined each year of the grant. Waterbury has received this grant since 1997 with increases in both funds and resulting number of preschool spaces funded in our public school ECEP and community programs.

The total funding for this grant for **School Readiness Program for FY 15-16 is \$10,115,674**. This will fund **1,344 preschool spaces**. Programs recommended to receive funds are listed in the attached table. The Waterbury School Readiness Council voted to move forward and fund these 15 sub-grantees selected through a competitive open bid process. Information on the competitive bid process followed is also included below.

The city provides in-kind in providing the space for the School Readiness Office, secretary, and supplies. This allows us to access additional administrative funds from the grant.

Included as part of the application, is a companion grant for **Quality Enhancement Funds for FY 16 in the amount of \$100,918**. The purpose of this grant is to provide funding for early care and education programs to address quality standards and/or expand comprehensive services for children and families. A QE Committee met to set priorities for this grant. This year's grant includes professional development activities, coaching of teachers in the Early Development and Learning standards, support for NAEYC accreditation and maintaining quality standards, and parent engagement activities.

Thank you. Please feel free to contact me with any questions.

The following have been approved by the Waterbury School Readiness Council for funding:

<i>Program Name:</i>	<i>Grant award per fiscal year</i>	<i>For # slots + type</i>
The Ark Child Development Center	641,580	74 Full Time
Catholic Charities	346,494	40 Full Time
Children's Center of Greater Waterbury Health Network Inc.	650,250	75 Full Time
Children's Community School	391,494	39 Full Time & 11 School Day
Children's Village	43,350	5 Full time
Community Development Institute (CDI)	199,584	72 Extended Day
Easter Seals Rehabilitation Center of Greater Waterbury, Inc. All Kid's Child Care	1,612,620	186 Full Time
Chase and Wilson FRC Child Development Center	257,400	20 Full Time & 14 School Day
Kid's Town LLC	951,030	109 Full Time 1 School Day
New Opportunities Inc.	953,700	108 Full Time
NVCTC Discovery School	182,400	20 Full Time & 2 Part Time
Rainbow Academy LLC	346,800	40 Full Time
Saint Mary's Hospital Child Development Center	260,100	30 Full Time
Waterbury, Board of Education	1,293,000	126 Part Time & 121 School Day
Waterbury Youth Service System, Inc.	297,000	66 Part Time
Waterbury Young Men's Christian Association aka Greater Waterbury YMCA	1,603,950	185 Full Time

Grant Amount Total

The sub grantees will provide open access for children to quality programs that promote the health and safety of children and prepare them for formal schooling in total not to exceed **\$10,115,674**.

Process of Choosing vendors/ Grant process

Sub-grantees were chosen through the City RFP #5174 and #5196, in spring 2015 for a 2 year cycle through a competitive process as specified by City Procurement Ordinances and the Connecticut Office of Early Childhood School Readiness Grant Program Application for priority School District Municipalities RFP #053. All applications were reviewed and rated and recommendations for funding voted on at the regular meeting of the Waterbury School Readiness Council on April 16, 2015.

School Readiness funds may be used to purchase spaces from center-based programs only, including for-profit or not-for-profit private preschool programs, public preschool programs, Head Start programs, and state-funded day care programs. Connecticut General Statutes (C.G.S.) Section 10-16q (b) specifies that School Readiness grant funds will be used to reimburse sub grantees dependent on type of space program provides for children enrolled in the following per seat/child manner:

- a) Full time space (10 hours day for 52 weeks) \$ 8643.00;
- b) School Day Space (5 hours day for minimal 180 days) \$6000.00;
- c) Part Day Space (2.5 hours per day for minimal 180 days) \$4500.00; or
- d) Extended Day Space (wrap around) \$2772.

These reimbursement rates are established by legislation and cannot be altered by the municipality.

PRIORITY SCHOOL READINESS

SCHOOL READINESS COUNCIL

1. Identify the Chairperson or Co-Chairs of the municipality's School Readiness Council for the School Readiness Grant Program in **FY 2016 and FY 2017**

Chairperson

or Co-Chair: Anne Marie Cullinan Affiliation: Waterbury Board of Education
 Address: 236 Grand Street 1st FL
 City, State: Waterbury, CT Zip Code: 06702
 Telephone: 203-573-8017 Fax: 203-574-8058

Co-Chair: Elizabeth Brown Affiliation: Mayoral Appointee
 Address: 225 Alexander Ave.
 City, State: Waterbury, CT Zip Code: 06705
 Telephone: 203-754-7136 Fax: _____

2. **School Readiness Council Members FY 2016 and FY 2017**

Council members shall be representative of the community and include the Chief Elected Official or designee, the Superintendent of Schools or designee, parents, representatives from local programs associated with young children such as Family Resource Centers, non-profit and for-profit preschool programs and Head Start, a public librarian, and other local community organizations that provide services to young children.

<u>Name</u>	<u>Address</u>	<u>Telephone/Fax</u>	<u>Role/Affiliation</u>
			Mayor/Designee
			Superintendent/Designee
			Public Librarian
			Parent(s)
			Health Care Provider
			Others (please name role)

SEE ATTACHED LIST

1. Applicants must describe how the School Readiness Council participated in the writing of the grant application and what the ongoing role of the Council will be in carrying out the goals and objectives of the grant. The School Readiness grant is regularly discussed at School Readiness Council meetings and minutes are available for review. The SR Council is aware of the timeline and monitors the compliance of the RFP process. Members of the SR Council, without conflict of interest, are part of the grant proposal review team. The SR Council approves the slate of programs to be funded to be presented to the Board of Education, Board of Alderman, and Mayor. While the drafting of the proposal is part of the SR Readiness Coordinators duties, supervision is provided by the Co-Chairs and input is given and welcomed by all members.
2. Submission of the local School Readiness sub-grantee handbooks must be submitted with the RFP (see the local School Readiness RFP for more information). *(WSRC Policies effective 5-14-15 attached)*

SECTION IV

PRIORITY SCHOOL READINESS

OTHER COMMUNITY GRANTS

Please check those grants that are currently in your community. Please describe how each grant/program collaborates with the School Readiness program.

- X ☐ **Adult Education** The Waterbury Adult education supports family literacy goals.
- ☐ **Discovery Grant / Community Plans for Early Childhood Grant** The Discovery grant goals are met through the work of the Bridge to Success. SR Council is a full member of the BTS Partnership.
- ☐ **Even Start -NO**
- ☐ **Family Resource Center** There are three Family Resource Centers in Waterbury; a) Wilson, b) Reed, and c) Chase Schools. There is a School Readiness funded classroom administered by a local community agency in Chase and Wilson Schools and the preschool program works closely with the FRC in meeting the needs of the families. A representative from the FRCs attends SR Council meetings.
- ☐ **Head Start and/or Early Head Start** The Head Start grant is held by New Opportunities Inc. and the agency has a representative on the School Readiness Council. In addition, many agency representatives sit on the Bridge to Success workgroups. Head Start is an active partner in the School Readiness Provider Network and receives funds for both full day and extended day slots at two sites.
- ☐ **Preschool Development Grant NO**
- ☐ **Preschool Special Education** The Waterbury Special Education Supervisor sits on the School Readiness Council. The WBOE was awarded SR funds for students in co-taught preschool classrooms. The WBOE Pupil Services Department has an Early Intervention Services team that provides services that include coaching and resources to preschool programs in the community including those funded by SR. The WBOE also provides professional development sessions for teachers and parents.
- ☐ **Smart Start Grant NO**

How does your community promote meaningful, inclusive practices for young children with disabilities? Describe how the school readiness program(s) works with the local school system in the delivery of services to meet the needs of children with disabilities. How does your community promote meaningful, inclusive practices for young children with disabilities?

It is the goals of the School Readiness Council that children be served in the environment that best serves the needs of both the child and the family and in many cases this is a community preschool program. Services are provided in the child's program. A WBOE Early Childhood education team that consists of the Preschool Special Education supervisor, School Readiness coordinator, Buck's Hill Annex Principal, and Early Childhood

Program Supervisor meets routinely to set goals for all children regardless of setting, problem, solve issues across settings, develop supports and identify resources, and discuss ways to align efforts and improve child outcomes. An Early Intervention Services team specifically to serve community preschools is based at Buck's Hill Annex and regularly visits programs to support best practices in classrooms and strategies to support children in classrooms before and during the referral process. If the child is best served in a BOE classroom, there is concerted effort to coordinate and support the child's IEP in both settings. Birth to 3 is also a partner and community School Readiness sites along with WBOE sites are offered to parents at PPTs. Most SR sites are ADA compliant and serve all children.

Please list other state or federal grants or private grants that collaborate with School Readiness programs.

The Connecticut Community Foundation has set preschool literacy as a major goal in their funding along with the goals of the Bridge to Success plan. They have funded initiatives around parent / child literacy, making the home school connection for young children's learning and development, professional development for teachers in math and curriculum, and teacher retention initiatives. Waterbury School Readiness had a \$15,000 grant to gather data on School Readiness child outcomes and the executive summary report July 2014 is attached. The Leever Foundation provides a grant to Easter Seals for a project to address social emotional development in young children and the strategies to address unproductive behavior in the preschool classrooms. St. Mary hospital Child development center received a grant from the SMH Foundation to purchase cameras for use in the classrooms to document instructional strategies and child outcomes. Ark CDC received the state Capital Improvement grant as well as Children's village in Wolcott for physical plant renovations. Recently four additional grants were awarded for Capital Improvements to Naugatuck Valley Community College Child Development Center, New Opportunities, Inc., The Ark CDC, and Children's Village.

**PRIORITY SCHOOL READINESS
PROGRAM APPLICANTS FOR FY 2016**

List every application approved for funding by the School Readiness Council within the community allocation for the grant period July 1, 2015 - June 30, 2016. For each applicant, indicate Council decision and scores.

Site / Sites	Address	Town	Zip	Dir.-First Name	Dir.-Last Name	Phone	E-mail	Score Out of 200
THE ARK CHILD DEV. CENTER, INC.	2030 EAST MAIN ST.	WATERBURY	06705	CAROL	BLAKE	203-757-9917	thearkcdc@sbcglobal.net	196
CATHOLIC CHARITIES Child Dev. Ctr.	965 S. MAIN ST.	WATERBURY	06706	TIFFANY	MURASSO	203-346-1301	tmurasso@ccaoh.org	178
CDI - Slocum Head Start	74 NORTH WALNUT ST.	WATERBURY	06704	GIA	LAW	203-757-8888	glawe@waterburyhs.org	173
CHILDREN'S CTR OF GREATER WATERBURY HEALTH NETWORK	172 GRANDVIEW AVE.	WATERBURY	06708	SONYA	LEWIS	203-573-6289	slewis@wtbyhosp.org	186
CHILDREN'S COMMUNITY SCHOOL	31 WOLCOTT ST.	WATERBURY	06702	ELLEN	LYNCH	203-575-0659	office@ccswaterbury.org	180
CHILDREN'S VILLAGE	545 BOUNDLINE RD.	WOLCOTT	06716	TERRI	MASTERS	203-879-5300	terrimasters@me.com	178
"Easter Seals" ALL KIDS CHILD CARE	22 TOMPKINS ST.	WATERBURY	06705	KATIE	MCGILLIS	203-591-1814	kmgillis@eswt.com	182
CHASE SCHOOL CHILD DEV. CTR. FRC / WILSON SCHOOL CHILD DEV. CTR. FRC	40 WOODTICK RD. / 235 BIRCH ST.	WATERBURY	06705	CINDY	PIRRO	203-573-6289	cpiro@wtbyhosp.org	152

Waterbury FY 16

KIDS TOWN LLC:	835 WOLCOTT ST	WATERBURY	06705	ANN	BOVA	203-575-9137	abova9472@sbcglobal.net	152
MURIEL H. MOORE CHILD DEV. CTR.	444 NORTH MAIN ST.	WATERBURY	06702	ROSE MARIE	MCKENZIE	203-759-0841	rmckenzie@newoppinc.org	198
NAUGUATUCK VALLEY TECHNICAL COLLEGE DEV. CTR	750 CHASE PKWY.	WATERBURY	06708	ABBIE	CALO	203-596-8604	acalo@nv.edu	199
RAINBOW ACADEMY INC	145 BUCKS HILL RD.	WATERBURY	06704	BARBARA	JONES	203-754-7815	rainbowacademylc@att.net	171
ST. MARY'S HOSPITAL CHILD DEV CENTER	100 JEFFERSON SQ.	WATERBURY	06706	MARIE	MONAHAN	203-709-6385	mmonahan@stmh.org	191
WTBY. PUBLIC SCHOOLS	1443 THOMASTON AVE.	WATERBURY	06704	PATRICIA	MORAN	203-574-8024	pmoran@waterbury.k12.ct.us	187
WATERBURY YOUTH SERVICES	1443 THOMASTON AVE.	WATERBURY	06704	TABITHA	RODRIGUEZ	203-573-0264	trodriguez@waterburyyouthservices.org	188
WATERBURY YMCA CHILD CARE	136 WEST MAIN ST.	WATERBURY	06702	AMY	MIELE	203-754-9622 X115	amiele@waterburymca.org	192

PRIORITY SCHOOL READINESS

PROGRAM APPLICANTS FOR EXPANSION FY 2016

List every application approved for **potential** expansion by the School Readiness Council for the grant period July 1, 2015 - June 30, 2016. For each applicant, indicate Council decision and scores.

Site / Sites	Address	Town	Zip	Dir.-First Name	Dir.-Last Name	Phone	E-mail	Score
NO PROGRAMS AT THIS TIME PLAN EXPANSIONS								

PRIORITY SCHOOL READINESS

LICENSING AND ACCREDITATION / APPROVAL STATUS

SITE	LICENSING				NAEYC STATUS					HEAD START	
	Yes	License Exp. Date	Exempt	Pending	ID#	Certificate Exp. Date	3-yr window Due Date	Candidacy Date (see NAEYC timeline)	Expected Date of Visit (3-month window)	Yes	No
THE ARK CHILD DEV. CENTER, INC.	X	1/31/18			463216	11/1/15			7/31/15		X
THE ARK EARLY CARE & ED. CTR LLC	X	3/31/17			599667	9/1/15			7/31/15		X
CATHOLIC CHARITIES Child Dev. Ctr.	X	3/31/18			601877	8/1/16		9/30/15	10/1/15-3/31/16		X
CDI - Slocuum Head Start	X	7/3/18								X	
CHILDREN'S CTR Greater Wtby.	X	2/28/18			280514	9/1/17					X
CHILDREN'S COMMUNITY			X		536002	2017					X
CHILDREN'S VILLAGE	X	6/30/17			726345	6/25/18					X
"Easter Seals" ALL KIDS CHILD CARE	X	1/31/18			375853	10/1/15					X
"Easter Seals" ALL KIDS CHILD CARE	X	3/31/18			724524	2/1/19					X

Waterbury FY 16

FAMILY RESOURCE CENTERS	X	2/28/18			280514	9/1/17					X
KIDS TOWN LLC:	X	3/31/18			16005	6/1/18					X
MURIEL H. MOORE CHILD DEV. CTR.	X	10/31/17			494179	3/1/18					X
SLOCUM CDC	X	11/30/17			583435	7/1/15					X
NAUGUATUCK VALLEY TECHNICAL COLLEGE DEV. CTR.	X	2/28/17			80553	2/1/18					X
RAINBOW ACADEMY INC.	X	12/31/17			805631	6/28/15					X
ST. MARY'S HOSPITAL CHILD DEV. CENTER	X	12/908			192125	2/1/18					X
WTBY. PUBLIC SCHOOLS / BOE Bucks Hill Annex			X		725352	7/1/15	2013				X
Carrington			X		TBA		2016				X
Duggan			X		727633	7/1/19	2014				X
Gilmartin			X		726344	7/1/17					X
Reed			X		728042		2015	5/3/15	6/1/15-11/30/15		X
WATERBURY YOUTH SERVICES	X	12/31/16			503547	2/1/19					X
WATERBURY YMCA CHILD CARE	X	1/31/18			411159	6/1/19					X

PRIORITY SCHOOL READINESS

PROGRAM SPACE GRID FOR FY 2016

Council-approved funded spaces within current allocation.

To calculate each total space cost, multiply the number of spaces times the rate for each space-type. (Example: 13 FD spaces x \$8,670 = \$112,710)

Site	Start Date	# FD / FY Spaces	Total FD / FY Cost (\$8,670)	# SD / SY Spaces	Total SD / SY Cost (\$6,000)	# PD / PY Spaces	Total PD / PY Cost (\$4,500)	# ED / EY Spaces	Total ED / EY Cost (\$2,772)	Total # Spaces	Total Cost
THE ARK CHILD DEV. CENTER, INC.	1/4/99	74	\$641,580.	0	0	0	0	0	0	74	\$641,580.
CATHOLIC CHARITIES Child Dev. Ctr.	11/1/09	40	\$346,800	0	0	0	0	0	0	40	\$346,800
CDI - Slocum Head Start	7/1/15	0	0	0	0	0	0	72	\$199,584	71	\$196,812
CHILDREN'S CTR Greater Wtby. Health Network	7/1/15	75	\$650,250	0	0	0	0	0	0	75	\$650,250
CHILDREN'S COMMUNITY SCHOOL	6/25/05	39	\$338,130	11	\$66,000	0	0	0	0	50	\$391,494
CHILDREN'S VILLAGE		5	\$43,350	0	0	0	0	0	0	5	\$43,350
"Easter Seals" ALL KIDS CHILD CARE	4/1/98	186	\$1,612,620	0	0	0	0	0	0	186	\$1,612,620
FAMILY RESOURCE CENTERS Chase/Wilson	7/1/15	20	\$173,400	14	\$84,000	0	0	0	0	34	\$257,400

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KIDS TOWN LLC.	7/1/15	109	\$945,030	1	6000	0	0	0	0	110	\$951,030
MURIEL H. MOORE CHILD DEV. CTR.		108	\$953,700	0	0	0	0	0	0	108	\$936,360
NAUGUATUCK VALLEY TECHNICAL COLLEGE DEV. CTR.	7/1/98	20	\$173,400	0	0	2	\$9000	0	0	22	\$182,400
RAINBOW ACADEMY INC	7/1/01	40	\$346,800	0	0	0	0	0	0	40	\$346,800
ST. MARY'S HOSPITAL CHILD DEV CENTER	7/1/15	30	\$260,100	0	0	0	0	0	0	30	\$260,100
WATERBURY PUBLIC SCHOOLS/BOE	8/26/09	0	0	121	\$726,000	126	\$567,000	0	0	247	\$1,293,000
WATERBURY YOUTH SERVICES	7/1/98	0	0	0	0	66	\$297,000	0	0	66	\$297,000
WATERBURY YMCA CHILD CARE	7/1/98	185	\$1,603,950	0	0	0	0	0	0	185	\$1,603,950

PRIORITY SCHOOL READINESS

PROGRAM SPACE GRID FOR POTENTIAL EXPANSION FY 2016

Council-approved spaces for **potential** expansion. Do not include space numbers from previous page. Only document additional new spaces.

Site	Start Date	# FD / FY Spaces	Total FD / FY Cost	# SD / SY Spaces	Total SD / SY Cost	# PD / PY Spaces	Total PD / PY Cost	# ED / EY Spaces	Total ED / EY Cost	Total # Spaces	Total Cost
NO PROGRAMS AT THIS TIME PLAN EXPANSIONS											

SECTION VI**PRIORITY SCHOOL READINESS****QUALITY ENHANCEMENT****Waterbury QE Grant Revision 3-24-15****Statement of Need, Goals and Indicators of Progress****Town: Waterbury**

1. **Name of Activity:** *A Balancing Act for Teachers: Recognizing and Meeting the Needs for Support of Parents and Infant and toddlers.* Professional Development sessions for ECE administrators,, teachers, and assistants.

Expected Cost: PD seminar Aug sessions \$2500; materials for classroom use books or posters \$2500; **Total cost: \$5000**

Possible Resources: Waterbury School Readiness Network to provide space and possible related materials to topic; Presenter or additional coaching consultation to classrooms may be available from Waterbury Public Schools

Population (number of children, staff, and programs served by this activity):

Total of 50 participants consisting of early childhood program staff infant toddler classrooms (publically funded, private, center based, licensed homes) from all sectors of the community.

Statement of Need:

Waterbury has experienced seen a need in Infant Toddler program to engage parents in conversations around the ability to individualize care within the group setting especially around issues of feeding and supporting emerging skills and behaviors in the young children. The new generation of parents appears to have very specific goals and manners in which they want their children cared for and the role of the adult which creates a need for discussion between teacher and parent. Additionally environmental factors in families' loves causes stress and increases the risk of negative interactions between IT teachers and families. It is not always possible to replicate all aspects of the care the parent expects within the limitations of the group care and classroom model. There is a need to have skilled teachers who are able to respect yet negotiate in consideration of family's goals, child's developmental level, and limitations of group care.

Goals: To increase staff and parent's skills, knowledge, and behaviors to increase confidence and ability to recognize, understand, and respect yet negotiate care requests in consideration of family's goals, child's developmental level, and limitations of group care. as well as learning activities in all other developmental domains. To increase EC staff knowledge of the ways to deal to people perceived as being difficult. To understand their own span of delegation for decision-making and when to ask for assistance from supervisors or other center staff. Focus on strategies that can be incorporated in everyday classroom routines and in classroom activities to assist children to meet standards.

Indicators of Progress:

1. Attendance of participants in seminars,
2. Follow up discussion from directors at monthly meetings.
3. Feedback and reflection from participates on changes made within their own programs

Plan for Activity Evaluation:

1. Evaluation forms at professional development sessions;
2. Evaluation survey to participants for reflection of impact on practice;
3. Review of request for additional support from community agencies around adult and child mental health and parenting practices.

Town: Waterbury

2. **Name of Activity:** *Transition to Kindergarten Process and Activities*

Expected Cost: uniform shirts \$11,700; parent child orientation materials \$7290, **Total \$18,990**

Possible Resources: Collaborate with Waterbury Public School Parent Liaisons for effective and efficient distribution of materials and resources for easing transition into K and elementary school. School readiness provider network.

<p><u>Population (number of children, staff, and programs served by this activity:</u> 20 elementary schools - 1800 children/families from all sectors of the community.</p>
<p><u>Statement of Need:</u> The benefits of involving families in their children's education indicates that families are a critical partner in providing continuity as children move between systems of care and education. The degree to which families are involved in their child's educational experiences appears to be based on the attitudes of teachers toward that involvement. In turn, teachers' attitudes and behaviors can be strongly influenced by the attitudes of their supervisors. Waterbury is working towards establishing strong leadership in developing transition policies and practices that contain family involvement components. Waterbury acknowledges the shared responsibilities of many individuals and institutions for the transition to elementary school. Children often have difficulty adjusting to classrooms where the rules, routines, atmosphere, or philosophy may differ dramatically from preschool and child care settings (Shore, 1998). Currently transitions reflect a one-time set of activities undertaken by programs, families, and children at the end of the year both in the preschool program and elementary schools.</p>
<p><u>Goals:</u> Provide general community knowledge of the transition to kindergarten process including registration, expectations in kindergarten, role of parent involvement, and begin the building of a positive relationship and open communication between the teachers and staff of the elementary school and parents while easing the separation from the early childhood education setting.</p>
<p><u>Indicators of Progress:</u></p> <ol style="list-style-type: none"> 1. Periodic reports of preschool programs on progress and activities for children and parents in readiness for transition to kindergarten; 2. Review of documents on progress of planning and content of parent child orientation meetings and activities at elementary schools;
<p><u>Plan for Activity Evaluation:</u></p> <ol style="list-style-type: none"> 1. Written reports of preschool programs on activities for children and parents in readiness for transition to kindergarten; 2. Survey of content of parent child orientation meetings and activities at elementary schools; 3. Parent surveys of feedback on activities offered at preschool settings; 4. Parent surveys of feedback on activities offered at elementary schools.
<p><u>Town: Waterbury</u></p>
<p>3. <u>Name of Activity:</u> NAEYC Accreditation Support</p>
<p><u>Expected Cost:</u> 3 programs @2500 total \$7500; 2 ECERS assessment for non-accredited programs 2@\$500 total \$1000; 10 ITES for infant toddler classrooms in accredited programs \$6500; PD presenters \$2500 total \$17,500</p>
<p><u>Possible Resources:</u> Collaborate with AFP and CT Community Foundation to eliminate duplication.</p>
<p><u>Population (number of children, staff, and programs served by this activity:</u> six programs/sites to be selected based on application process with potential impact to early childhood program staff (publically funded, private, center based) and children/families from all sectors of the community. Size of program selected will determine population numbers.</p>
<p><u>Statement of Need:</u> Seven School Readiness funded sites are working to meet NAEYC deadlines in 2015.</p>
<p><u>Goals:</u> Help providers who are not accredited by the National Association for the Education of Young Children to obtain such accreditation or maintain accreditation through reaccreditation through outside consultation, increasing the consultation hours of their own educational consultant, and /or purchase educational materials for classrooms to meet NAEYC standards.</p>
<p><u>Indicators of Progress:</u></p> <ol style="list-style-type: none"> 1. Periodic reports of programs on progress towards accreditation/reaccreditation; 2. Review of documents on progress at monitoring visits;
<p><u>Plan for Activity Evaluation:</u></p> <ol style="list-style-type: none"> 3. Obtainment of NAEYC accreditation or maintenance of accreditation through reaccreditation; 4. Report from NAEYC regarding scores and compliance to standards as well as programs strengths and need of improvement; 5. ECERS scores of classrooms.
<p><u>Town: Waterbury</u></p>

<p><u>4..Name of Activity:</u> <i>Coaching and Consultation to Teachers to Support Best Practices in Implementing ELDS-</i> Consultation support for ECE administrators, teachers, and other classroom staff. PD to support use of PALS and fullday seminar by Literacy How! For community program teachers to support literacy development in children to meet Kindergarten expectations.</p>
<p><u>Expected Cost:</u> 360 hours of individualized consultation by independent state approved contractor or program educational consultant plus funds for time out of classroom for teachers to meet with consultant \$36,000; PD materials for classrooms and at PDs \$9600; Literacy How! Full day seminar for community based program teachers \$2500 Total cost: \$ 48,100</p>
<p><u>Possible Resources:</u> Waterbury School Readiness Network to provide space and possible related materials to topic; Presenter or additional coaching consultation to classrooms may be available from Waterbury Public Schools for PALS training.</p>
<p><u>Population (number of children, staff, and programs served by this activity:</u> Total of 115 teaching staff/ participants consisting of early childhood program staff (publically funded, private, center based) from all sectors of the community.</p>
<p><u>Statement of Need:</u> In order to satisfy the School Readiness Grant Request for Proposal (RFP) requirements progress must be demonstrated towards Learning Experience Plan development and evidence of sound curriculum in programs. A Learning Experience Plan describes both the learning expectations for children as well as the teaching strategies that support all children across varying levels of development and the setting in which the experiences are planned to occur.</p>
<p><u>Goals: Developing a Learning Experience Plan:</u> This process will assist teachers in making stronger connections between learning expectations, adult actions to support learning for every child, observation and assessment, and the settings in which learning occurs. Many programs currently engage in a highly reflective and creative planning process. For those programs, a simple review of existing planning documents may be all that is necessary to satisfy the RFP requirement. For some programs, a more in-depth look at planning processes and formats may be needed along with revisions. While the format is important, the first step is for staff to be asking themselves reflective questions such as:</p> <ul style="list-style-type: none"> • What data do we have to help us decide on which standards to choose for planning? <ul style="list-style-type: none"> ○ Examples include documented observations of teaching staff, parents, and others, work samples from children, child interests, Child and Class Profiles of the CT PAF. • Which benchmarks should be targeted for instruction based on the assessment information we have gathered? (for the group as a whole; for small group; for individual children)? • How are the experiences we are planning developmentally appropriate and actively engaging the children in demonstrating their skills, knowledge and dispositions in each standard we chose? How are these experiences linked to child interests? • Which teaching strategies will we use to differentiate the experience for children moving from benchmark to benchmark within the selected standards? • How will we observe and document children's progress in each standard we chose? • What modifications will we make or implement related to our findings from our assessments? • What are the cultural considerations we should be aware of as we plan for each learning experience? How are we supporting children's primary language and English language learning?
<p><u>Indicators of Progress:</u> Feedback from directors and educational consultants on progress of programs in LEP development</p>
<p><u>Plan for Activity Evaluation:</u></p> <ul style="list-style-type: none"> • Evaluation forms given to teachers to assist them to evaluate their own progress; • Feedback from educational consultants on needs of program staff; • Review of LEPs and assessment using SDE rubric
<p><u>Town: Waterbury</u></p>

5..Name of Activity: *Parent Engagement in School Readiness / Learning Together / Literacy support Series of 4 events with hands on activities for parents and teachers and children around content areas of literacy, math, science, and multiculturalism. Volunteer readers in community in waiting rooms; 5-2-1-0 Anti-obesity campaign pilot. All activities to support physical and cognitive development in children with participation of parents/family members to meet Kindergarten expectations.*

Expected Cost: 5-2-1-0 consultant for pilot \$300 printing of 5-2-1-0 materials \$400; books for volunteer readers to distribute in community \$2400; Supplies for parent child hands on activities \$1600; Books related to content area in Learning Together! Events \$4000; Bilingual (Spanish) books for parent child literacy activities \$2500; **Total cost: \$11,200**

Possible Resources: Waterbury Public Schools ECEP staff as well as Community Program staff to coordinate and run events.

Population (number of children, staff, and programs served by this activity:

Total of 1500 preschool children and parents/family members; 40 educational staff/ teaching staff/ participants (publically funded, private, center based) from all sectors of the community.

Statement of Need: The Connecticut Parent Teacher Association defines the term parent involvement as, 'the participation of parents in every facet of children's education and development from birth to adulthood, recognizing that parents are the primary influence in children's lives'. The greater their involvement, the more gains a child can make in all areas of growth and development. Parents are more likely to become involved when there is an environment created that makes them feel comfortable and welcome and when their involvement in their child's education is expected. These activities will strengthen the relationship between parents, children, and teachers in a setting of mutual support and learning. Parental involvement in a child's education is very important. Parental involvement is a tremendous help for children when it comes to coping with the transition from the home to the classroom setting. Parents who are involved are more encouraging towards kids being curious and reading books, making education a fun experience. This will help promote educational success for children.

Goals:

- To increase the number of families who feel they have the support they need to be their children's first teacher, so kids learn at school and at home through receipt of important information related to children's health and development;
- Increase the number of out-of-school-time opportunities so that all area youths, including those with special needs, can participate in safe, wholesome activities outside of school and home;
- Make transition to Kindergarten smoother through community activities aimed at improving children's and families' understanding of kindergarten readiness;
- Help parents to be involved in supporting their children to learn at home and in school, infant toddler, preschool, and kindergarten.
- Children can adjust better in school when parents are involved, allowing them to have a more positive attitude towards education.
- Children will receive the message that education is very important.
- Supporting families of children ages 0-5 to actively participate in their child's learning helps make significantly greater progress in their learning than children whose parents did not participate;
- Increased progress in vocabulary, language comprehension, understanding of books and print and number concepts; higher self-esteem;
- Children from disadvantaged backgrounds are at risk for learning problems and lower academic achievement (Jimerson, Egeland & Teo, 1999; McLoyd, 1990; Ramey & Campbell, 1991; Stipek & Ryan, 1997). Engaged parenting, however, can shield disadvantaged children from forces that

undermine achievement and children's outcomes derive from parents' attitudes and behaviors, which in turn derive from their parenting goals and values.

Indicators of Progress:

1. Feedback for families and teachers in events; increased progress for children in areas of math, science, literacy and social studies;
2. Estimated number of families who attend events
3. Number of ECE programs and agencies who participate;

Plan for Activity Evaluation:

- Evaluation forms given to teachers to assist them to evaluate event and children's participation;
- Feedback from parents on events and their own learning and participation;

Summary of Need, Goals, and Indicators

Please summarize each activity description clearly and concisely. This chart may be used as a grant summary for the CSDE and externally for program evaluation purposes.

TOWN: Waterbury 2012-13 Total amount of grant \$100,918 (not included in projects travel, admin supplies, printing)

Activity Cost Resources	Statement of Need	Goals	Indicators of Progress
<p>Activity Name <i>A Balancing Act for Teachers: Recognizing and Meeting the Needs for Support of Parents and Infant and toddlers.</i></p> <p>Cost: \$ 5000</p> <p>Resources: Waterbury School Readiness Network ; Waterbury Public Schools</p> <p>Population: Total of 60 participants consisting of early childhood program staff (publically funded, private, center based, licensed homes) from all sectors of the community.</p> <p>Proposed Contractor: Educational Consultants Kristen Kennen and/or Beth Young or other state approved EC consultant</p> <p>Scope of services: Individuals and/ with experience in providing on-site education consultation to early care and education programs. The individual will have experience</p>	<p>Waterbury has experienced seen a need in Infant Toddler program to engage parents in conversations around the ability to individualize care within the group setting especially around issues of feeding and supporting emerging skills and behaviors in the young children. The new generation of parents appears to have very specific goals and manners in which they want their children cared for and the role of the adult which creates a need for discussion between teacher and parent. It is not always possible to replicate all aspects of the care the parent requests within the limitations of the group care and classroom model. There is a need to have skilled teachers who are able to respect yet negotiate care requests in consideration of family's goals, child's developmental level, and limitations of group care.</p>	<p>To increase staff and parent's skills, knowledge, and behaviors to increase confidence and ability to respect yet negotiate care requests in consideration of family's goals, child's developmental level, and limitations of group care. as well as learning activities in all other developmental domains. To increase EC staff knowledge of the ways to deal to people perceived as being difficult. To understand their own span of delegation for decision-making and when to ask for assistance from supervisors or other center staff.. Focus on strategies that can be incorporated in everyday classroom routines and in classroom activities to assist children to meet standards.</p>	<ol style="list-style-type: none"> 1. Attendance of participants in seminars, 2. Follow up discussion from directors at monthly meetings. 3. Feedback and reflection from participates on changes made within their own programs

<p>working in early childhood settings, and will be familiar with CT Infant toddler Learning Standards; NAEYC accreditation criteria, the CT Preschool Curriculum Framework and the CT Preschool Assessment Framework. Seminars will be presented to increase staff and parent's skills, knowledge, and behaviors to increase teachers' and parents' confidence and ability to respect yet negotiate care requests in consideration of family's goals, child's developmental level, and limitations of group care. Focus on strategies that can be incorporated in everyday classroom routines and in classroom activities to assist children to meet standards.</p>			
<p>1. Activity Name: <i>Transition to Kindergarten Process and Activities</i></p> <p>Cost: \$18,990</p> <p>Resources: Collaboration with Waterbury Public School Parent Liaisons for effective and efficient distribution of materials and resources for easing transition into K and elementary school; School readiness provider network</p>	<p>The benefits of involving families in their children's education indicates that families are a critical partner in providing continuity as children move between systems of care and education. The degree to which families are involved in their child's educational experiences appears to be based on the attitudes of teachers toward that involvement. In turn, teachers' attitudes and behaviors can be strongly influenced by the</p>	<p>Provide general community knowledge of the transition to kindergarten process including registration, expectations in kindergarten, role of parent involvement, and begin the building of a positive relationship and open communication between the teachers and staff of the elementary school and parents while easing the separation from the early childhood education setting.</p>	<p>1. Periodic reports of preschool programs on progress and activities for children and parents in readiness for</p>

<p>Population: 20 elementary schools - 1800 children/families from all sectors of the community. Contractor: TBD re City of Waterbury Procurement Charter Requests for bids will be advertised once grant is confirmed re: city charter</p>	<p>attitudes of their supervisors. Waterbury is working towards establishing strong leadership in developing transition policies and practices that contain family involvement components. Waterbury acknowledges the shared responsibilities of many individuals and institutions for the transition to elementary school. Children often have difficulty adjusting to classrooms where the rules, routines, atmosphere, or philosophy may differ dramatically from preschool and child care settings (Bohan-Baker & Little, 2002). Currently transitions reflect a one-time set of activities undertaken by programs, families, and children at the end of the year both in the preschool program and elementary schools.</p>		<p>transition to kindergarten;</p> <ol style="list-style-type: none"> 2. Review of documents on progress of planning and content of parent child orientation meetings and activities at elementary schools;
<p>2. Activity Name: NAEYC Accreditation Support Cost: \$17,500 Resources: Collaborate with AFP and CT Community Foundation to eliminate duplication. Population Programs/sites to be selected based on application process with potential impact to early childhood program staff (publically funded, private, center based) and children/families from all sectors of the community. Size</p>	<p>School Readiness funded sites are working to meet NAEYC deadlines in 2016. Support of programs to achieve quality is necessary to ensure positive outcomes for Wtby preschoolers not matter what ECE setting they are enrolled</p>	<p>Help providers who are not accredited by the National Association for the Education of Young Children to obtain such accreditation or maintain accreditation through reaccreditation and /or purchase educational materials for classrooms to meet NAEYC standards. Assess non-accredited classroom with ECERS to make quality improvements aligned with NAEYC criteria.</p>	<ol style="list-style-type: none"> 1. Periodic reports of programs on progress towards accreditation/re accreditation; 2. Review of documents on progress at

<p>of program selected will determine population numbers. ECERS for classrooms not yet accredited to assist them to continue quality improvement towards meeting NAEYC standards. Contractor: TBD re City of Waterbury Procurement Charter Requests for bids will be advertised once grant is confirmed re: city charter</p>			<p>monitoring visits;</p>
<p>3. <i>Coaching and Consultation as Support for Learning Experience Plan Development to Meet New Early Learning standards</i></p> <p>Cost: \$ 48,100</p> <p>Resources: Waterbury School Readiness Provider Network Population: Potential total of 110 teachers in community based programs that are on a professional development path to meet mandates of PA 12-50.</p> <p>Potential Contractors: Educational Consultants: Judy Goldberg, Beth Young, Patricia Reinhardt, Linda Minervini, Sue Vivian Literacy How!</p>	<p>In order to satisfy the School Readiness Grant Request for Proposal (RFP) requirements progress must be demonstrated towards Learning Experience Plan development and evidence of sound curriculum in programs. A Learning Experience Plan describes both the learning expectations for children as well as the teaching strategies that support all children across varying levels of development and the setting in which the experiences are planned to occur.</p>	<p>This process will assist teachers in making stronger connections between learning expectations, adult actions to support learning for every child, observation and assessment, and the settings in which learning occurs. Many programs currently engage in a highly reflective and creative planning process. For those programs, a simple review of existing planning documents may be all that is necessary to satisfy the RFP requirement. For some programs, a more in-depth look at planning processes and formats may be needed along with revisions. While the format is important, the first step is for staff to be asking themselves reflective questions such as:</p> <ul style="list-style-type: none"> • What data do we have to help us decide on which 	<ol style="list-style-type: none"> 1. Evaluation forms given to teachers to assist them to evaluate their own progress; 2. Feed back from educational consultants on needs of program staff; 3. Review of LEPs and assessment using SDE rubric

<p>Scope of services: Individuals with experience in providing on-site education consultation to early care and education programs. The individual will work in early childhood classrooms, and will be familiar with NAEYC accreditation criteria, the CT Preschool Curriculum Framework and the CT Preschool Assessment Framework. Incorporating these standards and showing evidence of meeting all new SDE requirements for LEPs will be focus. Teachers will be allowed additional time out of classroom to meet with consultants to fine tune and enhance LEP development and documentation. Consultant will observe in classroom to monitor fidelity of implementation of LEPs with understanding of need for flexibility to children's interests and unusual classroom occurrences. The education consultant may additionally work with specific teachers providing guidance in the areas of classroom management, developmentally appropriate practice, intentional teaching and issues of concern to teachers and the program director.</p>		<p>standards to choose for planning?</p> <ul style="list-style-type: none"> ○ Examples include documented observations of teaching staff, parents, and others, work samples from children, child interests, Child and Class Profiles of the CT PAF. ● Which benchmarks should be targeted for instruction based on the assessment information we have gathered? (for the group as a whole; for small group; for individual children)? ● How are the experiences we are planning developmentally appropriate and actively engaging the children in demonstrating their skills, knowledge and dispositions in each standard we chose? How are these experiences linked to child interests? ● Which teaching strategies will we use to differentiate the experience for children moving from benchmark to 	
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		<p>benchmark within the selected standards?</p> <ul style="list-style-type: none"> • How will we observe and document children's progress in each standard we chose? • What modifications will we make or implement related to our findings from our assessments? <p>What are the cultural considerations we should be aware of as we plan for each learning experience? How are we supporting children's primary language and English language learning?</p>	
<p>Activity Name: <i>Parent Engagement in School Readiness / Learning Together / Literacy support Series of 4 events with hands on activities for parents and teachers and children around content areas of literacy, math, science, and multiculturalism. Volunteer readers in community in waiting rooms; 5-2-1-0 Anti-obesity campaign pilot.</i> Cost: \$11,200 Resources: City of Waterbury to provide space, staff for set up and break down, Waterbury School Readiness Provider Network to volunteers. Population: Total of 1500 participants consisting of families and children, grandparents, kith</p>	<p>All activities to support physical and cognitive development in children with participation of parents/family members to meet Kindergarten expectations Family engagement in their children's learning and education is goals of both the WPS District Improvement Plan and the Bridge to Success Community Plan for Youth Birth to 21 years. Bringing families together in a community event for all children ages infant through 5 years encourages parents to be active and interact positively with their children in experiential learning activities Additionally, participating agencies and programs share resources and home activities and give a-ways. The families'</p>	<p>To increase the number of families who feel they have the support they need to be their children's first teacher, so kids learn at school and at home through receipt of important information related to children's health and development; Increase the number of out-of-school-time opportunities so that all area youths, including those with special needs, can participate in safe, wholesome activities outside of school and home; Make transition to Kindergarten smoother through community activities aimed at improving children's and families' understanding of kindergarten readiness; help parents to be involved in supporting their children to learn at home and in</p>	<ol style="list-style-type: none"> 1. Estimated number of families who attend events and receive services of volunteer readers and 5-2-1-0 consultant Number of ECE programs and agencies who participate; 2. Feedback for families and teachers in events; increased progress for children in areas of math, science, literacy and social studies;

and kin providers, family home providers, City of Waterbury Community agencies, Early Childhood preschool programs, 60 EC staff, Volunteers from early childhood program staff (publically funded, private, center based, licensed homes, youth volunteers, business partners) from all sectors of the community. Contractor : TBD re City of Waterbury Procurement Charter	opportunities to choose books to take home provides building of capacity for literacy in the home. Families are able to meet program staff, ask questions, and participate in specific learning activities with their children to support the parent child relationship as well as learning and skill development in children and adults.	school, infant toddler, preschool, and kindergarten.	3. Number of ECE programs and agencies who participate;
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Evaluation

Please document the grant objectives outlined on pages 1 and 2 of this RFP that align with each proposed activity and the evaluation methods you will use to measure the extent each activity will meet the objectives. A year-end report will be sent to the applicant electronically where results of the evaluation will be reported to the CSDE.

TOWN: Waterbury

Grant Objectives Addressed	Activity	Evaluation
Help providers who are not accredited by the National Association for the Education of Young Children to obtain such accreditation; and Purchase educational equipment;	<ul style="list-style-type: none"> <i>NAEYC Accreditation Support</i> 	<ol style="list-style-type: none"> 1. Obtainment of NAEYC accreditation or maintenance of accreditation through reaccreditation; 2. Report of NAEYC compliance to standards and programs strengths and need of improvement ECERS scores of classrooms.

<p>Help directors and administrators to obtain training; and Provide for educational consultation and staff development</p>	<ul style="list-style-type: none"> • <i>Support for Learning Experience Plan Development to Meet New Early Learning Standards-professional development</i> • <i>A Balancing Act for Teachers: Recognizing and Meeting the Needs for Support of Parents and Infant and toddlers. Professional Development.</i> 	<ol style="list-style-type: none"> 1. Evaluation forms at professional development sessions; 2. Evaluation survey to participants a month after survey for reflection of impact on practice; 3. Review of referral rates to outside intervention agencies of children with challenging behaviors in programs who participated in PD; 4. Involvement of EC program administrators in the selection of 2 people to be certified as instructors and evidence of collaboration. <ol style="list-style-type: none"> 1. Evaluation forms at professional development sessions; 2. Evaluation survey to participants for reflection of impact on practice; 3. Review of request for additional support from community agencies around adult and child mental health and parenting practices. <p>Tracking of staff educational degrees and coursework toward meeting of PA 12-50 July 1, 2020 mandates.</p>
<p>Provide services that enhance the quality of programs to maximize the health, safety and learning of children from birth to three years of age, inclusive, including, but not limited to, those children served by informal child care arrangements. Such grants may be used for the improvement of pre-</p>	<ul style="list-style-type: none"> • <i>Transition to Kindergarten Process and Activities</i> • <i>Parent Engagement in School Readiness / Learning Together / Literacy support Series of 4 events with hands on activities for parents and teachers and children around content areas of</i> 	<ol style="list-style-type: none"> 1. Written reports of preschool programs on activities for children and parents in readiness for transition to kindergarten; 2. Survey of content of parent child orientation meetings and activities at elementary schools; 3. Parent surveys of feedback on activities offered at preschool settings; 4. Parent surveys of feedback on activities offered at elementary schools. 5. Parent surveys of feedback on activities offered at evening Learning Together! events

literacy development, parent involvement.	<i>literacy, math, science, and multiculturalism. Volunteer readers in community in waiting rooms; 5-2-1-0 Anti- obesity campaign pilot.</i>	6. Survey of program in pilot 5-2-1-0 campaign –parents and staff on changes in practices to reflect healthier lifestyle. 7. Feedback of Volunteer readers on number of book distributed and expressed responses of families involved.
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PRIORITY SCHOOL READINESS

FISCAL AGENT FORM

Identify the fiscal agent for the School Readiness Grant Program for FY 2016.

Please be advised that if the fiscal agent for this grant program is other than the municipality or the municipality's school district, the fiscal agent must sign the Grant Cover Page and the grant's Statement of Assurances to certify compliance with all relevant requirements of this State grant program.

Fiscal Agent Information

Identify Fiscal Agency:	<u>City of Waterbury</u>		
Street Address:	<u>235 Grand Street</u>		
City, State, Zip Code:	<u>Waterbury, CT 06702</u>		
Telephone:	<u>203-346-2340</u>	<u>203-346-2340</u>	<u>203-346-2340</u>
Primary Contact Person:	<u>Name: Paul Guidone</u>	<u>Email: pguidone@waterbury.k12.ct.us</u>	
Federal ID #:	<u>06-6001900</u>		

SECTION VII**PRIORITY SCHOOL READINESS****FY 2016 SCHOOL READINESS ED114 BUDGET FORM**

GRANTEE NAME:		TOWN/AGENCY CODE:	
GRANT TITLE:	School Readiness Grant Program		
PROJECT TITLE:	Priority School Readiness Municipalities		
ACCOUNTING CLASSIFICATION: FUND: 11000 SPID: 17101 YEAR: 2016 PROG: 82056 CF1: 170002 CF2:			
GRANT PERIOD: 07/01/2015 – 06/30/2016		AUTHORIZED AMOUNT: \$	
AUTHORIZED AMOUNT BY SOURCE: LOCAL BALANCE: CARRY-OVER DUE: CURRENT DUE: \$			
CODES	DESCRIPTIONS	Administrative Budget Amount	Space Allocation Amount
111A	Non-Instructional (Administrative/Supervisor Salaries/Clerical/Other)	75,000	
200	Personal Services – Employees Benefits	23,000	
340	Other Professional Services		
341	Audit		
500	Other Purchased Services		10,013,718
600	Supplies	2,000	
	TOTAL	100,000	10,113,718
Original Request Date:			
Revised Request Date:		<i>Connecticut Office of Early Childhood School Readiness Program Manager Authorization</i>	<i>Date of Approval</i>

FY 2016 SCHOOL READINESS BUDGET JUSTIFICATION PAGE

A separate budget justification must be completed in detail identifying the specifics for each line item expenditure noted in your budget.

Budget Justification for City of Waterbury School Readiness FY 2014-2015

- ❖ 111A Administrator Salary partial payment of 1.0 FTE School Readiness Coordinator to oversee the Waterbury School Readiness Initiative, including administering and implementing the grant. \$76,000.00
- ❖ 200 Personal Services – Employee partial Benefits for School Readiness Coordinator \$23,000.00 costs including health insurance.
- ❖ 500 Other Purchased Services – Allocation to School Readiness slots see grid \$10,013,718
- ❖ 600 Administrative Supplies – ink jet cartridges, toner cartridges, drum for copier and fax machine, folders, storage boxes, copy paper, organizational supplies as examples \$1000.

REQUIREMENT FOR LOCAL MATCH: Programs who utilize 10 percent of their allocation up to \$100,000 for coordination, program evaluation and administration **must submit signed, electronic documentation indicating the source for the \$25,000 in local funding that will be contributed and how the funds will be utilized.**

See attached letter from City of Waterbury Mayor

FY 2016 QUALITY ENHANCEMENT ED114 BUDGET FORM

GRANTEE NAME:		TOWN CODE:	
GRANT TITLE:	Quality Enhancement Grant Program		
PROJECT TITLE:	Quality Enhancement Grant Program		
ACCOUNTING CLASSIFICATION:		FUND: 11000	SPID: 17097
		PROG:82079	YEAR: 2016
		CF1: 170018	CF2:
GRANT PERIOD: 07/01/15 – 06/30/16		AUTHORIZED AMOUNT: \$100,918	
AUTHORIZED AMOUNT BY SOURCE:		CURRENT DUE:	
LOCAL BALANCE:		CARRY-OVER DUE:	
CODES	DESCRIPTIONS	BUDGET AMOUNT	
111A	Non-Instructional (Administrative/Supervisor Salaries/Clerical/Other)		
322	In-service (Professional Development)	59,100	
323	Pupil Services		
324	Field Trips		
325	Parent Activities		
330	Employee Training and Development Services		
340	Other Professional Services		
400	Purchased Property Services		
500	Other Purchased Services	1,818	
600	Supplies	40,000	
700	Property		
	TOTAL	100,918	

Original Request Date

Revised Request Date

Connecticut Office of Early
Childhood Program Manager
Authorization

Date of Approval

FY 2016 QUALITY ENHANCEMENT BUDGET JUSTIFICATION

300 In Service-Professional Development	\$59,100
360 hours of coaching and consultation to SR EC classrooms, individualized Consultant plans and implementation of best practices in using ELDS	
360 hours @ \$100 =	36,000
presenters for IT and PS seminars August PD - 2 sessions @ 500 =	2500
Keynote and seminar Understanding Children's Imaginative Play August PD	2,500
ITERS for infant toddler classrooms 10 classrooms @ \$650 =	6,500
ECERS assessments for non accred programs 2 @ 500 =	1,000
Specific program improvements towards NAEYC Accred 3 @2500 =	7,500
Literacy How! Full day seminar for community based program teachers	2,500
Presenter for Parent, Child, Teacher Learning Together! Night	300
5-2-1-0 consultant for pilot program	300
 500 Other Purchased Services	 \$1,118
Travel- conference fees and mileage for coordinator	1,418
Printing of flyers and brochures for School Readiness and events	
English/Spanish/Albanian	1,000
Printing of 5-2-1-0 kit and materials	400
 600 Supplies	 \$40,000
Books for family literacy campaign –Volunteer readers in community 600 @ \$4.00	2,400
Books for Parent-Child-Teacher Learning together! Events 1000 books @ \$4.00	4,000
Materials for Parent-Child-Teacher Learning together! Events Science, Math, Multicultural	1,600
Infant toddler teachers resource materials 50 @ \$50	2,500
Books bilingual for parent child at home literacy support Spanish	2,500
Ink jet cartridges, folders, copy paper, misc office supplies	1,500
PD materials for use in classrooms/teacher resources	8,740
<i>Transition to Kindergarten Orientations and Activities</i>	
Kindergarten Uniform shirts 1800@ \$6.50	11,700
Ready for K calendar for children 1800@ 2.00	3,600
Parent Starting K books 1800 @ 2.20	3,960
 Total	 \$100, 918

SECTION VIII

PRIORITY SCHOOL READINESS

MANAGEMENT AND ACCOUNTABILITY STRUCTURE

Section 10-16p (g) of the C.G.S. requires each School Readiness community to “*designate a person to be responsible for such coordination, program evaluation and administration and to act as a liaison between the town and the Connecticut Office of Early Childhood.*”

This section must include the following information:

1. The School Readiness Contact Liaison is the person responsible for the management (as defined in General Policy 14-10) of the grant program. Please address the following in your response:
 - Please include a description of how that person carries out the fiscal and program monitoring of sub-grantees. **(Program classroom monitoring must be performed by an Early Childhood Educator with background in classroom practice and ELDS.)**
 - How does the person monitoring the classrooms ensure that sub-grantees adhere to the 11 quality standards (see Section I), program standards, accreditation, and grant policies?
 - How often is each sub-grantee site visited by this person or persons contracted through the School Readiness Council?
 - How are the visits documented and what is the process for follow-up? *Please attach an electronic copy of the local monitoring site visit form.*
 - If the Liaison identifies issues to be addressed, describe the process to resolve them.

Management of the grant program lies fully on the municipalities' chief officer (or designee) and the superintendent of schools (or designee). The Council, co-chaired by the above designees, hold shared policy making authority concerning program design, implementation, and evaluation. The School Readiness Council Coordinator acts as the liaison between the chief officer, superintendent, and the council members through monthly meetings. The coordinator works together with the School Readiness Council committees to address the ten quality component areas and strategic planning. Quarterly visits are scheduled to each of the funded programs to monitor compliance in all of the eleven components areas. Fiscal monitoring is done on a monthly basis through review and evaluation of the monthly reports. Additionally the School Business office accountant assigned to the school readiness grant works closely with the coordinator to review grant budgets and triangulate reports. A report of expenditures is requested biannually. The coordinator reports to the Chief Academic Officer and to the Mayor and Superintendent on other issues regarding the initiative. Reports from the coordinator on issues and activities are submitted to the Council at regularly held meetings. Monitoring

issues are noted on site visit forms. Actions to correct identified problems include development and submission of a written action plan, provision of additional technical assistance, professional development, coaching, and additional resources. Follow-up visits are noted as such on site visit forms.

In addition, each program utilizes a state approved early childhood education consultant supported through Quality Enhancement Funds to provide coaching and consultation for instructional best practices around the ELDS. Each program submits a plan for the consultation and feedback on program progress and outcomes will be solicited both in the form of written reports and through Program Quality meetings with the consultants and the SR Coordinator.

2. Who is responsible for ensuring the accuracy of the monthly data submitted, and how is the enrollment and attendance verified?

There is a specific procedure for submission of monthly reports and supporting documents to the SR office. Sub-grantees must use forms from OEC and include an invoice generated by City of Waterbury School Business Office. Site data format is determined by SR Office. Forms (4 types) must be sent as separate sets in the correct software format. These include a) sub-grantee form that includes utilized spaces as well as demographic information in original Excel format and all lines completed; b) invoice with signature (Excel or scanned; c) attendance (as taken by teachers) or sign in sheets (with parents' signatures and in and out times) to document children claimed; and d) site data report of children enrolled .

All forms and documentation are emailed to SR office no later than noon Tuesday after end of reporting period to Coordinator as well as office email (btacchi@waterbury.k12.ct.us and waterburysr@aol.com).

Forms are audited for a) accuracy; b) to ensure justifying documentation is attached; c) attendance sheets document # hours and # of children on site data reports; and d) ensure completeness of documents.

Any discrepancies are brought to the attention of the program contact person and additional or corrected documents may be requested before payment will be initiated. An assigned accountant from the purchasing department additionally audits reports and reconciles reports to invoices on a monthly basis as well as tracking spending. The coordinator may use the site data reports and attendance on site visits to monitor enrollment. Outside auditing provides additional information.

3. How will the School Readiness Council be kept informed on the status of the grant in relationship to child and program issues identified in the community, as well as the ongoing management process?

The current strategic planning process by the Bridge To Success community plan for children birth to 21 in Waterbury will scan existing assets and identify needs across the community. This plan will be used to consolidate and mobilize a concerted effort to efficiently and effectively increase community capacity towards

optimal early childhood learning and development. The SR Council is a full partner in this plan and implementation process and reports are given monthly at regular Council meetings.

The Coordinator makes a full report (both verbally and written) to the Council at regular meetings to alert members to any issue concerning the grant and programs. Additionally information regarding the SR initiative is provided through

- A public information session built into each meeting;
- Spotlights presentations that allows each sub-grantee to highlight unique attributes of their program as well as compliance of SR grant quality components and Bridge to Success Plan goals;
- Communication through e-mail and phone;
- All meeting minutes and SR Coordinator reports are posted on the City of Waterbury website for public access.

SECTION IX

PRIORITY SCHOOL READINESS

DOCUMENTATION AND EVALUATION

Under Section 10-16q (a) (11) of the C.G.S., programs funded by School Readiness must address the following assessment measures:

1. How does the applicant recruit new children and families to ensure full utilization of spaces?

The SR Council supports the recruitment efforts of individual SR sub-grantees. The School Readiness Council has planned the following community wide recruitment efforts.

Major publicity and marketing campaign including public access TV, Commercial TV, meetings with community pediatricians, newspaper articles and continued collaboration with the Waterbury public school pre-school and family intake system.

- Bridge to Success newsletter and United Way newsletter
 - Community Messages have been given information on School readiness to distribute
 - Discussion with The Leever Foundation to develop a marketing campaign for Waterbury around School Readiness
 - School readiness website
 - Outreach and placement through the School Readiness Office
 - Collaboration with public schools, public agencies, and community to alert of openings and opportunities
 - Phone and Text messages blast
 - Participation of the School Readiness Office and providers at local conferences, festivals, rallies, information fairs, and seminars
 - Hospitals
 - Chamber of Commerce
 - Churches
 - Realtors
 - DSS section 8
 - Housing Authority
 - "Stay & Play visits" come to program in the morning and check it out!
 - Ethnic clubs and Community Centers
 - Posters and flyers in English, Spanish, and Albanian
 - Flyers are distributed to public schools in sites catchment areas
 - Family Resource Centers and Parent Liaisons act as advocates and inform and support families to choose preschool for their children
 - The School Readiness Office is now located in a main City government building downtown with other major education departments. It is on the 1st floor and has easy public access.
- A log is maintained of inquiries to the School Readiness office provides a limited source of data on community need.
 - Faith based groups, parent teacher organizations, and community organizations will be sought to identify need and plan for services to meet the needs of specific populations.

2. How does the applicant document the progress in the community to increase the numbers of children served and ensure that all eligible children are served?

The monthly reports are monitored for utilization and Waterbury has operated at above 95.5% utilization in the current grant year. We have included a detailed checklist in the Kindergarten orientation packet for parents to complete on his/her child's preschool experience as well as reasons if a child did not attend a preschool/ prek program. This data will be used to continue our plan to ensure access to families across the large geographic area of our city. The Waterbury School Readiness Council also convened an ad hoc committee to discuss transportation and other barriers to families to enrolling in a preschool program. The findings of this committee were reported to the Council.

Waterbury School Readiness Council guidelines requires funded programs report vacant slots to the School Readiness office and efforts to refer families to these open slots is made in an collaborative effort to meet the needs of the communities families. This year slots were slid over to programs that were able to enroll additional families. Program location and transportation availability has been found to be a key factor in many families' choice of program. The Council has put forth an expectation and provides support to agencies to encourage capacity building on a continuous basis as funding increases. As part of our Bridge to Success Early Childhood Workgroup goals, we are developing a packet of parent with current preschool program availability and need for early childhood programs and including location, slot type, and other supports needed by families. A general flyer, created in collaboration with the local Career Academy High school, was developed and will be distributed in the community. We are also developing a plan for Neighborhood Family Hubs to provide information and access to services on a broad spectrum including ECE programming for young children.

3. What processes and requirements does the School Readiness Council have to ensure that the curriculum and assessment system used by the School Readiness Programs to measure child progress is aligned to the ELDS?

A goal for this grant period is to continue to provide support and technical assistance to encourage each funded program to continue the process with their staff to assess their learning experience plans and curriculum for young children in their classrooms. School Readiness Programs were provided with QE funds to hire an experienced consultant and classroom coach to assist programs in the integration of the ELDS in LEPs and daily classroom strategies. All programs are encouraged to send lead staff to trainings provided by the OEC on the ELDS. Support in the form of consultation and coaching will be provided as each program and classroom teacher is at an individual level of understanding and integration of the ELDS in their daily curriculum, tailoring, and scaffolding these programs by providing the specific amount of training and support needed to move them forward toward full implementation. Discussion with providers has identified staff on needs for specific coaching and PD on the ELDS and LEP development process continues including the assessment of young children and how it is used in development of classroom activities. Most programs use the Creative Curriculum and it assessment system for child's assessment documentation.

Curriculum, assessment, and classroom learning activities are discussed and reviewed and classrooms are observed on site visits as time allows. Programs may request additional supports to classroom personnel from the SR Coordinator who will identify specific needs and access resources for the program.

4. How does the School Readiness Council provide oversight, coordination and support for the sub-grantee's measurement of child progress?

A goal for this grant period is to continue to provide support and technical assistance to encourage each funded program to use software designed for Creative Curriculum Child assessment and the CT PAF. With the support and use of technology, child profiles and classroom profiles will be readily available to guide instruction and teacher professional development activities. The ability to see child outcomes, along the established continuum of child development benchmarks will allow better tracking of growth in all domains at the program level as well at the Council level. The assessment results, child portfolios, and profiles in the child's files are reviewed by the Coordinator on monitoring visits. These reports will also prove be valuable in parent teacher conferences and development of individualized home activities to support school readiness.

A collaborative group, call the PreK Consortium of Waterbury, which includes licensed programs and the BOE, developed a Universal progress report that was completed on every child entering kindergarten Fall 2014. These reports were forwarded to the kindergarten teachers for a quick snapshot of the child's development and current status in 10 areas of school readiness. These ten include 4 personal social and 6 cognitive standards presented in a continuum to allow a representation of growth over time. The child's attendance, represented in number of days attended in ratio to number of days program operated, and teachers' comments round out the picture. A protocol for completion was forwarded to all programs for consistency. The data from the continuum allowed children to be tracked into Kindergarten and data was gathered on mClass results. In response to these results, PALS screening kits were purchased and the WPS will provide training to each SR program on how the use the kits and incorporate results into planning individualized instruction for children. Since the PALS is also used in the WPS PreKs, the data on child outcomes will be gathered and allow a more complete picture of children before entering kindergarten. A data project is nearing completion based on the PAF scores of over 300 children in school readiness community programs in Waterbury. The results will be printed in a report and presented to the Council by July 14. The findings were used to provide feedback to programs and provide resources around issues identified including providing instruction to bilingual children as well as instructional practices to support boys' learning.

5. How is information on the School Readiness Grant goals, outcomes and progress disseminated to the community at-large?

School Readiness Council monthly meetings are open to the public and posted on channel 16. All meeting documents, agenda, minutes, and reports are posted on the city of Waterbury website for public access. Progress is reported annually to the Board of Education and Board of Education Grant Committee. There are planned public information activities that include representation at area health and education fairs, Title One Conferences, City events and forums. The Bridge to Success, Waterbury's plan for youth birth-21 is in the implementation stage and the community sets priorities. The WSRC is part of the Bridge to Success Community Council for this plan and will continue to advocate for early childhood issues, will have planned activities and strategies to inform the public on the plan and about all early childhood activities including the role of the School Readiness Council.

The Council will assume the responsibility of reviewing and providing feedback to the program on the early learning experience plans utilizing a consultant knowledgeable in such work. The Council is not obligated to submit the learning experience plans to the OEC as part of this application.

In addition to the state approved consultants and coaches that are working with the programs, the School readiness Coordinator will review the LEPs, score them, and review with programs at a site visit. If TA is needed it will be discussed and a plan will be made to obtain additional resources or clarifications. The School readiness Coordinator has PreK teacher certification, and Masters of Science in early childhood education/special education, and has attended training on the ELDS.

SECTION X

PRIORITY SCHOOL READINESS

Statement of Assurances

PROJECT TITLE **School Readiness Grant Program**

THE APPLICANT: **CITY OF WATERBURY** HEREBY ASSURES THAT:
(Insert Agency Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant agency;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with the regulations and other policies and administrative directives of the Connecticut State Board of Education, the CSDE and the OEC;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded throughout the entire grant period;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the OEC, including information relating to the project records and access thereto as the OEC may find necessary;
- H. The CSDE and OEC reserve the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records, and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state and/or federal funding;
- J. The applicant will protect and save harmless the State Board of Education and OEC from financial loss and expense, including fees and legal fees and costs, if any, arising out of any breach of the duties, in whole or in part, described in the application for this grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the C.G.S., and the applicant shall return to the Connecticut State Department of Education any monies not expended in accordance with the approved program/operation budget as determined by audit;

L. **Required Language (Non-discrimination)**

References in this section to "contract" shall mean this grant agreement and to "contractor" shall mean the Grantee.

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

- i. "Commission" means the Commission on Human Rights and Opportunities;
- ii. "Contract" and "contract" include any extension or modification of the Contract or contract;
- iii. "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
- iv. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;
- v. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- vi. "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- vii. "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- viii. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- ix. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and
- x. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

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

- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective

bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.
- (h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission,

the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

OTHER ASSURANCES

- M. The grant award is subject to approval of the Connecticut Office of Early Childhood and the availability of state and/or federal funds;
- N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the CGS concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated thereunder are hereby incorporated by reference;
- O. Grant funds should not be committed until an official grant award letter is received;
- P. The grantee agrees to other attestations and special assurances, particular to the requirements of CGS Sections 10-160 through 10-16r for grantees or state agencies that require grantee or subgrantee participation or compliance;
- Q. The signature of the chief elected officials on the Statement of Assurances Signature Page indicates the intent to comply with the provisions referenced in each section. Assurances not agreed to by the chief elected official of the town must be identified on a separate sheet with a rationale for the disagreement; and
- R. The Grantee/applicant acknowledges that funds supporting this contract may be provided by various Federal agencies, including but not limited to the United States Department of Health and Human Services through a number of grants, block grants, and grants-in aid, including, but not limited to the Social Services Block Grant ("SSBG"), Child Care and Development Block Grant (CCDBG) and/or the Temporary Assistance for Needy Families Block Grant (TANF). Each federal block grant has a federal Catalog of Federal Domestic Assistance (CFDA) number, which provides relevant information about federal requirements specific to each block grant. The CFDA numbers are as follows: SSBG - 93.667, CCDBG - 93.575 and TANF - 93.558. The Grantee (or Applicant) agrees that it shall communicate the above language to all sub-contractors that perform services as delineated in a subcontract agreement. The Grantee (or Applicant) agrees that it shall also maintain and require all sub-contractors to maintain any necessary data and documentation required for auditing of any of the grant funds.
- S. The Office of Early Childhood reserves the right to negotiate terms, including the withholding of funds, based on the grantee's inability with the assurances.
- T. The Office of Early Childhood reserves the right to de-fund subgrantees of the School Readiness Council based on the subgrantee's inability to comply with School Readiness General Policies.
- U. The Office of Early Childhood reserves the right to negotiate terms, including the withholding of funds, based on the grantee's inability to comply with these assurances.

PRIORITY SCHOOL READINESS
STATEMENT OF ASSURANCES SIGNATURE PAGE

We, the undersigned authorized officials, do hereby certify that these assurances shall be fully implemented.

Signature of Chief Elected Official: _____

Name: (please type) Neil M. O'Neil

Title: (please type) Mayor

Date: _____

Signature of Superintendent: _____

Name: (please type) Dr. Kathleen M. Ouellette

Title: (please type) Superintendent

Date: _____

To Be Signed if the Fiscal Agent is other then the Municipality or the School District:

Signature of Fiscal Agent: _____

Name: (please type) N/A

Title: (please type) _____

Date: _____

SECTION XI

PRIORITY SCHOOL READINESS

AFFIRMATIVE ACTION CERTIFICATION FORM

AFFIRMATIVE ACTION CERTIFICATION

AN AFFIRMATIVE ACTION PLAN IS ON FILE WITH THE STATE DEPARTMENT OF EDUCATION

I (We), the undersigned authorized official(s), hereby certify that the current Affirmative Action Plan of the applicant organization/agency is on file with the Connecticut State Department of Education. The Affirmative Action Plan is by reference, part of this application.

Signature of Authorized Official

Date

Neil M. O'Leary

Name of Authorized Official (please type)

Mayor, City of Waterbury

Title of Authorized Individual

Signature of Authorized Official

Date

Dr. Kathleen M. Ouellette

Name of Authorized Official (please type)

**Superintendent, City of Waterbury
Department of Education**

Title of Authorized Individual

1. Delivery of Applications

The School Readiness Grant Application must be submitted in the following three formats by **4:30 p.m. on Friday, May 15, 2015**. Please note that this is a new method of submission for this grant.

1. An **electronic copy** of the School Readiness Grant Application **must be e-mailed** to SchoolReadiness@ct.gov.
2. Original, hard-copy signature pages (Cover Page, Statement of Assurances and Affirmative Action Certification Form) must be mailed or hand-delivered.
3. A CD-copy of the School Readiness Grant Application must be mailed or hand-delivered.

All three items **must be received by 4:30 p.m. on Friday, May 15, 2015, IRRESPECTIVE OF POSTMARK DATE**. Faxed or scanned copies of signatures will not be accepted.

Electronic copy of School Readiness Grant Application	E-mail to: SchoolReadiness@ct.gov
Hard-copy signature pages and CD-copy of School Readiness Grant Application	Mail or hand-deliver to: Gerri S. Rowell, School Readiness Program Manager Connecticut Office of Early Childhood Division of Early Care and Education 165 Capitol Avenue, Room G-17 Hartford, Connecticut 06106

**Waterbury
School Readiness
Council Members**

2015-2016

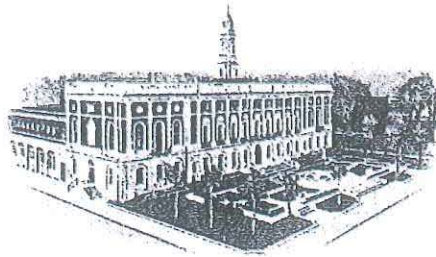
NAME & COUNCIL ROLE:	REPRESENTING:	JOB TITLE:	PHONE #203	E-MAIL
NEIL M. O'LEARY, MAYOR	CITY OF WATERBURY	MAYOR	574-6712	-
DR. KATHLEEN M. OUELLETTE	WATERBURY PUBLIC SCHOOLS	SUPERINTENDENT OF SCHOOLS	574-8004	kouellette@waterbury.k12.ct.us
ELIZABETH BROWN, CO- CHAIR	MAYOR'S REPRESENTATIVE	CO-CHAIR MAYORAL APPOINTEE	754-7136	-
ANNE MARIE CULLINAN, CO-CHAIR	SUPERINTENDENT APPOINTEE	CHIEF ACADEMIC OFFICER	574-8017	acullinan@waterbury.k12.ct.us
BARBARA M. TACCHI,	WATERBURY SCHOOL READINESS	COORDINATOR	573-6684	btacchi@waterbury.k12.ct.us
DR. ALEX GEERTSMA, MEMBER	HEALTH AGENCY	PEDIATRICS'	709-7087	mgeertsma@stmh.org
JOAN HARTLEY	LEGISLATION	SENATOR	800-842-1420	hartley@senatedems.state.ct.us
SONYA LEWIS	PROVIDER REPRESENTATIVE	CHILDREN'S CTR. EXEC. DIRECTOR / EARLY CHILDHOOD PROGRAMS	573-6289	slewis@wtbyhosp.chime.org
ABBIE CALO	HIGHER EDUCATION	EARLY CHILDHOOD DEPT. HEAD-NVCC	596-2107	-

RUPA GANDHI	COMMUNITY SERVICE AGENCY	EASTER SEALS REHABILITATION VICE PRESIDENT	754-5141	rgandh@eswct.com
MARIE MONAHAN	ECE PROFESSIONAL ORGANIZATION	CT. ASSOC. EDUC. YOUNG CHILDREN PRESIDENT	709-6385	mmonahan@stmh.org
KRISTEN JACOBY	COMMUNITY SERVICE AGENCY	UNITED WAY OF GREATER WATERBURY EXECUTIVE DIRECTOR	757-9855 X 19	kiacoby@unitedwaygw.org
CLIVE CHARLTON	CITY LIBRARY	CHILDREN'S DEPT. LIBRARIAN	574-8213	ccharlton@waterburyct.org
WILLIAM RYBCZYK	NEW OPPORTUNITIES, INC.	DIRECTOR OF RESEARCH, DEV., & PLANNING	759-0841	wrybczyk@newopportunitiesinc.org
PATRICIA MORAN	WATERBURY PUBLIC SCHOOLS	SUPERVISOR OF EARLY CHILDHOOD EDUCATION	574-8025	pmoran@waterbury.k12.ct.us
AMY SIMMS	WATERBURY PUBLIC SCHOOLS	SUPERVISOR OF SPECIAL EDUCATION	574-8058	asimms@waterbury.k12.ct.us
DEBORAH WATSON	UNIVERSITY with BA in ECE	POST UNIVERSITY		
ANGELA HOLMES	PARENT LEADERSHIP	PLTI		
CHRISTINA BIANCHI	COMMUNITY PROGRAM/HEALTH	STAY WELL	756-8021	
CAROL O'DONNELL	PHILANTHROPIC	LEEVEY FOUNDATION		
SANDRA PORTEUS	MENTAL HEALTH	FAMILY SERVICES		

Dr. KIMBERY CUERVAS	HIGHER EDUCATION	UCONN		
JAMES O'ROUKE	COMMUNITY REPRESENTATIVE	YMCA	754-9622	jorouke@waterburymca.org

REV. 4/9/15

NEIL M. O'LEARY
MAYOR



JOSEPH A. GEARY
CHIEF OF STAFF

OFFICE OF THE MAYOR
THE CITY OF WATERBURY
CONNECTICUT

April 9, 2015

Geri Rowell, School Readiness Project Manager
Connecticut Office of Early Childhood
165 Capital Avenue
Hartford, CT 06106

Dear Ms. Rowell,

The City of Waterbury will provide the local funding for a full-time secretarial position to staff the School Readiness Office. The salary and benefit package for this position totals approximately \$48,577.

The City of Waterbury has committed the necessary local funding in prior years of operation and will continue to maintain this level of commitment for FY 16 and FY 17. Additionally, the City of Waterbury's fiscal responsibility includes the furnishings of office space and equipment, copying costs, postage, and office supplies to operate and support the School Readiness initiative.

Very truly yours,



Neil O'Leary, Mayor

Cc: Dr. Kathleen Ouellette
File



<http://www.waterbury.k12.ct.us/subsite/wsr>

203-573-6684

**Tracking the Progress of Preschoolers:
Waterbury School Readiness Program Data Analysis Report
*Executive Summary***



Purpose of the Waterbury School Readiness Program - Tracking the Progress of Preschoolers Study

The purpose of the *Waterbury School Readiness Program -Tracking the Progress of Preschoolers* study, funded by the Connecticut Community Foundation, was designed to track and measure growth over time of a cohort of children in the Waterbury School Readiness program during 2012–2013. The project was spearheaded by Barbara Tacchi, Ed.D., Waterbury School Readiness Coordinator, and the data analysis was conducted by Margaret Oliveira, PhD., an independent consultant.

A key factor in outcomes that lead to children's future academic success is the ability of teaching staff to engage in intentional practice in the use of early learning standards to plan, implement, observe and assess children's progress. Towards this end, an analysis of the preschool teachers' observations and assessment of Waterbury's 3 and 4 year olds, provided data that can be used purposefully in curriculum development and impact teaching strategies and practices. This is a longitudinal study to show growth over time as well as identify strengths and areas of need to be addressed in regards to curricular activities and teacher strategies. The need for professional development and strategies, yet to be identified, was another goal of the study. The Waterbury School Readiness Program seeks data and analysis that will increase positive outcomes for young children in kindergarten readiness across the community.

Data was collected using the Preschool Assessment Framework (PAF), a tool developed by the CT State Department of Education (2008) for teachers to track the developmental and academic progress of 3 and 4 year old children. The PAF consists of thirty standards are used to assess children in 4 domains a)

social/emotional; b) cognitive; c) physical; and d) creative. Out of these thirty standards, seven were chosen to track over the year. These areas were

- *Personal and Social Development 7. Interacts cooperatively with peers;*
- *Physical Development 2. Uses coordinated small muscle movements (pre-writing, writing);*
- *Cognitive Development 4. Recognizes and makes patterns (math);*
- *Cognitive Development 6. Relates number to quantity (math);*
- *Cognitive Development 10. Shows understanding of stories (literacy; pre-telling, retelling);*
- *Cognitive Development 11. Displays knowledge of books and print (literacy; book awareness, print awareness); and*
- *Creative Expression and Aesthetic Development 2. Draws and paints to represent own ideas.*

Assessment Scores were indicated using the PAF rubric. Levels of proficiency of the children were determined according to the standards and were rated in a domain as a) basic; b) proficient; c) goal; or d) advance skills.

Data collection of selected criteria of the Preschool Assessment Framework took place in the fall and spring on children 4 years old who will enter kindergarten the next year. Additionally, demographics on children including primary language, income, attendance, and length in program was collected to give a picture of the population of young children and possible correlation of demographic factors on children's growth and learning.

The study tracked 315 children enrolled in five different community based Waterbury School Readiness funded programs, all currently accredited by the National Association for the Education of Young Children, an established standard for preschool program quality. The cohort consisted of a) 47% girls; b) 53% boys; c) 32% of the children had English as the primary language; d) 68% were Dual Language Learners (DLL); and e) 92% were low-income as defined as below 75% of the CT State Median Income .

Additional demographic information was collected including date of birth, race, gender, family income, special education services, and dominant language.

This project provides data on the local level to be applied at a local level with local decision making. The data from child assessments is already being gathered by the programs and is used for instructional decisions. Collection of this data and giving recognition to preschool programs on their impact on young children's development and learning, reinforces the important role of the early childhood teachers in our community. This study is not intended to be used to a) compare one child to another; b) make placement or retention decisions; c) compare one classroom or one program to another; or d) evaluate teachers.

Overview of Waterbury School Readiness Program

The mission of the Waterbury School Readiness Council is to engage all sectors of the Community in promoting Early Care and Education so all children will be successful learners. Established in 1997 under P.A. 97-259, An Act Concerning School Readiness and Child Day Care and encoded in the CT General Statutes C.G.S. 10-16p – 10-16u, the legislation established a grant program to provide spaces in NAEYC accredited or Federal Head Start approved programs for eligible children in priority school districts and competitive grant municipalities. In 2014, Waterbury has 1331 funded preschool spaces for children residing in the city who are ages 3 and 4 years of age and children age 5 years of age who are not eligible to enroll in kindergarten. At least 60 percent of the children enrolled must be at or below 75 percent of the State Median Income.

The Council serves as an umbrella under which early childhood programs, elementary schools, families, and the community work together to plan, coordinate, and improve services for young children and their families. Priorities are set to provide quality curricular activities to support child development, learning, and overall readiness for kindergarten.

The Connecticut State Office of Early Childhood (OEC), lead agency for the School Readiness Initiative, requires that all programs receiving School Readiness funds use the CT Preschool Curriculum Framework (PCF) and CT Preschool Assessment Framework (PAF) as the foundational documents to plan learning experiences and monitor children's growth. There are specific requirements for school readiness programs as part of the continuum of services in quality programs that meet the needs of children and families. These indicators include a) collaboration with other community programs and services; b) parent involvement; c) referrals for health services; d) nutrition services; e) referrals to family literacy programs; f) admission policies that promote enrollment of children from different racial; ethnic and economic backgrounds; g) plan of transition for participating children from the school readiness program to kindergarten and provide for the transfer of records from the program to the kindergarten program; h) plan for professional development for staff; i) a sliding fee scale for families; j) an annual evaluation of the effectiveness of the program; and k) a plan to ensure that children with disabilities are integrated into programs with children who are not disabled (CT Office of Early Childhood, 2013).

There is power in crafting an early childhood message and setting benchmarks to track progress over time. The concept of school readiness typically refers to the child's attainment of a certain set of emotional, behavioral, and cognitive skills needed to learn, work, and function successfully in school. Young children

have wide ranging needs and require support in preparing them for the high standards of learning they will face in elementary school. Young children are very difficult to evaluate accurately owing to their rapid development, short attention spans, and often inconsistent performance on demand. Children also may be entering the school system with, for instance, varying linguistic abilities, varying cultural heritages, and varying levels of both personal experience and cultural exposure (Rafoth, M. et al., 2004).

Stated in simple terms, school readiness means that a child is ready to enter a social environment that is primarily focused on education. Research has suggested that many aspects of children's lives influence their preparation for formal school learning, including cognitive, social, emotional, and motor development, and, most importantly, early home, parental, and preschool experiences. Consideration of school readiness must take into account the range and quality of children's early life experiences with the normal wide variation in young children's development and learning, and the extent to which the school's expectations of beginning kindergarten children are appropriate and respect individual differences (Rafoth, M. et al., 2004). The use of early learning standards is balanced with child interests and in the contexts in which children live and learn.

Key Findings

- **As a group, children did improve in all PAF assessment categories from the time of their first assessment to the time of their last assessment.** First and last assessment scores were compared in each PAF domain for all children. There was inconsistency in the length of the time between first and last assessments yet significant differences were found between first and last scores.
- **On the average almost 77% of children were scored at or above goal in each PAF domain at the final assessment.** The lowest standard, at 74.7%, was *Cognitive 4: Recognizes and makes patterns* and the highest standard, at 78%, was *Creative Expression and Aesthetic Development 2: Draws and paints to represent own ideas*.
- **Children with English as their dominant language scored higher in all cognitive areas at the first assessment.**
- **Dual language learners (DLL) children scored higher in social, physical and creative domains at first assessment.** Dual language learners (DLL) started with higher average scores in *Personal and Social Development 7. Interacts cooperatively with peers*; *Physical Development 2. Uses coordinated small muscle movements (pre-writing, writing)*; and *Creative Expression and Aesthetic Development 2: Draws and paints to represent own ideas*.
- **By the second assessment all children were scoring within range of each other cognitively and creatively, while DLL children scored higher in *Physical Development 2 Uses coordinated small muscle movements* and *Personal and Social Development 7. Interacts cooperatively with peers*.**

- **English speakers ended with scores approximately the same as non-English speakers or slightly lower in all categories both when analyzed by outcome category and by final score.**
- **Differences in final scores for English speakers and DLL children were statistically significant in the areas of *Personal and Social Development 7. Interacts cooperatively with peers* when analyzed by outcome category and *Cognitive Development 6. Relates number to quantity* when analyzed by final scores.** English speakers started with lower average scores in *Personal and Social Development 7.* and *Creative Expression and Aesthetic Development 2. Draws and paints to represent own ideas* and had higher average scores on all cognitive scales with statistically significant differences between groups found for *Cognitive Development 10. Shows understanding of stories.*
- **English speakers grew less in all categories except *Cognitive Development 11. Displays knowledge of books and print.*** Differences in growth were statistically significant except for *Cognitive Development 4. Recognizes and makes patterns;* *Cognitive Development 10. Shows understanding of stories;* and *Cognitive Development 11. Displays knowledge of books and print.*
- **In all categories there was statistically significant variance between programs on annual growth.** There was more variance in scores between children than between programs.
- **Between programs, in all categories, statistically significant differences were found between initial and final scores.**
- **Girls started slightly higher in all categories.** Differences between girls and boys were statistically significant in *Cognitive Development 10. Shows understanding of stories;* and marginally significant in *Cognitive Development 11. Displays knowledge of books and print* and *Creative Expression and Aesthetic Development 2. Draws and paints to represent own ideas.*
- **Girls showed slightly more growth in all areas except *Cognitive Development 4. Recognizes and makes patterns* where growth was even with boys.** Differences between girls and boys in growth over the year were statistically significant in *Cognitive Development 6. Relates number to quantity;* *Cognitive Development 10. Shows understanding of stories;* and *Cognitive Development 11. Displays knowledge of books and print.*
- **Girls final scores by outcome category and final score were higher than boys on average in every area.** Differences were statistically significant only for *Physical Development 2. Uses coordinated small muscle movements.*
- **White students started with higher average scores in all categories except *Personal and Social Development 7. Interacts cooperatively with peers.***
- **Children in non-white race categories grew slightly more in all areas except *Cognitive Development 10. Shows understanding of stories;* *Cognitive Development 11. Displays***

knowledge of books and print; and Creative Expression and Aesthetic Development 2. Draws and paints to represent own ideas.

- **Children who are not white had greater growth rates than white children in all domains.** Due to greater growth in all domains, non-white children were able to catch up and at times outscore their white peers
on *Personal and Social Development 7. Interacts cooperatively with peers;*
Physical Development 2. Uses coordinated small muscle movements; and *Cognitive Development 6. Relates number to quantity.* White children remained ahead on *Cognitive Development 4. Recognizes and makes patterns;* *Cognitive Development 10. Shows understanding of stories;* *Cognitive Development 11. Displays knowledge of books and print* and *Creative Expression and Aesthetic Development 2. Draws and paints to represent own ideas.*
- **Children in non-white race categories had higher final category scores in *Personal and Social Development 7. Interacts cooperatively with peers;* *Cognitive Development 6. Relates number to quantity;* and *Creative Expression and Aesthetic Development 2. Draws and paints to represent own ideas.***
- **When analyzed by final scores, white children ended with higher scores in *Cognitive Development 4. Recognizes and makes patterns;* *Cognitive Development 10. Shows understanding of stories;* *Cognitive Development 11. Displays knowledge of books and print;* and *Creative Expression and Aesthetic Development 2. Draws and paints to represent own ideas.***
- **Students with family incomes below the 50th percentile had lower average starting scores in all areas.** Differences were statistically significant for *Cognitive Development 10. Shows understanding of stories.* However low sample sizes for students at higher income levels require caution when interpreting the significance.
- **Children with family incomes below the 50th percentile made more growth in the areas of *Personal and Social Development 7. Interacts cooperatively with peers;* *Cognitive Development 4. Recognizes and makes patterns ;* *Cognitive Development 6. Relates number to quantity;* and *Cognitive Development 10. Shows understanding of stories.*** In all other areas students from higher income families made more growth.
- **Children from low income families ended with higher scores only in *Personal and Social Development 7. Interacts cooperatively with peers* when analyzed by both outcome category and final score.** Students who were in program 2 years started higher in all areas.
- **Children enrolled in the program for 2 years showed less annual growth than student in the program for 1 year in all outcome areas.** These differences were found in all areas. Students

who entered the program at age 3 made more annual growth in all areas than students who entered at 2. Students who entered at 3 also made more growth than students who entered at 4 in all areas except *Cognitive Development 10. Shows understanding of stories*; and *Creative Expression and Aesthetic Development 2. Draws and paints to represent own ideas*. Growth was statistically significant in the area of *Cognitive Development 6. Relates number to quantity*.

- **Children enrolled in the program 2 years ended with higher final scores by both outcome category and final score in all areas.**
- **Children who entered at age 3 ended with higher scores in all areas than students who entered at 2 except *Personal and Social Development 7. Interacts cooperatively with peers which was about equal*.** Growth was statistically significant in *Cognitive Development 6. Relates number to quantity*; *Cognitive Development 10. Shows understanding of stories*; *Cognitive Development 11. Displays knowledge of books and print*; and *Creative Expression and Aesthetic Development 2. Draws and paints to represent own ideas*.
- **Students who entered at age 4 ended with higher scores than those that entered at age 3 in all areas**

Conclusions

The Waterbury School Readiness program has demonstrated positive outcomes for the children enrolled in its funded preschool programs. At final assessment over 80% of the children are at a proficient level, over 50% at goal or advanced.

This study of community based programs demonstrates that factors such as gender, family income, and race/ethnicity impacts the children's growth and development. For example, children in the highest income group start ahead of their less affluent peers at the first assessment of the Preschool Assessment Framework. Over time in the program, however, the children in the lowest income group grow the most and overcome that gap. Children with higher family incomes do better at first assessment, but lower income children catch up to their peers, closing the achievement gap.

There are findings that could impact practices and professional development of early childhood educators in Waterbury. Children enrolled in the School Readiness program two years scored higher in all domains so encouragement to families to enroll their children at age 3 to reap maximum learning is warranted. Girls scored higher than boys on both first and last assessments. Recent research has identified the learning styles of boys as very different from girls. Professional development activities will help teachers better understand brain development in boys, how it affects behavior and learning, teaching strategies, and classroom management techniques to support boys learning. Additionally programs closed the gap between Dual Language Learners and their English-Speaking peers. The finding that language dominance impacts

learning emphasizes the importance of implementation of individualized strategies for children. Additional professional development activities for classroom staff, as well as supports for families, especially those with Dual Language Learners, would increase teachers' skills and knowledge in how to differentiate instruction in multi-ability, multilingual classroom.

Overall this study was beneficial although there were some unintentional findings and need for changes in some programs. One finding was the need for training for teachers in one early childhood program on the Preschool Assessment Framework to standardize reporting of child ratings. Gathering of demographic information was also a challenge and almost 25% of the submitted child profiles were unusable due to missing information.

Of additional interest will be the data from the Universal Progress Reports being completed by all School Readiness Programs on children who will enter kindergarten in Fall 2014. The 10 components on this report are aligned to the Preschool Assessment Framework and while the two pools of data cannot be compared, the status of readiness of the children, as assessed by their preschool teachers, will provide additional information on the children, learning and growth over time, and outcomes.

Resources

CT Office of Early Childhood. (2013). *Overview of School Readiness*. Online: Available

<http://www.ct.gov/oec/lib/oec/earlycare/sr/sroverview.pdf>

CT State Department of Education. (2008). *Preschool Assessment Framework*. Online:

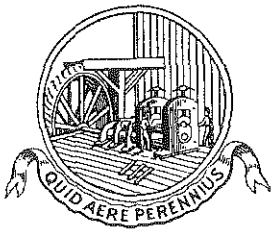
Available [http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool Assessment Framework.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool%20Assessment%20Framework.pdf)

Rafoth, M., Buchenauer, E., Crissma, K., & Halko, J. (2004). *School Readiness—*

Preparing Children for Kindergarten and Beyond. National Association of School Psychologists. Online:

Available <http://www.nasponline.org/resources/handouts/schoolreadiness.pdf>





Waterbury Public Schools

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

Paul F. Guidone
Chief Operating Officer
& Chief of Staff

MEMORANDUM

DATE: April 27, 2015

TO: Board of Education Commissioners

FROM: Paul F. Guidone, Chief Operating Officer and Chief of Staff *ptg*

SUBJECT: Amendment #4 to the Copier Machine Lease, Installation, Supplies and Maintenance with Ricoh USA, formerly known as IKON, Office Solutions

The existing copier machine lease includes installation, supplies and maintenance for 162 machines at all Department of Education locations. Amendment #4 will extend the original copier lease by an additional 24 months beginning on June 1, 2015 and ending on May 31, 2017. The amended monthly lease amount will be \$35,341.62 including cost per copies, service and supplies, lowering the existing monthly lease amount by \$9,200 (\$110,400 per year). The yearly cost will be \$424,099.44 per year; totaling \$848,198.88 for two years.

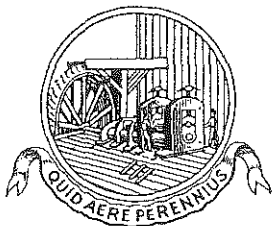
Under this amendment, all machines will be reviewed by Ricoh's service department to determine which machines should be considered for replacement due to excessive volume and service calls over the past 6 months. Replacement machines will be available within 60 days of the initial request; loaned machines will be available at key sites at no additional cost if needed. Equipment that is damaged beyond repair will be replaced with another piece of comparable equipment at no charge to the City; this equipment will be added to the fleet of the existing 162 machines. Replacements will be recommended over the next 24 months as needed.

Your review and approval is requested.

PFG/mc

Attachments (2)

cc: Dr. Kathleen M. Ouellette, Superintendent of Schools
Doreen Biolo, School Business Administrator
File



Waterbury Public Schools

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

Paul F. Guidone
Chief Operating Officer
& Chief of Staff

MEMORANDUM

DATE: March 20, 2015

TO: Board of Education Commissioners

FROM: Paul F. Guidone, Chief Operating Officer and Chief of Staff *PFG*

SUBJECT: Copier Contract Extension

As I had indicated during our recent budget deliberations, the City's Purchasing Director and I were exploring various options regarding the coming conclusion of our existing five-year copier contract. You may recall the initial draft budget request included a \$163,000 increase in anticipated costs associated with a new contract. Based on progress of discussions with the current vendor, the increase was eliminated from the final draft budget request.

We plan to proceed with a two-year contract extension summarized in the attached. This will provide an actual **savings** to budget of approximately \$110,000 per year. The proposed cost per copy is significantly lower than the State contract for this service.

A contract extension is being prepared under the terms contained in the March 13, 2015 letter to Mr. Orso and will be forwarded for your action.

PFG/mc

cc: Dr. Kathleen M. Ouellette, Superintendent of Schools
Doreen Biolo, School Business Administrator
Rocco Orso, Purchasing Director
✓File



RICOH USA, INC.
500 Enterprise Drive
Rocky Hill, CT 06067
Bob Genova
Phone: 860-368-6575
Robert.Genova@ricoh-usa.com

March 13, 2015

Mr. Rocco Orso
Purchasing Director – City of Waterbury
235 Grand Street
Waterbury, CT 06702

Re: City of Waterbury Public Schools Copier Fleet Extension

Dear Rocco,

Thank you for allowing Ricoh USA, Inc. the opportunity to present this proposal to the City of Waterbury and the City of Waterbury Public Schools. As a long-time partner of the City, we are pleased to offer this cost-savings initiative to the City of Waterbury. Below you will find pertinent information regarding the current contract and state of the fleet, along with our proposed solution:

Current State:

- The City of Waterbury Public Schools currently has 162 Ricoh units in place across the district including 158 black & white and 4 color devices. The current contract expires May 31, 2015.
- Current monthly costs associated with fleet are \$44,541.62 per month including 3,990,000 black & white copies/prints per month. Cost includes all equipment, service and supplies.
- Total cost per copy of \$0.01116 per image.
- Overages are reconciled quarterly at a cost per copy of \$0.005 for black & white and \$0.055 per color image made.

Proposed Solution:

- Ricoh USA, Inc. will extend the current contract for 24 months at the cost of \$35,341.62 per month including 3,990,000 black & white copies/prints per month including all equipment, service and supplies.
- Total cost per copy of \$0.00886.
- Overages will be reconciled quarterly at the current rate of \$0.005 for black & white and \$0.055 per color image made.
- Total Proposed Savings of \$9200.00 per month or \$220,800 over term.

Page 2.


Ricoh Performance Guaranty:

- Ricoh USA, Inc. will maintain all equipment currently in place for a period of 24 months, during which time, any device that is deemed beyond repair will be replaced with a device of equal or greater value at no additional cost to the District and will be added to the fleet in its place.
- Ricoh USA, Inc. will also make available, a group of machines to be used as on-site loaners at key sites to be identified by the District at no additional cost.
- Ricoh USA, Inc. will make available to the City of Waterbury Public Schools, the opportunity to add machines to the fleet at a reduced cost.
- Ricoh USA, Inc. will review the existing fleet with Ricoh Service Dept. to determine machines for consideration of immediate replacement (up to 60 PPM) based on the current total volume on the device and machines that have required excessive service calls over the past 6 months. With the exception of 80 pages per minute devices, equipment will be made available within 60 days of initial request.
- Ricoh USA, Inc. will continue to monitor fleet performance over the 24 month extension period and recommend replacements as deemed necessary.
- Ricoh USA, Inc. will also make available loaner machines (17-40 PPM) to be housed at agreed upon school locations and/or Dept of Education facilities based on the availability of space.

Rocco, as you can see, this proposal will allow the City of Waterbury to maintain the current fleet of equipment at a significant cost savings, along with the guaranty of the same exceptional level of service that the City of Waterbury Public Schools have come to expect and deserve. If you have any questions, please don't hesitate to let me know.

Thank you again for the opportunity and I hope that we can move forward with our solution. I look forward to hearing from you.

Sincerely,



Bob Genova
Major Account Executive
Ricoh USA, Inc.

cc: Alan Maximino

AMENDMENT No. 4
For
Copy Machine Lease, Installation, Supplies and Maintenance
Between
City of Waterbury, Connecticut
And
RICOH USA, Inc., formerly known as IKON Office Solutions, Inc.

This Amendment No. 4, effective on the date signed by the Mayor, is by and between the City of Waterbury, City Hall, 235 Grand Street, Waterbury, Connecticut (the "City") and RICOH USA, Incorporated, formerly known as IKON Office Solutions, Incorporated, 70 Valley Stream Parkway, Malvern, Pennsylvania 19355 and 755 Winding Brook Drive, Glastonbury, Connecticut 06033, a State of Connecticut foreign corporation, and a State of Ohio duly registered domestic corporation ("RICOH").

WHEREAS, a State of Connecticut bid process awarded contract number 04PSX0044 to RICOH, and The City of Waterbury Charter authorizes cooperative procurement with the State of Connecticut; and

WHEREAS, the parties entered into a May 27, 2010 contract ("Contract") for the lease and service of 142 copy machines; and

WHEREAS, the parties have agreed to amend the May 27, 2010 contract by the execution of Amendment No. 1 for two (2) additional copy machines, and Amendment No. 2 for five (5) additional copy machines, and Amendment No. 3 for ten (10) additional copy machines; and

WHEREAS, the parties seek to further amend the May 27, 2010 contract, as amended by Amendment Nos. 1, 2 and 3, by this Amendment No. 4 as set forth below.

NOW THEREFORE, THE PARTIES AGREE AND COVENANT AS FOLLOWS:

1. Scope of Services

1.1 Section I of the May 27, 2010 contract, as amended by Amendments Nos. 1, 2 and 3 shall be amended to provide for the following additional services:

1.2 RICOH shall maintain all equipment under the May 27, 2010 contract as amended, and are currently in the City or Board of Education's inventory for an additional 24 months. During the additional 24 months, if any machine or device is deemed beyond repair, RICOH shall replace said machines or devices with another piece of machine or device at no charge to the City. The replaced machinery or device shall be added to the list of machines and devices already in place and maintained by RICOH.

1.3 RICOH shall make a group of loaned machines or devices available at key sites within the City, as identified by the City, at no additional cost.

1.4 RICOH shall allow the City the opportunity to add new machines to its inventory at a reduced cost.

1.5 RICOH shall review the City's existing machines and devices currently in inventory with its service department to determine which machines will be considered for replacement (60 ppm), based upon the current total volume on the machine and those that have required excessive service calls over the past 6 months. With the exception of 80 pages per minute devices, equipment will be made available within 60 days of initial request.

1.6 RICOH shall continue to monitor the performance of the machines over the 24 month extension to recommend replacements as deemed necessary.

1.7 RICOH shall also make loaned machines (17-40 ppm) available to the City, which will be on-site at an agreed upon location based upon available space.

1.8 The entirety of the contract, as amended by Amendment Nos. 1, 2, 3 and this Amendment No. 4 are together deemed the Contract Documents (hereinafter collectively referred to as "Amended Contract Documents"). The City's record copy of the Amended Contract Documents shall control and shall be effective and binding on RICOH.

2. Contract Time

2.1 The Parties agree to amend Section 5 of the contract dated May 27, 2010, as amended by Amendment Nos. 1, 2 and 3 to provide for an additional two (2) years of service. Therefore this Amendment No. 4 shall extend the termination date from June 1, 2015 to May 31, 2017.

3. Compensation

3.1 The parties hereby agree to amend Section 6 of the contract dated May 27, 2010, as amended by Amendment Nos. 1, 2 and 3 to increase the compensation to RICOH, for the additional services contained in this Amendment No. 4, in an amount not to exceed Eight Hundred Forty-Eight Thousand One Hundred Ninety-Eight and 88/100 Dollars (\$848,198.88) to be comprised as follows:

3.1.1 The basis for payment of this Amendment No. 4 shall be Thirty-Five Thousand Three Hundred Forty-One and 62/100 Dollars (\$35,341.62) per month for 3,990,000 black and white copies per month at 0.00886 a copy, overage at \$0.005 per copy charge. Color images will be charges at \$0.055 per copy made.

3.2 Therefore, the total compensation due under the Amended Contract shall be an amount not to exceed Three Million Three Hundred Fifty-One Thousand One Hundred Twenty and 09/100 Dollars (\$3,351,120.09) which shall be comprised as follows:

3.2.1 May 27, 2010 contract an amount not to exceed
Two Million Three Hundred Twenty-Six Thousand One Hundred
Twenty-Nine 00/100 Dollars..... \$2,326,129.00

- 3.2.2 Amendment Number 1 an amount not to exceed
Twenty-Four Thousand Two Hundred Thirty-Three
and 51/100 Dollars..... \$ 24,233.51
- 3.2.3 Amendment Number 2 an amount not to exceed
Thirty-Six Thousand Eight Hundred Ninety
and 70/100 Dollars..... \$ 36,890.70
- 3.2.4 Amendment Number 3 an amount not to exceed
One Hundred Fifteen Thousand Six Hundred
Sixty-Eight and 00/100 Dollars..... \$ 115,668.00
- 3.2.5 Amendment Number 4 an amount not to exceed
Eight Hundred Forty-Eight Thousand One Hundred
Ninety-Eight and 88/100 Dollars..... \$ 848,198.88
- 3.2.6 Total Amount of the Amended Contract shall not exceed
Three Million, Three Hundred and Fifty one Thousand and
One Hundred and Twenty and 09/100 Dollars..... \$ 3,351,120.09

4. Limitation of Payment

4.1 Compensation payable to RICOH for this Amendment No. 4 is limited to those fees set forth in Section 3 above. Such compensation shall be paid by the City upon review and approval of RICOH's invoices for payment and review of the work, services, deliverables, etc. required in this Contract and review as may be further required by the Charter and Ordinances of the City. RICOH's invoices shall describe the work, services, deliverables, supplies, maintenance etc. rendered and the compensation sought therefore in a form and with detail and clarity acceptable to the City.

5. Amended Contract Documents.

5.1 The Parties do hereby agree that except as herein specifically modified by this Amendment No. 4, the terms, provisions, covenants, conditions, warranties and representations of the May 27, 2010 Contract as amended by Amendments Nos. 1, 2 and 3 shall remain in full force and effect as valid and binding obligations of the Parties according to their terms.

[Signature page follows]

IN WITNESS WHEREOF, the parties hereto execute this Amendment No. 4 on the dates signed below.

WITNESS:

CITY OF WATERBURY

By: _____
Neil M. O'Leary, Mayor

Date: _____

WITNESSES:

RICOH USA, INC., formerly known as
IKON OFFICE SOLUTIONS, INC.

By: _____

Its _____

Date: _____



WATERBURY Public Schools

Today's Students, Tomorrow's Leaders

#7

Anne Marie Cullinan
Chief Academic Officer

MEMORANDUM

DATE: April 27, 2015
TO: Board of Education Commissioners
FROM: Anne Marie Cullinan, Chief Academic Officer *AMC*
SUBJECT: Amendment #1 to CTB/McGraw-Hill Local Assessment Program Agreement

The Education Department would like to amend the contract with CTB McGraw Hill for the Local Assessment Program, which includes on-line services, software and professional development. The amendment would not alter the original scope of services; it would continue the original scope. Since CTB McGraw Hill software/programming is already in place, the Education Department would like to continue to utilize this vendor until June 30, 2015, allowing us to complete an entire year of academic assessment data on the Common Core State Standards, in lieu of state standardized testing results. The amendment amount is \$98,812. The original contract was for one calendar year (approved fall 2013), with up to a two year extension. The Purchasing Director has given his approval to proceed with the amended services.

The amendment language was delayed due to McGraw-Hill Education undergoing organizational changes. Specifically, CTB/McGraw-Hill's affiliate will now be handling all Acuity accounts. The new assignment is reflected in the amendment (Section 3.1). All other amendment paperwork has been collected.

We would like to continue services with CBT/McGraw Hill for this agreement with your permission. Thank you for your consideration.

AMC/mc

cc: Dr. Kathleen M. Ouellette, Superintendent of Schools
Paul F. Guidone, Chief Operating Officer & Chief of Staff
Tara Battistoni, Supervisor of Research, Development and Testing
File

Amendment No.1
RFP No. 4799
Local Assessment Program
Between
The City of Waterbury, Connecticut
And
CTB/McGraw-Hill, LLC

This Amendment No. 1 is made effective on the date signed by the Mayor, is by and between City of Waterbury, City Hall, 235 Grand Street, Waterbury, Connecticut (the "City") and CTB/McGraw-Hill, LLC, located at 20 Ryan Ranch Road, Monterey, CA 93940, a State of Delaware duly registered foreign corporation (the "Vendor").

WHEREAS, the Parties entered into an Agreement on October 22, 2013 for services and access to the Vendors test platform in conjunction with a Local Assessment Program, as well as other services as set forth in said agreement (hereinafter referred to as "Agreement");and

WHEREAS, the City is desirers to amend the Agreement to as follows.

NOW THEREFORE, THE PARTIES AGREE AND COVENANT AS FOLLOWS:

1. Scope of Services

1.1 Section 1 of the Agreement dated October 22, 2013 shall be amended by this Amendment No.1 to provide for additional Acuity subscriptions for Fourteen Thousand Eight Hundred (14,800) Students of which Nine Thousand (9,000) are English Language Acquisition (ELA) students. The additional services and subscriptions are set forth in Attachment A entitled "Online Assessment Quote"

2. Contract Time.

2.1 Section 5 of the Agreement dated October 22, 2013 shall be amended by this Amendment No.1 to extend the contract termination date from October 22, 2014 to June 30, 2015.

3. Fee Schedule.

3.1 Section 6(A) of the Agreement dated October 22, 2015 shall be amended by this Amendment No. 1 as follows:

3.2 The fee payable to the Vendor shall not exceed Two Hundred Sixty-Eight Thousand Two Hundred Seventy-Eight Dollars (\$268,278.00) for the entire term of the contract as amended by this Amendment No.1. Said fees shall be comprised as follows:

3.2.1 Original contract an amount not to exceed One Hundred
Sixty-Nine Thousand, Four Hundred Sixty-Six Dollars

\$169,466.00

3.2.2 Amendment Number 1 an amount not to exceed Ninety-Eight
Thousand Eight Hundred Twelve Dollars

\$ 98,812.00

Total Amount of the Contract shall not exceed

\$268,278.00

3. Consent to Assignment.

3.1 City hereby consents to the assignment of the Agreement dated October 22, 2013 and this Amendment No.1 between CTB/McGraw - Hill LLC and the City to McGraw-Hill School Education Holdings, LLC. Said Assignment is evidenced in the Assignment and Assumption Agreement attached hereto and made part hereof as Attachment B.

4. Except as otherwise provided in this Amendment No. 1, the terms and conditions of the Agreement dated October 22, 2013 shall remain unchanged and in full force and effect.

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

City of Waterbury

CTB/McGraw-Hill LLC

Authorized Signatory

Authorized Signatory

Print Name

Print Name

Print Title

Print Title

Date

Date

Attachment A
Online Assessment Quote

Primary Contact Information

Name: Tara Battistoni
Phone:
Email: tbattistoni@waterbury.k12.ct.us

Alternate Contact Information

Name:
Phone:
Email:

Quote Date: 11/24/14
Start Date: 12/1/14

Students Subscribing: 14,800
Hosting Type:

Sales Rep: Patrick Auguste

Sales Rep Phone: 914-502-0977

Acuity Subscription (Sold as individual student subscriptions)

Quantity	Sale Type	Months	Code #	Description	Net Price	Total
1500	Ren	7	C6017300	Acuity Platform for K-2	\$4.05	\$6,075.00
1500	Ren	7	C6016500	Acuity K-2 Diagnostic Math	\$1.72	\$2,580.00
		7	C6016600	Acuity K-2 Diagnostic Reading	\$1.72	
8400	Ren	7	C8751600	Acuity Platform for 3-8	\$4.05	\$34,020.00
		7	C8750500	Acuity 3-8 Predictive Math	\$1.72	
		7	C8750600	Acuity 3-8 Predictive Reading	\$1.72	
8400	Ren	7	C8750700	Acuity 3-8 Diagnostic Math		
4100	Ren	7	C8750800	Acuity 3-8 Diagnostic Reading		
		7	C8750900	Acuity 3-8 Science	\$1.72	
		7	C6019800	Acuity 3-8 Readiness for PARCC Math	\$1.72	
		7	C6019900	Acuity 3-8 Readiness for PARCC ELA	\$1.72	
8400	Ren	7	C6020000	Acuity 3-8 Readiness for SBAC Math	\$1.72	\$14,448.00
4100	Ren	7	C6020100	Acuity 3-8 Readiness for SBAC ELA	\$1.72	\$7,052.00
		7	C8731000	Acuity Algebra	\$1.72	
		7	C6013400	Acuity MARS Performance Task Bank	\$0.47	
		7	C6013500	Acuity CTB Performance Task Bank	\$0.32	
		7	C6017100	Acuity Progress Monitoring	\$0.58	
4900	Ren	7	C6017400	Acuity Platform for HS	\$4.05	\$19,845.00
3700	Ren	7	C6007300	Acuity HS Diagnostic Math	\$1.72	\$6,364.00
4900	Ren	7	C6007400	Acuity HS Diagnostic Reading	\$1.72	\$8,428.00

Acuity Implementation Fees (One-time fees)

			C8754000	Acuity Set-up Fee	\$2,150.00	
			C8732200	Acuity Technology Fee	\$1,850.00	

BrainPOP for use with Acuity (Sold as individual subscription for each school)

		12	C6011600	BrainPOP	\$1,495.00	
		12	C6011500	BrainPOP Jr.	\$1,200.00	
		12	C6011700	BrainPOP Español	\$1,200.00	
		12	C6012700	BrainPOP School Combo	\$2,095.00	
		12	C6012900	BrainPOP Small School	\$1,195.00	
		12	C6012800	BrainPOP Jr. Small School	\$995.00	
		12	C6013000	BrainPOP Español Small School	\$995.00	
		12	C6013100	BrainPOP Small School Combo	\$1,725.00	

Acuity Training / Professional Development (Sold as individual sessions unless noted as package)

	Training		C8752300	Acuity Intro Onsite Training	\$3,400.00	
	Training		C6001400	Acuity Unwired Onsite	\$3,400.00	
	Training		C8754600	Customize Acuity: From Items To Assessment: Onsite	\$3,400.00	
	Training		C8752400	Acuity Data Analysis: TTT Onsite	\$3,500.00	
	Training		C8752500	Advanced Acuity Prof Dev: Onsite	\$4,400.00	
	Training		C6000200	Acuity Principal + 1 Training Onsite	\$3,400.00	
	Training		C8754500	Acuity Certification for Master Trainers (package)	\$12,750.00	
	Training		C6000400	Acuity Recertification For Trainers Onsite	\$4,100.00	
	Training		C6011400	Acuity Certification for Master Trainers Single Seat	\$1,295.00	
	Training		C6000700	Acuity Self-Rostering Online Training	\$850.00	
	Training		C8729400	Acuity Web Base Intro Training	\$850.00	
	Training		C8753800	Acuity Roles/Permissions Online Training	\$850.00	
	Training		C8753801	Acuity Prep For Assmt Online Training	\$850.00	
	Training		C8753802	Acuity Scoring Cr Items Online Training	\$850.00	
	Training		C8753803	Acuity Report Overview Online Training	\$850.00	

	Training		C8753804	Acuity Create Custom Tests Online Training	\$850.00	
	Training		C8753805	Acuity Assign Instructional Resources Online Training	\$850.00	
	Training		C8753806	Acuity Item Authoring Online Training	\$850.00	
	Training		C8753807	Acuity Scan Score Online Training	\$850.00	
Acuity Rostering and Answer Sheets						
			C6000900	Acuity Roster Upload, annual initial load	\$350.00	
			C6000901	Acuity Roster Upload, additional load	\$190.00	
			C6000902	Package of 8 Uploads (1 initial load, 7 additional)	\$1,485.00	
			C8755100	Generic Answer Sheet ABCD SR-Only (pkg of 100)	\$14.10	
			C8755200	Generic Answer Sheet A-X SR&CR (pkg of 100)	\$14.10	
			C8755300	Generic Answer Sheet ABCDE SR-Only (pkg of 100)	\$14.10	
			C8755400	Indiana Generic Answer Sheet ABCDE (pkg of 100)	\$14.10	
Order Summary						
Applicable state and local taxes are prepaid and will be added to your invoice. Prices effective through December 31, 2014.						
					Total:	\$98,812.00
					The total above reflects a discount of:	\$5.90
		For Internal Use Only: DCF #:		#1	#2	#3
Phone, Fax, or Mail your order to: CTB/McGraw-Hill Customer Services P. O. Box 881002, Indianapolis, IN 46208-1002 Tollfree Number: 800-538-9547 Tollfree Fax Number: 800-282-0266 E-Mail Orders to: CTBOrders@ctb.com						
CTB/McGraw-Hill respects your privacy. We use your contact information to fulfill your requests and service your account. Your information is located in a secure database in the U.S. and access is limited to authorized persons. You can contact Privacy Official, 20 Ryan Ranch Road, Monterey, CA 93940, email privacy@ctb.com , or call 1.800.538.9547 to Opt Out, review your data, or ask questions. View the McGraw-Hill Education Customer Privacy Policy at http://www.mcgraw-hill.com/privacy.html .						
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ATTACHMENT B
Assignment and Assumption Agreement

ATTACHMENT B

ASSIGNMENT AND ASSUMPTION AGREEMENT

This Assignment and Assumption Agreement ("Agreement"), is made and entered into by and between CTB/McGraw Hill, LLC ("Assignor"), located at 20 Ryan Ranch Road, Monterey, CA 93940, a State of Delaware duly registered foreign corporation and McGraw-Hill School Education Holdings, LLC ("Assignee") located at _____.

RECITALS

WHEREAS, Assignor, entered into an agreement with the City of Waterbury, Connecticut, ("City") dated October 22, 2013 and thereafter entered into an Amendment No. (hereinafter collectively referred to as "Assigned Agreement"), for a Local Assessment Program; and

WHEREAS, Assignor, a Delaware Limited Liability Company, wishes to assign all of its rights, responsibilities, obligations, and benefits in said Assigned Agreement to McGraw- Hill School Education Holdings, LLC (Assignee); and

WHEREAS, the Assignee, agrees to assume all of the Assignor's rights, responsibilities, obligations, and benefits set forth in the Assigned Agreement; and

WHEREAS, The October 22, 2015 Agreement between the City and CTB/McGraw-Hill LLC provided, in paragraph 20, that the Agreement may be assigned with the written consent of the City.

NOW THEREFORE, THE PARTIES AGREE AND COVENANT AS FOLLOWS:

1. Assignment and Assumption

1.1 Effective as of the date signed, Assignor hereby assigns, conveys, transfers, and delivers to Assignee, all of Assignor's right, responsibilities, obligations, liabilities and benefits in the Assigned Agreement, and Assignee hereby assumes all of the rights, responsibilities, obligations, liabilities and benefits from Assignor in the Assigned Agreement, whether incurred before, on or after the effective date of this assignment.

2. Further Assurances

2.1 Further Assurances. Assignor and Assignee hereby agree to execute such other documents and perform such further acts as may be reasonably required or advisable to carry out the provisions hereof and the transactions contemplated hereby.

IN WITNESS WHEREOF, Assignor and Assignee have executed this Agreement as of the date set forth below.

ASSIGNOR

CTB/MCGRAW- HILL, LLC

By: _____

Its: _____

Date: _____

ASSIGNEE

MCGRAW-HILL SCHOOL EDUCATION
HOLDINGS, LLC

By: _____

Its: _____

Date: _____

Agreed and Consented to this

_____ Day of _____, 2015

CITY OF WATERBURY

By: _____
Neil M. O'Leary, Mayor

Date: _____




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

Goal 4: Ensure that all students who enter grade 9 are prepared to enter colleges or careers of their choice by graduation

Objective 1: Create and sustain programs that increase college graduation and college readiness

Requesting approval for the following:

- Summer Bridge Program
 - Gear Up & Waterbury Public Schools
- Summer Bridge Program & Awarding Credit
 - Gear Up
 - ~~Freedom School~~ 

SUMMER BRIDGE

The transition from middle school to high school represents a significant event in the lives of adolescents, one that necessitates support from a variety of stakeholders in myriad contexts. Certainly, students' experiences in their first year of high school often determine their success throughout high school and beyond. Undoubtedly, when a student initially steps in the door of their new high school, they will have to contend with increased academic demands, as well as changes in the physical environment, the social environment and the way instruction is organized. Students will be better equipped to deal with these changes and challenges if they know ahead of time what the environment will be like and what is expected of them.

Hence, the Waterbury Public Schools/Gear Up 8th-9th Bridge Summer Program represents a unique opportunity to help incoming 9th grade students' transition academically and socially into the high school setting.

The summer bridge program is designed to get students focused on graduation and postsecondary planning before they even begin high school. Students attend the program for 4.5 hours a day, 5 days a week, for 4 weeks during the summer before ninth grade. The program utilizes a project-based-learning approach- embedding its Leadership Course Pillars (communication, resiliency/grit, goal-setting, and college and career readiness) into the framework of the English Language Arts and math curriculum- intended to boost students' confidence and preparation for high school. By engaging in collaborative classroom experiences, students transform information into knowledge, and experience into actionable high school preparation.

The program also provides a preview of the curriculum and instruction that students will experience in their core academic subjects, while also affording them the opportunity to earn .5 high school Humanity credit.

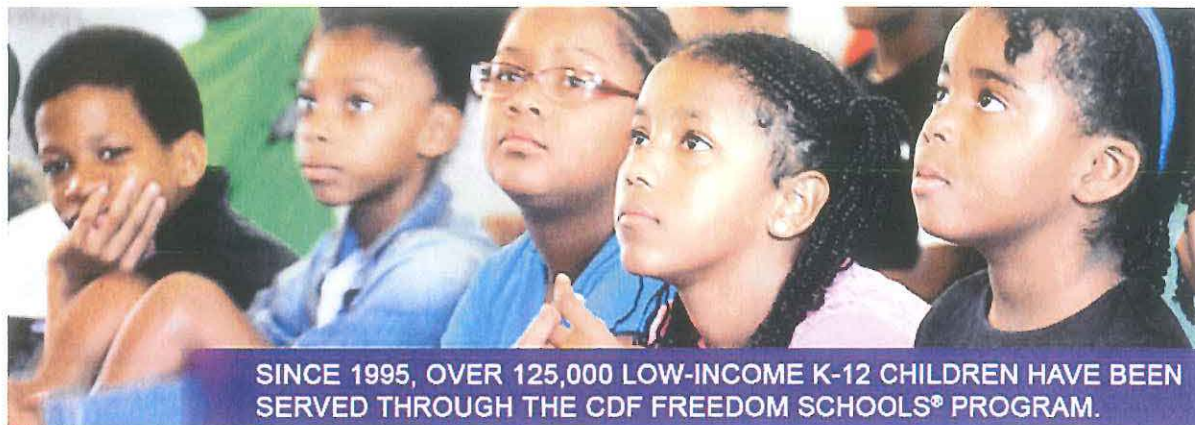
One of the keys to improving student achievement is providing students with relevant contexts for studying and learning. Authentic learning experiences, personalization and relevant instruction work interdependently with one another, promoting a greater chance to engage students academically and, in turn, providing them with an innate desire to become active participants in their own learning. As much as students need knowledge in core subjects, they also need to know how to *keep learning* continually throughout their lives.

The WPS/Gear UP Transition Program will set the tone, provide the framework, and promote the intellectual autonomy and scholarship to help make the transition to 9th grade as seamless as possible.



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





CDF FREEDOM SCHOOLS® PROGRAM

The CDF Freedom Schools® program seeks to build strong, literate, and empowered children prepared to make a difference in themselves, their families, communities, nation and world today. By providing summer and after-school reading enrichment for children who might otherwise not have access to books, the *CDF Freedom Schools* program plays a much needed role in helping to curb summer learning loss and close achievement gaps – and is a key part of CDF's work to ensure a level playing field for all children. In partnership with local congregations, schools, colleges and universities, community organizations, and secure juvenile justice facilities the *CDF Freedom Schools* program boosts student motivation to read, generates more positive attitudes toward learning, increases self-esteem and connects the needs of children and families to the resources of their communities. Since 1995, more than 125,000 preK-12 children have had a *CDF Freedom Schools* experience and more than 15,000 college students and recent graduates have been trained by CDF to deliver this empowering model.



The *CDF Freedom Schools* model incorporates the totality of the [Children's Defense Fund's mission](#) by fostering environments that support children and young adults to excel and believe in their ability to make a difference. Site coordinators and project directors are also trained by CDF to provide supervision and administrative oversight.

The program provides an exciting Integrated Reading Curriculum (IRC) including carefully chosen developmentally appropriate and culturally relevant books. The model curriculum supports children and families around [five essential components](#):

PROGRAM IMPACT



CORE BELIEFS



HISTORY



ENROLL A CHILD



SERVE WITH CDF FREEDOM SCHOOLS®



CDF FREEDOM SCHOOLS® SCHOLARS





FIVE ESSENTIAL COMPONENTS OF CDF FREEDOM SCHOOLS® PROGRAM

The CDF Freedom Schools program model curriculum supports children and families around five essential components.

HIGH-QUALITY ACADEMIC ENRICHMENT

At *CDF Freedom Schools* programs, children are engaged in activities that nurture their minds, bodies, and spirits. Children, parents, and staff are introduced to a superb collection of books that reflect their own images and reinforce the *CDF Freedom Schools* theme *I Can Make a Difference*. This collection of books reflect a wide variety of cultures and experience and is part of an Integrated Reading Curriculum (IRC) in which books, activities, field trips, and games all relate to and reinforce each other. Servant leader interns, college students and recent graduates trained by CDF, use the IRC to teach children conflict resolution and critical thinking skills, engage children in community service and social action projects, encourage children to participate in art and athletic activities, and help children to develop a program finale in which every child is given the chance to shine.



PARENT AND FAMILY INVOLVEMENT

Parents and family members are the most important partners in their children's education. The *CDF Freedom Schools* program offers parents and family members the support and skills they need to help their children succeed. Caregivers are required to demonstrate their commitment to the program and to their children's education and development by becoming actively involved in the daily *CDF Freedom Schools* activities. Parents, family members and community members are invited to serve as read aloud guests during Harambee; assist in the classroom, on the playground and during meals; plan and chaperone field trips; and support the children's social action and community service projects. Family members also participate in weekly workshops where they learn about the educational and social development of children and gain the necessary skills to empower themselves and their families to succeed.



SOCIAL ACTION AND CIVIC ENGAGEMENT

The social action and civic engagement component of the *CDF Freedom Schools* model teaches youth to engage in community service and social justice advocacy. Children learn to apply critical thinking and problem-solving skills as they become more responsible members of their communities. Servant leader interns encourage the children not only to explore the problems facing their communities, but also to become active in working toward solutions.



Each year, thousands of children and teens from *CDF Freedom Schools* sites nationwide participate in *CDF Freedom Schools National Day of Social Action*. Participants take part in a variety of actions including visiting and writing letters to elected officials, joining together for marches and rallies and other public education activities. Children learn that they are not citizens in waiting but can make a difference right now.

INTERGENERATIONAL SERVANT LEADERSHIP DEVELOPMENT

CDF Freedom Schools®

program is a servant leadership incubator for two generations – the children served and the college students and recent graduates who teach and serve them. Training coordinated by the *CDF Freedom Schools* national office prepares the young adults to provide an enriching experience for the children they serve. The *Ella Baker Child Policy Training Institute* promotes principles of servant leadership by fostering an understanding of the connection between effective programs and public policy, and the importance of community development, political advocacy, and coalition building. The strong ethic of service is evident across generations, as community leaders support these servant leaders while they teach and mentor the younger children.



NUTRITION, HEALTH AND MENTAL HEALTH

All local *CDF Freedom Schools* programs are required to provide two nutritious meals and a snack each day the program is in operation. These meals must meet USDA nutrition standards. *CDF Freedom Schools* programs serving distressed children and families are encouraged to incorporate therapeutic interventions and health and mental health services. The Ella Baker Child Policy and Training Institute promotes principles of personal responsibility and the development of healthy lifestyle choices.



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Students

5132 (a)

School Attire

The Board of Education has determined that reasonable regulation of school attire can contribute to a positive learning environment in the following manner:

- (1) Reducing distraction and minimizing disruption in the classroom;
- (2) Providing an environment where students can focus on learning;
- (3) Creating an atmosphere reflecting the seriousness of purpose about education;
- (4) Reflecting a level of respect one has for oneself, one's peers and respect for one's school;
- (5) Creating a greater sense of community amongst the students; and
- (6) Preparing students for future roles as responsible members of the community.

It is the responsibility of parents/guardians to ensure that their children's' dress conforms to the requirements set forth below. The health, safety, and education of the child must be the concern of every parent/legal guardian. It is the recommendation of professional school personnel that parents/guardians hold their children to the highest standards in regard to school attire.

High School Only

1. BOYS:

- a. Pants or shorts in solid black or khaki; worn completely covering undergarments and no more than three inches above the knee.
- b. Tops in **solid black** "polo" or "golf" collared shirt with/without the "Waterbury High Schools" logo. In addition to districtwide black shirt, each high school will have a **school specific solid color** "polo" or "golf" collared shirt. (i.e. Crosby- royal blue with/without "bulldog" logo, Wilby- kelly green with/without "wildcat" logo, and Kennedy- navy blue with/without "eagle" logo)

2. GIRLS:

- a. Pants, shorts, skirts, skorts, or dresses in solid, black or khaki; worn completely covering undergarments and no more than three inches above knee. Note: Leggings, stockings or other stretch/form fitting leg coverings may only be worn under shorts, skirts, skorts, or dresses.
- b. Tops in **solid black** "polo" or "golf" collared shirt with/without the "Waterbury High Schools" logo. In addition to districtwide black shirt, each high school will have a **school specific solid color** "polo" or "golf" collared shirt. (i.e. Crosby- royal blue with/without "bulldog" logo, Wilby- kelly green with/without "wildcat" logo, and Kennedy- navy blue with/without "eagle" logo); worn completely covering undergarments, cleavage and midriffs

3. ALL HIGH SCHOOL STUDENTS:

- a. Optional Black and/or School Colors cold weather fleece may be worn with the **solid black or school specific solid color "polo" or "golf" collared shirt only**.
- b. Optional solid black or khaki denim pants may be worn. Shoes or sneakers must be worn at all times. Laces on shoes or sneakers must be tied. Sandals, clogs, flip-flops, heels or bare feet are not permitted. All shoes must have backs.



Students

5132 (a)

School Attire

The Board of Education has determined that reasonable regulation of school attire can contribute to a positive learning environment in the following manner:

- (1) Reducing distraction and minimizing disruption in the classroom;
- (2) Providing an environment where students can focus on learning;
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High School Only

1. BOYS:

- a. Pants or shorts in solid black or khaki; worn completely covering undergarments and no more than three inches above the knee.
- b. Tops in solid collared "polo" or "golf" shirt. The color shall be black with the "Waterbury High Schools" color with and/or without the school logo, solid color with the individual logo and/or solid school color. i.e Crosby royal blue with/without bulldog logo, Wilby green with/without wildcat logo and Kennedy navy blue with/without eagle logo

2. GIRLS:

- a. Pants, shorts, skirts, skorts, dresses, or jumpers in solid, black or khaki; worn completely covering undergarments and no more than three inches above knee. Note: Leggings, stockings or other stretch/form fitting leg coverings may only be worn under shorts, skirts, skorts, dresses or jumpers.
- b. Tops in solid collared "polo" or "golf" shirt. The color shall be black with the "Waterbury High Schools" color with and/or without the school logo, solid color with the individual logo and/or solid school color. i.e Crosby royal blue with/without bulldog logo, Wilby green with/without wildcat logo and Kennedy navy blue with/without eagle logo

3. ALL HIGH SCHOOL STUDENTS:

- a. Optional Waterbury Public Schools cold weather fleece may be worn with the collared shirt stated above
- b. Optional solid white, gray, black or khaki denim pants may be worn.
- c. Shoes or sneakers must be worn at all times. Laces on shoes or sneakers must be tied. Sandals, clogs, flip-flops, heels or bare feet are not permitted. All shoes must have backs.



Instruction

High School Graduation Exit Criteria COHORT's 2016-2019

To complete the graduation requirements and receive a high school diploma from the City of Waterbury Public Schools, a student must take the Science CAPT (Science Connecticut Academic Performance Test) in Grade 10, and SB (Smarter Balanced) or CTAA (Connecticut Alternative Assessment) in grade 11 to satisfy the State Department of Education requirements for the core subjects, and complete the Waterbury Board of Education policy (High School Grading/QPR - #6040 6146.1) for the attainment of 22 Carnegie Units. In the event that the student does not meet the Exit Criteria goal on CAPT or SB or CTAA established by the Board of Education, the student will meet with his/her Guidance Counselor to determine an appropriate course of action for meeting graduation requirements. (cf.6146.1-High School Grading/QPR)

Graduation Requirements 22 credits
4.0 English
3.0 Mathematics
2.0 Science
3.0 Social Studies
1.0 Physical Education
1.0 Educational Technology
2.0 Career & Life Skills Electives
6.0 Open Electives

High School Graduation Exit Criteria COHORT's 2020 and Beyond

To complete the graduation requirements and receive a high school diploma from the City of Waterbury Public Schools, a student must take the Science CAPT (Science Connecticut Academic Performance Test) in Grade 10, and SB (Smarter Balanced) or CTAA (Connecticut Alternative Assessment) in grade 11 to satisfy the State Department of Education requirements for the core subjects, and complete the Waterbury Board of Education policy (High School Grading/QPR - #6040 6146.1) for the attainment of 25 Carnegie Units (Graduation Cohorts 2020 and beyond).

In the event that the student does not meet the Exit Criteria goal on CAPT or SB or CTAA established by the Board of Education, the student will meet with his/her Guidance Counselor to determine an appropriate course of action for meeting graduation requirements. (cf.6146.1-High School Grading/QPR)

College & Career Ready 25 credits	Career & Life Skills 25 credits
4.0 English	4.0 English
4.0 Mathematics	4.0 Mathematics
3.0 Science	3.0 Science
3.0 Social Studies	3.0 Social Studies
1.5 Physical Education	1.5 Physical Education
1.0 Fine Arts	1.0 Fine Arts
1.0 Educational Technology	1.0 Educational Technology
3.0 World Languages	2.0 Career & Life Skills Electives
3.0 Open Electives	4.0 Open Electives
1.5 Capstone Experience	1.5 Capstone Experience

Legal Reference: Connecticut General Statutes

10-14n Statewide mastery examination. Conditions for reexamination. Limitation on use of test results.

10-16(l) Graduation exercises. (As amended by PA 96-108, An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates)

10-221a High school graduation requirements. (As amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation, and P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses and Other Subject Areas.

10-233(a) Promotion and graduation policies. (as amended by PA 01-166)



Instruction

6146.1(c)

High School Grading/QPR

EXTRA-CURRICULAR ACTIVITIES:

Students who have not earned the required Carnegie Units for the designated rank will be ineligible to participate in extra-curricular activities. As soon as students exceed unexcused absences, in accordance with the Board of Education attendance policy, they will be immediately ineligible to participate in extra-curricular activities (all after school programs). Additionally, beginning with the 2007/08 school year, students who have not maintained a numerical average of 70.0 or higher OR a 2.0 GPA during the marking period preceding AND during the student's participation will be ineligible to participate in extra-curricular activities. (See Student -Athlete Eligibility Checklist-High School also).

FORMULA:

The formula to be used for grading students' performance in the area of knowledge acquisition will be 100% as defined below:

Calculating Student Grades	
60% Assessments:	i.e. meets expectations through standards based assessments, meets expectations through summative assessments, meets expectations through teacher made test, quizzes, text driven assessment, projects curriculum based and completed with accuracy.
20% Class work:	i.e. Daily assignments completed, with accuracy, extended assignments completed on time and with accuracy, formative assessments curriculum based
10% Disposition toward learning:	i.e. actively engages in class, participates in group, displays perseverance, integrity and social and civic expectations
10% Homework:	i.e. assignments independently completed outside of the classroom

WEEKLY GRADING:

All teachers shall develop and maintain a numerical grade for all students on a weekly or bi-weekly basis. This is becoming increasingly necessary when students transfer from one school to another in the middle of a semester and don't have grades to accompany their registration. A numerical grade indicating student performance at the time of exit from a school must be made available for the receiving high school. Teachers shall make two or more comments per student per subject for each marking period. Report cards shall be expeditiously processed and returned to the teacher as soon as practicable after submission to Central Office.

Interim Reports shall be sent home half-way through each marking period. These reports are issued to students whose academic achievement is below expected level. A copy shall be submitted to the building principal.

MAKE- UP WORK: Work missed due to absences will be completed within 10 school days upon return to school. Exceptions may be made with administrative approval.

GRADING SENSITIVITY: Teachers are reminded to be sensitive to students who receive poor grades and feel there is no way to improve their grade or pass the course. Teachers shall dialogue with students, guidance counselors, department heads, and administrators to seek an alternative route to improve student performance.

HOMEBOUND INSTRUCTION: All long term homebound instructors will contact the classroom teacher for material to be covered and administer quizzes and tests developed by the classroom teacher. The homebound instructor will return the test to the classroom instructor for grading. Regular reports on the status of the student's performance will be sent to the building principal at the high school the student attends.



PASSING GRADE: D

(cf. 6146 - High School Graduation Exit Criteria)

Legal Reference: Connecticut General Statutes 10-220g. Policy on weighted grading for honors and advanced placement classes.

Switching Numeric Grades to Letter Grades

QPR		
Letter Grade	Equivalent # Grade	Credit Value
A+	97-100	2.0
A	93-96	1.9
A-	90-92	1.8
B+	87-89	1.7
B	83-86	1.6
B-	80-82	1.5
C+	77-79	1.4
C	73-76	1.3
C-	70-72	1.2
D+	67-69	1.1
D	65-66	1.0
F*	60-64	0.5
F	below 60	0.0
E	excessive absences	0.0
I	incomplete	0.0

To achieve a passing grade for the class for the year a student must have an average credit value of 1.0 for the entire year as calculated for a final grade.

Final Grades will be calculated with the each Quarter worth 20% of a students' grade and the midterm exam and final exam each worth 10% of the final grade. (In half-year courses, the final exam for the course will count as 20% of the course grade).

To qualify for Summer school students need to earn a total of at least 1.0 in credit values for the academic year as a sum of the four quarter credit values (exam grades are not included).

A grade of E is given to any student that is denied credit for excessive absences

A grade of I is given if the teacher determines that the student's work is incomplete. Grades of I can be changed by a teacher at any point during the year. Any grade of I that remains at the conclusion of the school year will be changed to an F.

QPR SAMPLE

Quarter Grade	credit value	Points earned		
83	1.6	0.32		258
81	1.5	0.3		51.6
21	0	0		
73	1.4	0.28		
Exam Grade	credit value	Points earned		
65	1	0.1		126
61	0.5	0.05		12.6
		1.05		64.2
Quarter Grade	credit value	Points earned		
33	0	0		257
67	1.1	0.22		51.4
77	1.4	0.28		
80	1.5	0.3		
Exam Grade	credit value	Points earned		
65	1	0.1		130
65	1	0.1		13
		1		64.4
Quarter Grade	credit value	Points earned		
93	1.9	0.38		286
83	1.6	0.32		57.2
65	1	0.2		
45	0	0		
Exam Grade	credit value	Points earned		
70	1.2	0.12		70
0	0	0		7
		1.02		64.2
Quarter Grade	credit value	Points earned		
73	1.3	0.26		287
70	1.2	0.24		57.4
71	1.2	0.24		
73	1.3	0.26		
Exam Grade	credit value	Points earned		
70	1.2	0.12		90
20	0	0		9
		1.12		66.4



Instruction

6146.11(b)

Grade Weighting & Class Ranking

Students are provided with a non-weighted Grade Point Average and a weighted Quality Point Ranking (QPR) at the end of each academic year, excluding senior year. Final senior GPAs and QPRs will be determined after seven semesters. GPA (non-weighted) ranges from 4.0 to 0 and is an indicator of academic success; QPR (weighted) ranges from 15.0 to 0 and is an indicator of average academic rigor. In each case, the higher the numeric value, the more successful the academic performance.

Overall Grade Point Average

An overall GPA will be calculated based on the un-weighted arithmetic average of grades in all courses, using numerical grade values as follows:

A+ = 4.33	B+ = 3.33	C+ = 2.33	D+ = 1.33	F = 0.00
A = 4.0	B = 3.0	C = 2.0	D = 1.0	
A- = 3.67	B- = 2.67	C- = 1.67		

$$\text{Overall GPA} = \frac{\sum(\text{Course Credit}) * (\text{Course GPA})}{\sum \text{Course Credits}}$$

Quality Point Ranking (QPR)/Class Rank

The Waterbury Public School System believes it is necessary and important to provide differentiated quality points for the purpose of weighting its academic course offerings at the high school. The current curriculum contains a wide variety of courses at various levels of academic challenge. Students are allowed considerable choice and are encouraged to strive for academic excellence. Grade weighting encourages and reward students for selecting courses at more challenging levels of difficulty.

Quality points are the weights that are assigned to courses in order to communicate their differing academic challenge. Weights assigned to academic courses communicate the level of academic challenge inherent in each course to students and their parents; therefore, the weights assigned help students to make more appropriate course selections. Additional weights assigned to college preparatory courses recognize that more challenging courses require advanced levels of work; therefore, advanced courses have higher course weights.

A grade weighting/class ranking system shall be implemented for the high schools as follows:

Grade Range			Advanced AP/UCONN	Accelerated ACE/ATOMS/SO AR	Honors	Academic Core
Min	Max					
97	100	A+	15.5	14	13	11
93	96	A	14.5	13	12	10
90	92	A-	13.5	12	11	9
87	89	B+	12.5	11	10	8
83	86	B	11.5	10	9	7
80	82	B-	10	9	8	6
77	79	C+	9	8	7	5
73	76	C	8	7	6	4
70	72	C-	7	6	5	3
67	69	D+	6	5	4	2
65	66	D	5	4	3	1
Below 65		F	0	0	0	0

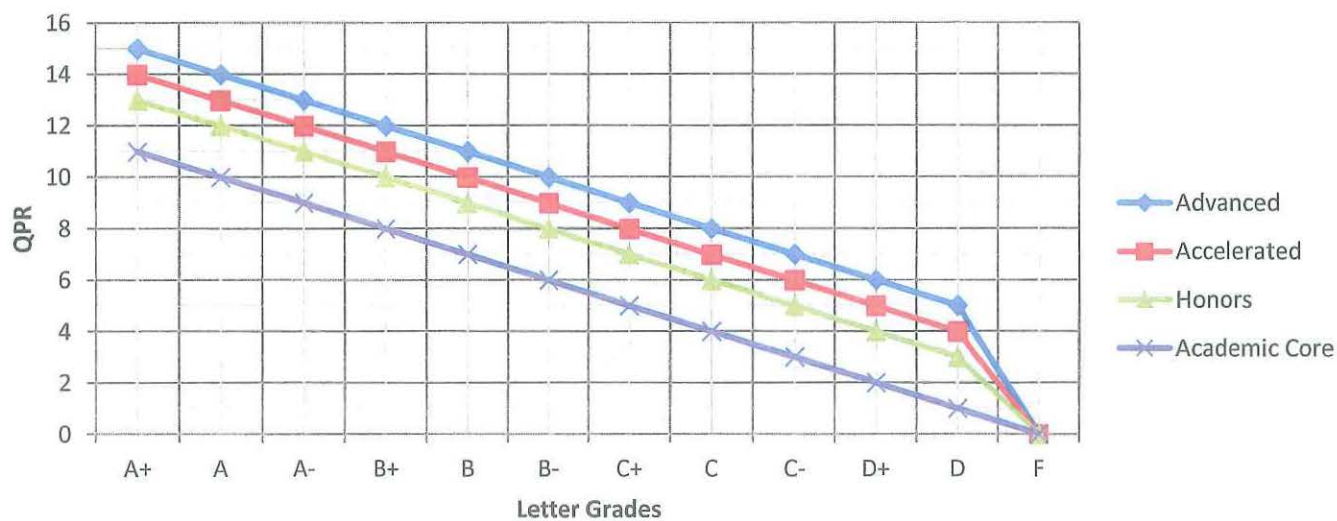
* All grades shall be rounded to the nearest whole number

$$\text{Overall QPR} = \frac{\sum(\text{Course Credit}) * (\text{Course QPR})}{\sum \text{Course Credits}}$$

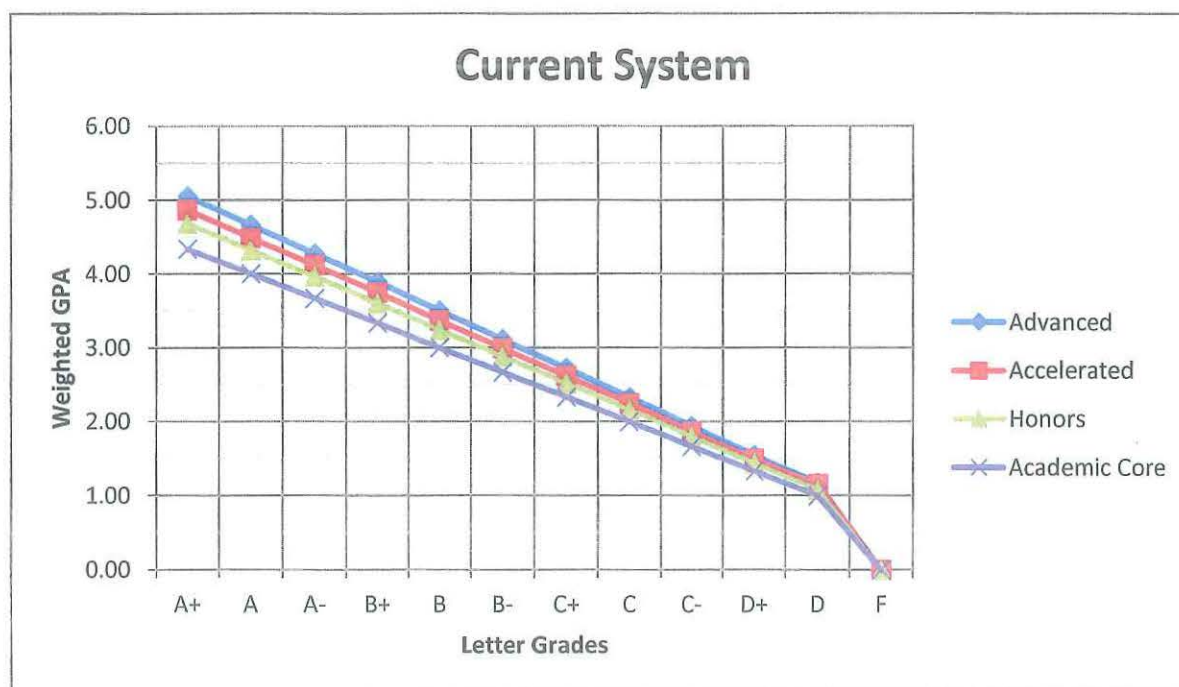
Grade Range			Advanced AP/UCONN	Accelerated ACE/ATOMS/SOAR	Honors	Academic Core
Min	Max					
97	100	A+	15	14	13	11
93	96	A	14	13	12	10
90	92	A-	13	12	11	9
87	89	B+	12	11	10	8
83	86	B	11	10	9	7
80	82	B-	10	9	8	6
77	79	C+	9	8	7	5
73	76	C	8	7	6	4
70	72	C-	7	6	5	3
67	69	D+	6	5	4	2
65	66	D	5	4	3	1
Below 65		F	0	0	0	0

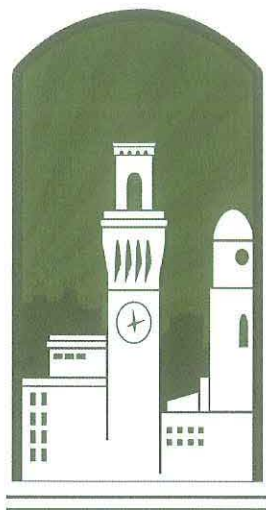
* All grades shall be rounded to the nearest whole number

Proposed



Grade Range			Advanced	Accelerated	Honors	Academic Core
Min	Max		AP/UCONN	ACE/ATOMS/SOAR		
98	100	A+	5.05	4.87	4.68	4.33
94	97	A	4.66	4.49	4.32	4.00
90	93	A-	4.27	4.12	3.96	3.67
87	89	B+	3.89	3.75	3.60	3.33
83	86	B	3.50	3.37	3.24	3.00
80	82	B-	3.11	3.00	2.88	2.67
77	79	C+	2.72	2.62	2.52	2.33
73	76	C	2.33	2.25	2.16	2.00
70	72	C-	1.94	1.87	1.80	1.67
67	69	D+	1.55	1.50	1.44	1.33
65	66	D	1.17	1.16	1.08	1.00
Below 65		F	0.00	0.00	0.00	0.00
			+4%	+4%	+8%	





WATERBURY
Public Schools

Today's Students, Tomorrow's Leaders

TEACHER EVALUATION PLAN

2015.2016

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Evaluation Committee Membership

Roxanne Augelli * Michelle Buerkle * Jennifer Calabrese *
Matthew Calabrese * Donna Cullen * Kevin Egan *
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Diane Bakewell * Maria Burns * Lori DiTillo *
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Juan Mendoza * Ray Santovasi * Ryan Sullivan

Administrative Liaisons:

Anne Marie Cullinan * Dr. Shuana K. Tucker

Instructional Leadership Directors:

Pamela Baim * Michelle Baker *
Darren Schwartz * Kevin Walston

INTRODUCTION AND OVERVIEW

Introduction

Waterbury's Teacher Evaluation Model has been developed in alignment with the Connecticut Guidelines for Educator Evaluation as modified and approved by the State Board of Education in May 2014. Much of the plan has been adopted directly from SEED (Connecticut's System for Educator Evaluation and Development), thus drawing on the best practice and research embedded in this model.

Purpose and Rationale of the Evaluation System

The purpose of the evaluation model is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his/her practice to improve student learning.

The model applies to all teachers holding and serving under CT teaching licenses, with appropriate adaptations and applications of the model for varying teaching and pupil personnel service assignments.

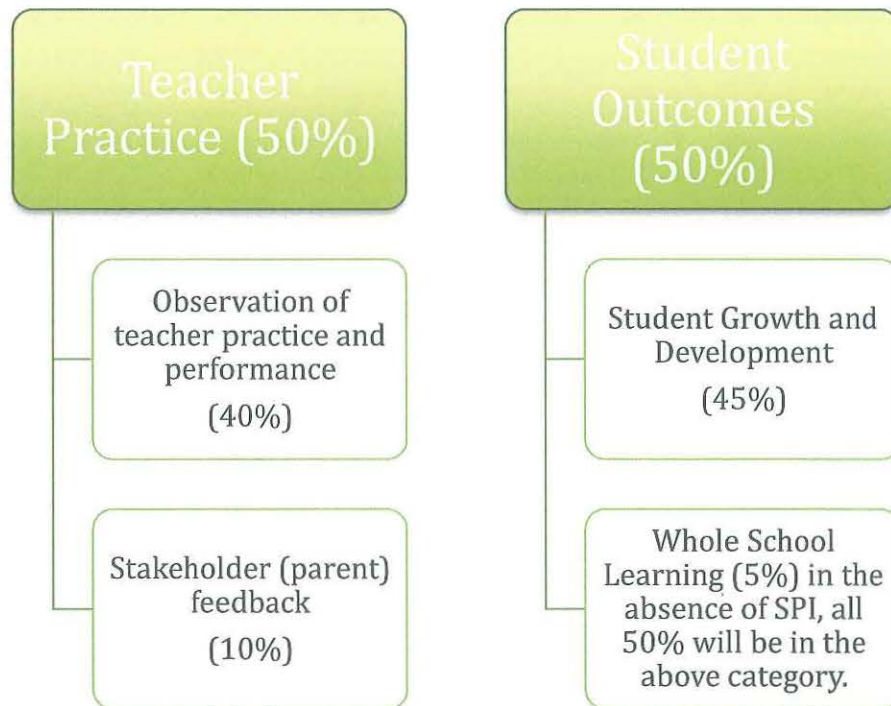
Core Design Principles

The Waterbury model draws on the core design principles of the Connecticut SEED model. The model is designed to

- *Consider multiple, standards-based measures of performance* The new model defines four categories of teacher effectiveness: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and school-wide student learning (5%).
- *Minimize the variance between school leaders' evaluations of teacher practice and support fairness and consistency within and across schools*
- *Foster dialogue about student learning*
- *Encourage aligned professional development, coaching and feedback to support teacher growth. This may include consultation with content specific personnel.*

Teacher Evaluation and Support System Overview

The evaluation and support system consists of multiple measures of teacher performance. All teachers will be evaluated in four categories, grouped in two major focus areas: Teacher Practice and Student Outcomes.



Teacher Practice (50%)

1. Observation of teacher performance and practice (40%) as defined in the Connecticut Common Core of Teaching Rubric for Effective Teaching (Revised 2014).
2. Parent feedback (10%) on teacher practice through parent surveys

Student Outcomes (50%)

1. Student growth and development as demonstrated through standardized and non-standardized measures (45%)
2. Whole-school measures of student learning as determined by an aggregate of student learning measures [SPI-School Performance Index] (5%) In the absence of an available SPI, all

50% of the student outcome rating will be determine by item #1 above.

Ratings and Summation

Teachers are rated in each of the categories described above and receive a summative rating. The rating levels are as follows:

Exemplary – Substantially exceeding indicators of performance

Proficient – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

The term “performance in the above shall mean “progress as defined by specified indicators.” Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence.

Teacher Evaluation Process and Timeline

The annual evaluation process includes a goal setting conference, a mid-year conference and an end of the year conference. The purposes of these meetings are to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set goals and identify development opportunities. These conferences should include conversations that are collaborative and require reflection and preparation by both the evaluator and the teacher. New teachers hired within the first two marking periods will follow the complete evaluation process. New teachers hired after the second marking period and those on FMLA, implementation of their evaluation schedule will be reviewed on a case by case basis and subject to mutually agreed upon terms.



Goal-Setting and Planning to be Completed by October 15th

1. Orientation on Process* – All teachers are provided with an up-to-date copy of the plan. Evaluators meet with teachers (individually or in groups) to discuss the process, roles and responsibilities embedded in the plan. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and student learning.

Teachers new to the district should have a thorough orientation to the process as they join the district.

2. Teacher Reflection and Goal-Setting – The teacher examines student data, prior year evaluation and survey results and the CCT Framework to draft a proposed performance and practice goal(s), a parent feedback goal and student learning objectives (SLOs) for the school year. Teachers may collaborate in grade-level or subject-matter teams to support the goal-setting process.

3. Goal-Setting Conference – The evaluator and teacher meet to discuss the teacher's proposed goals and objectives in order to arrive at mutual agreement about them. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria. (See SMART goals, p. 21).



Goal-Setting and Planning to be Completed by November 15th

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Mid-Year Check-In: Timeframe: January and February

1. Reflection and Preparation – The teacher and evaluator collect and reflect on evidence to date about the teacher's practice and student learning in preparation for the mid-year check-in conference.
2. Mid-Year Conference – The evaluator and teacher engage in a mid-year conference during which they review progress on teacher practice goals, student learning objectives (SLOs) and performance. Evaluators can deliver formative information on components of the evaluation framework. The conference is an important opportunity to make mutually agreeable adjustments to SLO's, strategies, support and approaches as warranted.

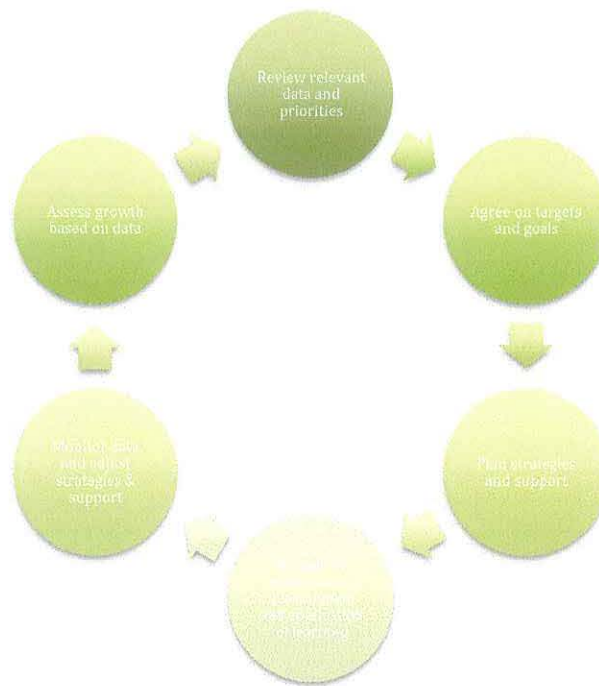
End-of-Year Summative Review: Timeframe: (by June 1)

1. Teacher Self-Assessment – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. The teacher submits to the evaluator.
2. Ratings – The evaluator reviews submitted evidence, self-assessments and observation data to generate category ratings. (The evaluator bases the ratings on all available data. The ratings will be revised as necessary upon receipt of additional data no later than September 15)
3. End-of-Year Conference – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation by June 1 each year.

Evaluation-Based Professional Learning

Each educator will identify professional growth needs with his/her evaluator based on student achievement data, past performance data, school and district needs, and stakeholder feedback. Upon the mutual agreement on goals and targets, the educator and evaluator will plan for

strategies and support to meet the goals and targets. Educators who share goals and targets can collaborate in shared professional development. Teachers will be encouraged to use available online Bloomboard professional development that meets their professional growth.



Process model for evaluation-based professional learning.

Primary Evaluators

The primary evaluator for most teachers will be the school principal or assistant principal, who will be responsible for the overall evaluation process, including assigning summative ratings. When appropriate and/or necessary, other trained and qualified evaluators may be assigned primary evaluation responsibilities.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators will be trained in the evaluation model. The model is complex and important. Both initial and ongoing training should reflect this.

The training should include

- full orientation to the plan components
- skill development in those areas that are new to teacher evaluation
- skill practice in those areas that are transferable from other evaluation experiences including but not limited to conferencing/feedback, goal setting, and observation
- management strategies
- proficiency and calibration

The Connecticut State Department of Education (CSDE) has offered and is continuing to develop training in teacher evaluation methods that are aligned with the Waterbury model. The district may pursue this or other training sources to deliver the initial and ongoing training.

New administrators and administrators new to the district will receive appropriate training in the Waterbury model prior to evaluating teachers.

The district will incorporate proficiency exercises and checks in its training plans. Evaluators who are not able to demonstrate an acceptable standard of proficiency will be paired and coached with proficient evaluators until such time as they are able to meet the standard.

The district recognizes its obligations to the law and as such will comply with legislated reporting and auditing processes.

Improvement and Remediation Plans

Teachers whose performance is rated as ineffective (see definitions of effective/ineffective) will require improvement and remediation plans. The improvement and remediation plan should be developed in consultation with the teacher and his/her exclusive bargaining representative within five days of the summative rating.

Improvement and remediation plans must:

- identify resources, support and other strategies to be provided to address documented deficiencies;
- indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and
- include indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

Career Development and Growth

Teachers who are rated as exemplary through the evaluation process should have opportunities for career development and professional growth. Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

Teacher Performance and PRACTICE (40%)

The Teacher Performance and Practice category is a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs.

Waterbury has elected to use the CCT Rubric for Effective Teaching (Revised 2014) as its framework for teacher practice. A copy of the framework can be found in the appendix.

Observation Process

Research has shown that multiple snapshots of practice provide a more accurate picture of teacher performance than one or two observations per year. These observations don't have to cover an entire lesson to be valid. Partial period observations can provide valuable evidence.

Observations in and of themselves aren't useful to teachers – it's the feedback based on observations that helps teachers to reach their full potential.

The Waterbury teacher evaluation model provides for the following schedule of observations:

- Each teacher should be observed between 3 and 5 times per year at a minimum. The observation schedule will include at least three formal observations for teachers in years 1-2 of service to Waterbury, all of which will include a pre-conference and a post-conference. Teachers who were rated as developing or below standard on their last evaluation rating will receive a number of observations appropriate to their individual plans, but no fewer than 3 formal in-class observations, with a pre-conference and a post-conference for each. Teachers in their 3rd year of service to Waterbury or beyond, who received a rating of proficient or exemplary on their last performance evaluation, will receive at least one formal observation at least every three years that will

include both a pre- and post-observation conference. All teachers will receive a minimum of 1 informal observation each year. Teachers not scheduled for a formal observation for the year will receive a minimum of three informal observations. The number and nature of the observations vary according to the growth needs of the teacher.

- Formal: Scheduled observations or reviews of practice that last at least 30 minutes and are followed by a post-observation conference, which includes both written and verbal feedback. Post conferences should occur within 5 days of the observation. If unavoidable circumstances necessitate a rescheduling of an observation, all attempts will be made to use the existing plan. If this is not possible, the evaluator and teacher will use flexibility in rescheduling or adapting the planned lesson.
- Informal: Non-scheduled observations or reviews of practice that last at least 10 minutes and are followed by written and/or verbal feedback.
- Non-classroom teachers: The above guidelines on frequency and length of observations apply to non-classroom teachers. The observations of non-classroom teachers are conducted in settings appropriate to their responsibilities.
- All observations should be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, ideally within two days of an observation.
- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, the district is emphasizing frequent informal observations.
- Administrators can use their discretion to decide the right number of observations for each teacher based on school and staff needs, providing that the prescribed guidelines are met.

- At least one observation will be completed prior to the mid-year conference.
- observations should be structured according to the graphic below.

**WATERBURY PUBLIC SCHOOLS
TEACHER OBSERVATION MATRIX
2014-2015**

FOR TEACHERS WHO ARE ENTERING YEAR 1 OR 2 IN WPS

	Formal Observations	Informal Observations	Review of Practice	Total
WPS Years 1 and 2	3	1	1	5

FOR TEACHERS WHO ARE ENTERING YEAR 3 OR MORE IN WPS AND WERE RATED
PROFICIENT OR EXEMPLARY IN THE 2013-2014 SCHOOL YEAR

	Formal Observations	Informal Observations	Review of Practice	Total
WPS Years 3 and more (Formal Scheduled This Yr.)	1	1	1	3
WPS Years 3 and more (NO Formal Scheduled This Yr.)	0	3	1	4

THESE ARE THE TEACHERS WHO WERE ALPHABETIZED AND SEPARATED TO DETERMINE IF THEY WILL HAVE A FORMAL OBSERVATION THIS YEAR

FOR TEACHERS WHO WERE RATED DEVELOPING OR BELOW STANDARD IN THE 2013-2014 SCHOOL YEAR

	Formal Observations	Informal Observations	Review of Practice	Total
All Teachers Rated Developing or Below Standard in 2013-2014	3	1	1	5

THIS CHART REPRESENTS THE MINIMUM NUMBER OF OBSERVATIONS REQUIRED BY THE WATERBURY PUBLIC SCHOOLS' EVALUATION PLAN. ADMINISTRATION MAINTAINS THE RIGHT TO FORMALLY EVALUATE ANY AND ALL TEACHERS TO THE EXTENT DEEMED NECESSARY.

Conferences

Pre-conferences The purposes of pre-conferences are to provide a context for the lesson and information about the students to be observed and for setting expectations for the observation process. Pre-conferences are optional for observations except formal observations. A pre-conference can be held with a group of teachers, where appropriate. Requests for pre-observation conferences should occur no less than 5 school days before the scheduled observation.

Post-conferences

Post-conferences provide a forum for reflecting on the observation against the CCT Rubric for Effective Teaching and for generating action steps that will lead to the teacher's improvement.

Effective post-conferences include

- An opportunity for the teacher to share his/her self-assessment of the lesson observed;
- Objective evidence to help confirm successes, identify possible areas of improvement, and success focus for future observations;
- written and/or verbal feedback;
- Occur within five school days of the observation.

Classroom observations provide the most evidence for domains 2 and 3 of the Connecticut Framework for Teacher Evaluation and Support, but both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Non-Classroom Reviews of Practice

Because the evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the domains of the CCT Rubric for Effective Teaching, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent- teacher meetings, observations of coaching/mentoring other teachers, and attendance records from professional development or school-based activities/events.

Feedback

The goal of feedback is to help teachers grow as educators and become

more effective with each and every one of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- Specific evidence and ratings
- Commendations and recommendations
- Next steps and supports to improve practice
- A timeframe for follow up.

Teacher Performance and Practice Goal-Setting

Teachers develop a practice and performance goal that is aligned to the CCT Rubric for Effective Teaching. This goal provides a focus for the observations and feedback conversations. This goal is not discretely rated but rather contributes to the overall evidence of performance and practice.

At the start of the year, each teacher will work with his or her evaluator to develop the practice and performance goal through mutual agreement. All goals should have a clear link to student achievement and should move the teachers towards proficient or exemplary on the CCT Framework for Effective Teaching Schools may decide to create a school-wide goal aligned to a particular component (e.g., 3b: Using Questioning and Discussion Techniques) that all teachers adopt as their goal.

Goals should be SMART: S=Specific and Strategic M=Measurable
A=Aligned and Attainable R=Results-Oriented T=Time-Bound

Progress towards goals and action steps for achieving progress should be referenced in feedback conversations following observations throughout the year. Goals and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Performance and practice goals are not explicitly rated as part of the Teacher Performance and Practice category but rather contribute to the category rating.

Teacher Performance and Practice Scoring

Individual Observations

During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., the teacher asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the teacher asks good questions). Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the rubric and then make a judgment about which performance level the evidence supports. Evaluators are required to provide ratings for each observation.

Summative Rating for Teacher Performance and Practice

At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

1. Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine component ratings for each of the 12 components.

Ratings
Exemplary=4
Proficient=3
Developing=2
Below Standard=1

2. Average components within each domain to a tenth of a decimal

to calculate domain-level scores of 1.0-4.0.

3. Average domain scores to calculate an overall Observation of Teacher Performance and Practice rating.

Steps 2 and 3 can be performed by administrators and/or using tools/technology that calculate the averages for the evaluator.

The summative Teacher Performance and Practice category rating and the component ratings will be shared and discussed with teachers during the End-of-Year Conference. As possible and practical, this process can also be followed in advance of the Mid-Year Conference to discuss progress toward Teacher Performance and Practice goals/outcomes.

Stakeholder Feedback-10%

Stakeholder Feedback comprises 10% of teacher evaluation .

The Waterbury Public Schools will use surveys in order to gather feedback from parents. The surveys will be used to help teachers and administrators identify the areas of their practice that could be improved.

Survey Background

The Waterbury Public Schools had already begun development of stakeholder surveys under a district-wide improvement initiative when SEED guidelines became available. Because this work involved wide stakeholder involvement and was intended for use in school improvement, the district elected to continue the development and adaptation of these surveys for the purpose of educator evaluation.

The following outlines steps that the Educator Evaluation Committee has planned and begun in order to ensure usefulness, validity, reliability, and fairness:

- The educator evaluation committee applied their expertise in analyzing each question for validity. Some questions were purged and some were rewritten.
- The evaluation committee performed an alignment check on the surveys with the Connecticut School Leadership Standards. They found all six domains represented in both the parent and the teacher survey.
- The evaluation committee engaged the School Governance Councils in trials and reviews of usefulness in supporting school improvement efforts. They used the results to further refine the validity of questions as well as the clarity of directions, fairness, and usefulness.
- The committee recognizes that confirming validity, reliability, usefulness, and fairness will happen over time and that the surveys are subject to future revision.

Survey Administration

The Educator Evaluation Committee recognizes that the best method of administering surveys may vary from level to level and school to school. Therefore, it has built flexibility and discretion into the administration of the survey. There are only a limited number of requirements.

Requirements for the administration of surveys:

1. They must be anonymous
2. They must be administered in the spring semester
3. There must be a cover message from the principal/administrator that clearly informs stakeholders of procedures and purposes associated with the survey.

Among the strategies that they can consider for parent surveys are the following:

- Administering at an open house or other event that attracts large numbers of parents
- Mailing surveys to all families (one per household)
- Offering electronic options

- Mailing postcards that offer a menu of options
- Using the IRIS system to notify parents
- Creating incentives for survey return

Survey Analysis

Principals , assisted by School Governance Councils as appropriate, will analyze the results of the surveys so as to identify areas of needed improvement. These areas should align with school improvement goals.

Depending on the volume of responses and the availability of funding sources, principals may seek assistance from the IT department or an outside vendor in tabulating and providing an analysis of results.

In that surveys should be continually improved over time, principals should report problems with individual questions or survey design to the teacher evaluation committee for review and possible modification.

Teacher Stakeholder Feedback Guide

Topic	Description
<i>Designation of Stakeholders</i>	Parents
<i>Tool for Gathering Stakeholder Feedback</i>	Parent Surveys Developed by District (appendix)
<i>Utilization of Stakeholder Feedback</i>	The principal will select areas from the survey results that show need for improvement. Each teacher will select one of the areas as a focus for improvement.
<i>Standard for Demonstrating Improvement</i>	Implementation of relevant improvement strategies
<i>Rating of Stakeholder Feedback Category</i>	<u>Exemplary</u> =Evidence of successful implementation of an ambitious set of improvement strategies. <u>Proficient</u> =Evidence of successful implementation of a reasonable set of improvement strategies.

	<p><u>Developing</u>=Evidence of substantial implementation of the intended improvement strategies.</p> <p><u>Below Standard</u>=Evidence that shows no or only partial implementation of improvement strategies.</p>
<i>Timeline of Key Events</i>	<p><u>Spring</u>-Administration of parent surveys (dates and administration to be determined by building administrator based on plan to maximize survey return).</p> <p>Review and identification of possible improvement goals based on stakeholder feedback (administrator engages School Governance Council).</p> <p><u>Fall</u>-Selection of goal and outlining of improvement strategies in goal setting conference with evaluator.</p> <p><u>Mid-year</u>- At scheduled mid-year conference meeting with evaluator, discuss progress in implementing strategies and any revisions that are in order.</p> <p><u>Spring</u>- Add evidence of strategy implementation to self-assessment document.</p> <p><u>Prior to June 1</u>- Final conference with evaluator followed by rating assignment by evaluator.</p>

Student Growth and Development (45%)

Student Learning Objectives (SLOs) and Indicators of Academic Growth and Development (IAGDs)

Connecticut has selected a goal-setting process called Student Learning Objectives (SLOs) as the approach for targeting student growth during

the school year. SLOs are specific and measureable targets.

The measurement of SLOs is done through Indicators of Academic Growth and Development (IAGDs). An IAGD is a measure used to determine SLO attainment.

SLO=Student
Learning Objectives

IAGD=Measure of SLO

Impacting Student Growth and Development Through SLOs

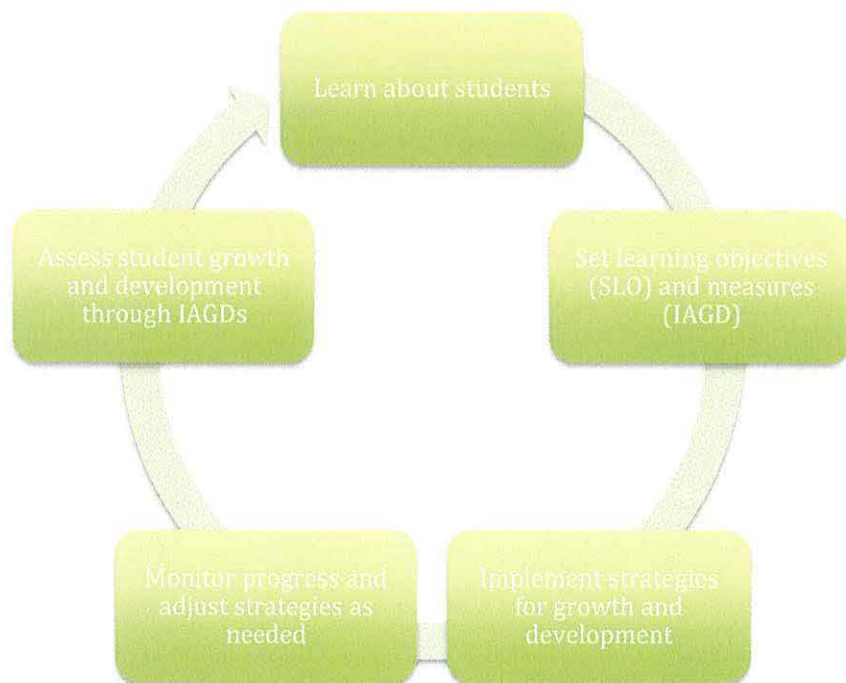
Step 1: Learn about this year's students (prior grades, end of year tests, benchmark assessments)

Step 2: Set objectives for student learning (SLOs) and determine measurement indicators (IAGDs)

Step 3: Develop and implement strategies to meet targets

Step 4: Monitor students' progress and adjust strategies as needed

Step 5: Assess student learning through pre-determined indicators



SLO Requirements

Each teacher will write two SLOs'

Teachers whose students take a standardized assessment will create one SLO based on standardized indicators and one SLO based on a minimum of one non-standardized indicator.

All other teachers will develop their two SLOs based on non-standardized indicators.

The CT Guidelines for Educator Evaluation define a standardized assessment as one with the following attributes:

- Administered and scored in a consistent – or “standard” – manner;
- Aligned to a set of academic or performance “standards;”
- Broadly-administered (e.g., nation-or statewide);
- Commercially-produced; and
- Often administered only once a year, although some standardized assessments are administered two or three times per year.

Guidance for Developing SLOs and Selecting IAGDs

The Student Learning Objectives (SLOs) should be broad goals for student learning. They should each address a central purpose of the teacher's assignment and should pertain to a large proportion of his/her students. Each SLO should reflect high expectations for student learning - at least a year's worth of growth (or a semester's worth for shorter courses) and should be aligned to relevant state, national (e.g., common core), or district standards for the grade level or course. Depending on the teacher's assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes).

Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Teachers with similar assignments may have identical objectives although they will be individually accountable for their own students' results.

An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. Each SLO must include at least one indicator.

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing students or ELL students. It is through the first step of the process of student data that teachers will determine what level of performance to target for which students.

Since indicator targets are calibrated for the teacher's particular students, teachers with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 2nd grade teachers in a district might use the same reading assessment as their IAGD, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers.

Examples of SLOs and Corresponding IAGDs for Standardized Indicators

Teacher Assignment	Student Learning Objectives	Indicators of Academic Growth and Development
8th Grade Science	My students will master critical concepts of science inquiry.	78% of my students will score at the proficient or higher level on the science CMT in March 2013.
4th Grade	My 22 students will demonstrate improvement in or mastery of reading comprehension skills by June 2013.	<p>All 17 (77%) students assessed on the standard CMT will maintain proficiency, goal or advanced performance, or will gain a proficiency band on 4th grade CMT Reading in March 2013.</p> <p>All 5 students (23%) assessed on the MAS for Reading CMT will achieve at the proficient or goal level on the 4th grade CMT MAS in March 2013.</p>

Examples of SLOs and Corresponding IAGDs for Non-Standardized Indicators

Teacher Assignment	Student Learning Objectives	Indicators of Academic Growth and Development
8th Grade Science	My students will master critical concepts of science inquiry.	My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on key elements of science instruction.

High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts teachers in our district.
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During the goal-setting process, teachers and evaluators will document the following:

- the rationale for the objective, including relevant standards;
- any important technical information about the indicator evidence (like timing or scoring plans);
- the baseline data that was used to set each IAGD;
- interim assessments the teacher plans to use to gauge students' progress toward the SLO during the school year (optional); and
- any training or support the teacher thinks would help improve the likelihood of meeting the SLO (optional).

While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals. The evaluator will examine each SLO relative to three criteria described below. SLOs must meet all three criteria to be approved. If they do not meet one or more criteria, the evaluator will provide written comments and discuss their feedback with the teacher. SLOs that are not approved must be revised and resubmitted to the evaluator within ten days.

SLO Approval Criteria

Priority of Content	Quality of Indicators	Rigor of Objective/Indicator
Objective is deeply relevant to teacher's	Indicators provide specific, measurable	Objective and indicator(s) are attainable but

assignment and addresses a large proportion of his/her students.	evidence. The indicators provide evidence about students' progress over the school year or semester during which they are with the teacher.	ambitious and taken together, represent at least a year's worth of growth for students (or appropriate growth for a shorter interval of instruction).
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Implementing Instruction and Monitoring Students' Progress

Once SLOs are approved, teachers should implement instruction and monitor students' progress towards the objectives. They can, for example, examine student work products, administer interim assessments and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress.

If a teacher's assignment changes or if his/her student population shifts significantly, the SLOs can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

Assessing and Reflecting on Results

In preparation for the end of the year conference, the teacher should collect the evidence required by their indicators and submit it to the evaluator. Along with the evidence, teachers will complete and submit a self-assessment which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that going

forward.

Assigning a Rating for Student Growth and Development

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLO. The ratings are outline as follows:

Rating	Quantitative Value	Characteristics
Exceeded	4	All or most of the students met or substantially exceeded the target(s) contained in the indicators.
Met	3	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
Partially Met	2	Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
Did Not Meet	1	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

For SLOs with more than one indicator, the evaluator may score each indicator separately, and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the

accomplishment of the objective and score the SLO holistically.

The final student growth and development rating for a teacher is the average of their two SLO scores. For example, if one SLO was Partially Met, for 2 points, and the other SLO was Met, for 3 points, the student growth and development rating would be 2.5 $[(2+3)/2]$. The individual SLO ratings and the student growth and development rating will be shared and discussed with teachers during the End-of-Year Conference.

NOTE: For SLOs that include an indicator based on standardized tests results that are not available in time to score the SLO prior to the June 30 deadline, other procedures will be used. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if standardized tests are the basis for all indicators, then the teacher's student growth and development rating will be based only on the results of the SLO that is based on non-standardized indicators.

However, once the standardized test evidence is available, the evaluator is required to score or rescore the SLO, then determine if the new score changes the teacher's final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15.

Whole-School Student Learning Indicator (5%)

The whole school student learning indicator shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating at that school. For most schools, this will be based on the school performance index (SPI), which correlates to the whole-school student learning on a principal's evaluation.

The following chart defines the rating for various levels of attainment of the SPI improvement target for the school:

Exemplary=4	Proficient=3	Developing=2	Below Standard=1
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

NOTE: If the whole-school student learning indicator rating is not available, then the student growth and development score will be weighted 50 and the whole-school student learning indicator will be weighted 0.

SUMMATIVE TEACHER EVALUATION SCORING

Teachers are rated in each of the four categories of the teacher evaluation model and subsequently receive a summative rating for their performance.



The categories are paired into the divisions of Teacher Practice and Student Outcomes.

Teacher Practice = *Observation of Teacher Practice and Stakeholder*

Feedback.

Student Outcomes=*Student Growth and Development and Whole School Learning.*

Exemplary	• Substantially exceeding indicators of performance
Proficient	• Meeting indicators of performance
Developing	• Meeting some indicators of performance but not others
Below Standard	• Not meeting indicators of performance

How to Calculate the Summative Rating

- 1) Calculate a Teacher Practice Rating by combining the observation of teacher practice rating and the parent feedback rating.
- 2) Calculate a Student Outcomes rating by combining the student growth and development rating and whole-school student learning rating.
- 3) Apply the ratings calculated in steps one and two to the Summative Matrix to determine the summative rating.

Each step is illustrated below:

STEP 1: Calculate a Teacher Practice Related Indicators rating by combining the observation of teacher performance and practice score

and the parent feedback score as shown in the chart below.

The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the category scores to get the category points and sum as illustrated below.

Category	Score (1-4)	Weight	Points
Observation of Teacher Performance & Practice		40	
Parent Feedback		10	
		TOTAL TEACHER PRACTICE INDICATORS POINTS	

The total points are then compared to this table to determine the overall practice level:

Total Teacher Practice Indicators Points	Practice Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

STEP 2: Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning indicator score.

The student growth and development category counts for 45% of the

total rating and the whole-school student learning indicator category counts for 5% of the total rating. (Should an SPI not be available for the school, the entire 50% will be based the Student Growth Measures-SLOs). Multiply these weights by the category scores and sum as illustrated below:

Category	Score (1-4)	Weight	Points
Student Growth (SLOs)		45	
Whole School Learning Indicator		5	
		TOTAL TEACHER OUTCOME INDICATORS POINTS	

The total points are then compared to this table to determine the overall outcome level:

Total Teacher Practice Indicators Points	Practice Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

STEP 3: Use the Summative Matrix to determine the Summative Rating.

Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the

summative rating.

Summative Matrix

Outcome

Practice

	Exemplary	Proficient	Developing	Below Standard
Exemplary	Exemplary	Exemplary	Proficient	**
Proficient	Exemplary	Proficient	Proficient	Developing
Developing	Proficient	Proficient	Developing	Developing
Below Standard	**	Developing	Developing	Below Standard

**If the two focus areas are highly discrepant (e.g., a rating of exemplary for Teacher Practice and a rating of below standard for Student Outcomes), then the evaluator should examine the data and gather additional information in order to make a summative decision.

Summative ratings must be completed for all teachers by June 1 of a given school year. Should standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by standardized test data, the evaluator may recalculate the teacher's summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.

Definitions of Effectiveness and Ineffectiveness

Waterbury has adopted the following definitions of effectiveness and ineffectiveness :

Educator Category	Definition of	Definition of
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	Effectiveness	Ineffectiveness
Novice-Years 1-2	Summative ratings of developing or better	Summative rating of below standard
Novice Year 3	At least one summative rating of proficient or better in years 1-3 and no summative rating less than developing	Summative rating of below standard
Novice Year 4	Two summative ratings of proficient or better, one of which must be in year 4 and no summative rating less than developing	Below standard summative rating OR More than two developing summative ratings in years 1-4
Experienced Educator New to District Year 1	Summative rating of developing or better	Below standard summative rating
Experienced Educator New to District Year 2	At least one summative rating of proficient or better (other summative rating must be at least developing)	Below standard summative rating OR Two consecutive summative ratings of developing
Post-Tenure Teachers	A pattern of summative ratings of proficient or better with no two consecutive ratings of developing	Summative rating of below standard OR Two consecutive summative ratings of developing

Dispute-Resolution Process

A panel, composed of SAW representation(Superintendent designee), WTA representation and a neutral third person, shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the

evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

APPENDIX

CCT Rubric for Effective Teaching (2014)

Parent Survey (Revised)

List of Waterbury Standardized Assessments

Forms, protocols and other tools needed to implement the plan will be included in a published set of implementation guidelines.

Parent Survey -Waterbury Public Schools

Directions:

Thank you for taking the time to fill out our survey. We need information for school improvement planning. If you have several children in this school, think of one of them as you respond. This is an anonymous survey.

Please check your level of agreement with each

1. The school clearly communicates its expectations for my child's learning to my child and to me

☐ Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree

2. I am satisfied with the opportunities to be involved in my child's education.

☐ Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree

3. The principal(s), supervisors and teachers are accessible.

☐ Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree

4. The school principal(s) consistently addresses and follows through on student issues.

☐ Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree

5. I am satisfied with the timeliness of response I get when I contact my child's school with questions or concerns.

☐ Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree

6. My child's teacher gives helpful comments on homework, classwork, and tests.

☐ Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree

7. The teachers and principal(s) keep me informed about my child's academic progress.

☐ Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree

8. Teachers and the principal(s) make available information about what your child is studying in school.

☐ Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree

9. I feel welcome at my child's school.

☐ Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree

10. My school offers meeting times that work for my schedule if I ask.

☐ Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree

11. My school provides interpreters for meetings if needed.

☐ Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree

12. I attend meetings and conferences at school.

☐ Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree

13. Adults at school treat my child with respect.

☐ Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree

14. The staff at this school treats me with respect.

☐ Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree

15. My child's school is clean.

☐ Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree

16. There is a person or a program in my school that helps students resolve conflicts.

☐ Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree

17. This school is sensitive to issues regarding race, gender, sexual orientation and disabilities.

☐ Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree

18. Crime and violence are a problem at my child's school.

☐ Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree

19. There is inappropriate physical contact or gestures among students at my child's school.

☐ Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree

20. Students treat other students with respect at my child's school.

☐ Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree

Thank you for completing the survey. Please submit at this time.

REQUEST FOR FIELD TRIP

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

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

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

Date Submitted: 4/15/15 Name of Travel Agency (if applicable): _____

1) Requested	<u>Capolupo and Rinaldi</u>	<u>Kennedy High School</u>	<u>9/10/11</u>
	Name of Staff Member	School	Grade level/Subject

2) How many students? 50

3) Name of destination: Holocaust Museum

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

5) Departure:	<u>Friday 5/22/2015</u>	<u>7:30am</u>
	Day	Date Time

6) Return:	<u>Friday 5/22/2015</u>	<u>5:00pm</u>
	Day	Date Time

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

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

Has to do with the Unit on the devastation of the Holocaust during World War II

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

1.3-Demonstrate and understanding of significant events and themes in World History

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

Explain how the Holocaust has affected the world after WWII

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

Students will actively engage in a discussion reviewing what the long term effects of the Holocaust were

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

Students will have a monitored discussion reviewing the affects of the Holocaust world wide

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

Students will be able to actually meet and talk with an actual Holocaust survivor

14) Transportation: Type/name of Approved PUC Carrier

Land Jet Bus and Tours

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

Name	Phone Number	Name	Phone Number
1. Luanne Capolupo	203-558-2430	4	
2. Angela Rinaldi	203-574-8150	5.	
3		6	

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

Teacher(s) as chaperones: LRosin-Capolupo, A. Rinaldi,

Aides(s) as chaperones: Maria E Dejesus
Maria DeJesus

Parent(s) as chaperones: Carley Phillips and Aaron Coach

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

Students will pay for bus and admission

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

\$45

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

20) What is the approximate cost all chaperones?

0

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

Teacher	Subject/Grade	Teacher	Subject/Grade
1. Luanne Capolupo	World History 9th	4.	
2. Angela Rinaldi	World History 9th	5.	
3.		6.	

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

Yes ☒ No ☐ Margaret Anderson 4-21-15
Signature of School Nurse Date

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

Is this field trip recommended? Yes ☒ No ☐

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

[Signature] 4/21/15
Signature of School Principal Date

CENTRAL OFFICE RESPONSE

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

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

Anne Marie Callahan 4/23/15
Signature of Superintendent/Designee/ILD Date

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

Signature of BOE/Designee Date

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

#14

Revised 07/17/13

REQUEST FOR FIELD TRIP

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

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

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

Date Submitted: 2/25/15 Name of Travel Agency (if applicable): _____

1) Requested by: Dea Illian Waterbury Arts Magnet School Dance 6-12
 Name of Staff Member School Grade level/Subject

2) How many students? 30 20

3) Name of destination: Metropolitan Opera House, Lincoln Center

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

5) Departure: Wednesday, May 13, 8:00am
 Day Date Time
Wed, May 13, 9pm

6) Return: _____
 Day Date Time

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

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

All units in the Ballet curriculum, Styles of Dance Ballet unit, as well as all Dance department course units on Preparing for performances, choreography and audience etiquette. The field trip also supports every unit in the Orchestra curriculum.

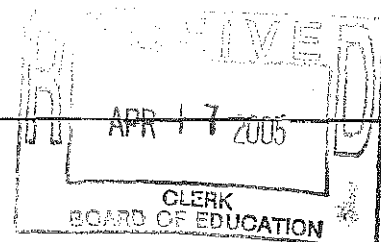
9) What are the Common Core State Standards this field trip supports?

Responding:

The Common Core Anchor standards for reading were a natural fit for alignment with the NCAS standards for responding, as all of these standards emphasize skills related to the analysis and interpretation of a work's meaning.

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

What is the etiquette for audiences of professional ballet productions?
 How do you interpret these diverse works of dance?
 What is significant about Misty Copeland?
 What is the difference between dancing to recorded music versus live music?



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

Les Sylphides, Rodco, Jardin aux Lilas

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

Students will respond to questions about the trip.

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

Students can experience the highest level of professional dancers and musicians. Students may see the value of hard work and what it can produce as they focus upon their art form. Students may see the first African American Principal dancer perform at the pinnacle of her career; historically significant and a major role model.

14) Transportation: Type/name of Approved PUC Carrier

Coach bus

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

Name	Phone Number	Name	Phone Number
1. Dea Illian	203 247 5175	4	
2.		5.	
3		6	

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

Teacher(s) as chaperones:
Dea Illian, Mary Case

Aides(s) as chaperones:

Parent(s) as chaperones:

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

WAMS Grant to pay for coach bus
Students will pay for the cost of their own ticket, bring a bag lunch from home and purchase dinner in NY.

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

Ticket prices: \$35 each, Bag lunch from home, Dinner, \$15= \$50 per pupil

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

Students must be in good standing and have no behavioral concerns. Students must be enrolled in high school dance or orchestra classes.

20) What is the approximate cost all chaperones?

Ticket \$35

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

Teacher	Subject/Grade	Teacher	Subject/Grade
1. Dea Illian	Dance 8-12	4.	
2. Mary Case	Music 6-12	5.	
3.		6.	

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

Yes ☒ No ☐

** 1 to 1 RN may be required for trip **

Karen Shuler, RN
Signature of School Nurse

3/2/15
Date

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

Is this field trip recommended? Yes ☒ No ☐

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

Dana Manning
Signature of School Principal

Date

CENTRAL OFFICE RESPONSE

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

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

M. C. Miller
Signature of Superintendent/Designee/ILD

4-17-15
Date

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

Signature of BOE/Designee

Date

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

#15

Revised 07/17/13

REQUEST FOR FIELD TRIP

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

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

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

Date Submitted: 3-26-15 Name of Travel Agency (if applicable): Boston Duck Tours

1) Requested by: Marnie Ford, Ivan Hernandez, Jodi Sarlo, James Thomas Carrington Grade 7

Name of Staff Member	School	Grade level/Subject
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2) How many students? 55

3) Name of destination: The New England Aquarium and The Boston Duck Tours

4) City/State of destination: Boston, MA

5) Departure: Tuesday June 2, 2015 7:30

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

6) Return: Tuesday June 2, 2015 7:00

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

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

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

This field trip supports the unit Biology in grade 7 Science as well as grade 7 Social Studies.

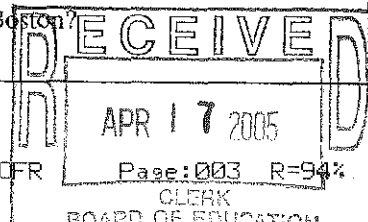
9) What are the Common Core State Standards this field trip supports?

The CCSS this trip supports is 7. L.1.1 in Science grade 7.
The C3 Framework supports D2.His.15.6-8 in Social Studies.

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

What are the processes, structures, and functions of living organisms that enable them to survive, reproduce, and carry out the basic functions of life?

What were the causes of the American Revolution from the perspective of citizens of Boston?



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

Expected performances consist of the analysis of processes, structures, and functions of living organisms in the New England Aquarium as well as in the city of Boston.
 -The expected performances taught in this field trip will be the analysis of primary and secondary sources to evaluate the historical impact of the creation of the United States.

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

The students will create a travel brochure of the aquarium citing facts learned, pictures, and other information. The students will write a persuasive letter examining which Bostonian sites were the most influential to the independence of the United States.

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

This trip offers students hands-on experiences and an opportunity to view marine life in its natural environment. This trip offers students a unique view of historic Boston combined with the modern day to examine the growth of the United States.

14) Transportation: Type/name of Approved PUC Carrier

Land Jet

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

Name	Phone Number	Name	Phone Number
1. Ivan Hernandez	203-574-8184	4. Jodi Sarlo	203-574-8184
2. Marnie Ford	same	5.	
3. James Thomas	same	6	

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

Teacher(s) as chaperones: Ivan Hernandez, James Thomas, Marnie Ford, Jodi Sarlo, Kate Guisti

Aides(s) as chaperones:
Ena Dover

Parent(s) as chaperones:
Diane Cresno, Deb D'Avino, Lisa Valenti

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

The trip will be financed by fundraising, PBIS donation, PTA donation and student contribution.

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

\$70.00

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

20) What is the approximate cost all chaperones?

\$70.00 per person

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

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

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

Yes ☒ No ☐

Joanne Daigle RN
Signature of School Nurse

2-1-15
Date

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

Is this field trip recommended? Yes ☒ No ☐

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

[Signature]
Signature of School Principal

2015-04-01
Date

CENTRAL OFFICE RESPONSE

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

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

[Signature]
Signature of Superintendent/Designee/ILD

4-17-15
Date

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

Signature of BOE/Designee

Date

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

#16

REQUEST FOR FIELD TRIP

Revised 07/17/13

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

ALL FIELD TRIPS REQUEST MUST INCLUDE THE APPROPRIATE COVER SHEET

☒

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

☐

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

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

Date Submitted: 3/30/15
Lines _____

Name of Travel Agency (if applicable): Land Jet Bus

1) Requested by: Meredith White-Clark Kennedy High School 11-12/Science
Name of Staff Member School Grade level/Subject

2) How many students? 50

3) Name of destination: Bodies World: Pulse Exhibition

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

5) Departure: Monday 5/18/15 7:30AM
Day Date Time

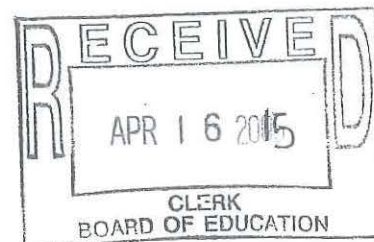
6) Return: Monday 5/18/15 5:00PM
Day Date Time

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

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

This field trip falls under all units of study for Anatomy and Physiology or Human Biology students.

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



Common Core:

CCSS.ELA-LITERACY.RST.11-12.9

-Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Science Core Framework:

Physiology

-As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment.

-Organisms have a variety of mechanisms to combat disease.

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

How do the cardiovascular, respiratory, integumentary, nervous, skeletal, muscular, digestive and immune system work independently and together for the body to function?

How does the embryo grow inside a women's body?

How does disease affect the body?

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

-As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment.

-Organisms have a variety of mechanisms to combat diseases

-Students will apply the knowledge they have learned to help them in anatomy and physiology classes or

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

-Students will complete questions in each body system exhibit as a classwork grade.

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

This trip offers students the opportunities to see real life like examples of the organs they study in Anatomy and Physiology. It offers them the opportunity to see how embryos grow in the female body and how disease can affect organ systems.

14) Transportation: Type/name of Approved PUC Carrier

Land Jet Bus Lines (coach bus) Waterbury, CT

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

Name	Phone Number	Name	Phone Number
1. Meredith White-Clark	203-574-8150/203-260-	4	

	6032		
2.		5.	
3		6	

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

Teacher(s) as chaperones: Meredith White-Clark, Laura Borges, Linda Miceli
Aides(s) as chaperones:
Parent(s) as chaperones: Mr. White, Mrs. Vega

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

-Students will pay the cost of admission and the bus.

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

\$45 pp (Bus- \$1283.00, Tickets \$17pp)

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

--

20) What is the approximate cost all chaperones?

none

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

Teacher	Subject/Grade	Teacher	Subject/Grade
1. Meredith White-Clark	Science/11-12	4.	
2. Laura Borges	Science/ 9-12	5.	
3.		6.	

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

Yes ☒ No ☐

Signature of School Nurse

Date

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

Is this field trip recommended? Yes ☒ No ☐

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

[Signature]
Signature of School Principal

4/2/15
Date

CENTRAL OFFICE RESPONSE

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

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

[Signature]
Signature of Superintendent/Designee/ILD

4-2-15
Date

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

Signature of BOE/Designee

Date

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

REQUEST FOR FIELD TRIP

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

☒

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

☐

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

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

Date Submitted: April 15, 2015

Name of Travel Agency (if applicable): _____

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

2) How many students? 80 Bilingual Students

3) Name of destination: Six Flags New England

4) City/State of destination: Anawam, MA

5) Departure: Saturday, May 30, 2015, at 8:00 am

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

6) Return: Saturday, May 30, 2015, by 8 pm

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

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

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

Cultural Diversity

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

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

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

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

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

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

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

Students will write about their experiences.

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

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

14) Transportation: Type/name of Approved PUC Carrier

Dafour

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

Name	Phone Number	Name	Phone Number
1. Dino Pantoni	203-982-8176	4	
2. Luann Capolupo	203-574-8150	5.	
3		6	

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

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

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

Parent(s) as chaperones: Mrs. Pantoni, Mr. and Mrs. Daiz, Ms. Munali

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

Students are paying themselves

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

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

20) What is the approximate cost all chaperones?

\$60

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

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

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

Yes ☒ No ☐ Margaret Owens 4-15-15
Signature of School Nurse Date

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

Is this field trip recommended? Yes ☒ No ☐

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

[Signature] 4/20/15
Signature of School Principal Date

CENTRAL OFFICE RESPONSE

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

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

[Signature] 4/20
Signature of Superintendent/Designee/ILD Date
[Signature] 4-27-15

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

Signature of BOE/Designee Date

REQUEST FOR FIELD TRIP

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

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

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

Date Submitted: April 22, 2015 Name of Travel Agency (if applicable): none

1) Requested by: Marnie Valletta, Wilby High School, English 12/Senior Class Advisor

Name of Staff Member	School	Grade level/Subject
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2) How many students? 100 students

3) Name of destination: Six Flags New England Amusement Park

4) City/State of destination: Agawam, Massachusetts

5) Departure: Tuesday, June 2, 2015 8:30 am

Day	Date	Time
Tuesday,	June 2, 2015	7:30 pm

6) Return: Day Date Time

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

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

The field trip will support the Collaborative Person and Respectful Person school wide rubrics at Wilby High School.

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

CCSS.ELA-Literacy.SL.11-12.1.b
Working with peers to promote civic democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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

How can we work together to achieve a common goal?

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

The expected performance for this field trip is for students to work collaboratively to achieve a common goal and to respectful of one another, as well as, all others.

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

Collaborative Person rubric and Respectful Person rubric.
A questionnaire will be distributed at the conclusion of the trip.

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

The students will engage in a variety of activities to work together as a group. Also, the field trip will help to develop interpersonal skills.

14) Transportation: Type/name of Approved PUC Carrier

Landjet

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

Name	Phone Number	Name	Phone Number
1. Marnie Valletta	203-592-2979	4	
		5.	
3		6	

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

Teacher(s) as chaperones: Marnie Valletta, Jamie Farrell, Tara Doyle

Aides(s) as chaperones: Karri Gibson, Faye DiLorenzio

Parent(s) as chaperones: Todd Cicchetti, Noraida Veiera, Beatrice Gonzalez, Andrea Alston, Ms. Tarver

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

This trip is funded from the proceeds of Powder Puff Activity and the Homecoming Dance that was sponsored and ran by the Senior class.

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

\$50.00 per student

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

This trip is aligned with PBIS standards. Any student that has excessive suspensions or absences will not be allowed to attend per Administration. Administration has the right to refuse a student based on these guidelines.

20) What is the approximate cost all chaperones?

Chaperones will be paid for by the park.

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

Teacher	Subject/Grade	Teacher	Subject/Grade
1. Marnie Valletta	English 12	4.	
2. Jamie Farrell	Science	5.	
3. Tara Doyle	English	6.	

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

Yes ☒ No ☐

Theresa Benson RN
Signature of School Nurse

4/21/15
Date

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

Is this field trip recommended? Yes ☒ No ☐

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

Dawn Kalam
Signature of School Principal

4/22/15
Date

CENTRAL OFFICE RESPONSE

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

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

[Signature]
Signature of Superintendent/Designee/ILD

4-27-15
Date

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

Signature of BOE/Designee

Date

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

#19

REQUEST FOR FIELD TRIP

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

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

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

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

Date Submitted: 4-15-15 Name of Travel Agency (if applicable): N/A

1) Requested by: Patricia Theriault Waterbury Arts Magnet School Grade 6, reading

Name of Staff Member School Grade level/Subject

2) How many students? 116 Grade 12

3) Name of destination: Six Flags

4) City/State of destination: Agawam, Massachusetts

5) Departure: Friday June 5, 2015 1:00 p.m.
Day Date Time

6) Return: Friday June 5, 2015 10:30 p.m.
Day Date Time

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

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

This is the senior class trip.

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

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

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

Students will exhibit positive behavior throughout the day.

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

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

14) Transportation: Type/name of Approved PUC Carrier

First Student Bus Watertown, CT 860-274- 5212

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

Name	Phone Number	Name	Phone Number
1. Patricia Theriault	203-721-2075	4	
2. Debbie Benjamin	203228-4269	5.	
3		6	

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

Teachers and parents as chaperones: Please see attached sheet.

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

Trip will be paid for by the Senior Class Fund.

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

Trip will be paid for by the senior fundraising.

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

20) What is the approximate cost all chaperones?

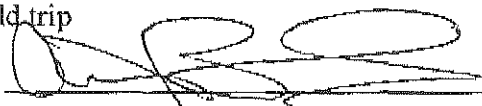
No cost to chaperones.

21) How many substitutes are necessary? 3 (If none specify)

Teacher	Subject/Grade	Teacher	Subject/Grade
1. Debbie Benjamin	High School Business	4.	
2. Patricia Theriault	Grade 6 reading	5.	
3.		6.	

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

Yes ☒ No ☐


Signature of School Nurse

4-20-15
Date

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

Is this field trip recommended? Yes ☒ No ☐

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

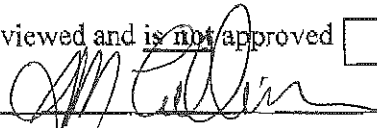

Signature of School Principal

4-20-15
Date

CENTRAL OFFICE RESPONSE

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

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


Signature of Superintendent/Designee/ILD

4-27-15
Date

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

Signature of BOE/Designee

Date

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

Parent and Teacher Chaperones

1. Debbie Benjamin
2. Patricia Theriault
3. Amy Saunders
4. Krista Benjamin
5. Elisa Griffin
6. Mr. Weaver
7. Mrs. Weaver
8. Mrs. Hutchinson
9. Mrs. Zenick
10. Mrs. Dugan
11. Mr. Keane
12. Mrs. Doucette

#20

REQUEST FOR FIELD TRIP

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

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

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

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

Date Submitted: April 2, 2015

Name of Travel Agency (if applicable): Land Jet

1) Requested by: Amy L'Heureux WAMS 7th/language arts/science

Name of Staff Member

School

Grade level/Subject

2) How many students? 180-190 (approximation)

3) Name of destination: Bronx Zoo

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

5) Departure: Monday June 1st 8:15am

Day

Date

Time

6) Return: Monday June 1st 5:00pm

Day

Date

Time

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

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

The units vary depending on the time of the year and grade level, however, this trip touches upon several units.

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

Science (grades 7 and 8): 7.2.a, 7.2.b, 8.2.b

Language Arts: SL.7.1.c, W.7.3.d, W.7.3.e

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

- 1) What are all organisms composed of, how are they sustained, and how do they perform basic life functions?
- 2) How does the environment play a role in an organisms' overall livelihood?
- 3) How can we use precise language, relevant descriptive details, and sensory language to capture experiences and events?
- 4) How can we pose questions that elicit elaboration with relevant observations and ideas that bring about discussion?

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

Students will be expected to listen attentively so that they will be able to absorb relevant/crucial information pertinent to reflective/comprehensive discussions during and after the trip and so that they will be able to complete any and all of their written assignments based upon their experiences at the Bronx Zoo.

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

Students will participate in class discussions and be prepared to answer various reflective/critical forms of questioning related to their overall experience at the park.

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

This trip is lined to several science/language arts Common Core CT state standards and will ultimately prove to enrich our student's minds with knowledge pertaining to living organisms. They will then take this newly acquired knowledge and apply it in their regular classes.

14) Transportation: Type/name of Approved PUC Carrier

Land Jet (1-203-755-1647)

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

Name	Phone Number	Name	Phone Number
1. Amy L'Heureux Cell: 860-940-4621	School Phone # 203-573-6300	4 Cynthia Winklemann	203-573-6300
2. Kim Gordon	203-573-6300	5. Matt Rusinski	203-823-6894
3. Cheri Crossley	203-573-6300	6 Dave Battisti	203-982-1660

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

Teacher(s) as chaperones: Amy L'Heureux, Valerie Rinaldi, Lynn Krawczyk, Kim Gordon, Elisa D'Agostino, Cynthia Winklemann, Matt Rusinski, Matt Domenichini, Dave Battisti

Aides(s) as chaperones: Sarah Edmonds, Suzanne Jacob-Muccino

Parent(s) as chaperones: To be Announced/As Needed

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

Students are contributing \$20 each to the cost of the trip. Also, \$1174.50 will be used from the 7th Grade Activity fund (previously earned) that will be used to fund the trip.

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

\$20.00

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

Students would do not meet pre-determined criteria (will be identified on the permission slip at the beginning of May) will not be allowed to attend.

20) What is the approximate cost all chaperones?

\$90.00 (After the discount from the Bronx Zoo)

21) How many substitutes are necessary? ☐ None (If none specify) *NOTE* Pre-determined teachers will stay back for the "intervention day" to work with the students that are not attending.

Teacher	Subject/Grade	Teacher	Subject/Grade
n/a		4.	
2.		5.	
3.		6.	

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

Yes ☒ No ☐

Signature of School Nurse

Date

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

Is this field trip recommended? Yes ☒ No ☐

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

Signature of School Principal

Date

CENTRAL OFFICE RESPONSE

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

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

Signature of Superintendent/Designee/ILD

Date

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

Signature of BOE/Designee

Date

#21

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

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

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

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

Date Submitted: 4/17/15 Name of Travel Agency (if applicable): _____

1) Requested by: Luanelly Iglesias NEMS 8th
Name of Staff Member School Grade level/Subject

2) How many students? 30

3) Name of destination: Old Sturbridge Village

4) City/State of destination: 1 Old Sturbridge Village Road, Sturbridge, MA 01566

5) Departure: Friday, 5/15/15 8:00am
Day Date Time

6) Return: Friday, 5/15/15 2:00pm
Day Date Time

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

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

Chapter 5 = Life in the English Colonies

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

Opportunities for Museums and Other Groups

Offer engaging, historically accurate, positive experiences for children of all ages and abilities in an environment where all children feel they can contribute

Provide educational materials, resources and outreach activities to school districts.

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

Describe how people live during the colonial times.

Explain how the climate and geography affect the colonial economy

Explain what role did women and men played in the colonial economy.

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

Students will learn about the history of the colonial times, how people live, depend on, how they developed their economy and the role of citizen's members of the society..

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

Quiz, verbal questions

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

This field trip will help students gather historical information and understand casual factors to appreciate the life of the colonial times, their economy system the role of the citizens and their government sustem

14) Transportation: Type/name of Approved PUC Carrier

School Bus

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

Name	Phone Number	Name	Phone Number
1. Mrs. Luanelly Iglesias	203 574 8235	4	
2. Mrs. Ermira Isaku	same	5.	
3		6	

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

Teacher(s) as chaperones: *Ms. Herrera*

Aides(s) as chaperones: *Wanda Suarez*

Parent(s) as chaperones:

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

The tour is free . Gear Up will cover for the cost.

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

\$0

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

20) What is the approximate cost all chaperones?

\$0

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

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

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

Yes ☐ No ☒ none needed Signature of School Nurse 4/21/15 Date

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

Is this field trip recommended? Yes ☒ No ☐

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

Jacqueline He Signature of School Principal 4/21/15 Date

CENTRAL OFFICE RESPONSE

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

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

[Signature] Signature of Superintendent/Designee/ILD 4-21-15 Date

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

Signature of BOE/Designee

Date

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

REQUEST FOR FIELD TRIP

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

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

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

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

Date Submitted: 4/21/15 Name of Travel Agency (if applicable): _____

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

2) How many students? 39

3) Name of destination: Liberty Science Center

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

5) Departure: <u>Tuesday</u>	<u>5/26/15</u>	<u>6:00 AM</u>
Day	Date	Time

6) Return: <u>Tuesday</u>	<u>5/26/15</u>	<u>6:30 PM</u>
Day	Date	Time

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

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

Mathematical Modeling
Functions and Their Graphs

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

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

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

How can mathematical models be used to predict future values?

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

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

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

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

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

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

14) Transportation: Type/name of Approved PUC Carrier

Land/Jet Inc.

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

Name	Phone Number	Name	Phone Number
1. Joseph Brady	203-573-6300	4	
2. <i>Dennis Brady</i>	<i>203-597-7636</i>	5.	
3		6	

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

Teacher(s) as chaperones: Joseph Brady

Aides(s) as chaperones: Sam Brown

Parent(s) as chaperones: ~~2 chaperones to be named later~~ *Dennis Brady, Parent of John Weaver*

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

Bus -- paid for by Magnet School Grant
Student Contributions will cover the rest.

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

\$30

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

20) What is the approximate cost all chaperones?


\$40

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

Teacher	Subject/Grade	Teacher	Subject/Grade
1. Joseph Brady	H.S. Mathematics	4.	
2.		5.	
3.		6.	

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

Yes ☒ No ☐

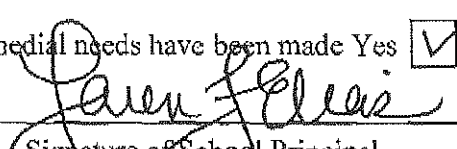

Signature of School Nurse

4-21-15
Date

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

Is this field trip recommended? Yes ☒ No ☐

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

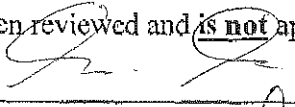

Signature of School Principal

4-21-15
Date

CENTRAL OFFICE RESPONSE

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

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


Signature of Superintendent/Designee/ILD

4/21/15
Date

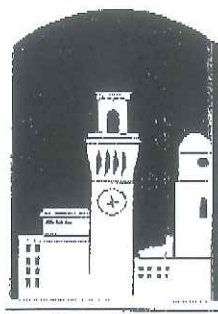
25) This field trip request required Board of Education action for out of state or overnight field trip was approved/denied by the Board of Education during its meeting of _____

Signature of BOE/Designee

Date

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

#22a



WATERBURY

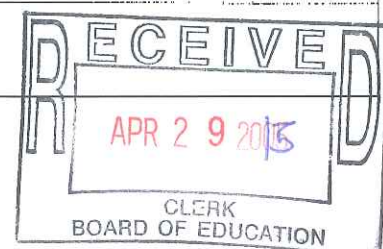
Public Schools

Today's Students, Tomorrow's Leaders

CENTRAL OFFICE: RECEIVED STAMP/INITIALED

FIELD TRIP REQUEST FAX/EMAIL COVER SHEET

School Name:	<u>Wilby High School</u>
Your Name:	<u>Mr. Anthony J. Mango</u>
Today's Date:	<u>April 28, 2015</u>
Date/s of Field Trip	<u>Wednesday, May 20, 2015</u>
In State: <input type="checkbox"/> Out of State <input checked="" type="checkbox"/>	<u>Out of State</u>
Number of students	<u>40-50</u>
Number of chaperones	<u>4-5</u>
Nurse's Signature: <input type="checkbox"/>	
Principal's Signature: <input type="checkbox"/>	
Number of Pages Attached:	<u>4</u>



REQUEST FOR FIELD TRIP

Revised 07/17/13

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

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

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

Date Submitted: Wednesday, April 2, 2015 Name of Travel Agency (if applicable): _____

1) Requested by: Anthony J. Mango Wilby High School 11-12 / Culinary Arts
 Name of Staff Member School Grade level/Subject

2) How many students? 40-50

3) Name of destination: The Culinary Institute of America/FDR Museum

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

5) Departure: Wednesday May 20, 2015 7:30 a.m.
 Day Date Time

6) Return: Wednesday May 20, 2015 6:00 p.m.
 Day Date Time

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

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

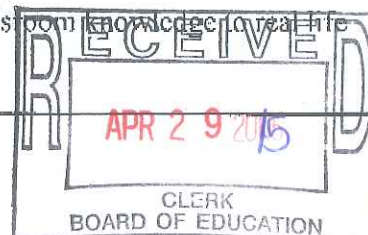
This field trip supports the School to Careers unit of the curriculum as well as Food Production and Service.

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

This field trip supports content standard 8.16-Students will analyze career paths within the hospitality, food production and services industry.

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

What careers are available in Culinary Arts? How can we apply our classroom knowledge to real life industry practices?



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

Students will tour CIA as a way to see a post secondary education environment in the area of Culinary Arts, in person. Students will observe roles and functions of individuals engaged in food production and service careers, as well as tour facilities ask questions and interview employees and management.

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

Students participating in this field trip will examine education and training requirements for career paths in Culinary Arts, by researching on the trip and presenting a report.

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

This trip will demonstrate to the students, what the Wilby Culinary Arts classroom can lead them to, after high school at college & after college. It also coincides with, both the CT & U.S. Federal, educational framework guidelines. We will be touring the College, Food Service Facilities, .

14) Transportation: Type/name of Approved PUC Carrier

JTR Transportation

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

Name	Phone Number	Name	Phone Number
Anthony Mango	(203)574-8329		

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

Teacher(s) as chaperones: Mr. Anthony J. Mango

Aides(s) as chaperones: Ms. Carrie Gibson, Mr. Shelby Davis (Attendance counselor)

Parent(s) as chaperones: Noy Muzzio

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

Carl Perkins Grant, Culinary Arts Fundraisers, minimal student contribution

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

\$15.00-20.00

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

20) What is the approximate cost all chaperones?

N/A

21) How many substitutes are necessary? 1 (If none specify)

Teacher	Subject/Grade	Teacher	Subject/Grade
Mr. Anthony J. Mango	Culinary Arts		

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

Yes ☐

No ☐

Tracy Benson RN
Signature of School Nurse

4-30-15
Date

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

Is this field trip recommended? Yes ☒ No ☐

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

Dawn Kalan
Signature of School Principal

4/29/15
Date

CENTRAL OFFICE RESPONSE

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

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

AMC
Signature of Superintendent/Designee/ILD

4/30/15
Date

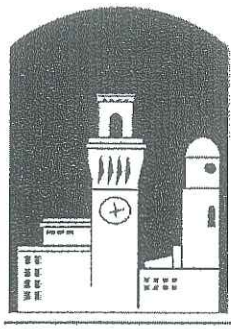
25) This field trip request required Board of Education action for out of state or overnight field trip was approved/denied by the Board of Education during its meeting of _____

Signature of BOE/Designee

Date

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

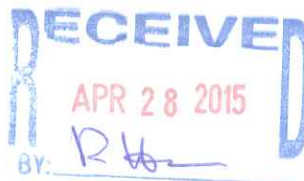
#226



WATERBURY Public Schools

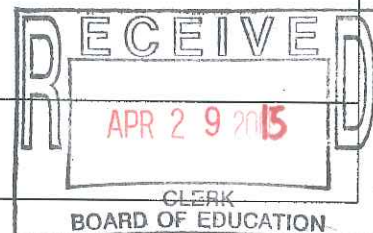
Today's Students, Tomorrow's Leaders

CENTRAL OFFICE: RECEIVED STAMP/INITIALED



FIELD TRIP REQUEST FAX/EMAIL COVER SHEET

School Name: Kennedy High School
Your Name: Arianne Salcito + 4
Today's Date: April 14, 2015
Date/s of Field Trip May 27, 2015
In State <input type="checkbox"/> Out of State <input checked="" type="checkbox"/>
Number of students: 50 ✓
Number of chaperones: 5 ✓
Nurse's Signature: <input checked="" type="checkbox"/>
Principal's Signature: <input checked="" type="checkbox"/>
Number of Pages Attached:



REQUEST FOR FIELD TRIP

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

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

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

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

1) Requested by: Arianne Salcito Kennedy High School 10th/12th
 Name of Staff Member School Grade level/Subject

2) How many students? 50

3) Name of destination: New York City: Circle Line Cruise and Times Square

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

5) Departure: Wednesday May 27th 7:30 a.m.
 Day Date Time

6) Return: Wednesday May 27th 5:00 p.m.
 Day Date Time

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

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

This in regards to my 10th grade classes this would satisfy the American Revolution unit, in regards to the Battle of New York. This trip also benefits t it would also satisfy the senior elective of Geography, in the regards of showcasing New York City as a global city and how vulnerable it is as an open port for terrorism.

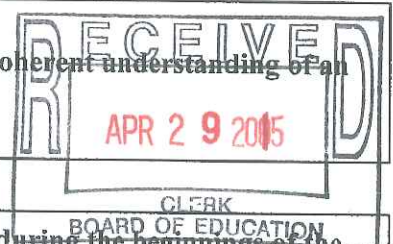
9) What are the Common Core State Standards this field trip supports?

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

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

How did the geography of New York City lend itself to making NYC a large port during the beginnings of the country? Does New York's location lend itself to being a target to foreign attacks (British Invasion/9/11 attacks)?



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

Expected performances to be learned from this trip are to become global citizens and information processors.

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

Upon return from this trip the attendees will be required to produce a reflection centered around the guiding questions from above.

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

This trip will broaden the global scope for the attendees and show them in a close environment how vulnerable New York City is as a port in the global economy.

14) Transportation: Type/name of Approved PUC Carrier

Coach Bus Provided by Land Jet of Waterbury CT

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

Name	Phone Number	Name	Phone Number
1. Arianne Salcito	203-574-8150	4	
2. Maria DeJesus	203-574-8150	5.	
3		6	

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

Teacher(s) as chaperones: Arianne Salcito, Luanne Rosin-Capolupo

Aides(s) as chaperones: Maria DeJesus

Parent(s) as chaperones: Jorge DeJesus, Kellie Hougasian

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

Student and teacher paid.

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

Approximately \$45.00

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

20) What is the approximate cost all chaperones?

There is no cost to the chaperones.

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

Teacher	Subject/Grade	Teacher	Subject/Grade
1. Arianne Salcito	10 th /12 th Social Studies	4.	
2. Luanne Rosin-Capolupo	9 th Social Studies	5.	
3.		6.	

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

Yes ☒

No ☐

Margaret Owens RN
Signature of School Nurse

4-17-15
Date

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

Is this field trip recommended? Yes ☒ No ☐

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

[Signature]
Signature of School Principal

4/27/15
Date

CENTRAL OFFICE RESPONSE

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

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

[Signature]
Signature of Superintendent/Designee/ILD

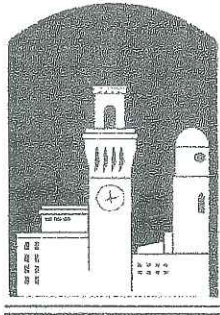
4-28-15
Date

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

Signature of BOE/Designee

Date

#22c



WATERBURY Public Schools

Today's Students, Tomorrow's Leaders

CENTRAL OFFICE: RECEIVED STAMP/INITIALED



FIELD TRIP REQUEST FAX/EMAIL COVER SHEET

School Name: Wilby High School

Your Name: Major Michael Simon

Today's Date: 24 April 2015

Date/s of Field Trip: 5 June 2015

In State: No

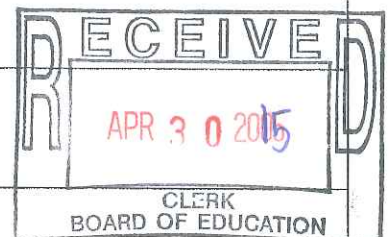
Number of students: 48

Number of chaperones: 5 ✓

Nurse's Signature: ☒

Principal's Signature: ☒

Number of Pages Attached: 4, including this page.



REQUEST FOR FIELD TRIP

Revised 07/17/13

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

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

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

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

Date Submitted: 9 Apr 2015 Name of Travel Agency (if applicable): _____

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

2) How many students? 48

3) Name of destination: Washington DC

4) City/State of destination: Washington DC

5) Departure: Friday, 5 June 2014, 8:00 a.m.
Day Date Time

6) Return: Sunday, 7 June 2014, 4 p.m.
Day Date Time

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

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

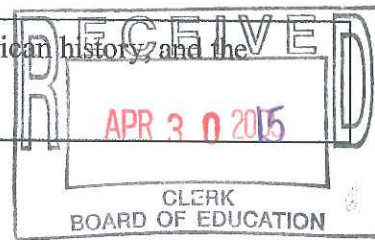
The curriculum for JROTC is focused on leadership education. The class will visit many sights in and around the nation's capital. JROTC Cadets will have a chance to see the Friday Evening Parade, the Quantico Marine Corps Museum, Smithsonian museums, Washington Memorial, Congress and the White House.

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

The students who are attending this field trip have never visited Washington DC. Common Core reading standards will be reinforced as the class reads information about our nation's capital and museum displays.

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

The guiding question for this field trip will be about American government, American history, and the United States Marine Corps history.



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

The students will be expected to research information about the Nation's capital and the sights that will be visited.

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

Through interaction with the students during and after the field trip.

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

Students may gain a hands-on knowledge of Washington DC, historical events, American geography and practical leadership

14) Transportation: Type/name of Approved PUC Carrier

Land Jet Bus Company, Waterbury.

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

Name	Phone Number	Name	Phone Number
1. Major Mike Simon	413-218-9203	4	
2.		5.	
3		6	

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

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

Aides(s) as chaperones:

Parent(s) as chaperones: Mrs. Lydia Colon, Mrs. Rosa Rodriguez, Mr. Carlos M. Centeno,
Mrs. Jessica DeJesus

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

JROTC 2015 Operating Budget. One free healthy meal per day will be consumed in Military dining facilities.

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

\$100. The cost of lodging at Anderson Air Force Base, Maryland will be \$30 for two nights. It will be recommended that students bring \$70 for snacks and incidentals. All events, museums and activities will be free.

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

20) What is the approximate cost all chaperones?

\$100

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

Teacher	Subject/Grade	Teacher	Subject/Grade
1. Major Mike Simon	JROTC 10-12	4.	
2. 1st Sgt Wayne Violette	JROTC grade 9	5.	
3.		6.	

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

Yes ☒ No ☐

Sherry H. Bonner
Signature of School Nurse

4-23-15
Date

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

Is this field trip recommended? Yes ☒ No ☐

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

Jawn Kalun
Signature of School Principal

4/24/15
Date

CENTRAL OFFICE RESPONSE

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

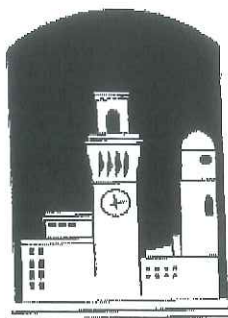
This field trip request has been reviewed and ~~is~~ not approved ☐

AM Coleman
Signature of Superintendent/Designee/ILD

4-28-15
Date

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

#22d



WATERBURY

Public Schools

Today's Students, Tomorrow's Leaders

CENTRAL OFFICE: RECEIVED STAMP/INITIALED

RECEIVED
APR 30 2015
BY: RH

FIELD TRIP REQUEST FAX/EMAIL COVER SHEET

School Name:

Enlightenment School

Your Name:

Melissa Levesque

Today's Date:

April 20, 2015

Date/s of Field Trip

May 22, 2015In State ☐ Out of State x☒

Number of students

50

Number of chaperones

5Nurse's Signature: ☒Salvatore BSN RNPrincipal's Signature: ☒Guendolya Luddi - Gomez

Number of Pages Attached:

Revised 07/17/13

REQUEST FOR FIELD TRIP

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

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

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

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

Date Submitted: 4/20/15 Name of Travel Agency (if applicable): _____

1) Requested by: Melissa Levesque Enlightenment School 6-12

Name of Staff Member School Grade level/Subject

2) How many students? 50

3) Name of destination: Six Flags New England

4) City/State of destination: Agawam, MA

5) Departure: May 22 at 8:45am

Day Date Time
May 22 at 4:45pm

6) Return: _____
Day Date Time

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

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

Students selected for this trip were students who successfully followed the PBIS program. This supports all curriculums because students who successfully follow the program have reduced disciplinary incidents and reduced truancy which leads to improved academic outcomes.

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

This field trip supports all standards because students who successfully followed the PBIS have reduced disciplinary incidents and reduced truancy which leads to improved academic outcomes.

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

How does PBIS increase academic achievement?

2

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

How to respectfully conduct themselves in a public setting

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

Student survey of the PBIS program at the end of the year.

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

The trip rewards the students who were successful throughout the school year and encourages students to continue to follow the PBIS program.

14) Transportation: Type/name of Approved PUC Carrier

PAL

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

Name	Phone Number	Name	Phone Number
1. Melissa Levesque	203-558-8259	4	
2.		5.	
3		6	

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

Teacher(s) as chaperones: Melanie Alvarado, Rebecca Marold, Joselyn Person, Jillian Jusino, Sharon Crosby

Aides(s) as chaperones:

Parent(s) as chaperones:

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

1. Fund raising activities: bake sale, dress for success day
2. Student contributions

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

\$21.00

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

Students who did not successfully follow the PBIS program throughout the year

20) What is the approximate cost all chaperones?

\$31.02

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

Teacher	Subject/Grade	Teacher	Subject/Grade
1. Joselyn Person	Science/H.S.	4.	
2. Jillian Jusino	Math/H.S.	5.	
3.		6.	

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

Yes ☒ No ☐

Karen Phelan-Wagner
Signature of School Nurse

4/29/15
Date

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

Is this field trip recommended? Yes ☒ No ☐

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

Shirley Field
Signature of School Principal

4/30/15
Date

CENTRAL OFFICE RESPONSE

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

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

AM Cellen
Signature of Superintendent/Designee/ILD

4/30/15
Date

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

Signature of BOE/Designee

Date

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

COMMITTEE ON SCHOOL FACILITIES & GROUNDS

#23

WORKSHOP: Thurs., April 30, 2015 (Maloney Magnet School)
BOARD MEETING: Thurs., May 7, 2015

TO THE BOARD OF EDUCATION
WATERBURY, CONNECTICUT

LADIES AND GENTLEMEN:

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

GROUP	FACILITIES AND DATES/TIMES
Vanesa Hansi	Walsh gym: Wed., May 20th 4:00-5:00pm (ESH End of Yr. Celebration)
T. St. Pierre	Duggan café & gym: Wed., June 17th 4:30-7:30pm (parent involvement cookout)
M. Vagnini	WAMS recital hall: Mon., June 8th 4:00-8:00pm (Honor Society Induction)
R. O'Neill	Carrington café: Tues., May 12th 5:45-8:15pm (Book Club mtg.)
J. Dooling	Rotella lobby: Tues., June 9th 3:35-5:00pm (student piano recital)
Park Dept.	Kennedy pool: Mon. thru Fri. May 26th-June 5th 2:30-5:30pm (lifeguard training)
Ed McCann	Kennedy pool: Mon. thru Fri. 6/29-8/7/15 8:45am-3:00pm (summer swim)
	Kennedy aud.: Wed., June 24th 9am-3pm (summer training-blood borne pathogens)
	WSMS pool: Mon. thru Fri. 6/29-8/7/15 8:45-3:00pm (Learn to Swim Program)
	Sprague gym: Mon.thru Fri. 6/25-8/12/15 8am-4pm (summer recreation program)
R. Moffo	Generali gym: Thurs., June 4th 5:00-7:00pm (spring concert)
	Generali gym & café: Thurs., May 7th 5:30-8:30pm (Family Spring Night)
D. Bakewell	Sprague gym: Thurs., May 28th 5:00-7:00pm (Family Fitness Night)
N. Clemente	Sprague gym: Wed., June 10th 4:30-7:00pm (Family Math Night)
N. Jones	Reed café: Thurs., Aug. 20th 10:00-11:00am (Crossing Guards mtg.)
A.Edwards	Tinker café: Fri., May 15th 5:00-7:30pm (ESL potluck dinner)

Approved:

Felix M. Rodriguez

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


SCHOOL PERSONNEL USE ONLY

APR 23 2015

DATE: April 22, 2015

TO: SCHOOL BUSINESS OFFICE

FROM: Walsh School - Vanesa Hanisi

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

NAME OF SCHOOL REQUESTED: Walsh School☐ Auditorium☒ Gymnasium☐ Swimming Pool☐ Café/RoomsDATES REQUESTED: Wed. May 20, 2015FROM: 4:00 am/pm pm TO: 5:00 am/pm pmFOR THE FOLLOWING PURPOSES:ESH Program End of Year Family Celebration

_____
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

APR 17 2015

Date: 4/17/15

TO: SCHOOL BUSINESS OFFICE

FROM: DUGGAN SCHOOL

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

NAME OF SCHOOL REQUESTED: DUGGAN SCHOOL

☒ Auditorium ☒ Gymnasium ☐ Swimming Pool ☒ Café/Rooms

DATES REQUESTED: Parent Involvement / Cookout

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

FOR THE FOLLOWING PURPOSES: Wed, June 17, 2015

Gina SaPene

APPLICANT
Parent Liaison

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.

8032-

RETURN TO MS. SKRAPITS

APR 20 2015

SCHOOL PERSONNEL USE ONLYDATE: 4/17/15

TO: SCHOOL BUSINESS OFFICE

FROM: M. Vagnini

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

NAME OF SCHOOL REQUESTED: WAMS

Auditorium



Gymnasium



Swimming Pool



Café/Rooms

Recital HallDATES REQUESTED: Monday June 8 2015FROM: 4

am/pm

TO: 5

am/pm

FOR THE FOLLOWING PURPOSES:TRI M. MUSIC Honor Society
Induction CeremonyM. Vagnini
APPLICANT

Please note the following provisions:

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

APR 20 2015

SCHOOL PERSONNEL USE ONLY

DATE:

April 16, 2015

TO: SCHOOL BUSINESS OFFICE

FROM:

R. O'Neill

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

NAME OF SCHOOL REQUESTED:

Carrington

☐ Auditorium

☐ Gymnasium

☐ Swimming Pool

☒ Café/Rooms

DATES REQUESTED:

May 17 - Tuesday

FROM:

5:45

am/pm

TO:

8:15

am/pm

FOR THE FOLLOWING PURPOSES:

Book Club MTG

R. O'Neill
APPLICANT

Please note the following provisions:

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

SCHOOL PERSONNEL USE ONLY

DATE: 4-12-15

TO: SCHOOL BUSINESS OFFICE

FROM: Joan Dooling

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

NAME OF SCHOOL REQUESTED: Rotella

☐ Auditorium

☐ Gymnasium

☐ Swimming Pool

☐ Café/Rooms

☒ Lobby &
Use of
Baby Grand
Piano

DATES REQUESTED: June 9, 2015

FROM: 3:35 am/pm TO: 5:00 am/pm

FOR THE FOLLOWING PURPOSES:

Annual student Piano Recital (rescheduled from 5-14-15)

Joan O. Dooling
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

APR 23 2015

DATE: 4/22/15

TO: SCHOOL BUSINESS OFFICE

FROM: Rec / Ed McCann

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

NAME OF SCHOOL REQUESTED: Kennedy H.S.

☐ Auditorium ☐ Gymnasium ☒ Swimming Pool ☐ Café/Rooms

DATES REQUESTED: 5/26 - 6/5

FROM: 2:30 am/pm TO: 5:30 am/pm

FOR THE FOLLOWING PURPOSES:

Lifeguard Training Class

Ed McCann
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

APR 23 2015

DATE: 4-24-2015

TO: SCHOOL BUSINESS OFFICE

FROM: Ed. McAnn-Rec

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

NAME OF SCHOOL REQUESTED: Kennedy High School

☐ Auditorium

☐ Gymnasium

☒ Swimming Pool

☐ Café/Rooms

DATES REQUESTED: June 29 - Aug 7, 2015

FROM: 8:45 am/pm

TO: 3:00 am/pm

FOR THE FOLLOWING PURPOSES:

Swim for Summer All Day
Program

Ed. McAnn
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

APR 27 2015

DATE: April 27, 2015

TO: SCHOOL BUSINESS OFFICE

FROM: Ed McCann

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

NAME OF SCHOOL REQUESTED: Kennedy High School

☒ Auditorium ☐ Gymnasium ☐ Swimming Pool ☐ Café/Rooms

DATES REQUESTED: June 24, 2015

FROM: 9:00 am/pm TO: 3:00 am/pm

FOR THE FOLLOWING PURPOSES:

Summer Training - Blood Borne
Pathogens - Human Resources training

Ed McCann
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.

hook

SCHOOL PERSONNEL USE ONLY

APR 23 2015

DATE: 4-22-2015

TO: SCHOOL BUSINESS OFFICE

FROM: Ed McCann - Rec.

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

NAME OF SCHOOL REQUESTED: West Side Middle School

☐ Auditorium

☐ Gymnasium

☒ Swimming Pool

☐ Café/Rooms

DATES REQUESTED: June 29 - August 7, 2015

FROM: 8:45 am/pm TO: 3:00 am/pm

FOR THE FOLLOWING PURPOSES:

Bureau of Recreation / Learn to Swim

Ed McCann
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

APR 23 2015

DATE: 4/22/15

TO: SCHOOL BUSINESS OFFICE

FROM: Rec / Ed McCann

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

NAME OF SCHOOL REQUESTED: Sprague School

☐ Auditorium

☒ Gymnasium

☐ Swimming Pool

☐ Café/Rooms

DATES REQUESTED: June 25 - August 12, 2015

FROM: 8:00 am/pm

TO: 4:00 am/pm

FOR THE FOLLOWING PURPOSES:

Bureau of Recreation / Waterville Recreation
for Summer All Day Program

Ed McCann
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

APR 20 2015

DATE: 4-17-15

TO: SCHOOL BUSINESS OFFICE

FROM: Rosemarie Meffo

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

NAME OF SCHOOL REQUESTED: General

☐ AUDITORIUM ☒ GYMNASIUM ☐ SWIMMING POOL ☐ CAFE/ROOMS

DATES REQUESTED: June 4th 2015

FROM 5 am/pm TO 7 am/pm

FOR THE FOLLOWING PURPOSES:

Spring Concert

Rosemarie Meffo
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.

SCHOOL PERSONNEL USE ONLY

DATE:

4-17-15

APR 20 2015

TO: SCHOOL BUSINESS OFFICE

FROM:

Rosemarie Moffo

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

NAME OF SCHOOL REQUESTED:

Generali



AUDITORIUM



GYMNASIUM



SWIMMING POOL



CAFE/ROOMS

DATES REQUESTED:

May 7th 2015

FROM

5:30

am/pm

TO

8:30

am/pm

FOR THE FOLLOWING PURPOSES:

Family Spring Night

Holly Rock Game

Rosemarie Moffo
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.

SCHOOL PERSONNEL USE ONLY

APR 20 2015

DATE: 4/20/2015

TO: SCHOOL BUSINESS OFFICE

FROM: Diane Bateucll

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

NAME OF SCHOOL REQUESTED: Sprague Elementary☐ Auditorium☒ Gymnasium☐ Swimming Pool☐ Cafeteria/RoomsDATES REQUESTED: 5/28/2015FROM: 5 am ☐ pm TO: 7 am ☐ pmFOR THE FOLLOWING PURPOSES:Family Fitness NightDiane Bateucll
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

APR 24 2015

DATE:

4/24/15

TO: SCHOOL BUSINESS OFFICE

FROM:

Early Childhood Education Program

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

NAME OF SCHOOL REQUESTED:

Sprague



Auditorium



Gymnasium



Swimming Pool



Café/Rooms

DATES REQUESTED:

Wednesday, June 10th

FROM:

4:30

am/pm

TO:

7:00

am/pm

FOR THE FOLLOWING PURPOSES:

Early Childhood Family Math Night

APPLICANT

Nona Clemente

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

APR 28 2015

DATE: 4-28-15

TO: SCHOOL BUSINESS OFFICE

FROM: Dora Jones

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

NAME OF SCHOOL REQUESTED: Reed

☐ Auditorium ☐ Gymnasium ☐ Swimming Pool ☒ Cafeteria/Rooms

DATES REQUESTED: 8-20-2015

FROM: 10 (am/pm) TO: 11 (am/pm)

FOR THE FOLLOWING PURPOSES:

Crossing Guard meeting

Dora Jones
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 ONLYDATE: 4/28/15

TO: SCHOOL BUSINESS OFFICE

FROM: B. W. Tinker / A. Edwards

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

NAME OF SCHOOL REQUESTED: B.W. Tinker School☐ Auditorium☐ Gymnasium☐ Swimming Pool☒ Cafe/RoomsDATES REQUESTED: May 15th 2015FROM: 5:00 am/pm TO: 7:30 am/pm

FOR THE FOLLOWING PURPOSES:

ESL Potluck DinnerAppalee Edwards
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.

#24

COMMITTEE ON SCHOOL FACILITIES & GROUNDS

WORKSHOP: Thurs., April 30, 2015 (Maloney Magnet School)
BOARD MEETING: Thurs., May 7, 2015

TO THE BOARD OF EDUCATION
WATERBURY, CONNECTICUT

LADIES AND GENTLEMEN:

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

<u>GROUP</u>	<u>FACILITIES AND DATES/TIMES</u>
Iglesia Adventista Del Septimo Church	Kennedy aud.: Sat. Aug. 29th 5:00-10:00 pm
Ruben Martinez (church concert)	

REQUESTING WAIVERS:

Grandville Academy	Reed computer lab, café, 5 classrms: Saturdays 6/13, 6/20, 6/27
Maurice Mosley	9:00am-3:00pm (STEM Program) (\$756.)

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

MONIES COLLECTED TO DATE:

\$ 58,177.75

Approved:

Felix M. Rodriguez

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

These activities are completed and have been billed:

Nationals, Inc.
Sacred Heart H.S.
First Oronoke Condo Assoc.
Holy Cross H.S.
Westover School

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

CONTRACT#

APR 23 2015

APPLICANT Ruben Martinez NAME OF ORGANIZATION SDA Church
ADDRESS 37 Holmes Av. Waterbury CT. 06705 TELEPHONE # 203-598-8120
(street) (city) (state) (zip code)
SCHOOL REQUESTED Kennedy H.S. DATES August 29 ROOM(S) Sanctuary
OPENING TIME 8/29 CLOSING TIME 8/29 PURPOSE Concert
ADMISSION (if any) _____ CHARGE TO BE DEVOTED TO SDA Church
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 800 CHILDREN 100
SIGNATURE OF APPLICANT Ruben M. Martinez DATE 4-23-2015

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

Ruben Martinez - 203-598-8120 - 285 Cooke St Waterbury
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. RM (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES: _____

RENTAL FEES: _____

MISCELLANEOUS FEES: _____

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

PLEASE READ THE FOLLOWING CAREFULLY

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

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

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

THERE WILL BE NO ACTIVITIES DURING SCHOOL OPEN HOUSE.

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

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

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

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

PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.

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

APPROVAL DATE _____ SCHOOL BUSINESS OFFICE _____

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

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

CONTRACT#

APPLICANT Maurice B Mosley NAME OF ORGANIZATION Granville Academy
ADDRESS 66 Redboat Rd Waterbury 06707 TELEPHONE # 263 598 4107 - cell
(street) (city) (state) (zip code) 263 756 3879 H
SCHOOL REQUESTED Reed DATES 6/13-6/27/15 ROOM(S) computer lab, auditorium
OPENING TIME 9:00am CLOSING TIME 2pm PURPOSE STEAM-programming-ages-5-12
ADMISSION (if any) NA CHARGE TO BE DEVOTED TO _____

APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 7 CHILDREN 60

SIGNATURE OF APPLICANT _____ DATE April 17, 2015

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

Maurice B Mosley, 66 Redboat Rd Waterbury
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. MBM (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES:

\$42/HR plus 1 HR service (\$756.)

RENTAL FEES: _____

MISCELLANEOUS FEES: _____

SECURITY DEPOSIT \$ _____

INSURANCE COVERAGE

YES

NO

PLEASE READ THE FOLLOWING CAREFULLY

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

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

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

THERE WILL BE NO ACTIVITIES DURING SCHOOL OPEN HOUSE.

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

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

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

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

PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.

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

APPROVAL DATE _____

SCHOOL BUSINESS OFFICE

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

White-Permittee

Goldenrod-School Business Office

Pink-Principal

Blue-Custodian

#266

Butler

Parent Educator/Positive Youth Development Leader

WILSON SCHOOL – FAMILY RESOURCE CENTER

Position Summary

This position works directly under the supervision of the FRC Coordinator, School Principal and FRC Director. The school based Family Resource Center, through the Parent Educator, provides support, encouragement, and information to families via group meetings, playgroups and personal home visits to help optimize child development during early years of life. The Positive Youth Development Leader is responsible to coordinate, monitor and deliver supportive services and meaningful activities involved with the day-to day operations of a program designed to create positive changes in youth participating the programs

Qualifications

- Associate degree (60credits) in Child Development, Social Work, Psychology, Early Childhood Education or other related field. Parent Educator Trained(Training will be provided)
- Experience working with children and families.
- Valid driver's license and reliable transportation
- Excellent interpersonal, communication, and organizational skills.
- Must possess the ability to establish and maintain effective working relationships with students, parents and staff with diverse cultural and economic backgrounds.
- Computer literate, data entry, word processing, use of Cayen data system (training will be provided)
- Knowledge of community resources to meet families' needs.
- Bilingual preferred.
- Flexible hours a must.

Duties and Responsibilities - (Not limited to duties listed below)

- Plans and delivers group meetings on parenting topics and activities for children ages 0-5.
- Plans and conducts personal visits to homes of children ages 0-3 to support parents.
- Screens enrolled children, evaluated family needs, refers clients to appropriate services.
- Use of Cayen data system to record attendance, all activities, assessments and family progress.
- Attends professional training and meets regularly with FRC Coordinator to discuss progress of program.
- Establish links with other school personnel and programs that foster positive youth development
- Coordinate activities with staff and community organizations.
- Ensure that students participate in programs involving anti-bullying, PBIS and self-esteem building.

Work Year/Hours of Work 10 Months, 30 hours per week (Flexible work schedule to meet the needs of the programs and the families they serve. Some nights and weekends required)

Salary: \$15.00 per hour. No benefits

Closing date: April 24, 2015 at 4:00 pm

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

Please submit a cover letter, application, resume, transcripts and 3 letters of recommendation to:

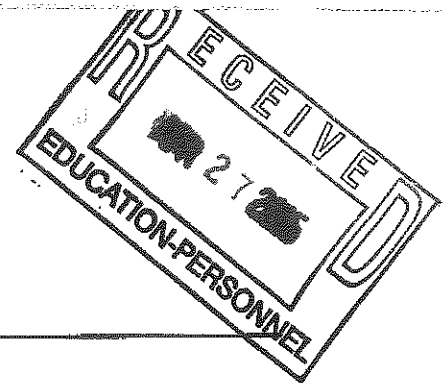
James A. Murray

Education-Grants Human Resources

236 Grand Street

Waterbury, Connecticut 06702

WATERBURY PUBLIC SCHOOL DISTRICT
236 GRAND STREET, WATERBURY, CT 06702
APPLICATION FORM
FOR NON-CERTIFIED POSITIONS



Position Applied For: Parent Educator/Youth Development leader

Applicant is requested to answer each question completely and accurately. Application may be rejected or receive a lower evaluation because items are incomplete or omitted.

PLEASE TYPE OR PRINT LEGIBLY IN INK

Name Butler Priscilla E
Last First M. I.

Address 128 Cherry Street Home Phone (203) 596-7640
No. Street

City, State, Zip Waterbury Ct 06702 Work Phone ()

Mailing Address

(If different from above)

THE FOLLOWING QUESTIONS MUST BE ANSWERED "YES" OR "NO"
GIVE DETAILS IN SPACE BELOW

Are you eligible to work in the United States? Yes ☒ No ☐
Have you ever been dismissed from employment for cause? Yes No ☒
If so, explain and state which jobs below.
Have you ever been convicted of an offense against the law
(including military offenses), are you now under charges of any offense against the law? Yes ☐ No ☒
If your answer is "Yes," give details below, Show: date, charge, place, court and disposition.
NOTE: a conviction per se is not a disqualifying factor. What you were convicted of, and how long ago are important. Give all the facts so that a decision can be made.

EXPLANATIONS TO QUESTIONS ABOVE (Use additional paper if necessary)

The Waterbury Public Schools have a vital interest in providing its employees with a safe, healthful and efficient work environment. It is the City's policy to maintain a work place free from drug and/or alcohol misuse and abuse.

Employment will be subject to a satisfactory background check, a post-offer medical examination (if required for the position that is offered) and a drug screening in accordance with state and federal law. Your signature on this form is your consent to the drug test.

EMPLOYMENT HISTORY

Describe your employment history in detail under the headings below, starting with your present or last employer and list in reverse order. Indicate the nature of the work personally performed by you. If two or more positions were held during the same period of time, show the proportion of time spent at each. If your title and duties changed materially in the course of your service in any one organization indicate such changes clearly and as separate employments.

PRESENT OR LAST EMPLOYER

NEW Opportunity Inc.,

(203) 203-573-9701

Name of Employer

Phone

444 North Main Street
Address

Waterbury
City

CT
State

06704
Zip

Dates of Employment: From 8 /2001)	Title of Position Family Service Worker Brown	Name and Title of Supervisor Joyce
To (06/2014)	Description of Duties, Responsibilities, and <i>Significant</i> Accomplishments Support and assist families as they identify and meet their goals through a case management model. Develop, plan and implement goals that include screenings, assessments and promote health, training and services to enhance family potential. To provide services through strength base model. Document and perform data entry functions as necessary to maintain files. Assist in maintaining NAEYC and Head Start performance standards. Oversee the program in the absence of the supervisor.	
Salary: \$10.00 Starting		
Ending \$13.94		
No. of Hours 35 Worked Weekly:		
	Reason for Leaving: laid Off	

PRIOR EMPLOYER

New Opportunity Inc.,
Name of Employer

Phone 203-759-0841

444 North Main
Address

Waterbury
City

CT
State

06702
Zip

Dates of Employment: From (06/1981)	Title of Position Teacher's Aide Name and Title of Supervisor; Pam Gilberti
To 08/2001)	Description of Duties, Responsibilities, and <i>Significant</i> Accomplishments Assist the teacher in the implementation of the education curriculum in preschool, head start and school readiness requirements. Develop and created activities with the education team to ensure children's learning in the social and emotional development of cognitive, approach to learning and fine and gross motor skills. Established a good rapport with families: attended parent-teacher conferences, participated with events

	and children activities. Maintain upkeep of children files.
Salary: Starting	
Ending	
No. of Hours Worked Weekly:	
	Reason for Leaving

PRIOR EMPLOYER

) _____ (_____
Name of Employer Phone

Address		City	State	Zip
Dates of Employment: From (Mo/Yr)	Title of Position Supervisor			
To (Mo/Yr)	Description of Duties, Responsibilities, and <i>Significant</i> Accomplishments			
Salary: Starting				
Ending				
No. of Hours Worked Weekly:				
	Reason for Leaving			

EDUCATION

Indicate Last Grade Completed	Name and Address of High School Last Attended Kennedy High school Highland Ave Waterbury Ct	Date of Graduation or G.E.D. Awarded 1973

Name of College Business or Technical Schools Attended	Address	Dates of Attendance	Number of Credits Completed	Type of Degree	List Major Subjects
	Cornell University Certificate	11 weeks	6	N/A	Family Development credential
NVCC College	Chase Parkway, Waterbury Ct	All 1993	9	N/A	Child Studies
Data Institute	101 Pierpont Road, Waterbury Ct	5-18-98 to 5-7-99	30	Childcare Specialist	Child Development, regulation and support of Childcare, learning experience for Children

If you have any additional education or experience, or have taken SPECIAL COURSES, list these below. Please include: Where acquired and the total number of hours involved.

____ Child Abuse and neglect, OSHA training

How did you learn of the employment opportunity for which you are applying?

Newspaper ☐ Radio ☐ Job Service ☐ Current Employer ☐ Job Posting ☐ Professional Journal ☐ Other Jennifer Deeley

For equal opportunity purposes, we are requesting the following information. This information is optional and will only be used to comply with Federal Equal Employment reporting requirements and for test validation purposes. Please check the appropriate groups below:

Female ☒ White ☐ Black ☒ Asian (Pacific Islander) ☐ Hispanic ☐ Native American ☐

Male ☐ Other (specify) _____

I certify that all statements made by me on this application are true, complete and correct to the best of my knowledge and belief. I understand and agree that if I make any misstatements or omissions of fact, I am subject to disqualification or dismissal and to such other penalties prescribed by law or Civil Service Rules and Regulations.

I voluntarily give the Civil Service Commission of the City of Waterbury, CT, or its duly authorized representative the right to make a thorough investigation of my past employment and activities, agree to cooperate in such investigation, and release from all liability or responsibility all persons, companies, or corporations supplying such information.

Date 4/21/15 Signature Bella Butts

Priscilla Butler

128 Cherry Street

Waterbury Ct, 06702

203-596-7640

Qualifications

- **Family Service Worker 14 years**
- **Computer Skills**
- **Ability to Multi-Task**
- **Home Visit Training**
- **Team Player**
- **Family Development Training**
- **Knowledge in Case Management**
- **Leadership Skills**

Education

Kennedy High School

Graduated, 1973

CT Family Development Institute

Cornell University

Certificate

Naugatuck Valley Comm College

Chase Parkway Waterbury, Ct

Child Care Studies 9 credits

Data Institution

101 Pierpont Rd, Waterbury Ct

Child Care Specialist, 30 credits

Graduated 1999

Work experience

NO Inc. 2001-2014

Waterbury, CT

Family Service Worker: Duties: Supports and assist families as they identify and meet their goals through a case management model. Develop, plan, and implement goals that include screening, assessments and promote health, training and services to enhance family potential. To ensure families become self-reliant and self-sufficient. Conduct home visits, develop strategies for parents to actively engage with children education. Work with the City of Waterbury education department on action steps for children with special needs and disabilities. Support family goals through a strength base model. Document and perform data entry functions as necessary to maintain the files. Records, monitor and follow-up on referrals for support services for reporting requirements. Support and assist families in transitioning in kindergarten. Assist in maintaining NAEYC and Head Start performance standard requirements. Maintains strict confidentiality with respect to the program, staff, children and families. Follow all program policy and procedure guidelines. Oversee the program in the absence of the supervisor to ensure program is operating effectively. Work with Head Start preschool & school readiness program

NO Inc. 1981-2001

Waterbury, Ct

Teacher's Aide: Assist the teacher in the implementation of the education curriculum preschool & head start school readiness. Develop and created activities with the team to ensure children learning and age appropriate development is social & emotional development, cognitive and gross motor skills. Monitor and supervisor children and ensured classroom environment was nurturing and safe. Established a good rapport with families and participated with events and activities throughout the year with families. Attend parent teacher conference. Document on-going progress with children and assist in maintaining children files.

Certificates

Family Development Credential

Home Visit Procedure

Child Abuse & neglect Procedures

Courses in Early Childhood

References

Joyce Brown,

Supervisor, 203-525-0063

Alvern Taylor,

Clerical Coord, 203-525-0403

Joey Nole,

Vice Principal, 203, 808-9055

USE OF SCHOOL FACILITIES
WAIVER REQUEST

(to be submitted with a Building Permit)

APPLICANT/ORGANIZATION:

Cornville Academy

Please check below specific item(s):

Building Usage Fees ☒

Custodial Fees ☐

Computer room

SCHOOL/ROOMS REQUESTED:

Gym, 5 classrooms, Auditorium, Library

DATE(S): June 13

TIMES: 9.00 - 2pm

DATE(S): June 20

TIMES: 9.00 - 2pm

DATE(S): June 27

TIMES: 9.00 - 2pm

DATE(S): _____

TIMES: _____

DATE(S): _____

TIMES: _____

DATE(S): _____

TIMES: _____

April 17, 2015

Date

[Signature]

Signature

OFFICE USE ONLY

List total cost of fees being requested to be waived:

\$

Building Usage Fees

\$

756.-

Custodial Fees

\$

Security Deposit

BOARD USE ONLY

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

ATTEST: _____

Clerk, Board of Education

Communications



Packet week ending 4/28/15

ANTHONY A. WALLACE

ATTORNEY AT LAW

394 YALE AVENUE

NEW HAVEN, CT 06515

203-745-5552

April 20, 2015

Antoinette Spinelli

Town Clerk, City of Waterbury

235 Grand Street

Waterbury, CT 06702

RE: Angela Steck PPA for Deanna Ball V City of Waterbury, Board of Education, Waterbury Police Department, and Dr. Kathleen Ouelette.

Dear Madam,

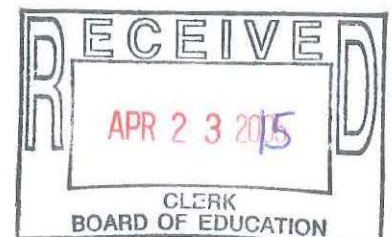
You are being sued.

On or about March 12, 2015, approx. 1:00 PM, my client, Angela Steck received a call at work from Vice Principal Harris wanting to speak with her regarding an incident with her daughter, instead of hearing it from her when she arrived home. He went on to say a parent was able to get access to her daughter's classroom.

One Chasidy Dunn's mother arrived at CROSBY High School, handed her keys to the person at the security table, they gave her a pass, and she wrote down she was there to see her daughter.

Apparently, there are no metal detectors or wands at this school, and anyone can just walk on through with their bags without showing an ID. The parent was able to get access to my client's daughter's classroom on the 3rd floor, apparently speak with the teacher, and the teacher tells Deanna Ball (my client's daughter) to step out in the hallway without telling her why, and then **closes and locks** the door behind Deanna. The parent accompanied by her daughter (Chasidy Dunn who is in same class with Deanna but was not in the classroom at that time)

The parent then began to berate Ms. Ball regarding some nonsense between Deanna's friend and Ms. Dunn.



The parent then tells Ms. Ball that she gives her daughter permission to fight if she gets jumped or if she gets hurt. She further states that "I will come back here with flying colors and you don't want to see me that way. Go tell your friends I give my daughter permission to fight".

When the bell rang, Deanna's friend had a verbal altercation with the daughter (Chasidy) which was broken up by teachers.

Deanna notified the school at that time that a parent confronted her and school officials took her into the office where they started an investigation.

On or about Thursday March 12, 2015 at 1:15pm. Mrs. Steck left work and went to Crosby High School. She parked on the side of the building where the doors are locked. She knocked on the door next to the gym and what looked like a teacher leaving the building let her, and another woman in, without walking them to the main entrance. She and the other woman, walked over to the table where the woman in front of my client explained she did not have an ID, so they gave her a pass for the building in exchange for her keys. My client gave them her license. There was no inquiry as to what her business was at the school. They just gave her a pass and said write down why you are here and, and she walked unaccompanied to office.

My client sat down with the Vice Principal and the Principal who apologized several times and said they had no excuse for the incident, and when she inquired as to whether the authorities had been notified the Principal said "they called the parent and said they were no longer allowed on school grounds".

They were to discuss later that day what other actions would take place and update my client. After several apologies and how they couldn't believe this really happened, my client left the school with her daughter letting them know her child would not be in the next day because she was so upset and in shocked by what happened.

On or about Thursday March 12, 2015 at 2:30pm, my client started heading to the police station not feeling like things were handled appropriately. While in route, she received a voicemail from Officer Tripp to return to the school to speak with him about the incident.

Upon her arrival, he advised it would be a waste of time going to police station as he was interviewing people and gathering all the information to file a report with his superiors. Officer Tripp informed my client that he would be applying for a warrant after all the footage was reviewed and everyone was investigated. He assured my client, she would receive an update regarding the case.

On or about Friday March 13, 2015 at approximately 10:00 AM my client contacted officer Tripp who gave her a CASE # 15-13093 and said she would be hearing back soon for Deanna to give a statement.

By Monday March 16, 2015 my client had to contact the police department where she spoke with Chief Riddick who advised her that the youth's information could not be given over the phone but wanted to hear her complaint. Chief Riddick took the information and told her he would have to look into it and call her back.

Also on that same day, my client called The Board of Education and spoke with 'Margaret' and explained the incident and requested to speak with someone in regards to a corrective action and fearing the safety of her child at the school.

Around noon that day, Chief Riddick called her to say he sent some officers to the school to speak with her daughter and staff and review footage and interview witnesses to confirm our earlier conversation. At 2:34PM, Lieutenant Capozzi requested my client and her daughter to come down and give a statement at her convenience. She did so.

A warrant for breach of peace was issued and eventually served upon the other parent. This was only learned by word of mouth, not by any official at all of the Town of Waterbury.

My client, as of the writing of this demand, has still yet to hear from Board of Education, or the Superintendent in regards to the complaint.

My client and her daughter now fear for the child's safety. No corrective measures for security of the school have taken place. No official, in any capacity has followed up or reached out to my client or her daughter.

As you may be aware, there is a Constitutional right to victims to be notified of **all** steps of prosecution including the arrest, release, and hearings, regarding the Defendant

My client's daughter no longer feel safe, and does not want to be in that classroom anymore. Not only because of what happened, but because of what did *not* happen afterwards.

I hereby respectfully request that all footage from March 12, 2015 at Crosby High School be preserved, and provided to this office forthwith.

I hereby demand payment in the amount of **\$250,000.00** for this utter lack of attention that this matter received, violation of my client's Constitutional rights as to the interruption of the child's educational process, as well as her Constitutional right to be notified of any and all criminal proceedings regarding the arrest of the other parent. As well as, the severe emotional distress caused to be suffered by both parties.

In addition, a written apology from The Board of Education, as well as a written explanation from the Superintendent as to her lack of action in this case and refusal to communicate with my client.

Sincerely,

A handwritten signature in black ink, consisting of a large, stylized 'A' followed by a horizontal line that curves upwards at the end.

Anthony A. Wallace Esquire

Waterbury Board of Education

Waterbury, CT

April 22, 2015

Dear Ladies and Gentlemen:

We are here to address the possible elimination of the library page position among the elementary and K-8 schools. It is our understanding that the proposed budget includes eliminating these 20 positions. This elimination will directly and negatively affect student learning and achievement.

In our district, these essential individuals are primarily responsible for checking in, checking out, and re-shelving over 20,000 books, per week in, primarily, non-automated libraries. They are also responsible for assisting with book repair, accession, and cataloging. The amount of time allocated to these tasks is 19 hours per week, per school. If the teacher librarian becomes responsible for these tasks:

- Book exchange and student instruction will be reduced by approximately 50 percent
 - 50% less books exchanged means students will not get new books each week, this results in 180,000 less books in circulation during the school year
- Students will not have guidance choosing appropriate reading materials
- Classroom teachers and school staff will have limited access to materials, due to time constraints upon the teacher-librarian

Thus, student instruction will be adversely and significantly impacted. At a time when literacy is one of the most important issues facing our schools, it seems an incredible disservice to remove print materials from the hands of our youngest learners. Strong school libraries build strong students and this position is integral to the effectiveness of the library program.

According to SCHOOL LIBRARY IMPACT STUDIES: A Review of Findings and Guide to Sources (Revised, August 12, 2013), the most highly effective library programs have a school librarian with one or more full time support staff assigned to the library that assists users with non instructional needs. Removing this one position, according to the study, would move the current Waterbury Public Schools' library program from "progressing toward effective" to "ineffective." Across the United States, research has shown that students in schools with effective school libraries learn more, get better grades, and score higher on standardized tests.

Our school libraries are the primary source for our students to access any print material and limiting that access will deny the neediest students the basics for success, not only today, but in the years to come.

Sincerely,

The Waterbury Elementary and K-8 School Librarians