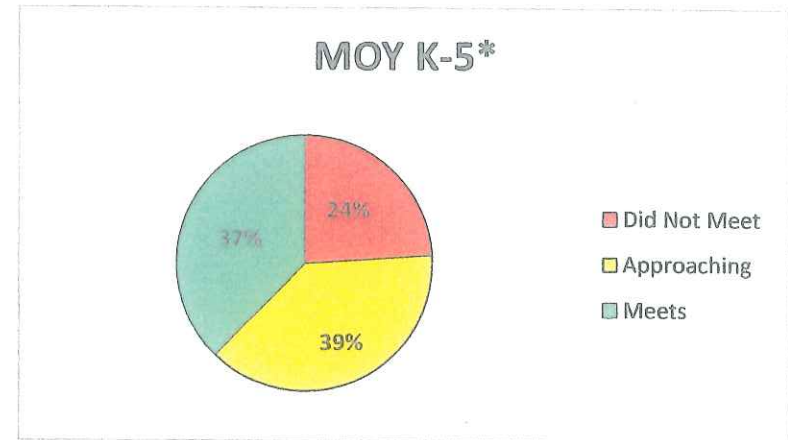
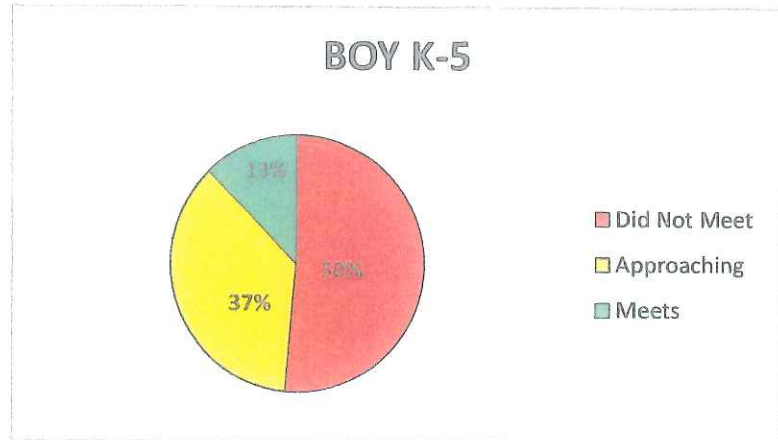
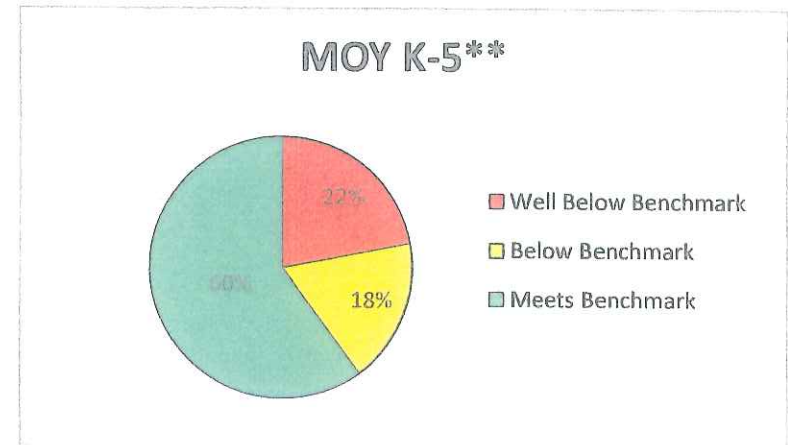
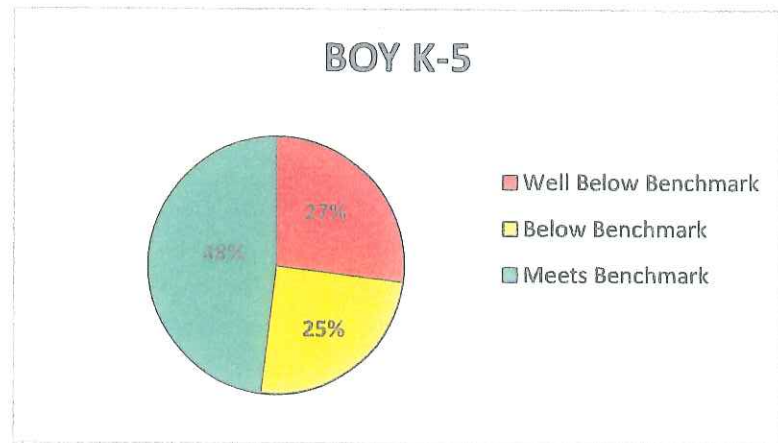


Summary of Duggan School Math Data BOY to MOY (CFA)



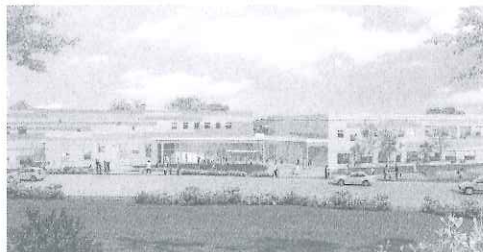
Summary of Duggan School ELA Data BOY to MOY (mClass)



*Kindergarten MOY is CFA3, Grades 1 to 5 MOY is CFA4

**Kindergarten BOY is FSF, MOY is PSF, Grade 1 BOY and MOY is NWF(CLS), Grades 2-5 BOY and MOY is DORF/Accuracy

Juan Mendoza
Principal



Diurca Tomasella
Assistant Principal

#2

REED ELEMENTARY SCHOOL

2/17/15

RE: Reed FRC Creative Art Club After-School Program

Dear Parents/Guardian:

The Reed FRC would like to announce a new after school program, Creative Art Club. This program will run March 9th-June 9th 2015. The program meets twice a week. Mondays and Tuesdays from 3-5pm for the next 25 weeks from start date.

The Reed FRC is making the attempt to create an environment of learning and leisure activities for school aged children in order to promote community involvement, encourage multicultural appreciation, and to foster well-rounded individuals.

Goals of the Program:

Provide supervised care for school aged children in grades 3-7.

Provide a program that is safe, fun, and recreational while allowing children to pursue individual interests.

There are only 20-25 seats available. The grades eligible to take part in program are from 3rd-7th. In addition must not be students who have write ups and or behavioral challenges. Again seats are limited. There will be a period of homework assistance, snacks and beverages will be provided along with art supplies. There is no charge as the program is free. Students will meet in the Art room number 136. I along with my staff look forward to working with your children.

I have included a flyer/permission slip along with this letter. Should you have any questions. please feel free to call me anytime at (203)574-8180 ext. 101 or contact me at eracine.waterbury.12.ct.us

We look forward to hearing from you soon.

Sincerely,

Ernie Racine

Ernie Racine

FRC Coordinator

Reed Family Resource Center

Jonathan E. Reed School

33 Griggs Street

Waterbury, CT 06704

P-203-574-8180 ext. 101

F-203-574-6884

eracine@waterbury.k12.ct.us

33 Griggs Street Waterbury, CT 06704

Telephone (203) 574-8180 Fax (203) 574-6884

REED FRC SPONSORED PROGRAM:

CREATIVE ART CLUB

AFTER SCHOOL PROGRAM



MARCH 9TH – JUNE 9TH MEETS: MONDAYS & TUESDAYS

TIME: 3-5 PM WHERE: ART ROOM GRADES: 3-7

Student: _____ Grade: _____

Parent Name: _____

Cell Phone Number: _____

Circle one: Walker or Pick-Up

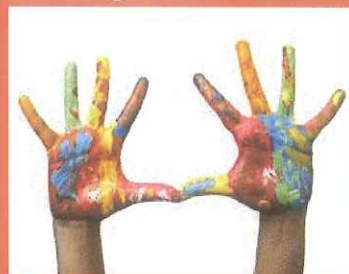
Emergency Contact: _____

Contact #: _____

Do you we have permission to take a picture of your child? Yes or No



Head Instructor:
Miss Regan



Assistant: Mrs. Farrington



Homework
assistance will
be provided!



SNACKS WILL BE
PROVIDED

JONATHAN REED
ELEMENTARY
SCHOOL

33 Griggs Street
Waterbury, CT 06704

For more information contact,
Mr. Racine @, 203.574-8180 ext.

101 or
eracine@waterbury.k12.ct.us

EDUCATION DEPARTMENT
Budget 2015-2016
Major Account Increase/Decrease

2015-2016 Proposed Budget		\$173,226,948
2014-2015 Approved Budget		\$155,625,000
DIFFERENCE		\$17,601,948
Alliance Year 4		(\$8,601,948)
City Non-Lapsing Account		(\$500,000)
BUDGET INCREASE		\$8,500,000
 CONTRACTUAL SALARY INCREASES		 \$4,096,439
SAW (Step Increase)	\$220,105	
WTA (Step Increase)	\$3,429,594	
White Collar (Step Increase)	\$209,294	
Blue Collar (2.5% Increase)	\$172,456	
WMAA (2.5% Increase)	\$23,871	
Other (SEIU, Crossing Guards)	\$24,112	
Executive Staff (2.5% Increase)	\$6,722	
Other Salary Increases (SRO)	\$10,285	
 NEW ITEMS		 \$2,112,102
WCA (Year 3 Expansion Positions)	\$1,334,927	
WCA Transportation (3 busses)	\$140,000	
WCA Athletic Budget	\$147,024	
WCA Instructional Supplies Year 3	\$288,212	
Carrington Expansion Grade 8	\$110,000	
Wilson Supervising Vice Principal	\$91,939	
 SUBSTITUTES/INTERNS		 \$315,000
 CERTIFIED EARLY INCENTIVE		 \$111,386
 INSTRUCTIONAL SUPPLIES		 \$218,296
 PUPIL TRANSPORTATION		 \$1,013,680
 OUT OF DISTRICT TUITION/PURCHASED SERVICE		 \$253,045
 REPAIRS & MAINTENANCE		 \$126,200
 MISCELLANEOUS ITEMS		 \$253,852
 BUDGET INCREASE		 \$8,500,000
 NET BUDGET INCREASE		 \$8,500,000

EDUCATION DEPARTMENT
Revised Budget 2015-2016
Major Account Increase/Decrease

2015-2016 Revised Proposed Budget		\$172,426,948
2014-2015 Approved Budget		\$155,625,000
DIFFERENCE		\$16,801,948
Alliance Year 4		(\$8,601,948)
City Non-Lapsing Account		(\$500,000)
Contingency Surplus		(\$500,000)
BUDGET INCREASE		\$7,200,000
 CONTRACTUAL SALARY INCREASES		 \$3,296,439
SAW (Step Increase)	\$142,138	
WTA (Step Increase)	\$2,783,474	
White Collar (Step Increase)	\$112,909	
Blue Collar (2.5% Increase)	\$109,157	
WMAA (2.5% Increase)	\$115,888	
Other (SEIU, Crossing Guards)	\$16,370	
Executive Staff (2.5% Increase)	\$6,218	
Other Salary Increases (SRO)	\$10,285	
 NEW ITEMS		 \$1,990,041
WCA (Year 3 Expansion Positions)	\$1,232,053	
WCA Transportation (3 busses)	\$140,000	
WCA Athletic Budget	\$127,837	
WCA Instructional Supplies Year 3	\$288,212	
Carrington Expansion Grade 8	\$110,000	
Wilson Supervising Vice Principal	\$91,939	
 SUBSTITUTES/INTERNS		 \$315,000
 CERTIFIED EARLY INCENTIVE		 \$111,386
 PROJECTED RESIGNATIONS/ATTRITION NON CERTIFIED		 (\$163,779)
 INSTRUCTIONAL SUPPLIES		 \$118,296
 PUPIL TRANSPORTATION		 \$1,013,680
 OUT OF DISTRICT TUITION/PURCHASED SERVICE		 \$253,045
 REPAIRS & MAINTENANCE		 \$76,200
 MISCELLANEOUS ITEMS		 \$189,692
 BUDGET INCREASE		 \$7,200,000
 NET BUDGET INCREASE		 \$7,200,000

BOE Finance Committee Recommended Reductions For Consideration 2/25/15

Instructional Supplies:

Regular Ed	(\$20,000)	
Special Ed	(\$5,000)	
General Repair & Maintenance	(\$76,200)	
Outside Activities Overtime	(\$200,000)	
Extra Police Protection	(\$25,000)	
Certified Attrition	(\$222,939)	Certified Attrition/Vacancies \$1,000,000; Non-Certified Attrition \$163,779
WTA - Union President	(\$55,820)	3 days per week - WTA business
Mileage	\$5,000	
Travel	(\$22,000)	
Postage	(\$10,000)	
Printing	(\$5,000)	
Stem Program - WCA	(\$80,000)	
Insurance - Student Accident	(\$17,000)	Pending City Review
Office Equipment	(\$25,000)	
Consulting	(\$10,000)	Legal fees, Arbitrators, Aces-IT Consultant, Naviance, Video taping of BOE meetings & sporting events, PBIS Power of One, Athletic Trainers,
Furniture	(\$25,000)	
Palace Theater	(\$250,000)	\$200,000 General Fund; \$50,000 WAMS Magnet Grant (redirect staffing) - Attachment 2
Mattatuck Museum	(\$13,750)	
Meal Allowance/Food	(\$5,000)	
Library Pages	(\$140,548)	
Total Reductions	(\$1,203,257)	

REQUEST FOR FIELD TRIP

Revised

#5

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

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

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

Date Submitted: February 5, 2015 Name of Travel Agency (if applicable): N/A

1) Requested by: Vincent Balsamo Kennedy HS 9-12/STEM

Name of Staff Member	School	Grade level/Subject
----------------------	--------	---------------------

2) How many students? 46

3) Name of destination: Androscoggin Bank Colisee (FIRST Robotics Pine Tree Competition)

4) City/State of destination: Lewiston, ME

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

5) Departure: <u>Thursday</u>	<u>March 12, 2015</u>	<u>8:30am</u>
-------------------------------	-----------------------	---------------

6) Return: <u>Saturday</u>	<u>March 14, 2015</u>	<u>11:30pm</u>
----------------------------	-----------------------	----------------

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

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

The field trip is to the 2015 Pine Tree FIRST Robotics Competition. As part of Kennedy's Robotics Team, students have used interdisciplinary skills in science, technology, engineering, and mathematics to design, create, and build a working robot to compete at this competition. FIRST Robotics Competitions support Kennedy's school-wide expectations of Information Processing, Effective Communication, Problem Solving, Collaboration, and Responsible Citizenship.

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

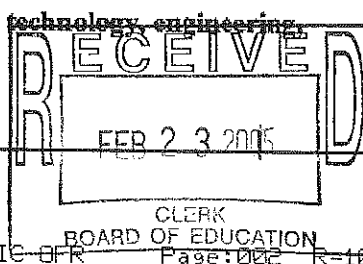
Common Core Standards for Mathematical Practice #1-8

Common Core Mathematics Standards

****Please see the attached document for a more detailed connection to specific Common Core standards, 21st Century Learning Skills, and the National Science Education Standards.**

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

How can students use the knowledge and skills they have acquired in science, technology, engineering, mathematics, and business classes to solve complex problems?



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

Students will learn how to collaborate and cooperate with each other as well as how to communicate their ideas in order to solve on-the-spot "real-world" problems.

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

Students will be observed as they work and cooperate at the competition. Students will later share with each other what they learned from their experience at the FIRST Robotics Competition.

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

The FIRST Robotics Competition exposes students to a competitive sports environment while maintaining high academic and social standards. Students gain a hands-on experience about how engineers solve complex problems. They also learn "Gracious Professionalism," as trademarked by FIRST Robotics, and have the opportunity to apply the skills and knowledge they learn in their science, technology, engineering, mathematics, and business classes in the real-world. As consistent with Kennedy High School school-wide learning expectations, FIRST Robotics helps students learn information processing, effective communication, problem solving, collaboration, and responsible citizenship skills.

14) Transportation: Type/name of Approved PUC Carrier

Coach Bus/Kelley Transit Company

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

Name	Phone Number	Name	Phone Number
1. Vincent Balsamo	203-901-1030	4.	
2. Denise Work	203-206-5442	5.	
3.		6.	

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

Teacher(s) as chaperones: Vincent Balsamo

Aides(s) as chaperones:

Parent(s) as chaperones: Louis Yan, Feriale Yan, Jesus Urbaz, Mike Finnegan, Denise Work, Robert Black Sr., Fiona Balis, Michele Murphv, Lisa Shappv

9

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 funded by our UTC sponsorship and the following team fundraisers: Car Wash, Pies & Butter Braids (MCM Fundraising), Ziti Dinner. Students were required to fundraise \$150 each. Transportation is being funded by the Board of Education/superintendent's office.

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

\$150

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

Yes, in order to travel, students are required to accumulate 100 build season hours (adjusted proportionally due to weather), be eligible according to the Waterbury Public Schools athletic eligibility requirements, be passing all of their classes as measured by the 2nd marking period report cards or the 3rd marking period progress reports, fundraise \$150 each, and have their parent be involved with team activities.

20) What is the approximate for cost all chaperones?

\$250

21) How many substitutes are necessary? 3 (If none specify)

Teacher	Subject/Grade	Teacher	Subject/Grade
1. Vincent Balsamo	Math/9-12	4.	
2. David Awwad	Science/9-12	5.	
3. Danielle Moffo	Math/9-12	6.	

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

Yes ☒ No ☐ Margaret Owens RN 2-12-15
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]
Signature of School Principal

2/12/15
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

2-17-15
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.

2015 KHS ROBOTICS ROSTER

Afable, Taylor
Agolli, Xhoana
Antrum, Jordan
Azizoglu, Ebru
Barrera, Camilo
Bermeo, Jocelyn
Black, Robert
Bond, Cris
Brown, Ethan
Colon, Margaret
Dinklocker, Jacob
Edson, Joshua
Fasanelli, Morgan
Finnegan, Emma
Finnegan, Peter
French, Sheila
Giron, Jefferson
Guareno, Ariana
Guareno, Vincent
Hernandez, Savannah
Ho, Tashyanna
Isovski, Ramazan
Kompare, Francis David

— K

Lugo, Andres
Malik, Iqra
Merancy, Rebekah
Michaca, Christian
Milian, Christian
Murphy, Bailey
Murtishi, Zachary
Namazi, Mehdi
Olivero, Antonio
Patel, Riya
Pereira, Mariana
Pollard-Knight, Angelica
Ricciardi, Becca
Rijos, Adrian
Sargeant, Matthew
Shappy, Katelyn
Snider-Drysdale, Sunshine
Sullivan, Thomas
Suzanne, Alex
Urbaez, David
Work, Andrew
Work, Blake
Yan, Adam

— SH

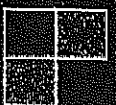
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2012

Analysis of Relevant Educational Standards

A report prepared for *FIRST*

John F. Loehr
Loehr Educational Consultants
10/15/2012



Introduction

Conceived as a high-school single program to inspire and engage children in science and technology through robotics, *FIRST* has grown into a family of programs covering the entire K-12 spectrum. During this time of growth, educational standards have been taking on a larger, more prominent role in formal educational settings. As *FIRST* undergoes a comprehensive strategic planning process it seems natural that the alignment between *FIRST* programming: 1) Junior *FIRST* LEGO League; 2) *FIRST* LEGO League; 3) *FIRST* Tech Challenge; and, 4) *FIRST* Robotics Competition be considered.

Standards Analysis Preparation and Data Collection

As part of the *FIRST* strategic planning process, the Progression of Programs Working Group commissioned an analysis of the educational standards addressed by the various levels of *FIRST* programming. A series of interviews were conducted with key *FIRST* stakeholders to identify the key goals of each program and collect their perspective on the key elements of each program. Based on these conversations it was determined that *FIRST* programs address three major areas: mathematics, science, and life skills. A review of the literature was conducted to identify the most up-to-date and relevant educational standards that addressed these topics. Another criteria added to this search was that the standards used in the analysis were comprehensive enough to address the national scope of the *FIRST* programs. A final criterion was that the standards selected had been previously aligned to, or identified as a resource, by other programs or initiatives which would indicate their acceptance in the larger educational community. It was decided that the following standards best met the criteria:

- Common Core State Standards Mathematics¹
- National Science Education Standards²
- Partnership for 21st Century Skills Framework³

An initial analysis of the alignment between the various *FIRST* programs and these standards was conducted by Loehr Educational Consultants. In this *FIRST* analysis, interview summaries from *FIRST* stakeholders, program documentation, and *FIRST* web resources were reviewed by an educational expert with knowledge of and experience with *FIRST* programming as well as Kindergarten through 12th Grade science and mathematics instruction.

The initial analysis of the alignment between *FIRST* programming and educational standards was shared with and reviewed by the Progression of Programs Working Group. At this time, the Working Group reviewed the document and offered feedback on the accuracy of the information presented based on their knowledge and experience with *FIRST*. Their suggested changes were incorporated into the analysis. The analysis was then shared with the Education Working Group. This group was composed of *FIRST* stakeholders particularly aware of and interested in the educational issues associated with program delivery. Some of the members of this group had previously seen the analysis through their membership on the Progression of Programs Working Group. Others were seeing the analysis for the

¹ National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010) *Common Core State Standards Mathematics*. Washington D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers.

² National Research Council (NRC). (1996). *National science education standards*. Washington D.C.: National Academy Press.

³ Partnership for 21st Century Skills. (2009). P21 Framework Definitions. Washington D.C.: Partnership for 21st Century Skills
December 7, 2012

first time. Again, members of this working group were asked to provide feedback about the analysis. Their feedback was incorporated into the analysis to improve its accuracy.

In addition, two online surveys were conducted to offer more individuals the opportunity to comment on and offer feedback about the alignment between the selected educational standards and the various *FIRST* programs. Invitations to participate in each survey were sent out via email to stakeholders identified by *FIRST* staff. Each email contained a link to the online survey along with a draft of the standards alignment report. The first survey was conducted to solicit feedback from *FIRST* headquarters and field staff who worked with specific programs. This survey was operational from mid-June 2012 through mid-July 2012 and a copy can be found in Appendix A. Sixteen individuals responded to the questions asked in this survey. Roles that these individuals play within *FIRST* are reported in Table 1. Since some individuals within the organization operate in multiple roles the total number of responses is greater than 16.

Table 1: Role within *FIRST* of Headquarters Survey Participants

Role within <i>FIRST</i>	Number of Responses	Percent of Sample
Headquarters Staff	2	12.5
Regional Director	4	25.0
FLL Partner	4	25.0
FTC Affiliate Partner	1	6.3
Education Task Force Member	5	31.3
<i>FIRST</i> Team Coach/Mentor	2	12.5
Other (i.e. Principal Investigator, Referee)	3	18.8

As with their roles within the organization, *FIRST* headquarters and field staff who responded to this survey most often worked with multiple programs. A detailed distribution of their program affiliation can be found in Table 2.

Table 2: Program Affiliation of *FIRST* of Headquarters Survey Participants

<i>FIRST</i> Program	Number of Responses	Percent of Sample
Junior <i>FIRST</i> LEGO® League	0	0.0
<i>FIRST</i> LEGO® League	4	25.0
<i>FIRST</i> Tech Challenge	3	18.8
<i>FIRST</i> Robotics Competition	4	25.0
Multiple Programs**	5	31.3

** : Two of the multiple programs respondents indicated that they also worked with Junior *FIRST* LEGO® League.

While the respondents differed on many criteria, a typical respondent would be best described as a *FIRST* field-based staffer who worked with multiple levels of programming, most often *FIRST* Robotics Competition in combination with another program. The feedback from all the respondents was reviewed, analyzed and used to improve the quality of the alignment analysis. In particular, these respondents were able to identify areas of alignment that were not apparent through document analysis.

After the alignment documents were updated, a second survey targeting *FIRST* coaches and mentors was distributed via email to coaches and mentors identified by *FIRST* staff. Each email contained a link to the online survey along with a revised draft of the standards alignment report. This second survey followed the Headquarters survey by approximately two weeks. This survey was active for six weeks to allow sufficient time for teachers to return to school from summer vacation. A copy of this survey can be found in Appendix B. At the conclusion of the survey 62 individuals responded. The *FIRST* programs that these individuals were associated with are reported in Table 3.

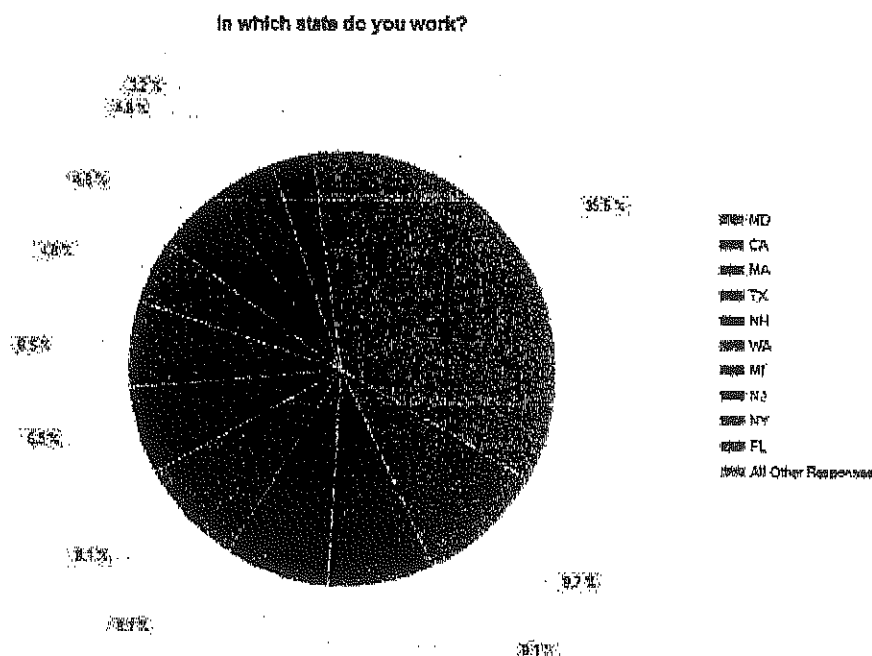
Table 3: Program Affiliation of *FIRST* of Headquarters Survey Participants

<i>FIRST</i> Program	Number of Responses	Percent of Sample
Junior <i>FIRST</i> LEGO® League	15	24.2
<i>FIRST</i> LEGO® League	12	19.4
<i>FIRST</i> Tech Challenge	4	6.5
<i>FIRST</i> Robotics Competition	8	12.9
Multiple Programs**	23	37.1

** Fourteen of the multiple programs respondents indicated that they worked with Junior *FIRST* LEGO® League and *FIRST* LEGO® League. The remaining respondents were involved in some combination of *FIRST* Robotics Competition and another program.

The 62 *FIRST* coaches and mentors who responded to the survey were from 27 different states. Maryland produced the most respondents (5) followed by California, Massachusetts, and Texas (4 each). Twelve states are represented by a single respondent. A detailed breakdown of respondents by state can be found in Graph 1.

Graph 1: Distribution of *FIRST* coaches and mentors across states



In terms of experience, the majority of respondents had been working with their *FIRST* program for 3 to 5 years. However, some of the respondents were brand new to the program; while others had been involved with *FIRST* since the early stages of the organization. A detailed breakdown of the respondents based on their experience can be found in Table 4.

Table 4: Years of Experience for Coach/Mentor Survey Participants

Years of Experience	Number of Responses	Percent of Sample
New this Year	4	6.5
1 to 2	16	25.8
3 to 5	25	40.3
6 to 10	14	22.6
11 to 15	2	3.2
15 or more	1	1.6

As before, the respondents differed on many criteria; however, a typical respondent would be best described as a coach with 3 to 5 years of *FIRST* experience who worked with multiple programs, most often Junior *FIRST* LEGO League and *FIRST* LEGO League. Again, the feedback from all the respondents was reviewed, analyzed and used to improve the quality of the alignment analysis. The information provided by the respondents informed about areas of alignment that were not apparent through document analysis as well as ways in which this information could be distributed to and used by coaches and mentors.

Results of Standards Analysis

An examination of the educational standards shows, not unexpectedly, that the degree to which the standards are addressed by *FIRST* programs varies depending on the program, the standards in question, and the age level of the students. For example, in the Common Core Mathematics Standards for Kindergarten through Third Grade it is expected that students will count the number of objects present. It can be expected that as part of the construction process during Junior *FIRST* LEGO® League students will need to count in order to determine the number of LEGO® bricks available to construct their motorized simple machines. Performing this task will provide the opportunity for students to develop the ability with this standard. In the *FIRST* Robotics Competition, a similar pattern is observed with regard to the National Science Education Standards for Force and Motion. These concepts are potentially addressed as part of the competition because students will have to account for such ideas as vectors and friction as they work on their robot's motion. Potentially 41% to 90% of any given standard set, such as the National Science Education Standards, can be addressed by participation in a *FIRST* program (see Table 5).

Table S: *FIRST* Program Overall Standard Coverage

Educational Standards Addressed	Junior <i>FIRST</i> LEGO® League	<i>FIRST</i> LEGO® League	<i>FIRST</i> Tech Challenge	<i>FIRST</i> Robotics Competition
Common Core Mathematics	23/34 - 68%	39/51 - 76%	55/61 - 90% (HS) 20/29 - 70% (MS)	55/61 - 90%
21 st Century Skills	73/88 - 83%	74/88 - 84%	67/88 - 76%	67/88 - 76%
National Science Standards	25/60 - 41%	42/60 - 70%	29/60 - 48%	25/60 - 48%

Common Core Mathematics Standards

Analysis shows that the coverage of standards is the best in mathematics (Table 5) where the programs are potentially addressing between 68% and 90% of the Common Core Mathematics Standards depending upon the program in question. Also, *FIRST* programs support children's mastery of the Common Core Mathematical Practices. These varying forms of mathematical expertise are the ultimate goal of mathematical education. An analysis of the activities associated with the *FIRST* programs shows that any Mathematical Practice can be addressed by any level of *FIRST* programming (See Table 6). The two best programs at covering their respective mathematics standards are the *FIRST* Tech Challenge and the *FIRST* Robotics Competition. Both of these programs have the potential to address 90% of the Common Core Mathematics Standards. The only topics that are not routinely addressed through *FIRST* high school level programs are: Understanding of rational, irrational, and imaginary numbers. A full breakdown of the Common Core Mathematics Standards analysis can be found in Table 7.

Table 6: *FIRST* Common Core Mathematics Practice Analysis

Rating Code	Rating Rationale
	Standard is not developmentally appropriate for the vast majority of students in that program.
	No evidence that the standard is addressed as part of the program.
	Standard may be addressed through program preparation conducted at local sites. For example, a coach or mentor may have Junior <i>FIRST</i> LEGO® League students group building pieces to determine the number of structures that can be constructed. At an advanced level, a <i>FIRST</i> Robotics Competition coach or mentor may require design decisions to be justified with probability models.
	Standard may be addressed through the design of a particular program's game. For example, in a <i>FIRST</i> LEGO® League game students may be required to fill a cylinder with pieces, not exceeding a given level. This would require that students master the concepts of volume and its geometric principles.
	The standard is clearly addressed by program activities. For example, <i>FIRST</i> Tech Challenge students are going to solve single variable equations in order to program their robots.

Common Core Mathematical Practice	Junior <i>FIRST</i> LEGO® League	<i>FIRST</i> LEGO® League	<i>FIRST</i> Tech Challenge	<i>FIRST</i> Robotics Competition
Make sense of problems and persevere in solving them.				
Reason abstractly and quantitatively.				
Construct viable arguments and critique the reasoning of others.				
Model with mathematics.				
Use appropriate tools strategically.				
Attend to precision.				
Look for and make use of structure.				
Look for and express regularity in repeated reasoning.				

Table 7: *FIRST* Common Core Mathematics Standards Analysis

Rating Code	Rating Rationale
	Standard is not developmentally appropriate for the vast majority of students in that program.
	No evidence that the standard is addressed as part of the program.
	Standard may be addressed through program preparation conducted at local sites. For example, a coach or mentor may have Junior <i>FIRST</i> LEGO® League students group building pieces to determine the number of structures that can be constructed. At an advanced level, a <i>FIRST</i> Robotics Competition coach or mentor may require design decisions to be justified with probability models.
	Standard may be addressed through the design of a particular program's game. For example, in a <i>FIRST</i> LEGO® League game students may be required to fill a cylinder with pieces, not exceeding a given level. This would require that students master the concepts of volume and its geometric principles.
	The standard is clearly addressed by program activities. For example, <i>FIRST</i> Tech Challenge students are going to solve single variable equations in order to program their robots.

Common Core Mathematics Standards	Junior <i>FIRST</i> LEGO® League	<i>FIRST</i> LEGO® League	<i>FIRST</i> Tech Challenge	<i>FIRST</i> Robotics Competition
<i>Kindergarten through Third Grade Standards</i>				
Counting and Cardinality				
Know number names and the count sequence.				
Count to tell the number of objects.				
Compare numbers.				
Operations and Algebraic Thinking				
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.				
Represent and solve problems involving addition and subtraction.				
Understand and apply properties of operations and the relationship between addition and subtraction.				
Add and subtract within 20.				
Work with addition and subtraction equations.				
Represent and solve problems involving addition and subtraction.				
Work with equal groups of objects to gain foundations for multiplication.				
Represent and solve problems involving multiplication and division.				
Understand properties of multiplication and the relationship between multiplication and division.				
Multiply and divide within 100.				
Solve problems involving the four operations, and identify and explain patterns in arithmetic.				

Table 7: FIRST Common Core Mathematics Standards Analysis (continued)

Common Core Mathematics Standards	Junior FIRST LEGO® League	FIRST LEGO® League	FIRSTTech Challenge	FIRST Robotics Competition
<i>Kindergarten through Third Grade Standards (continued)</i>				
Number and Operations in Base Ten				
Work with numbers 11–19 to gain foundations for place value.				
Extend the counting sequence.				
Understand place value.				
Use place value understanding and properties of operations to add and subtract.				
Use place value understanding and properties of operations to perform multi-digit arithmetic.				
Number and Operations—Fractions				
Develop understanding of fractions as numbers.				
Measurement and Data				
Describe and compare measurable attributes.				
Classify objects and count the number of objects in categories.				
Measure lengths indirectly and by iterating length units.				
Tell and write time.				
Represent and interpret data.				
Measure and estimate lengths in standard units.				
Relate addition and subtraction to length.				
Work with time and money.				
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.				
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.				
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.				
Geometry				
Identify and describe shapes.				
Analyze, compare, create, and compose shapes.				
Reason with shapes and their attributes.				
<i>Fourth through Fifth Grade Standards</i>				
Operations and Algebraic Thinking				
Use the four operations with whole numbers to solve problems.				
Gain familiarity with factors and multiples.				

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Table 7: FIRST Common Core Mathematics Standards Analysis (continued)

Common Core Mathematics Standards	Junior FIRST LEGO® League	FIRST LEGO® League	FIRST Tech Challenge	FIRST Robotics Competition
<i>Fourth through Fifth Grade Standards (continued)</i>				
Operations and Algebraic Thinking (continued)				
Generate and analyze patterns.				
Write and interpret numerical expressions.				
Analyze patterns and relationships.				
Number and Operations in Base Ten				
Generalize place value understanding for multi-digit whole numbers.				
Use place value understanding and properties of operations to perform multi-digit arithmetic.				
Understand the place value system.				
Perform operations with multi-digit whole numbers and with decimals to hundredths.				
Number and Operations—Fractions				
Extend understanding of fraction equivalence and ordering.				
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.				
Understand decimal notation for fractions, and compare decimal fractions.				
Use equivalent fractions as a strategy to add and subtract fractions.				
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.				
Measurement and Data				
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.				
Represent and interpret data.				
Geometric measurement: understand concepts of angle and measure angles.				
Convert like measurement units within a given measurement system.				
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.				
Geometry				
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.				
Graph points on the coordinate plane to solve real-world and mathematical problems.				

Table 7: FIRST Common Core Mathematics Standards Analysis (continued)

Common Core Mathematics Standards	Junior FIRST LEGO® League	FIRST LEGO® League	FIRST Tech Challenge	FIRST Robotics Competition
<i>Fourth through Fifth Grade Standards (continued)</i>				
Geometry (continued)				
Classify two-dimensional figures into categories based on their properties.				
<i>Sixth through Eighth Grade Standards</i>				
Ratios and Proportional Relationships				
Understand ratio concepts and use ratio reasoning to solve problems.				
Analyze proportional relationships and use them to solve real-world and mathematical problems.				
The Number System				
Apply and extend previous understandings of multiplication and division to divide fractions by fractions.				
Compute fluently with multi-digit numbers and find common factors and multiples.				
Apply and extend previous understandings of numbers to the system of rational numbers.				
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.				
Know that there are numbers that are not rational, and approximate them by rational numbers.				
Expressions and Equations				
Apply and extend previous understandings of arithmetic to algebraic expressions.				
Reason about and solve one-variable equations and inequalities.				
Represent and analyze quantitative relationships between dependent and independent variables.				
Use properties of operations to generate equivalent expressions.				
Solve real-life and mathematical problems using numerical and algebraic expressions and equations.				
Work with radicals and integer exponents.				
Understand the connections between proportional relationships, lines, and linear equations.				
Analyze and solve linear equations and pairs of simultaneous linear equations.				

Table 7: FIRST Common Core Mathematics Standards Analysis (continued)

Common Core Mathematics Standards	Junior FIRST LEGO® League	FIRST LEGO® League	FIRSTTech Challenge	FIRST Robotics Competition
<i>Sixth through Eighth Grade Standards (continued)</i>				
Functions				
Define, evaluate, and compare functions.				
Use functions to model relationships between quantities.				
Geometry				
Solve real-world and mathematical problems involving area, surface area, and volume.				
Draw, construct and describe geometrical figures and describe the relationships between them.				
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.				
Understand congruence and similarity using physical models, transparencies, or geometry software.				
Understand and apply the Pythagorean Theorem.				
Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.				
Statistics and Probability				
Develop understanding of statistical variability.				
Summarize and describe distributions.				
Use random sampling to draw inferences about a population.				
Draw informal comparative inferences about two populations.				
Investigate chance processes and develop, use, and evaluate probability models.				
Investigate patterns of association in bivariate data.				
<i>High School Mathematics Standards</i>				
NUMBER & QUANTITY				
The Real Number System				
Extend the properties of exponents to rational exponents.				
Use properties of rational and irrational numbers.				
Quantities				
Reason quantitatively and use units to solve problems.				

Table 7: FIRST Common Core Mathematics Standards Analysis (continued)

Common Core Mathematics Standards	Junior FIRST LEGO® League	FIRST LEGO® League	FIRST Tech Challenge	FIRST Robotics Competition
<i>High School Mathematics Standards (continued)</i>				
NUMBER & QUANTITY (continued)				
The Complex Number System				
Perform arithmetic operations with complex numbers.				
Represent complex numbers and their operations on the complex plane.				
Use complex numbers in polynomial identities and equations.				
Vector and Matrix Quantities				
Represent and model with vector quantities.				
Perform operations on vectors.				
Perform operations on matrices and use matrices in applications.				
ALGEBRA				
Seeing Structure in Expressions				
Interpret the structure of expressions.				
Write expressions in equivalent forms to solve problems.				
Arithmetic with Polynomials and Rational Expressions				
Perform arithmetic operations on polynomials.				
Understand the relationship between zeros and factors of polynomials.				
Use polynomial identities to solve problems.				
Rewrite rational expressions.				
Creating Equations				
Create equations that describe numbers or relationships.				
Reasoning with Equations and Inequalities				
Understand solving equations as a process of reasoning and explain the reasoning.				
Solve equations and inequalities in one variable.				
Solve systems of equations.				
Represent and solve equations and inequalities graphically.				
FUNCTIONS				
Interpreting Functions				
Understand the concept of a function and use function notation.				
Interpret functions that arise in applications in terms of the context.				
Analyze functions using different representations.				

Table 7: FIRST Common Core Mathematics Standards Analysis (continued)

Common Core Mathematics Standards	LEAP Math	LEAP Science	FIRST Tech Challenge	FIRST Robotics Competition
<i>High School Mathematics Standards (continued)</i>				
FUNCTIONS (continued)				
Building Functions				
Build a function that models a relationship between two quantities.				
Build new functions from existing functions.				
Linear, Quadratic, and Exponential Models				
Construct and compare linear, quadratic, and exponential models and solve problems.				
Interpret expressions for functions in terms of the situation they model.				
Trigonometric Functions				
Extend the domain of trigonometric functions using the unit circle.				
Model periodic phenomena with trigonometric functions.				
Prove and apply trigonometric identities.				
MODELING				
Identify variables in the situation and select those that represent essential features.				
Formulate a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables.				
Analyze and perform operation on these relationships to draw conclusions.				
Interpret the results of the mathematics in terms of the original situation.				
Validate the conclusions by comparing them with the situation.				
Improve the model, if warranted.				
Report on the conclusions and the reasoning behind them (e.g. choices, assumptions, and approximations present throughout this cycle).				
GEOMETRY				
Congruence				
Experiment with transformations in the plane.				
Understand congruence in terms of rigid motions.				
Prove geometric theorems.				
Make geometric constructions.				

Table 7: FIRST Common Core Mathematics Standards Analysis (continued)

Common Core Mathematics Standards	FIRST Tech Challenge	FIRST Robotics Competition
<i>High School Mathematics Standards (continued)</i>		
GEOMETRY (continued)		
Similarity, Right Triangles, and Trigonometry		
Understand similarity in terms of similarity transformations.		
Prove theorems involving similarity.		
Define trigonometric ratios and solve problems involving right triangles.		
Apply trigonometry to general triangles.		
Circles		
Understand and apply theorems about circles.		
Find arc lengths and areas of sectors of circles.		
Expressing Geometric Properties with Equations		
Translate between the geometric description and the equation for a conic section.		
Use coordinates to prove simple geometric theorems algebraically.		
Geometric Measurement and Dimension		
Explain volume formulas and use them to solve problems.		
Visualize relationships between two-dimensional and three-dimensional objects.		
Modeling with Geometry		
Apply geometric concepts in modeling situations.		
STATISTICS & PROBABILITY		
Interpreting Categorical and Quantitative Data		
Summarize, represent, and interpret data on a single count or measurement variable.		
Summarize, represent, and interpret data on two categorical and quantitative variables.		
Interpret linear models.		
Making Inferences and Justifying Conclusions		
Understand and evaluate random processes underlying statistical experiments.		
Make inferences and justify conclusions from sample surveys, experiments and observational studies.		
Conditional Probability and the Rules of Probability		
Understand independence and conditional probability and use them to interpret data.		

Table 7: *FIRST* Common Core Mathematics Standards Analysis (continued)

Common Core Mathematics Standards	<i>FIRST</i> LEGO® League	<i>FIRST</i> LEGO® League	<i>FIRST</i> Tech Challenge	<i>FIRST</i> Robotics Competition
<i>High School Mathematics Standards (continued)</i>				
STATISTICS & PROBABILITY				
Conditional Probability and the Rules of Probability (continued)				
Use the rules of probability to compute probabilities of compound events in a uniform probability model.				
Using Probability to Make Decisions				
Calculate expected values and use them to solve problems.				
Use probability to evaluate outcomes of decisions.				

21st Century Skills Framework

With regard to the 21st Century Skills Framework developed by the Partnership for 21st Century Skills (Table 8), analysis shows that these skills are also well addressed by all levels of *FIRST* programming. Between 76% and 83% of the skills identified by this organization to be successful in the 21st Century economy are potentially addressed by a *FIRST* program. In a unique difference from the Common Core Mathematics Standards, Junior *FIRST* LEGO® League and *FIRST* LEGO® League have the potential to address more standards, 83% and 84% respectively, than either the *FIRST* Tech Challenge or the *FIRST* Robotics Competition, both at 76%. This likely occurs because both Junior *FIRST* LEGO® League and *FIRST* LEGO® League use of an overarching theme to organize their programs and include a formal research requirement. This means that standards addressing 21st Century Global Issues and Information Literacy are potentially met by those programs. With the focus on engineering and ultimately a head to head competition *FIRST* Tech Challenge or the *FIRST* Robotics Competition do not offer this opportunity. A full breakdown of 21st Century Skills Framework analysis can be found in Table 8.

Table 8: *FIRST* 21st Century Skills Analysis

Rating Code	Rating Rationale
	No evidence that the standard is addressed as part of the program.
	Standard may be addressed through program preparation conducted at local sites.
	Standard may be addressed through the design of a particular program's game.
	The standard is clearly addressed by program activities.

Table 8: FIRST 21st Century Skills Analysis

21 st Century Learning Skills	Junior FIRST LEGO® League	FIRST LEGO® League	FIRST Tech Challenge	FIRST Robotics Competition
<i>21st century interdisciplinary themes</i>				
Global Awareness				
Using 21st century skills to understand and address global issues.				
Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.				
Understanding other nations and cultures, including the use of non-English languages.				
Financial, Economic, Business and Entrepreneurial Literacy				
Knowing how to make appropriate personal economic choices.				
Understanding the role of the economy in society.				
Using entrepreneurial skills to enhance workplace productivity and career options.				
Civic Literacy				
Participating effectively in civic life through knowing how to stay informed and understanding governmental processes.				
Exercising the rights and obligations of citizenship at local, state, national and global levels.				
Understanding the local and global implications of civic decisions.				
Health Literacy				
Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that enhance health.				
Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.				
Using available information to make appropriate health-related decisions.				
Establishing and monitoring personal and family health goals.				
Understanding national and international public health and safety issues.				
Environmental Literacy				
Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems.				

Table 8: FIRST 21st Century Skills Analysis (continued)

21 st Century Learning Skills	Junior FIRST LEGO® League	FIRST LEGO® League	FIRST Tech Challenge	FIRST Robotics Competition
<i>21st century interdisciplinary themes (continued)</i>				
Environmental Literacy (continued)				
Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.).				
Investigate and analyze environmental issues, and make accurate conclusions about effective solutions.				
Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues).				
CREATIVITY AND INNOVATION				
LEARNING AND INNOVATION SKILLS				
Think Creatively				
Use a wide range of idea creation techniques (such as brainstorming).				
Create new and worthwhile ideas (both incremental and radical concepts).				
Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.				
Work Creatively with Others				
Develop, implement and communicate new ideas to others effectively.				
Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.				
Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas.				
View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.				
Implement Innovations				
Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.				
CRITICAL THINKING AND PROBLEM SOLVING				
Reason Effectively				
Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.				

Table B: FIRST 21st Century Skills Analysis (continued)

21 st Century Learning Skills	Junior FIRST LEGO® League	FIRST LEGO® League	FIRST Tech Challenge	FIRST Robotics Competition
CREATIVITY AND INNOVATION (continued)				
CRITICAL THINKING AND PROBLEM SOLVING (continued)				
Use Systems Thinking				
Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.				
Make Judgments and Decisions				
Effectively analyze and evaluate evidence, arguments, claims and beliefs.				
Analyze and evaluate major alternative points of view.				
Synthesize and make connections between information and arguments.				
Interpret information and draw conclusions based on the best analysis.				
Reflect critically on learning experiences and processes.				
Solve Problems				
Solve different kinds of non-familiar problems in both conventional and innovative ways.				
Identify and ask significant questions that clarify various points of view and lead to better solutions.				
COMMUNICATION AND COLLABORATION				
Communicate Clearly				
Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.				
Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.				
Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade).				
Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact.				
Communicate effectively in diverse environments (including multi-lingual).				
Collaborate with Others				
Demonstrate ability to work effectively and respectfully with diverse teams.				
Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.				

Table 8: *FIRST* 21st Century Skills Analysis (continued)

21 st Century Learning Skills	Junior FIRST LEGO® League	FIRST LEGO® League	FIRST Tech Challenge	FIRST Robotics Competition
CREATIVITY AND INNOVATION (continued)				
COMMUNICATION AND COLLABORATION (continued)				
Collaborate with Others				
Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.				
INFORMATION, MEDIA AND TECHNOLOGY SKILLS				
INFORMATION LITERACY				
Access and Evaluate Information				
Access information efficiently (time) and effectively (sources).				
Evaluate information critically and competently.				
Use and Manage Information				
Use information accurately and creatively for the issue or problem at hand.				
Manage the flow of information from a wide variety of sources.				
Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information.				
MEDIA LITERACY				
Analyze Media				
Understand both how and why media messages are constructed, and for what purposes.				
Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.				
Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media.				
Create Media Products				
Understand and utilize the most appropriate media creation tools, characteristics and conventions.				
Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments.				
ICT (Information, Communications and Technology) LITERACY				
Apply Technology Effectively				
Use technology as a tool to research, organize, evaluate and communicate information.				

Table 8: *FIRST* 21st Century Skills Analysis (continued)

21 st Century Learning Skills	Junior FIRST LEGO® League	FIRST LEGO® League	FIRST Tech Challenge	FIRST Robotics Competition
INFORMATION, MEDIA AND TECHNOLOGY SKILLS				
ICT (Information, Communications and Technology) LITERACY (continued)				
Apply Technology Effectively (continued)				
Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy.				
Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.				
LIFE AND CAREER SKILLS				
FLEXIBILITY AND ADAPTABILITY				
Adapt to Change				
Adapt to varied roles, jobs responsibilities, schedules and contexts.				
Work effectively in a climate of ambiguity and changing priorities.				
Be Flexible				
Incorporate feedback effectively.				
Deal positively with praise, setbacks and criticism.				
Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments.				
INITIATIVE AND SELF-DIRECTION				
Manage Goals and Time				
Set goals with tangible and intangible success criteria.				
Balance tactical (short-term) and strategic (long-term) goals.				
Utilize time and manage workload efficiently.				
Work Independently				
Monitor, define, prioritize and complete tasks without direct oversight.				
Be Self-directed Learners				
Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.				
Demonstrate Initiative to advance skill levels towards a professional level.				
Demonstrate commitment to learning as a lifelong process.				

Table 8: FIRST 21st Century Skills Analysis (continued)

21 st Century Learning Skills	Junior FIRST LEGO® League	FIRST LEGO® League	FIRSTTech Challenge	FIRST Robotics Competition
LIFE AND CAREER SKILLS (continued)				
INITIATIVE AND SELF-DIRECTION (continued)				
Be Self-directed Learners (continued)				
Reflect critically on past experiences in order to inform future progress.				
SOCIAL AND CROSS-CULTURAL SKILLS				
Interact Effectively with Others				
Know when it is appropriate to listen and when to speak.				
Conduct themselves in a respectable, professional manner.				
Work Effectively in Diverse Teams				
Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.				
Respond open-mindedly to different ideas and values.				
Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.				
PRODUCTIVITY AND ACCOUNTABILITY				
Manage Projects				
Set and meet goals, even in the face of obstacles and competing pressures.				
Prioritize, plan and manage work to achieve the intended result.				
Produce Results				
Work positively and ethically.				
Multi-task.				
Participate actively, as well as be reliable and punctual.				
Present oneself professionally and with proper etiquette.				
Collaborate and cooperate effectively with teams.				
Respect and appreciate team diversity.				
Be accountable for results.				
LEADERSHIP AND RESPONSIBILITY				
Guide and Lead Others				
Use interpersonal and problem-solving skills to influence and guide others toward a goal.				
Leverage strengths of others to accomplish a common goal.				
Inspire others to reach their very best via example and selflessness.				

Table 8: *FIRST* 21st Century Skills Analysis (continued)

21 st Century Learning Skills	Junior <i>FIRST</i> LEGO® League	<i>FIRST</i> LEGO® League	<i>FIRST</i> Tech Challenge	<i>FIRST</i> Robotics Competition
<i>LIFE AND CAREER SKILLS (continued)</i>				
LEADERSHIP AND RESPONSIBILITY (continued)				
Guide and Lead Others (continued)				
Demonstrate integrity and ethical behavior in using influence and power.				
Be Responsible to Others				
Act responsibly with the interests of the larger community in mind.				

National Science Education Standards

FIRST programs were least likely to offer opportunities to address the National Science Education Standards (Table 9). *FIRST* programs have the potential to address between 41% and 70% of these standards (Table 5). The best potential standard coverage was observed with the *FIRST* LEGO® League program. This result is not all that surprising in that the National Science Education Standards, developed in 1996, have a strong emphasis on specific science content (e.g. Characteristics of organisms, Geochemical cycles). With the presence of the overarching theme, *FIRST* LEGO® League, and to some extent Junior *FIRST* LEGO® League, is positioned to address these concepts depending upon the theme selected and the challenges used for a given year. This finding may change upon the release of the Next Generation Science Standards called for by the National Research Council and the National Science Teachers Association. These standards are currently under review with a projected release later this calendar year. Examination of early drafts suggest that Engineering and Technology concepts will be featured more prominently in the new standards and will be better distributed across all levels of the K-12 educational system. A full breakdown of National Science Education Standards analysis can be found in Table 9.

Table 9: *FIRST* National Science Education Standards Analysis

Rating Code	Rating Rationale
	No evidence that the standard is addressed as part of the program.
	Standard may be addressed through program preparation conducted at local sites. For example, a coach or mentor may have Junior <i>FIRST</i> LEGO® League students characterize the properties and make-up of all the building materials before starting to build their structures. At an advanced level, a <i>FIRST</i> Robotics Competition coach or mentor teach the students about how energy is converted within the motors of the robot.
	Standard may be addressed through the design of a particular program's game. For example, In a <i>FIRST</i> LEGO® League game students may be required to complete challenges that simulated the structure of an atom providing an opportunity to learn about atomic structure.
	Standard is addressed through an analogous concept. For example, students can learn about the behavior of organisms by interacting with their robot and programming it to complete tasks.
	The standard is clearly addressed by program activities. For example, <i>FIRST</i> Tech Challenge students are going to solve problems in the competition with their robot. As they engage in this problem solving and design activity they will have the opportunity to learn and develop technological abilities.

Table 9: FIRST National Science Education Standards Analysis

National Science Education Standards	Junior FIRST LEGO® League	FIRST LEGO® League	FIRSTTech Challenge	FIRST Robotics Competition
<i>Science as Inquiry Standards</i>				
Abilities necessary to do scientific inquiry.				
Understanding about scientific inquiry.				
<i>Physical Science Standards</i>				
Properties of objects and materials.				
Position and motion of objects.				
Light, heat, electricity, and magnetism.				
Properties and changes of properties in matter.				
Motions and forces.				
Transfer of energy.				
Structure of atoms.				
Structure and properties of matter.				
Chemical reactions.				
Conservation of energy and increase in disorder.				
Interactions of energy and matter.				
<i>Life Science Standards</i>				
Characteristics of organisms.				
Life cycles of organisms.				
Organisms and environments.				
Structure and function in living systems.				
Reproduction and heredity.				
Regulation and behavior.				
Populations and ecosystems.				
Diversity and adaptations of organisms.				
The cell.				
Molecular basis of heredity.				
Biological evolution.				
Interdependence of organisms.				
Matter, energy, and organization in living systems.				
Behavior of organisms.				
<i>Earth and Space Science Standards</i>				
Properties of earth materials.				
Objects in the sky.				
Changes in earth and sky.				
Structure of the earth system.				
Earth's history.				
Earth in the solar system.				
Energy in the earth system.				
Geochemical cycles.				

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Table 9: *FIRST* National Science Education Standards Analysis (continued)

National Science Education Standards	Junior <i>FIRST</i> LEGO® League	<i>FIRST</i> LEGO® League	<i>FIRST</i> Tech Challenge	<i>FIRST</i> Robotics Competition
<i>Earth and Space Science Standards (continued)</i>				
Origin and evolution of the earth system.				
Origin and evolution of the universe.				
<i>Science and Technology Standards</i>				
Abilities to distinguish between natural objects and objects made by humans.				
Abilities of technological design.				
Understanding about science and technology.				
<i>Science in Personal and Social Perspectives</i>				
Personal health.				
Characteristics and changes in populations.				
Types of resources.				
Changes in environments.				
Science and technology in local challenges.				
Populations, resources, and environments.				
Natural hazards.				
Risks and benefits.				
Science and technology in society.				
Personal and community health.				
Population growth.				
Natural resources.				
Environmental quality.				
Natural and human-induced hazards.				
Science and technology in local, national, and global challenges.				
<i>History and Nature of Science Standards</i>				
Science as a human endeavor.				
Nature of science.				
History of science.				
Nature of scientific knowledge.				
Historical perspectives.				

Additional Findings

Besides collecting data about the accuracy and presentation of the Standards Alignment Analysis the surveys also asked questions about:

- How might this analysis be used by coaches and mentors?

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- How should this information be distributed?
- Would this information lead to changes in how they approached *FIRST*?

The findings associated with these questions are elaborated on in the following sections.

How might this analysis be used by coaches and mentors?

Respondents reported that the information about standards alignment would be useful to their work with *FIRST* programs. Overall, 73% of all respondents indicated that they agreed or strongly agreed with the usefulness of this information. As one respondent reported:

Connecting it to the standards adds value to the program when trying to convince administrators and museum directors why they should implement a Lego League at their facility.

Besides being a useful tool for communicating about *FIRST* programs to a less engaged audience, 60% of the mentor and coach respondents felt that this information would make it easier to use *FIRST* activities during the school day. As one respondent reported:

The document was superb. Very easy to follow and prompted ideas on how to integrate with lesson planning.

How should this information be distributed?

When it came to distributing the information, the respondents were offered two venues, on the web and with the *FIRST* print materials as possible distribution options. A greater percentage of respondents (82%) agreed or strongly agreed with this information being featured on the *FIRST* website than agreed or strongly agreed (71%) with this information being included with the *FIRST* printed coaching materials. Two possible explanations for this result may be found in other responses that were provided. First, it is possible that this information along with all the other information provided by *FIRST* may be too much to respond to at the start of a program season. As one respondent wrote:

I think it takes a few years of coaching to feel comfortable enough with the program to really start thinking about these things, it could even overwhelm a new coach.

Additionally, several respondents suggested changes to the graphics and layout of the document. While finding the information useful they felt it was difficult to navigate. Placement on the internet would allow for more search features to accompany the information and resolve some of the issues mentioned.

Would this information lead to changes in how they approached *FIRST*?

While 65% of respondents agreed or strongly agreed that using the information provided would make their *FIRST* program better, only 42% agreed or strongly agreed that the information would change how they structured their *FIRST* program. One respondent reported that:

...this document is so good that it makes a little more work because now I'm not as naive and I know how important it will be to get this information shared with others and apply these standards effectively in the program.

Another explanation for the difference between these two linked questions may be found in this quote from a respondent:

A big THANK YOU to everyone involved to pull this off! This is information that I think many people involved with FIRST really believe, and now it is almost complete, in a concise document, in a user-friendly format, and gives substantial confirmation of everything we thought to be true, but couldn't fully support.

Given that the most popular response regarding how are coaches and mentors are currently using educational standards with their FIRST programs was "Educational standards help me show the value of FIRST to my school administrators" it is not surprising that the information would be helpful but not immediately change practice in all cases.

Other Comments for Future Consideration

As part of the survey process, respondents had an opportunity to answer four open ended items. Three of the items asked the respondents to give feedback about the analysis for a particular set of educational standards. The fourth item was an opportunity to provide feedback about the project on any topic that was not specifically asked for by prior items. While a number of the comments addressed issues with the analysis or provided more detailed answers several comments brought up issues for future consideration with this project. The three most relevant ideas for possible extension of this work are highlighted here for the Education Working Group's consideration.

Examples and Teaching Ideas

By far the most common comment, mentioned on 23 occasions, asked that specific examples of how to address the standards are provided along with the alignment analysis of FIRST programs and educational standards. Some examples of the comments are:

After each section, there should be examples of how some or all standards can be applied in the classroom or in a team setting, for example: Work with equal groups of objects to gain foundations for multiplication (JrFLL) The team members will arrange LEGO® bricks and discuss the color and or stacking arrays. I have found in the past with many educators if it is not "in their face" they will not necessarily have the time or means to implement.

I would include typical math problems that can be used to test whether the standard is met or not.

...specific examples will need to be included in order for a non-mathematics instructor (or someone not familiar with the standards) to effectively use this document.

This finding was to be expected as the standards and their accompanying alignment documents that gain the most traction in the educational community are the ones that provide some instructional ideas or resources. The challenge for FIRST will be in deciding how much additional information will be provided because this can quickly become a very time consuming and involved task. One respondent broached the idea of addressing this issue with a resource exchange or forum. Essentially an online space where teachers can post and share information. Another respondent suggested that:

Since my experience is primarily with Jr. FIRST LEGO® League, the only thing that I would find helpful is perhaps a reference to which standards are being met by the particular challenge. Two years ago when we worked on biomedical engineering, we hit a lot of the Science objectives.

Audience Specific

With not all FIRST coaches and mentors being classroom teachers some comments suggested a need for more audience specific documents. Some representative comments were:

When sharing the document or the information on the website, it should also be parent friendly. That is, focusing on how having your child involved in FIRST will help him/her succeed in school and the work place, based on the universal standards that are within the Common Core and throughout the country.

The document is not user friendly for coaches that may not be teachers and are not familiar with educational standards and how to use them. Suggest creating a different guide for parents that presents the information in a lay format. Maybe bullets or something like that.

Other Standards

This analysis only explored the alignment between FIRST programs and three different sets of educational standards. Given the nature of the FIRST programs and how they can be implemented differently at the participating sites it is conceivable that other standards may be addressed by the programs. Two such standard sets, Common Core Language Arts and Fine Arts Standards, were mentioned during data collection. In addition, a "Next Generation" of national science standards is expected to be released and adopted in late 2012 or early 2013. The expectation is these standards will become the basis for curricula and assessments in the next few years. Their adoption will make the information provided by the current alignment obsolete.

#6

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: 02/05/2015 Name of Travel Agency (if applicable): Worldstrides

1) Requested by: Zulma Santana Wilby High School Spanish

Name of Staff Member	School	Grade level/Subject
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2) How many students? 5

3) Name of destination: Spain

4) City/State of destination: Madrid, Toledo, Barcelona

5) Departure: 03 April, 2015 4:10pm

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

6) Return: 10 April, 2015 8:05pm

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

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

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

Unit 4 on Spain

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

Standard 1.1 Interpretive Communications
Standard 2.2 and 2.1 Cultures: practices and Perspectives
Standard 4.1 Comparison: language
Standard 5.2 Communities: lifelong Learning

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

Based on your travel experience, reflect on all cultural and linguistic differences between your culture and Spain. What are the similarities and differences between the cultures?

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

Students will be expected to communicate in the target language and be aware of any similarities and contrasting cultural differences.

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

Students will be participating with hands on activities and will be assessed orally by the guided tour leader and the educator.

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

Students will acquire information and recognize the distinctive viewpoints that are only available thru travel, culture and language. Students will be able to broaden the sources of information, allowing them to have a new perspective of the world. It will allow for them to become more proficient in the language, find new interests and compare cultural and linguistic differences.

14) Transportation: Type/name of Approved PUC Carrier

Air France
Delta Airlines

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

Name	Phone Number	Name	Phone Number
1. Zulma Santana	917-294-0170	4	
2. Erin Cleary	(617) 878-2633	5.	
3		6	

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

Teacher(s) as chaperones: Zulma Santana

Aides(s) as chaperones:
N/A

Parent(s) as chaperones:
N/A

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 paid \$1,500 out of pocket. The rest of the trip was financed by fundraising (chocolate sales, bake sale, etc)

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

\$3,400

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

What is the approximate cost all chaperones?

Besides money for lunch, everything is included. Trip free for the chaperone with 5 students going traveling.

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

Teacher	Subject/Grade	Teacher	Subject/Grade
1. Zulma Santana	Spanish	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 ☐

Lucretia Benson RN
Signature of School Nurse

2-4-15
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 Kalain
Signature of School Principal

2/5/15
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 ☐

M. Pullman
Signature of Superintendent/Designee/ILD

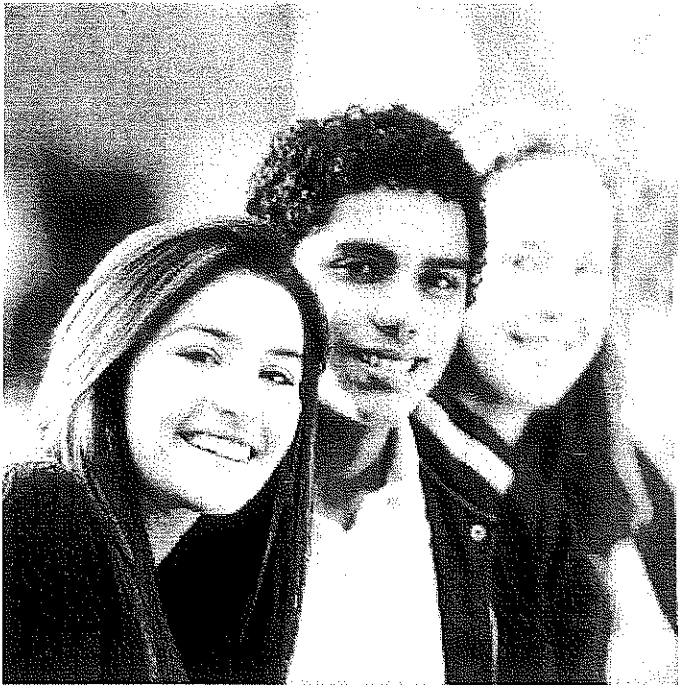
2-10-15
Date

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.



The Experience of a Lifetime

Trip Details

Trip Name: Madrid and Barcelona
 Group Leader: Ms. Zulma Santana
 Departure Date: Friday, April 3, 2015
 Departure City: New York City, NY
 Group Username: spain2015
 Group Password: wilby

Login at www.EducationalTravel.com/Login

An Enriched Educational Experience

WorldStrides International Discovery programs offer unrivaled travel experiences to more than 60 countries on six continents. For more than three decades we've leveraged personal service, uncompromised quality, expert craftsmanship, and an unwavering focus on educational value to inspire and enrich the lives of our travelers. Our unique LEAP program uses creative and fun contemporary teaching methods to maximize the learning experience. LEAP engages students, making them active learners who translate information into knowledge and understanding.

Why Quality Matters

WorldStrides quality enhances the educational outcomes for our students, provides for the comfort and safety of the whole group and gives peace of mind to teachers and families. We use centrally located hotels in safe neighborhoods, which mean more time where you want to be and less time travelling. Meals are carefully chosen to reflect local cuisine. Our Tour Directors are much more than escorts. They use their extensive training to act as cultural mediators, engaging students throughout the program.

Safety

Your child's safety is always our top priority. Our staff members are on call 24 hours a day and our Tour Directors stay in the same hotels as their groups. Tours have a ratio of one chaperone for every six students. Each Group Leader is provided with an international cell phone. We include travel insurance and strongly recommend the Cancellation Protection Plus.

Included in the Trip Cost

Transportation

- Round-trip airfare and other transportation described in the itinerary

Travel Insurance

- Traveler Assistance
- Medical Insurance
- Travel Insurance

Hotel Accommodations & Meals

- Centrally located three- and four-star hotels for 6 nights
- Daily breakfast to start the day energized and ready to go
- Appetizing, hearty three-course dinner daily

Tour Director & Local Guides

- Full time, bilingual, WorldStrides International Discovery programs Tour Director who is LEAP-trained in experiential education
- Local guide at sites and on city tours as described in the itinerary
- LEAP! Educational Program

Trip Cost

Total Cost **\$3709**

Cost Breakdown

Tuition (Valid through 12/31/15)	\$4009
Welcome Scholarship	-\$300

Itinerary

DAY 1-2 Fly to Barcelona Arrive in Barcelona and explore the capital of Catalunya.

DAY 3 Barcelona A local guide explains the sights of Spain's second largest city - the Olympic city of Barcelona. Explore Gaudi's Park Güell. Stroll through the historic Barri Gòtic. Wonder at the interior of Gaudi's unfinished Sagrada Familia cathedral.

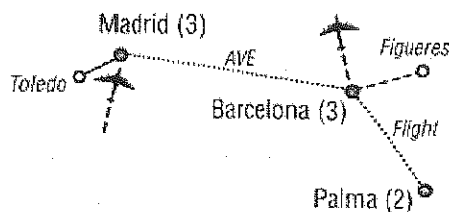
DAY 4 Barcelona Visit Gaudi's Casa Milà. Later, enjoy the Picasso Museum.

DAY 5 Dali's Hometown Opt to journey to surrealist Salvador Dali's hometown of Figueres and his extraordinary museum, which presents a multimedia approach to his art and life through theater and a self-made monument. Debate the Spirit of Spain.

DAY 6 Madrid Board a train to Madrid. Join a local guide on a tour through the Plaza de España, the Plaza Colón, and a view of the Royal Palace. An impressive selection of Velazquez's paintings awaits you at the Prado Museum. Next, see modern pieces by Dalí and Picasso in the Reina Sofia Museum. Tonight, savor Cocina Española.

DAY 7 Toledo City sightseeing in Spain's medieval capital of Toledo brings you experiences as brilliant as the gold threads inlaid in its famous black jewelry. Admire the interiors of the Synagogue of Santa María la Blanca, the Monasterio de San Juan de los Reyes and the Gothic cathedral. This evening, Tonight, dance with the pros to the Spanish guitar in Zapateando.

DAY 8 Return journey to the USA



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

ALL FIELD TRIPS REQUEST MUST INCLUDE THE APPROPRIATE COVER SHEET

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

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

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

Date Submitted 02/19/15

Name of Travel Agency (if applicable): Landjet

1) Requested by: Kyle Ondrush WAMS HS (SS)

Name of Staff Member

School

Grade level/Subject

2) How many students? 36 (High School 9-12)

3) Name of destination: Brooklyn Academy of Music

4) City/State of destination: Brooklyn, NY

5) Departure: April 23, 2015 @ 8:00AM (11:00am performance)

Day

Date

Time

6) Return: : April 23, 2015 @ 6PM

Day

Date

Time

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

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

GOAL: To encourage students' self-exploration through theatre productions that confront the major issues of our time as well as the eternal commonalities of human life. To involve both students and teachers in the study and understanding of dramatic text, as well as the process.

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

CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CT Common Arts Framework: Content 7: Analysis, Criticism, and Meaning.

National Standards in Theatre Education Anchor 7 - Perceive and analyze artistic work.

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

WAMS THTR Dept. SLO#1: Student will understand, identify and research cultural, historical and symbolic clues in dramatic texts, and evaluate the validity and practicality of the information to help make artistic choices for informal and formal productions.

How do theatre artists comprehend the essence of drama processes and theatre experiences?

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

Students know and understand the type, style, and genre of selections slated for production.

Students will articulate and justify personal aesthetic criteria for critiquing dramatic texts and events by comparing artistic intent with the final performance.

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

Each student analyzes individual and group performances, citing examples from the performance and providing rationales for their conclusions.

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

After studying the historical, cultural, and societal influences pertinent to the production, students describe how these factors are at work in different aspects of the play. Students discuss specific examples from the play and provide rationales for their opinions and actions.

14) Transportation: Type/name of Approved PUC Carrier

All Star Transportation

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

Name	Phone Number	Name	Phone Number
1 Kyle Ondrush (HIS)	203-573-6301	4. Lauren Elias - Principal	860-573-6300
2. Bruce Post (THTR)	203-573-6301 & 203-512-0003	5.	
3 Scott Schulte (THTR)	203-573-6301 & 203-910-4146	6	

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

Teacher(s) as chaperones: Kyle Ondrush, Bruce Post, Scott Schulte, Lauren Elias

Aides(s) as chaperones:

Parent(s) as chaperones:

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

Students will pay out of pocket for Memorial Only.

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

@\$40.00 BUS, @\$0.00 for ticket, Memorial @\$15.00



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

TLC Club Trip

20) What is the approximate cost all chaperones?

0.00 (The Theatre provides free tickets to adult chaperones)

21) How many substitutes are necessary? 3

Teacher	Subject/Grade	Teacher	Subject/Grade
1. Kyle Ondrush	9-12 History	4. Lauren Elias	Principal
2 Scott Schulte	6-12 Theatre	5.	
3. Bruce Post	6-12 Theatre	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

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

Using never-before-seen photos of the Triangle Shirtwaist Fire and exclusive interviews, this documentary brings this transformative moment in US history to life for students and teachers alike.

WAMS Students performed Industrial Revolution Monologues as freshman in 2012- Triangle Shirt Waist Factory Fire as the commemoration. Seniors joining the trip saw and participated in the WAMS event. We will discuss their reactions to the piece 4 years later.

Proposed Student List

1	Xoela	Aeoli
2	Lauren	Albert
3	Eric	Beltrami
4	Olivia	Blazas
5	Chris	Briney
6	Celina	Caetano
7	Lucy	Christiana
8	Nolan	Cummings
9	Jane	Morrison
10	Katie	Keane
11	Jessica	Giordano
12	Subrayan	Gobindraaj
13	Breonna	Curry
14	Tess	Hudak
15	Larissa	Hughes
16	McKenzie	Huneke
17	Kaylin	Kleinschmidt
18	Kevin	Kleinschmidt
19	Mariela	Ramos
20	Sage	Maier
21	Danielle	Lockwood
22	Justin	Normindan
23	Jordan	Paradise
24	Isaac	Hutchinson
25	Emma	Lewis
26	Monica	Keefe
27	Morgen	Sherwood
28	Brianna	Stankowitz
29	Michael	Stevens
30	Adrianna	Taplin
31	Victoria	Teixiera
32	Makalia	Dugan
33	Alina	Abromosvic
34	Shakaya	Walcott
35	Blesing	Zenick
36	Gillian	Green

COMMITTEE ON SCHOOL FACILITIES & GROUNDS

#8

WORKSHOP: Thurs., February 26, 2015 (Duggan Sch.)
BOARD MEETING: Thurs., March 5, 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
D. Benjamin	WAMS recital hall: Tues., May 19th 5-7:30pm (school talent show)
J. Reed	Rotella gym & café: Tues., March 31st 5-8pm (District Convention)
H. Doolan	Wilby aud.: Fri., Mar. 13th 7-9pm (performance of "Hairspray" for parents)
Major Simon	Wilby aud., gym, café: Sat., May 2nd 8am-5pm (JROTC competition)
M. Rocco	W. Cross gym: Sat., Mar. 28th 1-9pm (PTA/5th Grade craft fair)
T. Grabowski	Maloney café: Thurs., Mar. 12th 4:30-8:00pm (Family Book bingo night)
Mayor's Office	Reed café: Sat., April 25th 8am-4pm (Wtby. Cultural event-Literacy Volunteers)
R. O'Neill	Carrington café: Tues., Mar. 10th & Wed., Apr. 15th 5:45-8:30pm (Book Club mtg.)

Approved:

Felix M. Rodriguez

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

RETURN TO MS. SKRAPITS

SCHOOL PERSONNEL USE ONLY

DATE: 2/20/15

TO: SCHOOL BUSINESS OFFICE

FROM: Benjamin-WAMS

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

NAME OF SCHOOL REQUESTED: WAMS

Recital Hall

☐

Auditorium

☐

Gymnasium

☐

Swimming Pool

☐

Café/Rooms

DATES REQUESTED: Tues 5/19/15

FROM: 5

am/pm

TO: 7:30

am/pm

FOR THE FOLLOWING PURPOSES:

Talent Show

D. Blum

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: 2/12/15

TO: SCHOOL BUSINESS OFFICE

FROM: John Reed

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

NAME OF SCHOOL REQUESTED: Rotella

☐ Auditorium ☒ Gymnasium ☐ Swimming Pool ☒ Café/Rooms

DATES REQUESTED: March 31, 2015

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

FOR THE FOLLOWING PURPOSES:

District Invention Convention

John Reed
APPLICANT

Please note the following provisions:

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

SCHOOL PERSONNEL USE ONLY

DATE:

2/12/15

TO: SCHOOL BUSINESS OFFICE

FROM:

Heidi Doolan - Music Teacher

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

NAME OF SCHOOL REQUESTED: Wilby High School

Auditorium



Gymnasium



Swimming Pool



Café/Rooms

DATES REQUESTED:

March 13

FROM:

7

am/pm

TO:

9

am/pm

FOR THE FOLLOWING PURPOSES:To perform the musical"Hairspray Jr." For Parents + Students.Heidi Doolan
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: 11 Feb 2015

TO: SCHOOL BUSINESS OFFICE

FROM: MAJOR SIMON, WILBY HS JROTC

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

NAME OF SCHOOL REQUESTED: Wilby

☒ Auditorium ☒ Gymnasium ☐ Swimming Pool ☒ Café/Rooms

DATES REQUESTED: 2 May 2015
FROM: 8 am/pm TO: 5 am/pm

FOR THE FOLLOWING PURPOSES: To host a drill and color guard competition. Approximately 300 JROTC cadets from eight New England schools will compete.

MA Simon
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.

cc: Cust

File

SCHOOL PERSONNEL USE ONLY

DATE: 2/11/15

TO: SCHOOL BUSINESS OFFICE

FROM: M. Rocco

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

NAME OF SCHOOL REQUESTED: St. Cross School

☐ Auditorium

☒ Gymnasium

☐ Swimming Pool

☐ Café/Rooms

DATES REQUESTED: Saturday, March 27, 2015

FROM: 1:00 am/pm

TO: 9:00 am/pm

FOR THE FOLLOWING PURPOSES:

PTA 5th Grade Comm. Craft Fair
+ Auction

M. Rocco
(APPLICANT)

Please note the following provisions:

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

Cancel EMMA.

FEB 20 2015

SCHOOL PERSONNEL USE ONLY

DATE: 1/27/15

TO: SCHOOL BUSINESS OFFICE

FROM:

Maloney School

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

NAME OF SCHOOL REQUESTED:

Maloney

☐

Auditorium

☐

Gymnasium

☐

Swimming Pool

☒

Café/Rooms

DATES REQUESTED:

March 12th

FROM:

4:30

am/pm

TO:

8:00

am/pm

FOR THE FOLLOWING PURPOSES:

Family Book Bingo

J. G. Grawski

APPLICANT

T. Grawski

Please note the following provisions:

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

Cancel Zumba

9032

SCHOOL PERSONNEL USE ONLY

FEB 23 2015

DATE: February 20, 2015 _____

TO: SCHOOL BUSINESS OFFICE

FROM: ___Geraldo Reyes Jr (Mayors Office) ___

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

NAME OF SCHOOL REQUESTED: ___Jonathon Reed School ___

☒ Auditorium ☐ Gymnasium ☐ Swimming Pool ☒ Café/Rooms

DATES REQUESTED: April 25, 15

FROM: _____ 8 am _____ am/pm TO: _____ 4pm _____ am/pm

FOR THE FOLLOWING PURPOSES:

LVG Waterbury Annual Cultural event, luncheon & gifts to thank all the Volunteers

Annual event supported by Mayors Office, Approx. 125 people will be in attendance.
Thank you Geraldo

Geraldo Reyes Jr

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:

2.23.15

TO: SCHOOL BUSINESS OFFICE

FROM: Robyn O'Neill Parent Liaison @Carrington School

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

NAME OF SCHOOL REQUESTED: Carrington School

☐ Auditorium ☐ Gymnasium ☐ Swimming Pool ☒ Café/Rooms

DATES REQUESTED:

March 10, 2015

FROM:

5:45 am/pm

TO:

8:30 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:

2.23.15

TO: SCHOOL BUSINESS OFFICE

FROM: Robyn O'Neill Parent Liaison @Carrington School

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

NAME OF SCHOOL REQUESTED: Carrington School☐ Auditorium☐ Gymnasium☐ Swimming Pool☒ Café/Rooms

DATES REQUESTED:

April 15FROM: 5:45 am/pmTO: 8:30 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.

#9

COMMITTEE ON SCHOOL FACILITIES & GROUNDS

WORKSHOP: Thurs., February 26, 2015 (Duggan Sch.)
BOARD MEETING: Thurs., March 5, 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.

GROUP

FACILITIES AND DATES/TIMES

REQUESTING WAIVERS:

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

Ct. Dept. of Transportation: Crosby aud.: Tues., Mar. 24th 5-8pm (public mtg. on I-84 const.)

Chiari & Syringomyelia Foundation: Gilmartin track: Sat., June 20th 4-9pm (walkathon)

Girl Scouts of CT.: WSMS resource rm.: Tuesdays 3/9-6/1/15 2:30-4:00pm (troop mtgs.)

MONIES COLLECTED TO DATE:

\$ 44,400.75

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.

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

CONTRACT#

FEB 20 2015

APPLICANT Christopher Zukowski NAME OF ORGANIZATION Connecticut Dept. of Transportation

ADDRESS 359 South Main Street, Thomaston, CT 06787 TELEPHONE # 860-302-1781
(street) (city) (state) (zip code)

SCHOOL REQUESTED Crosby H.S. DATES 3/24/15 ROOM(S) Auditorium

OPENING TIME 5:00pm CLOSING TIME 8:00pm PURPOSE Public Outreach Meeting for I-84 Construction

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

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

SIGNATURE OF APPLICANT _____ DATE 02/19/2015

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

Christopher Hylas, 55 Hartland Street, Suite 401, East Hartford, CT 06108; 860-992-4608 (cell)

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. CZ (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.

White-Permittee

Goldenrod-School Business Office

Pink-Principal

Blue-Custodian

Applicant: Connecticut Department of Transportation, District IV

Meeting Request Date: March 24, 2015; 5:00pm – 8:00pm

Purpose: Public Outreach Meeting for I-84 Construction

Room: Auditorium

A/V and Meeting Facility Needs:

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

Contact: Chris Hylas, 860-992-4608

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

Attn: Sandy McCasland
CONTRACT#

APPLICANT Cathy Poznik NAME OF ORGANIZATION Chiari and Syringomyelia Foundation (CSF)
ADDRESS 3075 Killington Ln, Twinsburg, OH 44087 TELEPHONE # (330) 998-6195
(street) (city) (state) (zip code)

SCHOOL REQUESTED Gilmartin Track DATES 6/20/2015 ROOM(S) track & field

OPENING TIME 4 pm CLOSING TIME 9 pm PURPOSE unite @ night one mile casual walk
For CSF

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

APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 35 CHILDREN 25

SIGNATURE OF APPLICANT Cathy Poznik DATE 2/12/2014

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

Jessica Gonzalez, 61 Horseshoe Dr., Waterbury, CT 06706, (203) 206-4062,

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. CSF (PLEASE INITIAL) Jgonzalez1004@aol.com

~~*CSF will provide insurance~~

SCHEDULE OF RATES: CUSTODIAL FEES: _____

RENTAL FEES: _____

MISCELLANEOUS FEES: _____

SECURITY DEPOSIT \$ 250. INSURANCE COVERAGE YES _____ NO _____

PLEASE READ THE FOLLOWING CAREFULLY

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

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APPROVAL DATE _____ SCHOOL BUSINESS OFFICE _____

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

FROM :

FAX NO. :

Feb. 24 2015 11:55AM P2

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 Heather Greene NAME OF ORGANIZATION Girl Scouts of CT.
ADDRESS 349 Chipman St. Waterbury, CT. 06708 TELEPHONE # 203-527-7772
(street) (city) (state) (zip code)
SCHOOL REQUESTED West Side Middle School DATES 3/9-3/23-4/13-4/27-5/4-5/18-6/1 ROOM(S) Parent Resource Room
OPENING TIME 2:30 PM CLOSING TIME 4:00 PM PURPOSE Troop Meeting
ADMISSION (if any) N/A CHARGE TO BE DEVOTED TO N/A
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 2-3 CHILDREN 10
SIGNATURE OF APPLICANT Don A. Paba DATE 2/24/15

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

Heather Greene, 349 Chipman St. Waterbury, CT. 06708 - 203-527-7772
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. OC (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES: _____

RENTAL FEES: _____

MISCELLANEOUS FEES: _____

SECURITY DEPOSIT \$ _____ INSURANCE COVERAGE ☒ YES ☐ NO

PLEASE READ THE FOLLOWING CAREFULLY

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POLICE AND FIRE PROTECTION MUST BE ARRANGED AND/OR CANCELLED BY THE RENTER. PLEASE CALL EACH DEPARTMENT FOR INFORMATION. POLICE DEPT. 574-8963 FIRE DEPT. 597-3452

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KITCHEN FACILITIES CAN NOT BE USED BY GROUPS WITHOUT SUPERVISION - PLEASE CALL THE FOOD SERVICE DEPT. AT 674-8210 TO ARRANGE FOR A FOOD SERVICE PERSON (FOR WHICH THERE WILL BE AN EXTRA CHARGE)

PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.

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APPROVAL DATE _____

SCHOOL BUSINESS OFFICE

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White-Permittee

Goldenrod-School Business Office

Pink-Principal

Blue-Custodian

COMMITTEE ON SCHOOL FACILITIES & GROUNDS

#4
Updated

WORKSHOP: Thurs., February 26, 2015 (Duggan Sch.)
BOARD MEETING: Thurs., March 5, 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>
--------------	-----------------------------------

REQUESTING WAIVERS:

* Wthby.Ballers Basketball	Crosby gym: Sun., Mar. 1st noon-6:00pm	
Phil Lott	(basketball tryouts & practice)	(\$294.)

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

Ct. Dept. of Transportation: Crosby aud.: Tues., Mar. 24th 5-8pm (public mtg. on I-84 const.)
Chiari & Syringomyelia Foundation: Gilmartin track: Sat., June 20th 4-9pm (walkathon)
Girl Scouts of CT.: WSMS resource rm.: Tuesdays 3/9-6/1/15 2:30-4:00pm (troop mtgs.)

MONIES COLLECTED TO DATE:

\$ 44,400.75

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.

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 Phil Lott NAME OF ORGANIZATION Bullers Basketball Club

ADDRESS 89 Morton rd Wtby CT 06705 TELEPHONE # 203 510 4239
(street) (city) (state) (zip code)

SCHOOL REQUESTED Crosby DATES 3/1/15 Sunday ROOM(S) Gym

OPENING TIME 12:00 CLOSING TIME 6:00 PURPOSE Basketball Practice / Try outs

ADMISSION (if any) none CHARGE TO BE DEVOTED TO _____

APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 6 CHILDREN 10-20

SIGNATURE OF APPLICANT Phil Lott DATE 2/17/15

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

Phil Lott 89 Morton rd 203 510 4239

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. PL (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES: \$42/HR plus 1 HR service (\$294)

RENTAL FEES: _____

MISCELLANEOUS FEES: _____

SECURITY DEPOSIT \$ _____ INSURANCE COVERAGE X YES _____ NO _____

PLEASE READ THE FOLLOWING CAREFULLY

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APPROVAL DATE _____

SCHOOL BUSINESS OFFICE

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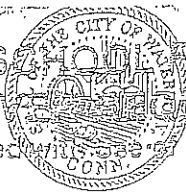
White-Permittee

Goldenrod-School Business Office

Pink-Principal

Blue-Custodian

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



APPLICANT/ORGANIZATION: Waterbury Ballers Basketball Club

Please check below specific item(s):

Building Usage Fees ☒

Custodial Fees ☒

SCHOOL/ROOMS REQUESTED: Gymnasium

DATE(S): Sunday, March 1, 2015

TIMES: 1:00 pm - 6:00 pm

DATE(S): _____

TIMES: _____

DATE(S): _____

TIMES: _____

DATE(S): _____

TIMES: _____

DATE(S): _____

TIMES: _____

DATE(S): _____

TIMES: _____

2/25/15

Phil Lott

Date

Signature

OFFICE USE ONLY

List total cost of fees being requested to be waived:

\$ _____
Building Usage Fees

\$ 294.-
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

#10a

**EDUCATION
WATERBURY PUBLIC SCHOOLS
Maloney Magnet School
Instructional Tutor (Math)**

General Statement of Duties: Under the supervision of the School Principal and Vice Principal, tutors provide educational support to students who are academically at-risk.

(not limited to the duties listed below)

Specific Example of Duties: Supports classroom teachers and other faculty with the instruction of K-5 students. Performs in-class tutoring services in math and other academic areas as needed. Works one-on-one and in small group instructional settings. Collaborates with the classroom teacher and specialists in providing appropriate academic tutoring services and feedback. Maintains a daily log of students receiving services which would include progress reports, problems, concerns and other observations. Works with the teachers to establish remedial groups that may be serviced in the classroom. Generates and corrects material to reinforce skills identified as weak and in need of reinforcement. Polls the teachers to try to establish areas of difficulty experienced by students on the CMT's and other assessments. Performs other related duties as required by the School Principal or Vice Principal.

Qualifications: Connecticut teaching certification for elementary grades (K-5), Strong math background is preferred. Must possess the ability to maintain and foster a creative educational environment conducive to learning and participation. Should demonstrate sensitivity and respect for the needs and feelings of all children while utilizing patience, empathy and positive expectations.

Work Year/Hours of Work: Maximum of 10 months. Maximum of 18 hours per week (during school hours) with scheduled based on the needs of the students.

Salary: \$25.00 Per hour **No Benefits**

Note: This is a Part-Time, Grant Funded positions, that exist as long as funds are available.

Please submit letter of intent, application for professional position, resume, and a copy of appropriate certification to:

James A. Murray
Human Resources Assistant-Education
236 Grand Street
Waterbury, Ct. 06702

Closing Date: **Until Position Is Filled**

LETTER OF INTENT

Kimberly Picard
120 Midland Road
Waterbury, CT, 06705
(203) 598-4276, kpicard423@gmail.com

James Murray
Human Resource Administrator
236 Grand St.
Waterbury, CT 06702

Date: January 27, 2015

Dear Mr. Murray,

I am interested in applying for the position of Instructional Tutor (Math) for Maloney Magnet School. I have attached my resume for your review. I believe that my experiences in education are a close parallel to the requirements you are seeking to fulfill. I have confidence that my instructional abilities, combined with my enthusiasm to teach and work ethic would greatly benefit your educational program.

As stated on my resume, I have recently earned a Master's Degree in Secondary Education and am a candidate for Certification in General Science and Biology. Although I am a science major, I have had many experiences teaching and tutoring students in math including at SoundWaters educational facility for students going into grade 5 and while an intern at Pomperaug High School. With a wide variety of teaching experiences, I have had the opportunity to successfully accommodate diverse student needs by facilitating all styles of learners, offering individualized and extracurricular support, and integrating effective materials in many subject areas.

As a result of my internship and teaching experience at SoundWaters, I developed a proficiency in connecting content to the Common Core State Standards and working with others in order to provide proper assistance to students. I have been known to work well in a team and would look forward to working with the staff of Maloney Magnet School. As a Maloney Magnet School Alumni, it would be an honor to give back, as it did so much for me as an elementary student.

You may contact me at your earliest convenience to schedule an interview to discuss my qualifications in greater detail.

Thanking you in advance for your time and consideration.

Sincerely,

Kimberly Picard

Kimberly Picard

WATERBURY PUBLIC SCHOOL DISTRICT
236 GRAND STREET, WATERBURY, CT 06702
APPLICATION FORM
FOR NON-CERTIFIED POSITIONS

Position Applied For: _____

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 Picard Kimberly M
Last First M.I.

Address 120 Midland Road
No. Street

Home Phone (203) 596-7205

City, State, Zip Waterbury, CT, 06705

Cell
Work Phone (203) 598-4270

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.

PRIOR EMPLOYER

Name of Employer: SoundWaters **Phone:** (203) 323-1978
Address: 1281 Cove Rd **City:** Stamford **State:** CT **Zip:** 06902
Dates of Employment:
 From (Mo/Yr): 06/14 **Title of Position:** STEM Academy Assistant teacher **Name and Title of Supervisor:** Aisha Miranda - VP education
 To (Mo/Yr): 18/14 **Description of Duties, Responsibilities, and Significant Accomplishments:**
While working at SoundWaters as a teaching assistant, I helped create and implement Math, Science, and reading lessons in order to help improve reading and Math scores for 5th grade Stamford students.
Salary:
 Starting: \$1425/week
 Ending: \$1425/week
No. of Hours Worked Weekly: _____
Reason for Leaving: seasonal

EDUCATION

Indicate Last Grade Completed	Name and Address of High School Last Attended	Date of Graduation or G.E.D. Awarded
12	<u>Crosby H.S. 300 Pierpont Rd, Waterbury, CT 06705</u>	2009

Name of College Business or Technical Schools Attended	Address	Dates of Attendance	Number of Credits Completed	Type of Degree	List Major Subjects
<u>University of Maine</u>	<u>5713 Chadbourne Hall, Orono, Maine 04469</u>	<u>08/2009 - 05/2013</u>	120	B.S.	<u>Maine Science</u>
<u>University of Bridgeport</u>	<u>126 Park Ave, Bridgeport, CT 06604</u>	<u>08/2013 - 12/2014</u>	39	M.S.	<u>Secondary education - Science</u>

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.

Certification in secondary education - general science and biology is in process.

How did you learn of the employment opportunity for which you are applying?

Newspaper ☐ Radio ☐ Job Service ☐ Current Employer ☐ Job Posting ☐ Professional Journal ☐ Other Donna Cullen

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 1/29/2015 Signature Kimberly Piccolo

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

Region 116 School District <small>Name of Employer</small>		(203) 758-6671 <small>Phone</small>	
207 New Haven Road Prospect <small>Address</small>		CT <small>City</small>	06712 <small>State Zip</small>
Dates of Employment: From (Mo/Yr) 01/15	Title of Position Substitute Teacher		
Name and Title of Supervisor			
To (Mo/Yr) Recent/current	Description of Duties, Responsibilities, and Significant Accomplishments To provide instruction, manage the classroom environment, and promote student learning in the absence of the regular classroom teacher.		
Salary: Starting \$80/day			
Ending \$80/day			
No. of Hours Worked Weekly: 8-20	Reason for Leaving		

PRIOR EMPLOYER

Macy's <small>Name of Employer</small>		(203) 757-1131 <small>Phone</small>	
575 Union Street (Bass Mill Center) Waterbury <small>Address</small>		CT <small>City</small>	06702 <small>State Zip</small>
Dates of Employment: From (Mo/Yr) 08/14	Title of Position Sales Associate		
Name and Title of Supervisor Karen Blum - Department Manager			
To (Mo/Yr) Current	Description of Duties, Responsibilities, and Significant Accomplishments Provide customer service by helping customers find the product they are looking for. Ring up customer product with the best price.		
Salary: Starting \$8.70			
Ending \$9.15			
No. of Hours Worked Weekly: 10-20	Reason for Leaving		

Kimberly Picard

120 Midland Road, Waterbury, CT 06705 · (203) 598-4276 · kpocard423@gmail.com

Education

University of Bridgeport, Bridgeport, CT
M.S., Secondary Education, General Science
GPA 3.969

May 2014

University of Maine, Orono, ME
B.S., Marine Science, Concentration in Biology
GPA 3.12

May 2013

Student Teaching Experience

Long River Middle School, Prospect, Connecticut

August-December 2014

- Facilitated learning of 7th and 8th grade middle school students using inquiry-based and interactive lessons and activities.
- Established acceptable classroom behavior guide to minimize future classroom management issues.
- Modified lessons for special education students in the regular education classroom by explain concepts in various simpler steps, or by showing more demonstrations.

Teaching Related Experience

Region 16

January 2015-Current

Substitute Teacher

- Assume responsibilities of regular teacher-provide instruction using lesson plans.
- Demonstrate and reinforce social standards of behavior.

SoundWaters, Stamford, Connecticut

June-August 2014

Teaching Assistant/Camp Counselor

- Assisted in creating and implementing science, reading and math lessons to help improve reading and math scores of 5th grade Stamford students.

Sea World, Orlando, Florida

May-August 2013

Education Day-Camp Intern

- Assist in teaching about exhibits and animals inhabited at SeaWorld.

Internship Field Experience

Pomperaug High School, Southbury, Connecticut

August 2013-June 2014

- Observed regular, honors and A.P. science classes to better understand students' needs and various classroom management techniques.

Leadership

- Resident Assistant
- Rotaract Vice President

Certification

- Candidate for Connecticut Secondary General Science Certification 034
- Candidate for cross endorsement in Secondary Biology 030

Skills and Certifications

- Proficient in Microsoft Word, Excel, Powerpoint, PowerSchool
- American Red Cross CPR
- American Red Cross First Aid
- American Red Cross Lifeguard