



MEMORANDUM

FROM: Carrie A. Swain, Clerk
Board of Education

DATE: March 28, 2023

TO: Michael J. Dalton, City Clerk

SUBJECT: Notice of Rescheduled Workshop/Committee Meetings, Thursday,
March 30, 2023, 5:30 p.m., Bunker Hill School

The Committees of the Board of Education will meet on Thursday, March 30, 2023, 5:30 p.m., Bunker Hill School, 170 Bunker Hill Avenue, Waterbury, Connecticut.

AGENDA

SILENT PRAYER

PLEDGE ALLEGIANCE TO THE FLAG

PUBLIC SPEAKING

1. Committee of the Whole/10 minutes: School Transportation Report – J. Hunter.

INTERIM PRINCIPAL’S REPORT ~ Maryann Thompson

2. Committee of the Whole/10 minutes: Update – Connecticut Junior Republic – M. Rodriguez.
3. Committee of the Whole/5 minutes: Request approval of Waterbury Arts Magnet School Operations Plan – N. Albini, J. Gopie.
4. Committee of the Whole/10 minutes: Bilingual Report – J. Frenis, A. Jorge.
5. Committee on Finance/5 minutes: Request approval of CSDE Supplemental Grant Application for Adult Education, Cooperating Eligible Entity/Literacy Volunteers of Greater Waterbury – J. Reho.
6. Committee on Finance/5 minutes: Request approval of Amendment to the Memorandum of Understanding with Post University for college level courses – J. Frenis, M. Merati.
7. Committee on Finance/5 minutes: Request approval to apply for the CT Dept. of Education “School Mental Health Specialists (SMHS) Grant” (consensus needed) – L. Allen Brown, N. Toucet.
8. Committee on Finance/5 minutes: Request approval to apply for the CT Dept. of Emergency Services & Public Protection, Division of Emergency Management and Homeland Security “School Security Grant Program-Round 6” – Louise Allen Brown, Daniel Barry, Will Zhuta.
9. Committee on Finance/5 minutes: Request approval of a contract with 4 You, LLC for floor replacement at Walsh Elementary School – M. Konopka.

10. Committee on Finance/10 minutes: Request approval of the 2022-2024 Consolidated Grant Application – L. Riddick Barron.
11. Committee on Finance/10 minutes:
 - a) Grants Status Report – D. Biolo, L. Riddick Barron.
 - b) FYI - ARP/ESSER Update – D. Biolo.
 - c) FYI - Monthly Expenditure Report – D. Biolo.
12. Superintendent's Update: Dr. Ruffin.
13. Committee on Building & School Facilities/3 minutes: Use of school facilities by school organizations and/or City departments – W. Zhuta.
14. Committee on Building & School Facilities/3 minutes: Use of school facilities by outside organizations and/or waiver requests – W. Zhuta.
15. Superintendent's Notification to the Board/5 minutes:

a. Athletic appointments

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective</u>
Gray III, Ollie	Baseball Coach	NEMS	04/03/23
Sturdivant, Jason	Boys Tennis Coach	CHS	03/20/23

b. Grant funded appointments

<u>Name</u>	<u>Position/Location</u>	<u>FT/PT</u>	<u>Rate</u>	<u>Union</u>	<u>Funding</u>	<u>Effective</u>
Baglan, Brian	Network Specialist I (10 month)	FT	\$19/hr	UPSEU 69	Title II/A District 22-24	03/02/23
Beers, Rose	SPPT Nurse	PT	\$35/hr	NON BOE	ARP ESSER SPPT 22-24	03/16/23
Gatlin, Eric	Crossing Guard Tinker	PT	\$15/hr	SCG	General Fund	03/09/23
LeVasseur, Evelyn	Tutor (Certified) Carrington	PT	\$33/hr	NON BOE	Title I/A 22-24	03/02/23
Medina, Keytza	Tutor Bucks Hill	PT	\$25/hr	NON BOE	Title I/A 22-24	03/13/23
Miller, Terri	Tutor - Children's Community School	PT	\$33/hr	NON BOE	Title I/A 21-23	03/30/23
Santos, Arnaldo	Hall Monitor Wallace	PT	\$98/day	NON BOE	Title I/A 21-23	03/23/23
Scatena, Alexandra	Tutor Tinker	PT	\$25/hr	NON BOE	Title I/A 22-24	03/16/23
Villavicencio, Winifer	Birth to Three Transition Coord.	FT	\$22/hr	UPSEU 69	IDEA 611 P & NP 22-24	03/27/23
Warren, Samantha	Network Specialist II (promotion)	FT	\$27/hr	UPSEU 69	Priority Schools	03/09/23

c. After-school Programs appointments:

<u>Name</u>	<u>Grant</u>	<u>School</u>	<u>Position</u>
Carter, Sa-Queen	21 st Century	Academic Academy	Teacher
Gluz, Debra	21 st Century	Academic Academy	Teacher
Rendon, Miguel	21 st Century	Bucks Hill	Teacher
Perez, Oscar	SDE	Kingsbury	Rec Specialist
Gaynes, Stacey	21st Century	Walsh	Teacher
De Santis, Paula	21st Century	Walsh	Teacher
Poulin, Gina	21st Century	Walsh	Teacher
Montgomery, Asia	21st Century	Walsh	Rec Specialist
Nguyen, Karena	SDE	Washington	Teacher
Soares, Elenice	21st Century	West Side	Administrator Sub

d. Miscellaneous appointments:

<u>Name</u>	<u>Position</u>	<u>School/Program</u>
Dunn, Brittany	Elementary Summer School Coordinator	Extended Academic (EAS) Support Summer Program
Aresti, Robert	School Equity Leadership Team	DW
Banks, Melissa	School Equity Leadership Team	DW
Bell, Teresa	School Equity Leadership Team	DW
Bleau, Lisa	School Equity Leadership Team	DW
DelGobbo, Leah	School Equity Leadership Team	DW
Dossantos, Shannon	School Equity Leadership Team	DW
Greene, Lucia	School Equity Leadership Team	DW
Lyons, Jean	School Equity Leadership Team	DW
Mulhern, Jacqueline	School Equity Leadership Team	DW
Parker, Marly	School Equity Leadership Team	DW
Pierresiant , Courtney	School Equity Leadership Team	DW
Rahman, Vareesha	School Equity Leadership Team	DW
Soares, Elenice	School Equity Leadership Team	DW
Sodano, Gina	School Equity Leadership Team	DW

e. Resignations:

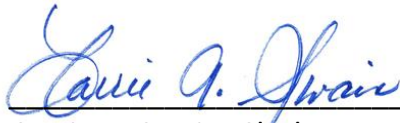
<u>Name</u>	<u>Position</u>	<u>Effective</u>
Hubeny, Carolyn	State Street Special Ed 6-8	03/16/23
Mayer, Samantha	Walsh Grade 4	06/30/23
Rosado, Debra	WMS SEL Counselor	04/17/23

f. Retirements:

<u>Name</u>	<u>Position</u>	<u>Effective</u>
Barbosa, Elvira	Carrington Special Ed	06/30/23
Peschel, Maryann	WSMS ELA Grade 6	06/30/23

EXECUTIVE SESSION for discussion concerning the appointment, employment, performance, evaluation, health, or dismissal of a public officer or employee.

ADJOURNMENT

ATTEST: 
Carrie A. Swain, Clerk
Board of Education

Waterbury Public Schools

#1

Durham Transportation Services and All-Star Transportation Information Sheet

Buses & Driver Facts

Due to Covid-19 pandemic, Waterbury Public School has still been struggling with a severe bus driver shortage which has lead Durham and All Star bus companies to consolidate bus routes.

In order to attract and recruit new drivers, the bus companies have implemented a \$2 an hour raise for all school bus drivers. \$500 employee referral bonus and a sign on bonus for fully licensed drivers.

There are currently 106 bus routes, 106 full-time drivers and 4 casual spares. The total numbers of drivers in the pipeline is 16. Currently, Durham has 10 TDY Drivers.

There are 149 buses assigned to Waterbury (contract requirements 10% spare buses).

There are approximately 18,000 students transported daily, that includes Public & Private Schools. Over 1000 students added or ID's amended to have accurate bus routes this school year.

The available drivers during active period is 85%.

Driver turnover is 23%.

Background checks are performed on all drivers and staff every August that includes both DMV and criminal checks. Copies of both are sent to Transportation Coordinator for review.

93% of drivers live in Waterbury.

There are 7 monitors all assigned to Special Education & Pre-k buses.

Mileage & Technology

Annual miles 1,112,559.

The past three years, the buses in Waterbury have traveled over 1,112,559 miles with reported accident rate of 0.30 per million miles. The industry rate is 1.0.

All buses are equipped with two way radios. All buses are equipped with video cameras, GPS tracking systems and bus track Apps.

All buses are equipped with a child safety check which assures that the driver walk to the back of the bus in order to hit a button that deactivates alarms that would go off 15 seconds after the driver leaves the vehicle without hitting the button.

Training

All new drivers; receive a minimum of 40 hours (State requirement is 30).

Training is a combination of classroom, demonstration and skill station mastery.

Drivers cannot transport students until all elements are passed.

Experienced drivers; minimum 17 hours and must complete Durham training passenger management, bus evacuation, response to emergencies, loading and unloading.

All drivers are evaluated on the road twice a year, drivers are trained to be DCF mandated reporters.

All drivers attend monthly safety meetings.

Mirror grid training is conducted with each driver twice per school year.

All drivers retest every 4 years with DMV per state requirement.

Emergency evacuation drills are demonstrated and conducted at each school, with all students twice a year (Fall & Spring months) in conjunction with our Security Division.

Vehicle Maintenance

All vehicles are in compliance with the DMV regarding preventative maintenance.

All vehicles inspection reports are available for review by the Board of Ed (Transportation Director conducts spot checks on vehicle files).

Fines & Infractions

Fines for Infractions are listed in the Busing Contract and monitored for compliance. Last year Durham paid the City \$0 in fines, the City was given free buses at no cost for late buses. Based on corrective action taken and continued monitoring compliance with respect to equipment has been consistent with contract expectations in industry standards.

During the 2022-2023 school year thus far, there were a total of 9 minor accidents that were fully investigated and documented with the bus company safety director and local authorities with response and review by the transportation director Jeff Hunter.

Propane Fuel

The City received the following reimbursement for propane fuel used in in buses:

FY 18 \$102,680

FY19 \$115,282.09

FY20 \$88,061.78

FY21 \$109,177

FY22 \$179,331.50

Busing Contracts

All-Star Transportation (Special In-Town & Out of District Transportation) & Durham School Services (Regular Ed Transportation) are both in Year 2 of a five- year contract. We also have a three- year contract with Ambassador for wheelchair and medically fragile student transportation which is in year 1. That contract is set to expire this year and will be re-bid this spring.

Budget

The Transportation Director works closely with the Budget office and the Special Education Department to maintain costs where possible. Generally, the contract budget projection remains in line with expectations. Two areas of cost drivers that require review of projections are in the areas of Special Education, Pre-K and Homeless. Those areas are closely monitored collaboratively by the Transportation Division, the Budget Office, the Chief Operating Officer and the Special Education Department with cost efficiencies being sought where possible while still delivering the necessary transportation for our programs and students.

2022-2023 Busing Budget

Durham \$9,121,573

All Star \$7,640,381

Ambassador \$700,000

Total Budget \$17,461,954



Connecticut State Department of Education

CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Interdistrict Magnet School

Operations Plan

Template version 2022

WATERBURY PUBLIC SCHOOLS

Date submitted to the CSDE: March 2, 2023

Version: 2

WATERBURY ARTS MAGNET SCHOOL

Letter of Intent

The school's Superintendent prepares and signs a letter of intent that provides an overview of the school's mission, vision, theme, academic rigor, goals, and adherence to Connecticut statutory requirements.



Dr. Verna D. Ruffin
 Superintendent of Schools
 (203) 574-8000
vruffin@waterburyk12.ct.us

February 15, 2023

Dear Commissioner Russell-Tucker,

I am pleased to write this letter supporting the Operations Plan for Waterbury Arts Magnet School (WAMS). WAMS is a safe space where students in grades 6-12 are provided an atmosphere that allows them to nourish their appetites for the arts while developing in the more traditional content subject matter. The Waterbury Arts Magnet School is designed and aligned to allow all students to excel in all areas of the Waterbury Public Schools' Portrait of a Graduate: Communicator, Collaborator, Life-Long Learner, Knowledgeable, Problem-Solver, Growth Mindset, Grit, and Socially and Emotionally Intelligent.

The Waterbury Arts Magnet Schools celebrates the wonderful diverse student body, including all of the differences among us. Students served at the school represent five partner districts and nine non-partner districts. The middle school has a racial make-up of 34% White, 16% Black or African American, 45% Hispanic/Latino, and 5% Other, while the high school is 37% White, 19% Black or African American, 36% Hispanic/Latino and 8% Other.

The student body has the option to pursue visual arts or performing arts as a pathway to their high school graduation based on their unique interests and talents. WAMS visual arts pathway includes ceramics, drawing, painting, and photography. WAMS performing arts pathway includes band, chorus, dance, music, and theater. As part of our arts curriculum, the students can also explore Studio TV and Computer Science courses. In addition, students can explore Career and Technical Education pathways in Skills and Technical Sciences, Communication and Information Systems, and Accounting and Management.

The most recent data is encouraging, despite the preceding turbulent years. Although the high school dropped 2.2 points on the Next Generation Accountability Index for grades 9-12, the gap between the state average and school performance shrunk by 2.3 points from the 2018-2019 to 2021-2022 school year. The ELA Performance for 2021-2022 indicates that 78.5% points are earned for high-needs students compared to the state average of 72.3%. ELA Academic Growth outpaced the state average in both categories of all students and high-needs students in 2021-2022. Also, it is no surprise the Waterbury Arts Magnet School earned all 50 points in the Arts Access categories for the most recent academic school year.

The Waterbury Arts Magnet School will continue to be a beacon for student achievement and the arts within the Waterbury Public Schools system and the state of Connecticut. This Operations Plan will be presented and reviewed by the Waterbury Board of Education in January 2023. I trust our plan will be received favorably by our Board, and the Connecticut State Department of Education as well.

Sincerely,

Dr. Verna Ruffin, Ed.D.
 Superintendent, Waterbury Public Schools

WATERBURY ARTS MAGNET SCHOOL

School Information, Planning Committee and Contributing Members

School Name and Address
Waterbury Arts Magnet School
16 South Elm Street
Waterbury, CT 06706

Superintendent	District Contact Information
Name: Dr. Verna D. Ruffin	Name:
Job Title: Superintendent of Schools	Job Title:
Phone Number: 203-574-8000	Phone Number:
Mailing Address: 236 Grand Street	Mailing Address:
Waterbury, CT 06702	

Finance Contact Person	Additional Contact Person
Name: Mrs. Doreen Biolo	Name:
Job Title: Chief Financial Officer	Job Title:
Phone Number: 203-574-8280	Phone Number:
Mailing Address: 236 Grand Street	Mailing Address:
Waterbury, CT 06702	

Planning Committee Members (if applicable)		
<u>Name</u>	<u>Job Title</u>	<u>Location</u>

Operations Plan Contributing Members		
<u>Name</u>	<u>Job Title</u>	<u>Location</u>
Nicholas J. Albini	Principal	Waterbury Arts Magnet School
Dr. Maria Stasaitis	Assistant Principal	Waterbury Arts Magnet School
Joseph Nole	Assistant Principal	Waterbury Arts Magnet School
Jennifer Deeley	Assistant Principal	Waterbury Arts Magnet School
Jaimie Farrell	Science Teacher	Waterbury Arts Magnet School
Brittany Biolo	Grants Facilitator	Waterbury Arts Magnet School
Jessica Lanza	ELA Teacher	Waterbury Arts Magnet School
James Butler	Social Studies Teacher	Waterbury Arts Magnet School
Jaclyn Gibson	School Counselor	Waterbury Arts Magnet School
Kiley Lombardo	Social Worker	Waterbury Arts Magnet School
Kimberly Jones	Attendance Counselor	Waterbury Arts Magnet School

Operations Plan Contributing Members

<u>Name</u>	<u>Job Title</u>	<u>Location</u>

SCHOOL SELF-ASSESSMENT

School Name:		District		RESC		
Waterbury Arts Magnet School		Waterbury		ACES		
School Profile						
Grades Served	6-12	Student Enrollment:		814		
Student Demographics						
% Black:	189	% IEP:		6.6		
% Hispanic:	350	% ELL:		3.7		
% White	254	% RI:		N/A		
Climate Data:		2020	2021		2022YTD	2027 TARG
Average Daily Student Attendance:		95.41	93.17		95.16	95
Student Chronic Absenteeism:		14.0	19.9		11.77	8.6
Number of In-School Suspension (ISS):		22	168		3	0
Number of Out-of-School Suspensions (OSS):		7	101		4	0
Number of Expulsions:		0	1		0	0

Part II: Academics				
Academic Data:	2020	2021	2022YTD	2027 TARG
Reading/English Proficiency	N/A	59.7	62.6	70.4
Math Proficiency	N/A	49.2	49.1	68.9
Science Proficiency	N/A	55.9	52.8	66.7

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1. SCHOOL'S DESIGN

1.1 School Description

Describe the school. Include:

- A. **The districts, regions, and communities the school will serve.** Waterbury Arts Magnet School (WAMS), located in Waterbury, Connecticut, is a Waterbury Public School inter-district magnet school that consists of 5 partner districts. The regions the school serves include Naugatuck, Plymouth/Terryville, Region 15 (Middlebury/Southbury), Thomaston, and Wolcott. In addition, WAMS accepts students from non-partner districts who apply including Ansonia, Bethany, Bristol, Cheshire, Region 14 (Woodbury), Region 16 (Beacon Falls/Prospect), Southington, Wallingford, and Watertown. Any student who resides in the partner district and non-partner district towns may apply.
- B. **The school's theme(s) and description of how the school will offer unique, high-quality, education opportunities to attract a diverse racial, ethnic, social economic and geographic student population.** Waterbury Arts Magnet School is an educational institution rooted in an arts-based theme. WAMS' arts pathways include both visual and performing arts. WAMS' visual arts pathway includes ceramics, drawing, painting, and photography. WAMS' performing arts pathway includes band, chorus, dance, music, and theater. As part of our arts curriculum we have always offered Studio TV and Computer Science courses. In order to increase student interest in the branding of WAMS, we now offer Career and Technical Education pathways in Skills and Technical Sciences, Communication and Information Systems, and Accounting and Management. Courses in these pathways include digital photography, robotics, drone technology, and Amazon Future Engineer Project STEM (grade 6). WAMS has advanced courses including UCONN Early College Experience, Post University dual articulated courses, Advanced Placement, and Honors courses that span all of our pathways in academics and electives. Unified Sports are offered in our school; however, sports are not offered at our school. If a student chooses, they may participate in their home district's school sports program.
- C. **The school's grade configuration.** Waterbury Arts Magnet School is a combination middle school/high school that ranges from grades 6-12. The school's total enrollment as defined by the total enrollment is 820 students.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
122	119	125	123	117	108	103

- D. **The program status (full-time or part-time) of the school.** The school is running at full time status.

Resources:

- [Connecticut General Statute \(C.G.S.\) Sec. 10-264/](#). Grants for the operation of interdistrict magnet school programs. Transportation. Enrollment of students; notice. Special education. Financial audits. Tuition.

1.2 Days and Hours of Operation

Describe the school's days and hours of operation. Include:

- A. **The bell times (start and end times).** The school day begins at 7:20 A.M. and ends at 1:50 P.M.

	Daily Schedule
Period 1	7:20 – 8:05
Period 2	8:08 – 8:51
Period 3	8:54 – 9:37
Period 4	9:40 – 10:23
Period 5	10:26 – 11:09
Period 6	Cafe A 11:12 – 11:32 Cafe B 11:35 – 11:55 Cafe C 11:58 – 12:18
Period 7	12:21 – 1:04
Period 8	1:07 – 1:50

B. Before school and/or after school programs. There are no Before-school programs. However, the After-school programs are Beach Club, Books and Blooms, Chess (Games) Club, Drum-Line, Film Club, F.I.R.E. Club, Habitat for Humanity, H.E.R.O. Club (HS), Key Club, Kid's Marathon, Math Club, National Junior Honor Society, National Honor Society, National Honor Society - Dance Arts, Newspaper, Outdoor Club, Positive Politics, Science National Honor Society, Ski Club, Spanish National Honor Society, Strings Club, Student Council, Technology Education club, Tri M Music Honor Society, and Unified Sports.

The total number of days of school for students and faculty. During the 2020-2021 School Year there were 181 days for students and 186 days for faculty 186.

1.3 Vision Statement

Include the school's visions statement.

1.4 Mission Statement

Include the school's mission statement.

This Portrait of a Graduate is a representation of the core values and beliefs of Waterbury Arts Magnet School. WAMS is a safe and encouraging learning community that promotes 21st century academic and artistic rigor by providing a diverse group of students the opportunity to develop skills and characteristics needed to be respectful, responsible, socially and emotionally aware and productive citizens in a global community with a focus on college and career readiness. We have adapted our Waterbury School District Portrait of a Graduate and have tailored it to our school's diverse community.

WAMS Core Values, Beliefs & Portrait of a Graduate

Waterbury Arts Magnet School is a safe and encouraging learning community that promotes 21st century academic and artistic rigor by providing a diverse group of students the opportunity to develop skills and character needed to be responsible, respectful, and productive citizens in a global community.

21st Century Learning Expectations

Academic and Artistic Expectations:

Preparation

Provide a rich academic and artistic foundation for all students

Effective Reader

Effective Writer

Creative Problem-Solver

Self-Directed Learner

Civic Expectation:

Service

Partner with the community to promote character in our students

Community Participant

Social Expectations:

Integrity

Encourage students to demonstrate respect and responsibility

Collaborative Worker

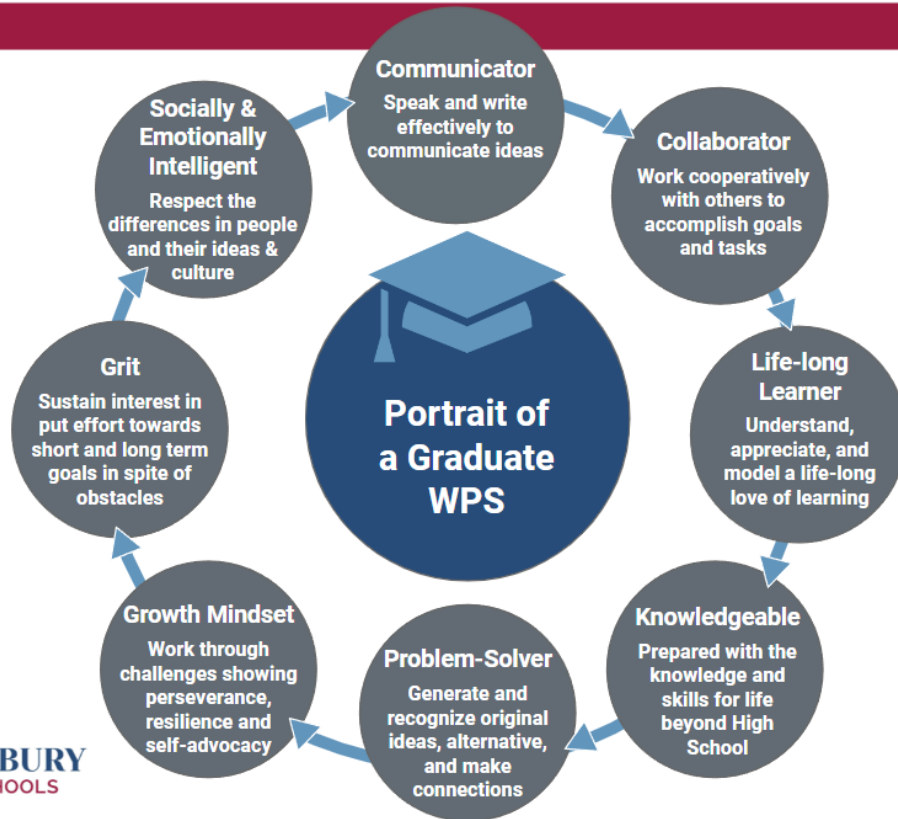
Effective Communicator

Portrait of a Graduate

This agreed upon and collectively shared POG was developed on the district level by creating a shared vision with community stakeholders and district leaders. Adapted by the Waterbury Arts Magnet School and tailored to fit our community, we have adapted our school improvement plan and academic offerings to uphold our POG and create a community with career and college readiness serving as a focal point for our planning for student engagement and achievement.

- **Communicator:** Speak and write effectively to communicate ideas
- **Collaborator:** Work cooperatively with others to accomplish goals and tasks
- **Life-Long Learner:** Understand, appreciate, and model a life-long love of learning
- **Knowledgeable:** Prepared with the knowledge and skills necessary for life beyond high school
- **Problem Solver:** Generate and recognize original ideas, alternatives and make connections

- **Growth Mindset:** Work through challenges showing perseverance, resilience, and self-advocacy
- **Grit:** Sustain interest in and put effort towards short and long term goals in spite of obstacles
- **Socially & Emotionally Intelligent:** Respect the differences in people and their ideas and culture



1.5 Goals and Objectives

Describe the school's goals and objectives. Include:

- Expectations for students and staff.
- Family and community involvement.

The Waterbury Arts Magnet School's theme is the ARTS and the arts theme aligns with the school's goals and objectives of fostering 21st century skills, especially collaboration. This is achieved by the school's autonomy to pursue partnerships that enhance the magnet theme within the school and community. WAMS has multiple partnerships with our community and we work within the community to showcase our students' talent. We hold an annual art exhibit, along with our pathway elementary school, Rotella Arts Magnet School in Waterbury, to foster collaboration between the students. Last year, Agibou Bougobali Sanou, a Fulbright Scholar, collaborated with our dance department and offered master classes to our students. His collaboration resulted in an African Dance performance on the Palace stage during our Black History Month Celebration. Our main partnership is with the Palace Theater, where our school books 20 dates to produce main stage productions in the areas of Theater, Music, and Dance. We have two other community partnerships with Shakesperience and the Waterbury Symphony Orchestra. Through these partnerships, theater and music professionals come to our school to collaborate with our teachers and students, while enhancing our magnet theme, the arts. These partnerships give our students the opportunity to work with professionals in the business to enhance their passion in the arts-one of the main reasons that students attend WAMS.

WAMS partnerships benefit students and families and include business, career, and industry strands, as well as collaboration with other educational institutions, ensuring students are college and career ready through our work with the Palace Theater, building sets and having master classes with their artists. Students participate in the Palace's Learning in the Wings program, where students complete internships working with shows, actors, stage and production staff. Students also attend the Raising the Bar program at the Palace, where students go to the Palace with a WAMS teacher to learn about how a theater runs. WAMS also partners with Shakesperience. This year, Shakesperience will co-direct a production of *Much Ado about Nothing* with one of our teachers. Shakesperience will also work with our middle school students to create props, scenery, audio, and costumes for another production. Our academic offerings of AP (advanced placement) classes and UCONN Early College Education (ECE) classes also gives our students a way to earn college credit while being students at WAMS. Students also have an opportunity to be a part of the Global Leadership Institute, a partner program with Taft Preparatory School (Watertown, CT). Our clubs range from National Honor Society, National Junior Honor Society, School Newspaper, Student Council, Book Club, Dance Honor Society, Spanish Honor Society, Tri-M Honor Society, and Science Honor Society. These clubs assist students in their work with the community and engages them in social activism.

2. SCHOOL COMPOSITION, ENROLLMENT, AND CAPACITY

2.1 Composition

A. Describe the school's relationships with surrounding towns and/or school districts: We have a positive relationship with the surrounding towns, listed in Section 1, from which we recruit. Students can apply from partner districts and other non-partner school districts. Students who attend WAMS from a non-partner school district provide their own transportation.

B. Complete Table 1. Sending Towns Composition

Table 1. Sending Town Composition				
School Year:	2020-2021			
Data Source(s):	http://data.ctdata.org/ portal.ct.gov			
Resident Town	District Reference Group (DRG)	Total Student Enrollment	Free/Reduced-Priced Meals Eligibility Percent	Reduced-Isolation Percent
Waterbury	I (151)	566	WAMS (56.54%)	17.9%
Naugatuck (PD)	G (088)	80	Naugatuck High School (61.87) City Hill Middle School (67.81)	5%
Plymouth/Terryville (PD)	F (111)	46	Terryville High School (40%) Eli Terry Middle School (32%)	5.1%
Region 15 (PD)	B (215)	14	Pomperaug High School (5%)	1.3%

WATERBURY ARTS MAGNET SCHOOL

			Rochambeau Middle School (4%) Memorial Middle School (4%)	
Thomaston (PD)	E (140)	44	Thomaston High School (20%)	.1%
Wolcott (PD)	F (166)	38	Tyrrell Middle School (20.4%) Wolcott High School (21.4%)	2.2%
Southington (NPD)	D (131)	1	Kennedy Middle School (13.4%) Southington High School (13%)	0%
Torrington (NPD)	G (143)	1	Torrington High School (46%)	4.8%
Region 16 (NPD)	E (216)	6	Long River Middle School (11.4%) Woodland Regional High School (14.3%)	.6%
Bethany (NPD)	C (008)	1	Amity Middle School (5%) Amity Middle School (5%)	0%
Wallingford (NPD)	D (148)	2	Wallingford School District (22%)	0%
Region 14 (NPD)	C (214)	2	Woodbury Middle School (8%) Nonnewaug High School (7%)	.2%
Bristol (NPD)	G (017)	1	Bristol School District (45%)	.1%
Watertown (NPD)	D (153)	9	Watertown School District (25%)	.5%
PD = Partner District NPD = Non-Partner District				37.8%

2.2 Enrollment

- A. Complete Table 2. **Student Enrollment by Grade Level, Residency and School Year** (Microsoft Excel) <https://drive.google.com/file/d/1O4BINwAKrpuxg2x5fdIEMmlNn3OhK9bp/view?usp=sharing>

	Waterbury	Naugatuck	Plymouth / Terryville	Region 15	Thomaston	Wolcott	Non-partner Districts	Class Totals
6th	84	12	5	1	8	4	8	122
7th	81	16	9	1	5	5	2	119
8th	87	11	8	1	6	9	3	125
9th	80	14	8	7	5	8	1	123
10th	88	10	4	1	8	4	2	117
11th	78	7	5	2	6	4	6	108
12th	68	10	7	1	6	4	3	103

2.2 Capacity

Complete the Table 3. **School and Classroom Capacity** (Microsoft Excel).

The table provided shows the allowable number of students in a class per the Waterbury Teacher Agreement.

Depending on the class, classes vary in size. Academic classes can have a maximum of 28 students, science classes have a maximum of 24 based on lab stations, and specialty arts classes can vary in size. We also have teachers who teach multiple grades and courses spanning across middle school and high school. The 5 middle school core subject area teachers (Reading, English Language Arts, Mathematics, Science, and Social Studies) teach within their respective grade level. The high school core academic teachers (English Language Arts, Mathematics, Science, and Social Studies) teach multiple grade-levels within their discipline. Special subject area teachers teach courses across all grade-levels and multiple class sizes. For example, piano class has a maximum of 16 students and digital music has a maximum of 20 students. Band, chorus, orchestra and theater will consist of 40+ students based on student pathways and the nature of the course.

[Copy of Table 3. School Classroom Capacity CSDE IMS OP Template Ver. 2020.1.xlsx](#)

Resources:**Non-Sheff Operators**

- [Enrollment Policies for Interdistrict Magnet Schools in the Non-Sheff Region](#)

Sheff Operators

- [Enrollment Policies for Interdistrict Magnet Schools in the Sheff Region](#)

3. MARKETING AND STUDENT RECRUITMENT

3.1 Marketing and Student Recruitment

Describe the school's marketing and recruitment plan for attracting, enrolling, and retaining racial, ethnic and economic diverse students to advance the educational environment and meet Connecticut State Department of Education (CSDE) requirements and the terms of any related stipulation, court order or statute. Include:

- A. The school's student recruitment and outreach process. The school's recruitment and outreach process includes a variety of methods to reach prospective students. These include but are not limited to YouTube videos, radio and newspaper ads in our partner districts and WFSB Channel 3 television ads spanning 15 to 60 seconds. Recruitment information is also shared on our WAMS Facebook page, website, and in our partner districts through in-person presentations, flyers, Google Classroom posts, and WAMS open house tours. Recruitment teams consisting of WAMS students and administrators visit Waterbury Public and partner school districts, grade 5 elementary and grade 8 middle schools. Opportunities are available for all parents and students in partner districts to participate in recruitment information sessions. There are multiple opportunities for prospective students to come into the school, meet with students, teachers and administration, tour the school, ask questions and receive information and guidance with our programming. While our selection pool is limited to a lottery selection process, we appeal to parents and students to apply through their interest in our arts and CTE courses. Our outreach recruitment program is made in school settings, community forums, and diverse media venues. In both large group settings such as Open House and in individual settings, students and parents are given a presentation and a tour by our students to view our facility and amenities. The families are treated with performances by our middle school and high school students as they enter and tour the school. In addition, all new and prospective students are eligible to attend our 10-day summer ENCORE arts enrichment program to experience the opportunities that WAMS offers, meet other students and teachers, and explore the school. Entrance applications are submitted online between October 1 and November 25, after which students are able to apply at any time with a paper application.

2020-2021 School Year	White	Black or African American	Hispanic/Latino	Other
Middle School	34%	16%	45%	5%
High School	37%	19%	36%	8%

B. Complete Table 4. Marketing and Student Recruitment Timeline

Table 4. Marketing and Student Recruitment Timeline	
Activities	Month or Period of Time
Marketing/Recruitment Period	Applications typically available online starting October 1 and ending November 25.

Marketing Strategies	Advertise through local newspapers in fall WAMS social media platforms, radio spots, and commercials with WFSB. Flyers to participating school Principals to post in Google Classrooms.
Application Period (start and end date)	Applications typically available online starting October 1 and ending November 25. Lottery drawing held December 1.
Lottery Selection	Lottery drawing is held December 1 from a third party vendor called NOVUS. NOVUS will generate the randomized lists that are organized by grade-level and district of residency.
Acceptance confirmation received from parents	Invitation letters are sent to all parents in order of the lottery drawing via email and mail. This typically begins in the second week of December with a deadline for acceptance responses from parents due the first week of January. This process will continue throughout the school year until school starts in the fall as open seats become available.
Waiting list notification (if applicable)	Invitation and waiting list notification letters are sent in December letters are sent via USPS mail.
New student and parent orientation sessions, pre-testing, remediation sessions	New Student Orientation and building tours take place in the spring. Student-driven virtual tours are also available on WAMS Facebook, website and YouTube channel.

4. ADMISSIONS PROCESS AND CRITERIA

4.1 Student Application Process

Describe the school's student application process. Include:

A. The type of application (on-line and/or paper).

The application process begins online October 1 through approximately November 25 using a third party vendor called NovusChoice. After the lottery closes, paper applications are accepted.

B. The on-time application process.

On-time applications take place between October 1 and November 25 through the NovusChoice third party application process. Paper applications are submitted directly to the WAMS Magnet School Specialist.

C. The late applications process (if applicable).

Late applications are placed on a waiting list by grade and residency district. Students applying late can become accepted only after the selection process of applications of students who entered the lottery placement on time has occurred.

4.2 Placement Procedures

Describe the school's student placement procedures. Include:

A. Name the software used for student placement and the scope of services provided.

Online applications are created through NovusChoice, a third party vendor, organized by grade-level and district of residency.

B. The student selection, notification, and accept/decline process. Include specific details regarding the placement protocols and communications to families throughout the process.

Students are invited through the lottery system or the paper application process. Once a student is accepted, paperwork for admission is completed. Students receive a monogrammed WAMS swag bag with a complete set of monogrammed school supplies and monogrammed personal items. Our student/parent refusal to attend WAMS remains very low. The biggest issue for refusal is that sports are not offered in our school due to the established bylaws. WAMS students do not need to re-apply to remain from year-to-year or from middle school to high school. All communication whether acceptance or refusal to attend occurs with written communication. Students who leave from partner districts are filled with students from the same district and grade-level with the next student on the wait-list. Once all lists are exhausted, then non-partner district students are invited.

C. The waitlist process and timeframe. (if applicable)

At the time of the lottery drawing, NovusChoice generates randomized lists. We invite students based on open seats and the 70/30 rule of 70% Waterbury Public Schools students and 30% partner and non-partner district students. We then send waitlist notifications via mail and email.

D. Complete Table 5. Placement Priorities (if applicable).

Table 5. Placement Priorities			
Placement Priority	Grade Level (s)	Grade Capacity	Rationale
Rotella Interdistrict Magnet School Preference	6	25	This arts magnet school partners with the same districts as WAMS. It is a feeder school for our arts magnet school and receives the first 25 enrollment seats.
Maloney Interdistrict Magnet School Preference	6	25	This magnet school partners with the same districts as WAMS and receives the second 25 enrollment seats.
Current Sibling Preference	Any	Any	Any sibling applicant with a sibling currently enrolled at the time the student enters WAMS, has the next available seat.

4.3 Student Registration Process

Describe the school's student registration process that include the types of communications, residency verification, and the collection of student records. Include how this applies to:

A. Incoming Students

Incoming Waterbury residents do not have to register but must transfer into Waterbury Arts Magnet School. Their school records and cumulative records are sent from their previous school and we add the students into PowerSchool.

All new incoming students from partner districts and non-partner districts will need to schedule an appointment time in the early summer to register as a Waterbury Public School student. They must complete and provide the following:

- New Student Enrollment Form
- Parent/Guardian Information Sheet
- Third Party Release Form
- Signed Agreement for Physical Examination and Immunization
- Media Coverage Release Form
- Immigrant Children and Youth Program Form
- Student Race and Ethnicity Questionnaire
- Intake Center Health Information Registration Form
- McKinney-Vento Homeless Assistance Act Addendum Form
- Consent Form for Accessing Parent/Guardian or Students Public Benefits or Insurance for Health Related Services in Student's Individualized Education Program (IEP)
- Home Language Survey
- Proof of Address
- Birth Certificate
- Historical Grades/Transcripts
- 504 Materials (if applicable)
- Legal Documents (if applicable)

Medical issues are not discussed until acceptance and student records are presented. At that time, parents and/or guardians will meet with our school social worker to discuss and develop a plan for a student check-in process. This information is then distributed to the appropriate personnel in the building.

B. Returning Students

Returning students are not required to reapply or re-register; we only require updated health records depending on the grade-level.

C. Students that have moved (changed addresses) while enrolled.

Students must provide change of address notifications for the office and the date of the move. This does not change the status of enrollment, however, it may affect transportation if the student moves to a non-partner district.

4.4 Foreign Students (if applicable)

Describe the school's foreign student program that includes:

- A. Purpose of the program.
- B. Name of the placement agency.
- C. Partner school(s) and location(s).
- D. Enrollment process (e.g., grade levels and/or ages; application process, tuition and fees).
- E. Number of students expected to enroll each academic year.
- F. Length of stay (i.e. course time, school year, etc.).
- G. Student academic criteria (including proof of English language proficiency).
- H. Services provided by a foreign students housing agency.

N/A

5. ACADEMIC PROGRAM

5.1 Program Accreditation

Describe the status of the program's accreditation, including timelines of the school's accreditation process (if applicable) and a copy of the accreditation(s) in the appendix for:

- A. **Early Childhood Programs (PK-3 and/or PK-4) Accreditation:** National Association for the Education of Young Children (NAEYC).
- B. **Grade K- 12 Programs Accreditation:** New England Associated of Schools and Colleges (NEASC).
- C. **Theme Accreditations (e.g. Montessori, I/B)**

Resources:

- C.G.S. Sec. 10-16rr Preschool program accreditation
- C.G.S. Sec. 10-239j Disclosure of NEASC accreditation reports

We completed our decennial visit in the fall of 2021. At this time, we have two priority areas that we need to work on in order to fulfill our one-year follow-up report.

- Priority Area #1: The school will ensure there is a written curriculum in a consistent format for all courses in all departments.

They also had the following recommendations; which we will be working on improving in the next 5 years

- Provide professional development in curriculum design and revision
- House all discipline curricula where professional staff and other stakeholders can access them easily through a single platform
- Earmark a portion of Perkins funds for CTE teacher professional development and curriculum writing
- Create alternatives to the school's current practice of replacing some students' arts rotation per quarter with academic intervention for those needing support
- Ensure that faculty members are afforded protected, formal time to regularly collaborate to improve student learning opportunities and services
- Establish a system of recordkeeping for the informal collaboration among teachers for future reference and planning
- Form a social-emotional learning team to continue to steer the school's SEL work
- Create an SEL team repository in which professional staff may house collected hypothetical or real scenarios within the classroom around SEL and provide time for faculty members to process these scenarios and share advice and expertise. Additionally, provide time for staff to share experiences that are informative and supportive to better interact with students and each other as well as access resources curated by the SEL committee, including books, articles, and videos
- Identify and implement a consistent multi-tiered system of support that uses a systemic framework of high-quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful, resulting in equitable outcomes for all students
- Expand opportunities for students to lead their own learning and engage in the use of high order thinking skills and problem-solving on a regular basis
- Develop routine opportunities for teachers to share best practices and the data that describes the impact of those practices on student learning

Appendix A.

Include **accreditations** in the Appendix and cite the content in Section 14. Appendices Table of Contents.

5.2 Culturally Relevant Pedagogy and Educational Philosophy

Describe the school's culturally relevant pedagogy and educational philosophy In order for WAMS to ensure that philosophical outlook, we have developed:

District Diversity Plan: "Equity in education is about inclusiveness and social justice and not to be used interchangeably with the principles of equality. The principle of educational equity goes beyond formal equality where students are treated the same. Instead, educational equity fosters a barrier-free environment in which all students have the opportunity to benefit equally. Equity is achieved when there is sufficient evidence that each child has a high-quality educational experience, and outcomes and successes are not predicated by a student's subgroup" (Waterbury School District Plan). Waterbury Administrators have all participated in Equity Training and our Principals engage in a monthly book study with conversation around the book, *The Equity & Social Justice Education by Baruti Kafele*. Additionally, Waterbury Administrators have all participated in conversations with the author about the book, *Urban Trauma, A Legacy of Racism*, by Maysa Akbar.

School Diversity Plan: WAMS uses clear and transparent entrance and assignment policies. We diversify our advertisements for recruitment by utilizing LaVoz, a local Latino weekly free newspaper to non-English speaking families. We also diversify our advertising through radio, television commercials and billboards. Our

Magnet School Specialist leads our student intake procedures along with the WAMS recruitment team and administration on an annual basis. We have a Magnet School Specialist that closely monitors our lists for grades 6-12 and she invites students based on keeping the school at an 820 student capacity.

Admission Equity Plan: WAMS collects, reviews and analyzes clear and concise indicators for success annually related to marketing and recruitment. WAMS reviews this data through our Steering Committee. During our Steering Committee meetings, the WAMS team discusses our recruitment plan to our partner districts and meets with our partnering Superintendents to discuss ways to recruit. Our recruitment consists of an assembly with our own 8th graders, telling them about our High School program and the varied opportunities in each ARTS strand that they will have as they continue their education at WAMS. Middle School students automatically are accepted into the High School if they already attend WAMS. Our recruitment team travels to our partner district elementary and middle schools, along with our Waterbury district elementary and middle schools to field questions, discuss our two open houses, explain the application and lottery process and promote the various experiences at WAMS.

Diversity Plan Implemented in District: "Establish minority teaching and retention and recruitment goals and communicate to the Board of Ed and Community; Establish performance measures for the talent management office with a talent supervisor, recruiter, and assistant; review and refine practices for hiring certified staff; report quarterly on recruiting, employment, placement and retention of persons from underrepresented racial and ethnic groups; 'Grow your own' pipeline through the RELAY program; Focus recruitment on career fairs and personalized connections" (Waterbury School District).

Diversity Plan Implemented in School: Utilize blended learning strategies in classrooms to foster a diverse learning environment tailored to diverse learning modalities. Offer diverse after school club opportunities. Give students a platform to discuss ways that we can be a more diverse school through student advisory group and student council.

Diversity Plan Implemented in Classrooms: Use Google Classroom for student collaboration. Choose diverse, multicultural texts. Implement African American Studies Course in Social Studies. Students collaborate on musical pieces in Chorus, Band, Theater, and Digital Music. The English curriculum includes diverse literature.

The District's Model for "Portrait of a Graduate" and WAMS college and career readiness initiatives prepare students for long-term academic achievement. Key facets of "Portrait of a Graduate" integrated into our curriculum include students being able to:

- Be effective communicators
- Collaborate effectively with others
- Be lifelong learners
- Be knowledgeable and prepared for life beyond high school
- Be able to problem solve

- Work through challenges with a growth mindset
- Demonstrate grit towards short and long-term goals
- Be socially and emotionally intelligent

Other college and career readiness initiatives that promote long-term academic achievement include:

- All students in grades 6-12 will have access to Naviance as an electronic Student Success Plan and a college & career readiness tool
- Offering to all PSAT 8/9, PSAT10, PSAT/NMSQT students during the school day free of charge
- Offering the SAT to all grade 11 and 12 students during the school day free of charge
- Increasing opportunities for students to take college courses while in high school
- Increasing college and career exploration for all students through college visits, career fairs, developmental career readiness guidance lessons, internships, and other meaningful experiences
- Integrating innovative college/career readiness platforms such as YouScience and Virtual Job Shadow into instruction
- Expanding college partnerships to facilitate the development of college-level academic skills
- Developing individual College and Career Readiness plans so that each student has a vision and path to flourish
- Offering FAFSA Super Saturdays (Counselors meet with families to support completing the FAFSA form)

We utilize an individual approach to course selection. When a student arrives in grade 6, the student takes core classes (English Language Arts, Math, Reading, Science, and Social Studies). In addition to the core classes, middle school students are exposed to a variety of electives in a quarterly rotation. These elective courses include: Art, Band, Chorus, Computer Technology, Creative Writing, Dance, Library Science, Literacy Skills, Music, Numeracy, Orchestra, Spanish, and Theater Arts). As students advance in grade level and ultimately transition from grade 8 to grade 9 and from grade 9 to 10, grade 10 to 11, and grade 11 to 12, a course selection sheet is provided to each individual. Each student chooses their electives, along with higher-level core classes, if applicable. School counselors meet with all students to review their schedule and to make sure that they are enrolled in classes that not only meet graduation requirements, but also are tailored to the individual students' short-term and long-term goals. Appropriate individual course enrollment that correlates with a student's interests promotes long-term achievement especially when the student has input into their course selection process.

Discipline Actions

	2021-2022		2020-2021	Difference	
	Regular	Special Ed	Regular	Regular	Special Ed
In-School Suspension	<u>12</u>	<u>7</u>	<u>1</u>	1,100.00%	
Out-of-School Suspension	<u>7</u>	<u>5</u>	<u>1</u>	600.00%	
After School/Before School Detention	<u>2</u>	<u>2</u>			
Behavior Intervention		<u>2</u>			
Bus Sanction			<u>2</u>	-100.00%	
Lunch Detention	<u>10</u>	<u>2</u>			
Probation	<u>3</u>	<u>3</u>	<u>3</u>	0.00%	
Warning Only	<u>12</u>	<u>7</u>	<u>2</u>	500.00%	

E. Practices and behaviors to maintain and support appropriate, fair and effective interactions with individuals from different backgrounds.

We have a behavior technician, reaching root cause analysis versus punitive discipline. Believe students need to be in school. WAMS is a PBIS (positive behavior intervention support school), therefore WAMS Admin, behavior technician, counselors, teachers focus on being proactive rather than reactive.

Our magnet theme of ARTS presents WAMS with the opportunity to foster collaboration with parents, community groups, industry partners and other organizations to connect. Those partnerships include:

- Waterbury Symphony Orchestra
- Shakesperience
- "Kids Speak" in Hartford, CT (allows our students to interact with students from entire state on human rights laws)
- Wellmore Behavioral Health
- "Day of Immersion" Luncheon: communicating in Spanish with professionals in the community
- Animal rescue drives
- Toys for Tots
- American Red Cross blood drive
- The Palace Theater

In an effort to develop student and family partnerships to support learning, our school has developed the following partnerships and initiatives:

- ECE (Early College Experience) Partnership at UCONN

- Naugatuck Valley Community College Transition Program
- Community Based Learning
- Principal to President Scholarship-NVCC
- High School Partnership-NVCC
- Future Teachers of America Program
- WAMS Television and YouTube Channel
- Key Club Tutoring (after-school program in which high school students tutor our middle school students weekly (Wednesday after school) with challenging content under teacher supervision)
- Student Advisory Program
- Post University (Business Courses)

We also value our parent partnerships and continually look for their input and assistance in connecting all stakeholders. We have a very active PTSSO and School Governance Council. Our Governance Council is comprised of parents, teachers, students, administration, and our community representatives. The Council meets monthly and discusses our school improvement plan and any data that we receive. We look to the Council for advice, opinions and feedback. Our PTSSO runs many fundraisers and recently organized an in person ice cream social.

Our annual school improvement plan continually focuses on academic rigor and our magnet theme of embedding the arts across content areas. This is frequently shared with our governance council and parents through quarterly admin led, "Coffee Hours" and through our constant communication with families through:

- -Website
- -ParentSquare
- -PowerSchool
- -Twitter
- -Facebook

Professional development opportunities are provided for faculty to attend additional district-run professional development, such as Restorative Practices, Next Generation Science Standards, SpringBoard curriculum for English and Math, StudySync for middle school Language Arts and Google Classroom. The ARTS professional developments focus on working with trained musicians and artists to fine tune their craft. Building-based professional development has had a solid focus on instructional rigor and social emotional wellness. Two staff meetings a month focus on discussing student data and putting interventions in place to address the needs of students.

WAMS professional learning communities also collaborates with other magnet schools and our partner districts through our Steering Committee meetings twice yearly. Through the development meetings, WAMS administration and other district leaders discuss professional development opportunities for all staff and how to improve diverse, individualized instruction across content areas.

All teachers infuse the arts in their classrooms and collaborate with each other during our 8 period school day. Just recently, our Science and Art departments collaborated on a lesson on properties of water. Our middle school students were taught by our high school staff and exposed to our Science laboratories. WAMS presents students with a unique opportunity to have a diverse student population because our students are enrolled in grades 6-12. Our students have the opportunity to work with staff to ease their transition into their high school years.

The pandemic gave us the opportunity to focus on professional learning. Some of the PD's that have been attended are:

Visual Art-

- Liz Pate and The Art of Education:
- "How to use TAOE Flex Curriculum to your advantage"

Band

- Kurt Eckhardt & Team:
- Marching fundamentals for parades and color guard technique

Vocal

- WAMS Teacher Marianna Vagnini presents:
- "Vocal Health and other musical techniques"

Theater

- Hartford Stage Co.
- "Shakespeare and the importance of planning a technical rehearsal"

Dance

- CT Dance Alliance- Lili St. Amanuel:
- "Intro to Hip Hop & Popping/Locking"

Visual Arts

- Lindsey Fyfe and The Wadsworth Museum:
- Virtual Highlights tour with a decent Band
- Band Camp: Grace McKinley Color guard techniques and routines
- Jordan Tulley Drumline techniques
- Steve Lyons Marching techniques

Theater

- Hartford Stage Company

Safety protocols for rehearsing/performing together and tools for sharing work that is performed live but recorded. Waterbury Administrators have all participated in Equity Training and our Principals engage in a monthly book study with conversation around the book, *The Equity & Social Justice Education* by Baruti Kafele.

Waterbury Administrators have all participated in conversations with the author about the book, *Urban Trauma, A Legacy of Racism*, by Maysa Akbar.

Resources:

- [CSDE Resource Guide for New Administrators](#)

5.3 Curriculum and Instruction

Describe the high-quality curriculum and instructional practices for the school's applicable grade levels/grade groups (e.g., Prekindergarten; Kindergarten to 5; 6 to 8; and 9 to 12).

Include:

- A. The school's unique content focus (theme) that is infused throughout the curriculum to advance the rigor and relevance of the academic program at each grade level.
- B. 21st century skills.
- C. Student Learning Goals/Objectives.
- D. The utilization of the Early Indication Tool (EIT).
- E. Teachers' instructional practice standards and indicators.
- F. Collaborative teaching practices (e.g., TEAM, coaches, mentors, etc.).
- G. College and Career Readiness.

Describe the high-quality curriculum and instructional practices for the school's applicable grade levels/grade groups (e.g., Prekindergarten; Kindergarten to 5; 6 to 8; and 9 to 12). Include:

1. The school's unique content focus (theme) is infused throughout the curriculum to advance the rigor and relevance of the academic program at each grade level.

WAMS offers many active learning opportunities for students to lead their own learning. This is demonstrated in student-centered activities such as: musical and theatrical performances, leadership opportunities in extra-curricular groups, internships with The Palace Theater, peer tutoring, and project-based learning in core curricular classrooms. We have ongoing partnerships with Waterbury Symphony Orchestra, Shakesperience, and The Palace Theater.

A school-wide instructional philosophy exists that uses multiple modes of learning, aligned to our ARTS theme, and is evaluated through administrative observations and goal setting conferences between Admin and teachers. Our teachers utilize cross-curricular instruction, with a focus on the magnet theme, the arts. Also, the teachers have adopted a backward design approach to instruction through new curricular materials in Math and English, called SpringBoard in the high school and StudySync in the middle school. This supplemental curriculum is provided to us through College Board and provides a great emphasis on preparation for post-secondary education. Science instruction in grades 6-12 have adopted a focus on the NGSS which utilizes primary source documents, student group work and collaboration to solve real world problems. In the middle school grade

levels, English Language Arts instruction utilizes the StudySync program, which is an online instructional resource to help students become proficient in scaffolded instruction that is provided on a multimedia platform fostering student 21st century skills in collaboration and creating projects in differentiated areas.

Our innovative instructional strategies have significantly grown through the pandemic and we utilize Google Classroom with our students as we have adopted blended learning classrooms. It allows the student to extend their learning beyond the classroom and gives them ways to take ownership of their learning, collaborate with one another, create projects individually and collaboratively, review material, and move on to new material, offering students individualized instruction. Our students also have their own Khan Academy accounts, which helps students to improve their standardized test taking skills and offers a review of curriculum content at their own pace and at their own individualized ability level.

As a staff, we utilize Google Drive and a building-wide Google Classroom as a way to collaborate lessons and share ideas with colleagues. We upload Instructional Data Team meeting minutes, where student data is discussed and ways to improve instruction are implemented.

In the classroom we utilize an intervention approach to instruction and focus on vocabulary across grade levels and use vocabulary.com and the Frayer Model to increase acquisition and proficiency. Our teachers have Kami accounts, Pear Deck, Edpuzzle, and implement the arts into their curriculum by using a student centered approach to learning and we give our students the opportunity to tie in their passion to their core classes. Examples are:

- ELA middle school and the visual arts department are collaborating with our eighth grade students who are currently enrolled in their year-long visual arts class. Students are sketching out scenes and creating character figurines from their curriculum novel.

- Science utilizes diagramming for pictorial representation of processes. Collaborate with the Visual Art Dept. Also, Science uses case study narratives and role play - Collab with Theater Arts Dept.

World Language collaborates with Music.

We have also added innovative course at WAMS:

- Robotics (HS & MS)

- Amazon Future Engineers (MS)

- Business (collaboration with Post University)

- CTE Courses (Music, Fine Arts, Technology, StageCraft, Web Design, Drone)

- UConn Courses (Medical Terminology, Environmental Science, Math, US Government & Politics, English)

2. 21st century skills.**21st Century Learning Expectations****Academic and Artistic Expectations:**

- Provide a rich academic and artistic foundation for all students
- Effective Reader
- Effective Writer
- Creative Problem Solver
- Self-Directed Learner

Civic Expectation:

- Service
- Partner with the community to promote character in our students
- Community Participant

Social Expectations:

- Integrity
- Encourage students to demonstrate respect and responsibility
- Collaborative Worker
- Effective Communicator

Portrait of a Graduate 21st Century Skills

- **Communicator:** Speak and write effectively to communicate ideas
- **Collaborator:** Work cooperatively with others to accomplish goals and tasks
- **Life-Long Learner:** Understand, appreciate, and model a life-long love of learning
- **Knowledgeable:** Prepared with the knowledge and skills necessary for life beyond high school
- **Problem Solver:** Generate and recognize original ideas, alternatives and make connections
- **Growth Mindset:** Work through challenges showing perseverance, resilience and self-advocacy
- **Grit:** Sustain interest in and put effort towards short and long term goals in spite of obstacles
- **Socially & Emotionally Intelligent:** Respect the differences in people and their ideas and culture

3. Student Learning Goals/Objectives.

In the past, Student Learning Goals/Objectives were based solely on academics. In the past two years, we have included a social-emotional goal for student learning. Student Learning Goals/Objectives are

determined as a collaboration between the classroom teacher and content supervisor/building administrator.

School Improvement Plan goals:

PRIORITY AREA #1: LITERACY SMART GOAL FROM SEPTEMBER 2021 TO JUNE 2022:

- **HS Goal: In June of 2022, the percentage of students who meet(Level 3) or exceed(Level 4) goal will increase from 45% to 55% as measured by the-(SAT Collaborative Literacy Assessment).**
- **MS Goal: In June of 2022, the percentage of Grade 6 students who meet(Level 3) or exceed(Level 4) goal will increase from 31% to 41% as measured by the DIBELS 8 Maze.**
- **High School - IDENTIFY YOUR 2018-2019 ELA PERFORMANCE INDEX FOR: ALL STUDENTS: 52.5%**
- **High School - IDENTIFY YOUR SCHOOL'S 2021-2022 ESSA SPI ELA Goal Target: 62.8%**
- **Middle School - IDENTIFY YOUR 2018-2019 ELA PERFORMANCE INDEX FOR: ALL STUDENTS: 44.3%**
- **Middle School - IDENTIFY YOUR SCHOOL'S 2021-2022 ESSA SPI LITERACY Goal Target: 69.2%**

PRIORITY AREA #2: MATH SMART GOAL FROM SEPTEMBER 2021 TO JUNE 2022:

- **High School: In June of 2022, the percentage of students earning a PSAT/SAT score of 530 will increase from 19.3% to 30% as measured by the PSAT/SAT district assessment.**
- **High School: IDENTIFY YOUR 2018-2019 MATH PERFORMANCE INDEX FOR: ALL STUDENTS: 45.0%**
- **High School: IDENTIFY YOUR SCHOOL'S 2021-2022 ESSA SPI Math Goal Target: 58.8%**
- **Middle School- In June of 2022, the percentage of students that will demonstrate a minimum of one years' growth from their instructional level or remain at grade level proficiency will increase from 35.5% to 45.5% as measured by the HMH growth measure.**
- **Middle School - IDENTIFY YOUR 2018-2019 MATH PERFORMANCE INDEX FOR: ALL STUDENTS: 54.7%**
- **Middle School - IDENTIFY YOUR SCHOOL'S 2021-2022 ESSA SPI Math Goal Target: 61.8%**

PRIORITY AREA #3: SEL SMART GOAL (School Climate Data - Ex: chronic

absenteeism, discipline, student survey data) FROM SEPTEMBER 2021 TO JUNE 2022:

- **High School - In June of 2022, the percentage of high school students classified as chronic absenteeism will drop from 13.5% to our ESSA target of 8.6% as measured by our district dashboard and PowerSchool.**
- **Middle School - In June of 2022, the percentage of middle school students classified as chronic absenteeism will drop from 14% to our ESSA target of 5.3% as measured by our district dashboard and PowerSchool.**

4. The utilization of the Early Indication Tool (EIT).

[CSDE Professional Support Series for Districts](#)

5. Teachers' instructional practice standards and indicators.

Our Teacher Evaluation Plan platform is EdReflect. This platform is used as a tool to track and support both formal and informal classroom observations and review of practice. [Waterbury Teacher Evaluation Plan](#)

6. Collaborative teaching practices (e.g., TEAM, coaches, mentors, etc.).

TEAM for new Teachers - [Team Mentoring and Education Program](#)

The Teacher Educator and Mentoring Program is in place at WAMS and in the district. Two district facilitators match novice teachers with Mentors in the Beginning Teachers building and content area. The supportive systems of TEAM provide collaborative frameworks for beginning teachers to work with a veteran teacher through 5 modules. The TEAM modules are Classroom Environment, Planning, Instruction, Assessment, and Code of Ethics training. The mentors and beginning teachers meet for 10 hours during each module. Those hours can be designated for observations, planning, and discussion.

7. College and Career Readiness.

WAMS' focus on college and career readiness is embedded into our curriculum. In middle school, School Counselors give lessons on careers with interest inventories and learning style assessments. Middle school students are placed on a quarterly rotation of the arts to give time to explore our arts program options and choose a path starting in grade 8.

WAMS' course offerings include core academic courses and electives, career pathway courses, and courses in the arts which include both visual and performing that afford students the ability to graduate college and career ready. Advanced courses are offered in all disciplines through Advanced Placement, UCONN ECE, and Post University. The career pathways that are available are Communication and Information Systems, Skilled and Technical Sciences, and Human Services/Education. WAMS also offers UCONN Medical Terminology which falls in the Health Sciences pathway and Principles of

Management in partnership with Post University that falls in the Business, Marketing and Management pathway.

School Counseling has lessons on college and career readiness utilizing a variety of platforms including YouScience and Virtual Job Shadow. YouScience is a tool that measures students' innate aptitudes through a variety of mini-assessments. After students complete the mini-assessments, a comprehensive aptitude summary formulates for the student to review. The summary suggests “types of work” that measure the individual’s aptitudes, identifies interpersonal styles of working with others, and provides clarity for those students who do not know their strengths and how they relate to their future endeavors.

Another facet of college and career readiness implemented for students is through Virtual Job Shadow. Virtual Job Shadow is a platform the district purchased this past school year. It is comprehensive in that flexible lessons are built-in and ready to use by the instructor. These lessons involve facets related to social-emotional, academic, and career development. VJS also has hundreds of virtual job shadow videos that explain what each profession entails, and what schooling or pathway one needs to pursue in order to obtain that specific career.

Resources:

- [CSDE Resource Guide for New Administrators](#)
- [Connecticut Core Standards](#)
- [The Student Learning Goals/Objectives Process](#)

5.4 Assessment

Describe how assessments align with curriculum, instruction and student goals. Include:

A. Interim Assessments

Describe how assessments align with curriculum, instruction and student goals. Include:

1. Interim Assessments;-

District interim assessments are aligned within the disciplines of ELA, Math, Science, and Social Studies, in a schedule of beginning of the year, middle of the year and end of year assessments with additional dipstick assessments built within the curriculum.

High School ELA- SAT- Aligned EBRW (Evidence Based Reading and Writing) Assessment (in collaboration with Math, Science and Social Studies), working with other high school principals to assess everyone on the same day.

- BOY Window: 9/13-9/24
- MOY Window: 1/18-1/28
- EOY Window: 5/16-5/20

Middle School ELA only DIBELS 8 MAZE Assessment

- BOY Window: 9/13-9/24
- MOY Window: 1/18-1/28

- EOY Window: 5/16-5/20

Science NGSS Interim Assessments are embedded within the curriculum for both middle school and high school. Grades 6, 7, 9 and 10 to complete 2 assessments per year and grades 8 and 11 to complete 4 assessments.

B. Formative Assessments

- Complete Table 6. School's Formative Assessments.
- Include theme assessments, e.g., STEM, Arts, I/B, Global Studies.

Table 6. School's Formative Assessments

Content Area(s)	Description	Grade Level(s)	Goal	Outcomes	Next Steps
Science, Social Studies, Math, ELA	Observations, performance tasks, entry/exit tickets, polls, interviews	6-12	Assessments for learning; provide an opportunity for teachers to adjust instruction and re-teach a skill	Improved student understanding, performance, and skill.	Modify instruction to meet the needs of the students. Implement tier 2/tier 3 instruction.
Visual & Performing Arts	Observations, performance tasks, entry/exit tickets, polls, interviews	6-12	Assessments for learning; provide an opportunity for teachers to adjust instruction and re-teach a skill	Improved student understanding, performance, and skill.	Modify instruction to meet the needs of the students. Implement tier 2/tier 3 instruction.

C. Summative Assessments

- Complete Table 7. CSDE Mandated Summative Assessment, modify the [CSDE Assessments](#) to include the assessments that apply to the grade levels of this school.

Table 7. CSDE Mandated Summative Assessment

Content Area(s)	Summative Assessment	Grade Level(s)
English Language Arts (ELA) and Mathematics	Connecticut Smarter Balanced	3-8
	Connecticut SAT School Day	11
	Connecticut Alternate Assessment (CTAA) ¹	3-8 and 11

Table 7. CSDE Mandated Summative Assessment

Content Area(s)	Summative Assessment	Grade Level(s)
Science	Next Generation Science Standards Standard Assessment	5, 8, and 11
	Connecticut Alternate Science Assessment (CTSA) ¹	5, 8, and 11
English Language Proficiency	LAS Links (For English Learners only)	K-12
Physical Fitness	Connecticut Physical Fitness Assessment	4, 6, 8, and High School

¹ Designed for a small percentage of students with significant cognitive disabilities

Resources:

- [CSDE Resource Guide for New Administrators](#)

5.5 Student Success Plans (SSP) (Grades 6-12)

Description the SSP. Include:

- The types of activities, such as student portfolios, experiences outside the classroom, dual/concurrent credit.
- The method(s) used for the SSP to follow the student from school to school and district to district.

Description of the SSP. Include:

- The types of activities, such as student portfolios, experiences outside the classroom, dual/concurrent credit.

Student Success Plans are serviced through a variety of methods. The focus is on the academic, career, and social-emotional-physical development of our students. Through developmental classroom lessons either taught by a school counselor or in Advisory classes, students are taught S.M.A.R.T. Goals. After the classroom lesson, students will be able to identify what academic subjects they can improve upon, how they can improve their well-being, and create S.M.A.R.T. goals to address both academics, social-emotional needs, and career development. Students are to revisit their individual goals mid-year (January) and at the end of the school year (May-June). School counselors and teachers monitor students' progress or adjust their goals on an individual as needed basis.

The method(s) used for the SSP to follow the student from school to school and district to district.

WAMS uses the Naviance platform for Student Success Plans. Students will set S.M.A.R.T. goals in Naviance, the information will be saved, and will follow through middle and high school years.

Resources:

- [CSDE Student Success Plans \(SSP\) Guidance](#)
- [CSDE Resource Guide for New Administrators](#)

5.6 Grade Level Promotion/Graduation Requirements**5.6.1 Grade Level Promotion Requirements (Grades PreK -8)**

Describe the school's grade level promotion requirements for this school's applicable grades. Include:

- The requirements for grade promotion.

B. The intervention/assistance available for students/families for grade level promotion (e.g., parent/teacher conferences, school counselor meetings, credit recovery, summer school, after-school tutoring).

The requirements for Grades 6 and 8 promotion include a mandate that students pass four out of five of their core academic courses and passing constitutes a 65 or above. These subjects include ELA, math, reading, science, and social studies. In grades 6 and 8, if a student does not pass four out of five academic courses they must attend summer school. If the student isn't successful in summer school, they will be retained. Grade 7 has a district-established Gate that if a student fails ELA or math and does not attend summer school, the student is retained.

B. The intervention/assistance available for students/families for grade level promotion (e.g., parent/teacher conferences, school counselor meetings, credit recovery, summer school, after-school tutoring).

In middle school, Grade 6 students receive state-mandated tiered intervention on a daily basis for a full year. We identify students who need tiered intervention through standardized assessments and informal qualitative measurements. Then, after gauging individual academic baselines, teachers provide 1:1, and small group support to those who are in need while the rest of the class are completing independent work. In addition, Grade 6 receives daily literacy/numeracy intervention and enrichment on a quarterly rotation. Grade 7 receives daily literacy intervention on a quarterly rotation, and Grade 8 receives daily literacy enrichment on a quarterly rotation. Students choose the remaining three quarterly rotations (P.E., Music, Arts, Band, etc.). Students are encouraged to take part in the enrichment class, whether numeracy or literacy, that address individual academic weaknesses. Teachers and support staff communicate with guardians to discuss recommendations based on data, and to ensure that school and home are on the same page. These purposeful quarterly interventions target our tier 2/3 students while allowing our tier 1 students to work independently and still have access to the instructor if need be.

There are a number of interventions aimed to support students to be promoted to the next grade level. We offer after-school tutoring programs focused on Math and Reading. These programs are 1:1 or small group instruction. The frequency currently is 1x per week for Math and 2x per week for Reading. If a student is not performing on par academically with developmentally appropriate peers, then further tiered intervention takes place during the school days within the context of the traditional classroom. This intervention is primarily in the form of 1:1 instruction or small group time chunks in core classes. For those students who receive intervention and yet are still not performing at a developmentally appropriate level, discussions occur in PLCs and grade level meetings to analyze and plan for further interventions such as after-school tutor programs. Constant communication occurs with guardians as changes to instruction and intervention are suggested and made to promote student achievement. We also hold our biannual parent conferences and schedule regular 504, PPT, and individual parent conferences through the school year. Our intention is for all students to pass every class taken with excellence. However, at times, we must make sure to do everything possible to meet student's needs. Therefore, most teachers offer time after school, virtual or in-person, to provide extra-individualized attention. This individualized extra attention provide support to students who are not performing up to potential. If the student does not take advantage of this extra support, or are not progressing, teachers consult with PLC team and/or certified support staff (School Counselors, Social Worker, School Psychologist) to brainstorm different methods of supporting students. Parents are invited to meetings when it is necessary to discuss their child's academic needs to discuss and maintain a relationship that is individually student-focused. Certified support staff work with parents to address identified barriers that are obstacles impeding student growth. Support staff will refer families to community agencies if need be (outside counseling, in-home family therapy services, etc.) We offer summer school to ensure that

any student who did not pass a core class will have the opportunity to pass and move onto the next grade level. In addition, all teachers keep a communication log showing all conversations via email and/or ParentSquare to guardians.

Our School Counselors are notified if students are not successful in the classroom. Counselors are notified if tier 1 interventions in the classroom have been exhausted with no or minimal student progress. School Counselors hold individual meetings with at-risk students to assist with setting goals and progress monitor. Counselors make it a priority to meet with identified students as referrals come in to help dig a little deeper into the root cause of why the student is underperforming. At times, our counselors may find out information that the classroom teacher did not know, resulting in a potential community agency referral or other extended measures to promote student success. Our counselors meet with at-risk students to create a plan moving forward. These meetings continue at least on a bi-monthly basis to review progress and alter the plan if necessary. Counselors work with teachers and students to provide opportunities for make-up work and/or connecting students with resources to remove barriers that inhibit learning by providing outside counseling referral, community agency referral, acting as a liaison between teacher and student, and/or counseling sessions during school day. Guardians are frequently informed with student progress. Counselors collaborate with parents to see what works at home, and to encourage parents to use similar interventions at home that are used in school. Just as teachers do, our counselors keep a communication log to track consistent and frequent communication with families. Teachers are supported with students who need intervention through PLCs, professional learning opportunities, and professional collaborative interactions with certified support staff members.

GEAR UP's representative for our school works with the class of 2025 identified students who are at-risk for retention. Our GEAR UP representative works with the class of 2025. The class of 2025 are currently grade 9 students for the 2021-2022 year. The GEAR UP representative's role is to ensure that students are completing missing assignments as well as provide individualized support. Identified students who are not meeting standards and/or not excelling in their core academic subjects are referred to GEAR UP. GEAR UP then collaborates with core academic teachers to retrieve student's missing assignments. Our GEAR UP representative then directly works with identified students (tutors) 1:1 to complete missing assignments. The missing assignments are submitted therefore increasing student's grades along with knowledge of the material. GEAR UP representatives are trained professionals to work with both students and professionals in the school setting. This intervention has proven to be successful. 100% of identified students stemming from the 2020-2021 school year did not need to enroll in summer school. 100% moved onto high school after passing their core classes. Our grade 8-9 school counselor collaborated heavily with GEAR UP to support our students.

Throughout all the grades, the school psychologist facilitates PPTs to discuss and build comprehensive plans for our special education students. The PPT team includes a special education teacher, an administrator, core academic teacher, counselor (if works directly with the student), and related service professional (OT, PT, etc.), if applicable. All parties on the PPT team collaborate to develop comprehensive IEPs that meet student's developmental needs. PPTs are held on an annual basis while triannual PPTs update in-depth testing indicating growth and student present levels of performance. Goals and objectives established in the IEP are monitored frequently and adjusted accordingly. If an amendment to the IEP is recommended, guardians or a certified school staff member who works directly with the student may request a PPT review meeting. The school social worker meets with our special education students who have counseling as a service on their IEP. Related service professionals (occupational therapy, physical therapy) provide other services directly mandated by the IEP.

Quarterly, we send out letters to let parents/guardians know that their student has not passed specific classes. This allows guardians to stay up-to-date with their child's status. Parents and guardians are also given access to PowerSchool. This serves as a quick method to see how their student is progressing. Quarterly failure letters serve as a protocol that notify guardians at the minimum of four times per year if a student is not passing. However, throughout each quarter, faculty members work tirelessly to ensure that guardians are frequently updated with student progress or lack thereof. Teachers implement tier 1 interventions in the classroom. If tier 1 interventions are not successful, teachers notify parents and support staff members to plan for tier 2 interventions. Tier 2 interventions are discussed during team meetings and/or during parent meetings. We utilize proactive measures to make certain that guardians are in the loop and are encouraged to implement similar interventions at home to promote student achievement.

5.6.2 High School Grade Level and Graduation Requirements (Grades 9-12)

Describe the school's grade promotion and graduation requirements. Include:

- A. Complete Table 8. Grade Level Promotion.
- B. Complete Table 9. Graduation Requirements.
- C. The intervention/assistance available for students/families for grade level promotion (e.g., parent/teacher conferences, school counselor meetings, credit recovery, summer school, after-school tutoring)

Describe the school's grade promotion and graduation requirements. Include:

1. Complete Table 8. Grade Level Promotion.

Completed; see below

2. Complete Table 9. Graduation Requirements.

High school exit requirements for classes 2021 - 2022.

https://docs.google.com/document/d/1V2WZBUV75kgmVEnNaxdK2HGRIDl_3K8_POv4khQFFoA/edit?usp=sharing

High school exit requirements for class of 2023 and beyond.

https://docs.google.com/document/d/1C8SWGbT8iP4EMR_oZere74vbaSRq6YyvVmEvLT5l874/edit?usp=sharing

3. The intervention/assistance available for students/families for grade level promotion (e.g., parent/teacher conferences, school counselor meetings, credit recovery, summer school, after-school tutoring)

We hold our biannual parent conferences and schedule regular 504, PPT, and individual parent conferences throughout the school year. We offer summer school to ensure that any student who did not pass a core class will have the opportunity to recover credits. If a student is not successful in summer school, we use a program called Edgenuity where students can recover credits necessary to graduate on time. This takes place the following school year and is completed on student's own time. Our Edgenuity

instructor keeps track of student's progress and prompts students to complete tasks. All teachers and certified support staff keep a communication log showing all conversations via email and/or ParentSquare to guardians. Consistent communication is frequent, especially when a student is not performing to their ability.

School Counselors are notified if students are not successful and hold individual meetings with students who are on track to not obtain the necessary credits. School Counselors meet to set goals and monitor progress. Counselors work with students to provide opportunities for make-up work and/or connecting students with resources to remove barriers that inhibit learning (i.e. outside counseling referral, community agency referral, liaison between teacher and student, counseling sessions during school day). Our school psychologist facilitates PPTs to discuss and build comprehensive plans for our special education students. Our school social worker meets with our special education students who have counseling as a service stated in their IEP.

Quarterly, we send out letters to let guardians know that their student has not passed specific classes. This allows guardians to stay up-to-date with their child's status. Guardians are also given access to PowerSchool. This serves as a quick method to see how their student is progressing.

Resources:

- [C.G.S. Sec. 10-221a. High school graduation requirements.](#)

Table 8. Grade Level Promotion (Grades 9-12)		
Grade Level	Promotion Requirements (e.g., completion of content)	Credit Requirements (if applicable)
6-8	Successful completion of academic core content areas including English Language Arts, Reading, Math, Science, and Social Studies.	N/A
9-12	<p>To complete the graduation requirements and receive a high school diploma from the City of Waterbury Public Schools, a student must meet the following requirements: Graduation Requirements 22 credits</p> <ul style="list-style-type: none"> • 4.0 English • 3.0 Mathematics • 2.0 Science • 3.0 Social Studies • US History & 0.5 Civics) • Physical Education • (0.5 Health) • Arts and/or Vocational Education • 8.0 Open Electives <p>A student must earn five (5) Carnegie units to be promoted to the 10th grade.</p> <p>A student must earn ten (10) Carnegie units and have completed the 10th grade to be promoted to the 11th grade.</p>	High School Graduation Exit Criteria for Graduating Classes of 2020 through 2022

Grade Level	Promotion Requirements (e.g., completion of content)	Credit Requirements (if applicable)
	<p>A student must earn fifteen (15) Carnegie units and have completed three (3) years of high school to be promoted to the 12th grade.</p> <p>Twenty-two (22) Carnegie Units are required for graduation. All students must follow the core curriculum as outlined by the Board of Education. Further, if a student has credits withheld due to unexcused absences, in accordance with the Board of Education attendance policy, those credits are declared unearned credits.</p> <p>Carnegie Units Meeting Times C.U.'s Earned</p> <ul style="list-style-type: none"> • Extended courses 15 periods/per week 3.0 c.u. • Extended courses 10 periods/per week 2.0 c.u. • Lab Sciences courses 6 periods/per week 1.2 c.u. • Regular courses 5 periods/per week 1.0 c.u. • Elective courses 4 periods/per week .8 c.u. • ½ year courses 5 periods/per week .5 c.u. • ½ year courses 4 periods/per week .4 c.u. 	
9-12	<p>To complete the graduation requirements and receive a high school diploma from the City of Waterbury Public Schools, a student must meet the following requirements:</p> <p>Graduation Requirements 25 credits</p> <ul style="list-style-type: none"> • 9.0 Humanities (including civics and the arts) • 9.0 STEM (Science, Technology, Engineering and Mathematics) • Foreign Language • Physical Education and Wellness • Health and Safety Education • Mastery-Based Diploma Assessment • 3.0 Open Electives <p>A student must earn six (6) Carnegie units to be promoted to the 10th grade.</p> <p>A student must earn twelve (12) Carnegie units and have completed the 10th grade to be promoted to the 11th grade.</p> <p>A student must earn eighteen (18) Carnegie units to be promoted to the 12th grade.</p> <p>Twenty-five (25) Carnegie Units are required for graduation. All students must follow the core curriculum as outlined by the Board of Education. Further, if a student has credits withheld due</p>	High School Graduation Exit Criteria for Graduating Classes of 2023 and Beyond

Grade Level	Promotion Requirements (e.g., completion of content)	Credit Requirements (if applicable)
	<p>to unexcused absences, in accordance with the Board of Education attendance policy, those credits are declared unearned credits.</p> <p>Carnegie Units Meeting Times C.U.'s Earned</p> <ul style="list-style-type: none"> Extended courses 15 periods/per week 3.0 c.u. Extended courses 10 periods/per week 2.0 c.u. Lab Sciences courses 6 periods/per week 1.2 c.u. Regular courses 5 periods/per week 1.0 c.u. Elective courses 4 periods/per week .8 c.u. ½ year courses 5 periods/per week .5 c.u. ½ year courses 4 periods/per week .4 c.u. 	

Table 9. Graduation Requirements (Grades 9-12)

Insert graduation requirements in Table 8. Graduation Requirements for this school that includes the CSDE minimum credit requirement for each content area. Commencing with the class graduating in **2023**, and for each graduating class thereafter, a student must complete a minimum of 25 credits (including not fewer than the CSDE minimum credits provided in this table) to graduate.

Table 9. Graduation Requirements (Grades 9-12)			
Content Area	CSDE Minimum Credits	This School's Graduation Requirements	School Credits
Humanities <i>including credit in civics and the arts</i>	9	Humanities <i>including credit in civics and the arts</i>	9
Science, Technology, Engineering, and Mathematics (STEM)	9	Science, Technology, Engineering, and Mathematics (STEM)	9
Physical Education & Wellness	1	Physical Education & Wellness	1
Health and Safety Education	1	Health and Safety Education	1
World Languages	1	World Languages	1
Mastery-Based Diploma Assessment	1	Mastery-Based Diploma Assessment	1
Electives	3	Electives	3
Total	25	Total	25

6. STUDENT SUPPORTS

6.1 English Learners (EL)

Describe the school's programs and services for EL students.

WAMS has ELL students that fit into one of the three English proficiency levels (Intermediate, Advanced, or LTSS). Those students who have been identified receive services both on an individualized basis and within the inclusive learning environment. In grades 6-12, students have an IEP. In order to have the adequate, certified personnel and support staff to meet students' needs, WAMS currently employs the following certified support

service personnel: 1 MS Guidance Counselor, 1, transition 8/9 Guidance Counselor, 2 HS Guidance Counselors, 1 Psychologist, 1 Social Worker- 5 Special Education Teachers. In order to increase student's individualized learning efficiency and track individual student progress, WAMS utilizes TIENet reports to see when students IEPs are due as well as when/how they are implemented to ensure appropriate and challenging educational experiences. Academic plans and services of students with IEPs and 504s are reviewed annually to discuss current programs and upcoming programs for the following year. 504s are diligently managed by the three school guidance counselors in the building. In addition, faculty believes that SPED and ELL students are included in school and after school activities. After school activities are open to all students in good standing who wish to be included.

Resources:

- [CSDE English Learners Guidance](#)
- [CSDE Resource Guide for New Administrators](#)

6.2 Education of Students with Exceptionalities

Describe the school's practice for educating students with exceptionalities. Include how [Individual Education Plans \(IEP\)](#) and [Planning and Placement Teams \(PPT\)](#) are developed.

Our school's Special Education Department is made up of three Special Education Teachers in the high school and two Special Education teachers in the middle school. We also have Paraprofessionals who service middle and high school students who are identified as a Special Education Student. We have an Early Intervention Program (EIP) Team (made up of Support Staff, Special Education, and Regular Education Teachers) who meets to discuss any referrals that are completed by teachers who have concerns about a student's performance. Teachers utilize the three tiered intervention system. These referrals can originate from all school based stakeholders and per parent request.

Students are referred to Special Education due to teacher concerns. We have a referral form used by the EIP team that teachers can complete to refer a student for tiered intervention. If interventions are not successful EIP team will refer the case to PPT. We use academic performance (Smarter Balanced Testing) to refer students to tiered supports at the middle school level. Students will be referred to Numeracy Skills for extra support in math and/or to our reading interventionist for support in reading. Referrals to Special Education due to concerning behavior come from administration after repeated referrals/suspensions.

During the EIP process, various interventions are put in place to help improve the student's success. If success is not met, we then proceed with a PPT1 meeting. At this meeting the team discusses teachers' and parents' concerns and the student completes special education testing within a 45 school day window. When the testing is complete, the team returns to PPT2, goes over the testing, and makes a decision as to whether or not the student requires special education services. Once a student is identified as a special education student, the team meets annually to discuss progress and make any necessary changes to the IEP. Students who receive special education services are re-evaluated every three years and during the annual meeting, and the team meets at the student's Triennial PPT meeting. At WAMS, our School Psychologist takes on the role of organizing and facilitating our PPT meetings.

The following people are invited to each PPT:

- Parent/guardian
- Student

- School Psychologist
- Special Education Supervisor
- Principal
- Special Education Teacher
- Regular Education Teacher
- Support Staff (i.e., School Social Worker, Speech Language Pathologist, PT, OT, etc.)

Resources:

- [CSDE Special Education](#)
- [CSDE Resource Guide for New Administrators](#)

6.3 Relocated and Displaced Students

Describe the policies/procedures (include the re-entry of the student, if applicable) for a student that is:

- A. identified as homeless Students who are identified as “homeless” by definition, are automatically recommended for services provided by the McKinney-Vento Act. Homeless can include displacement by but not limited to fire, flood, natural disasters, and domestic concerns.
- B. in the care of the Department of Children and Families (DCF) Students who are enrolled in DCF programs are identified with the school. Alerts are put in our PowerSchool program. This allows for admin and office staff to be aware of new contacts, family restrictions, and any address change for that time.
- C. enrolled in a Special Education Program/Center Students who are identified as eligible for special services work one on one with their case manager through their time in which they receive services. Students' IEPs are reviewed and met with the assistance of the school psychologist who coordinates with other admin, special education supervisor for the city, as well as other districts that our students may be living in during their attendance at WAMS.
- D. enrolled in an Alternate Education Center Students who are enrolled in our alternate education programs, are actually enrolled in that school and building. If a WAMS student moves on to attend that program, they are no longer assigned to this building but will be a part of our graduation cohort as it applies to graduation.
- E. in the custody of a Juvenile Detention Center Students who are enrolled in DOC or a juvenile center, are enrolled in Unified District #1. This allows for the continuation of education until the student will be re-enrolled in our school. The district’s special education department would send curriculum and academic support if necessary to the juvenile in the event they are in special education. The school PPT would not attend the PPT meeting. If necessary, the district would send the out-of-district (OOD) team. The department would forward records to the OOD team who would get them where they needed to go.
- F. in the custody of the Department of Corrections (DOC) Students who are enrolled in DOC or a juvenile center, are enrolled in Unified District #1. This allows for the continuation of education until the student will be re-enrolled in our school. The district’s special education department would send curriculum and academic support if necessary to the juvenile in the event they are in special education. The school PPT would not attend the PPT meeting. If necessary, the district would send the out-of-district (OOD) team. The department would forward records to the OOD team who would get them where they needed to go.
- G. displaced by a natural disaster; or these students fall under McKinney Vento
- H. relocated by a branch of the military Students who are being relocated or assigned to military training, are allowed to finalize high school requirements earlier, if graduation date follows their date of assignment. One must graduate high school to officially be enrolled in the armed forces.

Resources:

- [CSDE Homeless Education](#)

6.4 Social and Emotional Learning (SEL)

Describe evidence based practices (EBP) that are used throughout the school to address social and emotional learning for all students. Include:

- A. Integration or alignment with academia, student supports, discipline, and chronic absence.
- B. The evidence-based SEL programs (e.g. Responsive Classroom, Components of Social, Emotional and Intellectual Habits: Kindergarten through Grade 3, K-12 Mindsets and Behaviors, and CT's 36 Student Standards for School Counseling).
- C. A cross-sector collaboration (school, family, business and industry, community).

Our SEL Advisory Program delivers, “Free-standing lessons that provide explicit, step-by-step instructions to teach students social and emotional competencies across the five core competency clusters” (CASEL, Evidence-Based Instruction in Social and Emotional Learning—October, 2015). Our SEL leadership team rolls out lessons to all staff members focused on the five core SEL competencies throughout the school year during faculty meetings. Restorative Practices are utilized when mediating conflicts (student to student, student to adult, adult to adult). The use of Restorative Practices enables stakeholders to work through conflicts, repair harm, and continue on as collaborating members of our school community. Our school counselors, “provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate American School Counselor Association’s Mindsets and Behaviors for Student Success” (American School Counselor Association, 2021). These K-12 College-, Career- and Life-Readiness standards for every student are standards that our counselors abide by, and students are serviced through different interventions including individual/small groups, developmental lessons in the classroom, and SRBI tier 1/2/3 instruction. All faculty members are encouraged to access professional learning opportunities. Two that are evidence based include the Yale Center for Emotional Intelligence SEL course and the Sanford Inspire SEL training modules. Teachers collaboratively and independently worked on these different professional development platforms as well as other professional learning opportunities including Kami and Google level 1 & 2 certifications. The purpose is to drive our own professional learning which improves instructional practices and therefore creating a positive school culture focused on student achievement.

Two District committees, the Advisory and School Counseling Committees, met with the goal of integrating Social Emotional Learning (SEL) competencies into the monthly school Advisory Sessions as well as through the school counseling core curriculum. Two of our staff members, a school counselor and a regular education teacher, are presently on the District Advisory Committee and are working on updating and rolling-out the new district SEL/Advisory curriculum for secondary education in the school. Additionally, one of our staff members is a member of the School Counseling District Committee. Our new district Advisory curriculum focuses on one topic per month. This monthly topic directly correlates with at least one SEL competency and supports students' understanding of our district's Portrait of a Graduate. For example, the first advisory session for grade 8 is Academic Motivation. Embedded in the lesson plan itself, and in the corresponding google slideshow, are the SEL competency/s being addressed and taught in the monthly topic. Students demonstrate what they have learned through a post-google form asking specific short answer questions that were taught during that specific advisory lesson. Additionally, SEL topics include: College and career readiness, growth mindset, compassion, determination, conflict resolution, personal ethic code, social media, making the transition from middle school to high school

Furthermore, our school counseling committee has developed and rolled out a new Naviance scope and sequence for the 2021-2022 school year. The lesson plan delivery is similar to Advisory, in that SEL competencies are outlined and identified with the lesson plan itself, and students demonstrate what they have learned through an exit ticket or through a Naviance inventory. Self-management, self-awareness, responsible decision making, relationship skills, and social awareness SEL competencies are all addressed multiple times through both Advisory and the school counseling curriculum.

Resources:

- [CSDE Comprehensive School Counseling and College/Career and Citizen-Ready](#)

6.5 College and Career Readiness

Describe the school's college and career readiness programs, activities, and exposure opportunities for all students.

6.5.1 College Courses/Credit (Grades 9 to 12)

Describe the school's college courses/credit program. Include:

- A. College Career Pathways (CCP)
- B. Early College Experience (ECE).
- C. Complete Table 10. College Courses/Credits Partnerships.

WAMS is in the process of developing College and Career Pathways with courses falling under the categories of;

- Communications & Information Systems:

Courses offered include; UCONN Music, Digital Photography, Visual Communication Design, Advanced Visual Communications Design, Dance Performance, Ballet, Jazz, Modern Dance, Tap, Choreography, Band, Chorus, Chamber Choir, Voice, Music Technology and Mixing, Music Production and Engineering, Advanced Music Production Techniques, Guitar, Piano, Music Theory, Orchestra, Video Production, Video Applications, Stagecraft, Theatre 101/ Theatre Production, Acting, Directing, Musical Theatre, Shakespeare Study, Stage Management, Technical Theatre, Foundations of Arts, Drawing, Painting, Ceramics, Sculpture, and Printmaking.

- Skilled & Technical Sciences:

Courses offered include; Drone 1 & 2, Robotics 1 & 2, Web Design 1 & 2, AP Biology, Biology, Physics Honors, Chemistry Honors, Statistics, Trigonometry, Pre-Calculus Honors, AP Calculus, AP Statistics, Elementary Discrete Mathematics UCONN, Geometry Honors and Algebra 1 & 2 Honors.

- Health Sciences:

Courses offered include; UCONN Medical Terminology, Human Biology, Environmental Science, Physical Science, Biology, Chemistry, Geometry, Algebra 1 & 2 and Physics.

- Human Services & Education:

Courses offered include; UCONN EPSY 1100 - Introduction to Special Education, AP/ UCONN U.S. Comparative Government, Foundations of Leadership, Law and Society/ Contemporary Issues, Psychology, Sociology, AP Psychology, and African American, Black, and Puerto Rican Latino Course of Studies.

- Business, Marketing & Management:

Courses offered include; Financial Accounting (Post University), Managerial Accounting (Post University), Principles of Management (Post University), Foundations of Leadership (Post University), and UCONN Teacher Preparation Course.

B. Early College Experience (ECE).

WAMS currently offers UCONN ECE classes in the following areas; Medical Terminology, Music, Environmental Science, Trigonometry/Elementary Discrete, and Education. WAMS currently offers Post University classes in the following areas; Business Management 105 and Business Management 221.

Additionally, WAMS offers a series of courses in Advanced Placement including; Psychology, Biology, Calculus, Statistics, Spanish, Modern World History, European History, U.S. History, English Language and Music Theory.

Table 10. College Courses/Credits Partnerships

Higher Education Institution	Location of Instruction	Program/Course	Grade Level(s)	Semester(s) and Credit(s)	Prerequisite(s)
AP	WAMS	English Lit	12	Full Year	Teacher Rec
AP	WAMS	English Language	11	Full Year	Teacher Rec
AP	WAMS	US History	11	Full Year	Teacher Rec
AP	WAMS	European History	10	Full Year	Teacher Rec
AP	WAMS	World History	9	Full Year	Teacher Rec
AP	WAMS	Statistics	11-12	Full Year	Teacher Rec
AP	WAMS	Calculus	11-12	Full Year	Teacher Rec
AP	WAMS	Spanish	11-12	Full Year	Teacher Rec
AP	WAMS	Biology	11-12	Full Year	Teacher Rec
AP	WAMS	Music Theory	11-12	Full Year	Teacher Rec
Post University	WAMS	Financial Accounting	12	1 Semester	N/A

Post University	WAMS	Managerial Accounting	12	1 Semester	N/A
Post University	WAMS	Principles of Management	11-12	1 Semester	N/A
Post University	WAMS	Foundations of Leadership	11-12	1 Semester	N/A
UConn	WAMS	English 12	11	Full Year	N/A
UConn	WAMS	US Government	12	Full Year	N/A
UConn	WAMS	Discrete Math	12	Full Year	N/A
UConn	WAMS	Medical Terminology	12	Full Year	N/A
UConn	WAMS	Environmental Science	11-12	Full Year	N/A
UConn	WAMS	Teacher Preparation	12	Half Year	N/A

Appendix B.

Include **early college experience course descriptions and agreements, contracts, and/or letters of memorandum of understanding/agreement** that defines the collaboration, relationship, services, responsibilities and fee arrangements in the Appendix and cite the content in Section 14. Appendices Table of Contents.

6.5.2 Career and Technical Education (CTE) (Grades 9 to 12)

Describe the school's CTE program. Include:

- A. Goals and expectations of the program
- B. Complete Table 11. CTE Programs

Our CTE program is currently developing. Our goals and expectations of the program are to empower our students to discover their interests, passions, and aptitudes then to choose the educational pathway that can lead to success in high school, college, and career. We aspire to provide students with intentional course choices aligned with CTE pathways. As we further develop our CTE pathways, we intend to narrow the sequential recommended courses so that the pathways are laser focused. The CTE pathways students can explore fall under the following clusters;

- Art, A/V Technology and Communications:
 - All related courses offered include UConn Music, Digital Photography, Dance Performance, Ballet, Jazz, Modern Dance, Tap, Choreography, Band, Chorus, Chamber Choir, Voice, Guitar, Piano, Music Theory, Orchestra, Video Production, Video Applications, Stagecraft, Theatre 101/ Theatre Production, Acting, Directing, Musical Theatre, Shakespeare Study, Stage Management, Technical Theatre, Foundations of Arts, Drawing, Painting, Ceramics, Sculpture, and Printmaking.
- Business Management & Administration:

- All related courses offered include Financial Accounting (Post University), Managerial Accounting (Post University), Principles of Management (Post University), Foundations of Leadership (Post University), and UCONN Teacher Preparation Course.
- Health Science:
 - All related courses offered include; UCONN Medical Terminology, Human Biology, Environmental Science, Physical Science, Biology, Chemistry, Geometry, Algebra 1 &2 and Physics.
- Information Technology:
 - All related courses offered include; Visual Communication Design, Advanced Visual Communications Design, Web Design, Music Technology and Mixing, Music Production & Engineering, and Advanced Music Production Techniques.
- Science, Technology, Engineering and Mathematics:
 - All related courses offered include; Drone 1 & 2, Robotics 1 & 2, AP Biology, Biology, Physics Honors, Chemistry Honors, Statistics, Trigonometry, Pre-Calculus Honors, AP Calculus, AP Statistics, Elementary Discrete Mathematics UCONN, Geometry Honors and Algebra 1 & 2 Honors.
- (Our middle school also has a course provided by AMAZON called Amazon Future Engineer)

Table 11. CTE programs

Organization /Company	Location	Program Name	Grade Level(s)	Time & Frequency	Prerequisite(s)
Waterbury Arts Magnet School	WAMS	Art, A/V Technology and Communications	9-12	Half Year - Full Year (depending on course)	N/A
Waterbury Arts Magnet School	WAMS	Business Management & Administration	9-12	Half Year - Full Year (depending on course)	N/A
Waterbury Arts Magnet School	WAMS	Health Science	9-12	Half Year - Full Year (depending on course)	N/A
Waterbury Arts Magnet School	WAMS	Information Technology	9-12	Half Year - Full Year (depending on course)	N/A

Waterbury Arts Magnet School	WAMS	Science, Technology, Engineering and Mathematics	9-12 6-8	Half Year - Full Year (depending on course)	N/A
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Resources:

- [CSDE CTE Guidance](#)
- [CSDE Resource Guide for New Administrators](#)

7. SCHOOL CULTURE AND CLIMATE**7.1 School-Family-Community Engagement**

Describe the school's school-family-community engagement program. Include:

- The school-family-community engagement program goals and objectives.
- The strategies that promote and encourage a comprehensive approach to school-family-community partnerships locally and outside of the school district.
- Family-community activities and outreach.

- The Waterbury Arts Magnet School Leadership team, along with our staff, examines student achievement and behavior data to create annual School Improvement Plans that are focused on improving teachers' and students' performance outcomes. The School Improvement Plan is shared with our families and district leaders. This plan helps our school to demonstrate teamwork and set goals that we want to focus on for the upcoming school year. Annually, our school places a great deal of emphasis on family and community engagement and outreach. The goal from our 2020-2021 School Improvement plan is below:

****During the 2020-2021 academic school year, the administrative team will increase parent and family engagement with our school community by implementing systems to allow easy, frequent contact and communication with the administrative team, by keeping families informed through ParentSquare, WAMS website, PowerSchool, Social Media, phone calls, emails, IRIS Messages, and Coffee Hours every marking period. It is essential to lead during the pandemic by allowing for transparent communication practices with our WAMS families.****

- The strategies that WAMS employed are below:

- Monitor ParentSquare to ensure all families have access to information and are engaged in their student's educational success
- Teachers will utilize phone calls, emails, Governance Council meetings, PTSO meetings, ParentSquare to communicate with families regarding students' grades, student engagement, classroom updates, promoting school events for the arts, STEM, clubs, and activities
- **Host coffee hours each marking period for parents/guardians and stakeholders**
- Update ParentSquare, Social Media, etc. daily
- **Administrators and teachers will return emails and phone calls parents and guardians within 24 hours**
- Be transparent during the pandemic with possible COVID situations
- Keep-parents and guardians up-to-date about health, safety, and wellness measures
- Survey the parents about feeling welcome at WAMS and give parents a chance to provide feedback and suggestions to the school. Giving a voice to students and families of all abilities and backgrounds. This occurs at the beginning and end of the school year. In addition, throughout the year there are informal conversations and connections made with families via ParentSquare, through school counseling and conversions with staff.

C. Family Community Outreach

- a. Internet Safety Night presented by our School Counselors
- b. College Planning Night, FAFSA presentation on multiple days/nights, College Fair, and Post-High School Options Fair presented by our School Counselors
- c. 2 Virtual Open Houses After the first and third marking periods with teachers, support staff, and administrators.
- d. Coffee Hours with the Principal and administrative team
- e. School Governance Council
- f. Parent/Teacher/Student Organization

Attendance Counselor to call parents and make home visits to students whose absenteeism is unable to be addressed through connecting with a phone call home

Resources:

- [CSDE School-Family-Community Engagement Guidance](#)
- [CSDE Resource Guide for New Administrators](#)

7.2 Safe School Climate

Describe the school's safe school climate. Include:

- A. A brief description of the school's safe school climate plan and how it is distributed to school staff, students and families.

- B. The methods that create and maintain a positive culture/climate (emotionally, physically, and intellectually safe, respectful, and culturally responsive) learning environment for student achievement as well as high expectations for adult and student conduct.

The Waterbury Arts Magnet School has an obligation to ensure the safety and well-being of both students and staff. This manual is for the purpose of providing guidance for staff in implementing support and prevention of a crisis or potential crisis situation. In addition, the manual describes the actions, roles and responsibilities to be taken by the staff at the Waterbury Arts Magnet School in response to a school safety matter.

(WAMS Crisis Intervention Plan)

The Waterbury Public School system has developed a safe school climate plan and it is annually distributed to staff, students, and families at the beginning of the school year. WAMS has a Safe School Climate committee that meets throughout the year monthly to review student disciplinary referrals and bullying reports. The school climate plan is on the website and the link is below.

WAMS is a proactive school that creates positive opportunities for students to grow in their academic enrichment and become a part of their community. Middle school and high school monthly meetings support students through recognizing their outstanding academics, behavior, and invite special guest speakers to speak on a variety of student-centered topics. Ice cream socials and luncheons for students are provided for students in each grade as reward for working hard and following school which provides students ~~the~~ additional opportunities to socialize. At the end of the year, a special awards night recognizes every graduating student for their accomplishments. The PTSO hosts a beginning of the year ice cream social as an informal setting for families and staff to meet and interact while getting an opportunity to become familiar with the building. Staff is provided monthly professional learning with social emotional competencies for a turn-key presentation to students

The school culture and climate is positive. Our mission and vision is clearly shared with all students, teachers, faculty, staff, parents, and community partners. Our building embraces our core values and beliefs, we all have the same shared vision of education and wellbeing of students and staff. That education is in the forefront, personal health is also addressed consistently with SEL lessons, social activities, in school performances in and for the students.

Each morning the building principal recites and reiterates the shared mission and vision as part of the morning announcements. Throughout the school the mission and vision as well as examples of how it is exemplified is shared through streaming televisions of the school's many accomplishments and activities as a celebration of students and staff. Administrators in the building work to engage the academic teachers, the performing arts teachers, and the support staff with programs such as Advisory, PTSO meetings, School Governance Council, and monthly professional development activities including social events, appreciation, awards night, and random acts of kindness.

The classroom climates are safe and encouraging with a focus on restorative practices and teaching the whole student not just the academics. Through the NEASC process, we were able to identify strengths and weaknesses in creating student-centered learning environments in the classroom and have added training for

teachers to enhance these practices with special training and focus on student-to-student and student-to-teacher interactions that are in the process of being implemented further.

Expectations of the teachers include utilization of the CCT Rubric and domains as part of the evaluation process, following and embracing the schools/district shared vision and mission. Teachers support and integrate academia, the arts and STEM to expand the learning environment utilizing student-centered learning.

Teachers receive social emotional learning training utilizing the online platforms of Sanford Inspire and YALE. In addition, we have school-wide subscriptions to both Edpuzzle and Pear Deck which provide training with SEL and how to integrate it using their platforms into everyday lessons. As a lottery based magnet school, students are the ones choosing to apply to attend WAMS. We pride ourselves in embracing all students and accept all philosophies and beliefs. In addition to a school counseling support network there are clubs that allow students to embrace their individuality including the F.I.R.E and LGBTQIA+ clubs.

Teachers are supported in bi-monthly informational staff meetings focused on continued education and training. The district also has one half day per month focused on professional development. Teachers are encouraged to utilize other prescribed professional learning time specific to their needs. There are monthly Wellness Wednesday trainings. New teachers are supported utilizing the TEAM mentor program and all teachers are supported utilizing the teacher evaluation process for continued growth and development.

Teachers utilize different techniques in their classrooms to create a safe and successful environment for student learning. Since the pandemic began, teachers have been given opportunities to learn/discover more about SEL strategies to positively impact our student's classroom experience.

Teachers manage disruptive behavior by utilizing restorative practices. In addition, we have a behavior technician that assists in interventions. School counselors collaborate with the behavior technician, administration, and other support personnel to meet the needs of each student. All, with teachers in various departments, work to sustain direction and follow the schools policies and procedures.

Teachers respect each other and work together during Common planning time, IDT collaboration and data analysis teams, department meetings, and cross-collaboration between teachers in different content areas. Teachers create a safe and encouraging space for students in their respective classrooms. The administration evaluates teachers in the building annually and the process helps improve instruction/pedagogy. Teachers have positive relationships with parents and regularly engage in contact through

- ParentSquare posts and messages
- Weekly Google Classroom parent/guardian's report
- Emails and phone calls
- PowerSchool
- Progress Reports/updates throughout the marking periods
- Team Meetings

In addition, teachers utilize support of the PTSO and regularly invite parents to help support different clubs and afterschool activities.

Students' needs are met both inside and outside the classroom. We currently have

- Middle School Mentor Program: Grade eight students (role models) volunteer to mentor grade six students
- Middle School and High School After-School programs
- Academic Enrichment Programs in the middle school
- Recently revised- Culturally responsive curriculum in middle school ELA
- Many clubs focused on student interests to engage students outside the hours of the school day with peers and teachers.

The school climate and culture is positive. This is supported in our BOY any EOY school surveys to both parent/guardians and students. These have become a consistent practice from the NEASC Collaborative Conference Survey data we collected as part of the accreditation process. Our mission and vision is shared with all students, teachers, faculty, staff, and parents utilizing our social media platforms including ParentSquare, Facebook, Twitter, school website, and WebTV's located in the hallways which stream school notifications and celebrate student activities and accomplishments. Our building embraces our core values and beliefs. Each morning, the building principal recites and reiterates the school's shared mission and vision. Administrators in the building work to engage the academic teachers, the performing arts teachers, and the support staff with programs such as advisory, PTSO, Governance Council, and professional development. The classroom climates are safe and encouraging with a focus on restorative practices and teaching the whole student. All teachers follow district evaluation cycles, which includes the CCT Rubric and domains. They follow and embrace the schools/district shared vision and mission by supporting and integrating academia and the arts to expand the learning environment. Teachers receive social emotional learning training via Sanford inspire & YALE's online platforms in addition to focusing on SEL on the Wednesday half day professional development days the first Wednesday of each month. Staff participate in biweekly staff meetings, monthly professional development, and TEAM teachers and mentors are trained within the building to support beginning teachers. We have also started the process of training staff to participate in the instructional coaching model to help build community in the school and enhance teaching and learning. Teachers utilize different techniques in their classrooms to create a safe and successful environment for student learning. Since the pandemic began, teachers have been given opportunities to learn/discover more about SEL strategies to positively impact our student's classroom experience. The implementation of 1:1 devices and upgraded internet infrastructure within the school has helped with creating dynamic learning environments that support the whole student. In the event that there are disruptions to the learning environment, teachers and staff utilize restorative practices with students with the support of behavior technician interventions, school counseling, and the SEL team; as well as collaborating with teachers in various departments to sustain direction utilizing the instructional coaching model. Teachers collaborate on a variety of levels. The school as a whole participates in monthly wellness Wednesdays with focus on teacher social emotional wellness. In addition, the schedule allows for departmental common planning time, department meetings, IDT and data analysis teams, and cross collaboration between departments. Teachers and administration have a collaborative relationship with an open door policy which includes both office and classroom settings. Teachers can have honest discourse with administration and are comfortable with speaking with administrators both individually and through the Principal's Advisory Council meetings where teachers and administrators are able to openly discuss building based issues that include but are not limited to building improvements, union violations, and overall questions. This is also supported in our NEASC collaborative conference staff survey. Administrators are welcome into any classroom and frequent classes for not only formal/informal observations for all domains, but also to be a part of the activities and collaborations occurring in both the academic and arts classes. The administrators are also a steady and positive presence in the cafeteria and outside in the courtyard for lunch and classes/performances. The administration evaluates teachers in the building annually and the process helps improve instruction/pedagogy in addition to positive collaboration

Parents/guardians are welcome into the school environment in a variety of ways from in person to virtual to online platforms including, Facebook, Twitter, and the building website. We have a parent liaison whose job is to bridge the gap between parents and the school. In addition, we have a magnet school specialist who works directly with parents and the surrounding communities to manage our recruitment and lottery process. Teachers interact regularly with parents/guardians by posting on ParentSquare and messaging individual students, classes, and parents using the district-wide platform of ParentSquare. Teachers use Google Classrooms weekly guardian reports feature and PowerSchool notifications settings when grades are updated. In addition to these notification methods utilized to support student and family expectations and understanding of what is happening in the classroom. Teachers email and call parents/guardians, hold team meetings, participate in PPT, 504 and other meetings either in person or via Google Meet for students who have been identified by the school as struggling. Parents also are invited into the school for programs, performances, PTSO meetings, and parent representatives as part of the Governance Council. Administrators utilize coffee hours to keep families informed and to provide a platform to answer questions. Teacher advisors run clubs and provide after school activities for both students and their families.

The focus on the whole student is a priority at WAMS and we have a variety of programs and clubs to assist students on academic, social, and emotional support. The middle school mentor program matches volunteer role model grade eight students with grade six students. In addition to the mentor program the middle school hosts afterschool programs, enrichment activities, and after school clubs that are exclusive to the middle school and are in collaboration with the high school. The high school also has clubs specific to the needs and interests of the students. All grades have the opportunity to participate in unified sports either as a player or as a mentor. There are many summer programs offered at WAMS including the transition programs from grade 5 into grade 6 and from grade 8 into grade 9, a grade 7 to 8 enrichment program, in person credit retrieval summer school and online via Edgenuity, and ENCORE summer arts programs.

Quotes from Students: “I do enjoy coming to school because I believe that WAMS, in particular, has a very creative and welcoming environment, and it’s nice to feel welcomed and safe in school (which I do). I also just love to learn in general. I think many of my teachers are doing a phenomenal job of keeping us engaged and enjoying our learning experience. A lot of my teachers are really passionate about the subjects that they teach, and that translates extremely well when I am learning from them. Most of my classes are fun and very enjoyable for that reason. Sometimes though, it can get overwhelming in certain classes (especially with being a senior and all) and I don’t appreciate when other students fight in the halls or in the classrooms because it takes away from my classmates and I’s learning experience and safety. Despite that, I usually feel very comfortable and happy coming into school and there are nicer students than mean at WAMS.”

Resources:

- [CSDE Resource Guide for New Administrators](#)

7.3 Student Attendance

Describe the school’s student attendance policy. Include:

- A. [A brief description of the student attendance policy.](#)
- B. [Strategies to improve and/or maintain student attendance.](#)
- C. [The school’s attendance policy in the appendix and reference the page number\(s\).](#)

A. [A brief description of the student attendance policy.](#)

1. Student – A student enrolled in Waterbury Public Schools, any grade and/or age five (5) to eighteen (18).
2. Truant – Any student aged five (5) to eighteen (18) who has four (4) unexcused absences in any month or ten (10) unexcused absences from school in any school year.
3. Excused Absences – A student’s absence from school shall be considered excused if written documentation of the reason for the absence has been submitted with ten (10) school days of the

student's return to school or in accordance with Section 10-210 of the Connecticut General Statutes and meets the following criteria:

- A parent or guardian can also send electronic communication via email or ParentSquare messages.
- A parent or guardian can orally communicate the absence via telephone call or voice mail.

A. A student's absences from school are considered excused for the following reasons:

1. Student Illness (Note; All student illness absences must be verified by an appropriate licensed medical professional to be deemed excused, regardless of the length of absence, for course credit or promotion consideration)
 2. Student's observance of a religious holiday
 3. Death in the student's family or other emergency beyond the control of the student's family;
 4. Mandated court appearance (additional documentation required)
 5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason)
 6. Extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.
- A parent or guardian can excuse up to 9 days for a student absence.

7. Unexcused Absences – A student's absence from school shall be considered unexcused unless they meet one of the following criteria:

- A. The absence meets definition of an excused absence (including documentation requirements); or
- B. The absence meets the definition of a disciplinary absence

Disciplinary Absences: Absences that are the result of school or district disciplinary action are excluded from these definitions.

Loss of Credit for the school year – Any student who obtains over twenty (20) absences in any year will be subjected to losing his/her credits for that year.

*No student may receive course credit for a full-year course after having been absent from that class for more than twenty (20) class periods during the school year. These absences will be pro-rated for other than full year courses and for courses meeting more than five periods per week. All absences in a class will be counted except those incurred while a student participates in school -sponsored activities and/or essential administrative business and/or for an absence that meets the definition of a disciplinary action.

Waiver policy - A student who has accumulated more absences than allowed by the policy, but who feels that the situation warrants special consideration, may appeal to the administration for a waiver increasing the number of allowable absences for that particular student. At the discretion of the administration, the parent may be requested to appear at the hearing to verify the legitimacy of the appeal.

- If extenuating circumstances exist, parents and students have the right to a waiver of the denial of credit and/or promotion. The waiver must be requested in writing within five (5) days after notification of credit withdrawal and directed to the school principal.

In April Course Credit Notification (CCN) letters are mailed to parents and/or guardians informing them that their child has exceeded 20 absences and a formal letter with specific waiver instructions will be mailed home in May.

In May the Course Credit Notification and Attendance Waiver (CCNAW) letters will be mailed home to parents and/or guardians giving them official notification of denial of course credit/promotion for their child.

*An Appeals Board will be set up to consider the waiver, consisting of the principal, vice principals, school psychologist, school counseling staff, attendance counselor and any other member the Appeals Board invites to participate.

* The Appeals Board will consider:

1. Presentation by parent/legal guardian
2. Documentation from medical personnel
3. The student's attendance record
4. The student's request to earn back lost credit
5. Other information deemed appropriate by the administration

*A student may be allowed an attendance appeal on a yearly basis. However, a successful waiver for promotion or restoration of credit may only be granted once in grades 6-8 and once in grades 9-12.

*All decisions of the Appeals Board are final. Waivers granted or denied must become a part of the student's permanent cumulative file and recorded in the computer data base.

B. Strategies to improve and/or maintain student attendance.

The Chronic Absenteeism Team (CAT), which consists of administrators, school counselors, social worker, school psychologist, behavior technician, and the attendance counselor, meets on a weekly basis and assigns 10 students to each member to meet with individually who have absenteeism issues. These students meet weekly with their assigned CAT member throughout the year to build relationships and address root causes for the absenteeism. There has not been an incidence of more than 120 students needing the support of the CAT team, however in the event that more students need support, each member would take on additional students.

We have a full-time attendance counselor who facilitates bi-monthly meetings with our attendance team to analyze individual students who are considered truant, chronically absent, or at-risk of being truant or chronically absent, then formulate a plan moving forward to decrease frequency of absences. Our support team includes our School Psychologist, Social Worker, School Counselors, Behavior Technician, and Attendance Counselor who meet with individual students and their parent/guardian to identify reasons why attendance is a concern and plan how to increase attendance. While absenteeism is higher than it was pre pandemic, WAMS

attendance record overall has been good. WAMS has the lowest attendance rate in the district for both middle and high school. Through surveying via our NEASC collaborative conference survey and our yearly BOY and EOY surveys, students report that they enjoy school at WAMS and want to come to school.

Tier 1: Universal

1. Establish positive relationships with families through open communication with parent/guardian
2. Recognize good and improved attendance with morning announcements and recognition events in the form of monthly pizza parties or ice cream socials
3. Educate and engage students and families about the importance of attendance for achievement in student assemblies and communication with parents through letters sent in the mail and ParentSquare.
4. Attendance and student support strategies reviewed in weekly CAT meetings
5. Monitor absences and set attendance goals is the main priority of our attendance counselor
6. Establish a supportive and engaging school climate through school climate and restorative practices work with daily school interactions of staff and students
7. Provide engaging curriculum that draws students to school with student focused curriculum and a variety of classes that meet the needs of all students from AP, UCONN, Global Leadership Institute in partnership with TAFT, Post University, Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) in partnership with Naugatuck Valley Community College, internship opportunities with community partners, all with a focus in ARTS and STEM.
8. Consider specific attendance goals and strategies for students with Individualized Education Programs (IEPs), Section 504, or health care plans. The attendance counselor works in conjunction with special education teachers for recommendations as a result of the students' IEPs and school counselors for their 504 plans.

Strategies:

- Welcoming school environment- Students have the opportunity to participate in a variety of classes that fit their academic and social needs. Opportunities to enjoy class and lunch outside in our amphitheater/ courtyard when the weather permits and other non-traditional learning environments through their studies of the arts.
- Strength-based classroom climates- Individualized instruction that fit the needs and abilities of all students with special emphasis on student-to-student and student-to-teacher relationships and interactions.
- Chronic Absenteeism Team Meetings at weekly CAT meetings
- Using the daily dashboard of attendance: An attendance list is run daily from PowerSchool and shared with all WAMS staff. In addition, staff have access to their student's period attendance for each period in their schedule through PowerSchool.
- Daily phone calls when students are absent: Phone calls are made by the attendance counselor when students are absent and typically occur after 3 consecutive unexcused absences however can occur daily depending on the student.
- Transition Support: School social work and counselors work with students and their parent/guardians to create a welcoming environment in the transition back to school from any extended absence. Students meet with a member of the CAT at the bus, car or door. Students can also have meetings with their CAT

member prior to starting the school day and throughout the day as needed. Lunch bunch and alternative lunch room settings are provided for those students who require more support.

- Parent Contact (email, phone call) ParentSquare automatically generates a notification of school absence to be sent to the parent/guardians who are registered with the App. Parents who have notifications set on PowerSchool receive period attendance notifications in addition to the daily attendance. The attendance counselor sends letters after 10 or 12 absences. A second letter is sent with an additional 5 absences. Once a student exceeds 20 absences in any course, a loss of course credit letter is sent home. Truancy letters are sent home after 10 unexcused absences. Throughout this process emails, phone calls, and ParentSquare messages to the parent/guardian are all completed for each absence by the attendance counselor.
- Written notices. There is an attendance policy on the website for parent/student access; information is also included in attendance letters sent home to parents
- Attendance Communication. The person from the CAT assigned to the student meets in person with student, email to student and/or parents; letters home to parents and the use of ParentSquare for parent/guardian to submit letter of absence or communicate with both the attendance counselor or any specific teacher affected by the absence as outlined in the parent handbook attendance policy and earlier in the document.
- School-wide Attendance Incentives. School-wide attendance incentives include a pizza party for monthly perfect attendance. Awards are given to students with perfect attendance.

Tier 2: Moderate

1. Personalized early outreach and partnership with families. The CAT and the attendance counselor work with students to improve attendance. In addition, members of the CAT conduct home visits with their assigned students. School counselors and social worker work with families of students who have school-based anxiety to increase school attendance and reduce the incidence of triggers. For example, CAT members meet students in their car or bus, students have student buddies or wait for the start of school and eat their lunch in the guidance office.
2. Action Plan addresses barriers and increases engagement There have been many improvements to increase engagement in communication with students and parents. This past year both Google Classroom and ParentSquare have been used as alternative measures to reach families. In addition, all conferences have moved to Google Meet to better meet the needs of working families to participate in school meetings. PTSO meetings and administration coffee houses are also held virtually.
3. Caring Mentors. Teachers serve as mentors to students through the advisory program. In the high school each teacher has a cohort of students that they keep throughout the tenure of the student from grades 9-12. In middle school, each student is assigned to a cohort within the grade and meets with one of their academic teachers within the advisory model. In addition to these there is an after school grade 6-8 club where grade 8 students mentor grade 6 students in need of extra support using peers. Students also have after school social, leadership and academic clubs including the H.E.R.O (LGBTQIA+) club and F.I.R.E. clubs to connect with like-minded peers across all grade levels.
4. Attendance contract with the school, the student, and the parent/guardian: WAMS does create attendance contracts with the school, student and parent/guardian but only with students who are deemed necessary via the CAT process.

5. Manifestation PPT. Write specific attendance goals and strategies for students within Individualized Education Programs (IEPs), Section 504, or health care plans. Teachers, including special education teachers, participate in the PPT/504 process.

Continue Tier 1 strategies

- Action plans written and shared with students and families: Currently, special education students have action plans as part of their IEP. This practice will be extended to all students beginning in the 2022-2023 school year.
- Functional Behavior Assessments and Behavior Intervention Plans-
- Attendance Counselor and/or Social Worker home visits
- Refer to partner agency - Waterbury Youth Services and Department of Children and Families, 211 calls for support services.
- Daily Check in/Check out - with some students
- Incentives for Improvement- Pizza party and social activities
- School-wide Monitoring. There are supports in place for school-wide monitoring of attendance. Hall patrol monitors walk the halls to facilitate the movement of students into class on time and to/from class and within a period. Each bathroom is monitored and bathroom attendance is recorded. Teachers take period attendance on PowerSchool which is available to all the teachers on that student's schedule. Teachers email when a student is missing from class. Lists of students who will participate in events during regularly scheduled class times are sent in advance and updated the day/period of the event to assist in school related absences to keep accurate records.

Tier 3: Intensive Individualized Support

1. Coordinated school and interagency response
2. Review specific attendance goals and strategies for students with Individualized Education Programs (IEPs), Section 504, or health care plans. Remember, per IDEA, at Tier III a comprehensive assessment should be done focusing on the student's social and/or emotional functioning.

Continue Tier 1 & 2 strategies

- Daily attendance check on the student- Daily attendance is shared with all staff. Teachers take period attendance and cross check their attendance with the daily attendance sheet and the period attendance from other teachers.

Revise action plans

- Provide counseling services - Students receive both in-school and out-of-school counseling. When parent permission is provided, we collaborate with out-of-school counseling services.
- Increase necessary Wrap-Around Services - In conjunction with WYS and outside counseling services.
- Support Group meetings - One example lunch bunch meetings.
- Administrative meeting - Weekly attendance meetings with central office staff

Additional strategies: Analyze observational data to determine purpose of absenteeism/truancy, change teaching procedures for students (i.e.: small group instruction, or one-to-one), collaborate with parents, school

resources, and district resources (i.e. SRO, administrators, team-teacher), and provide consistent positive relationships with students.

C. The school's attendance policy in the appendix and reference the page number(s).

Attendance policy link:

https://www.waterbury.k12.ct.us/userfiles/2817/my%20files/5113_attendance%20requirements%20for%20course%20credit%20or%20promotion%20revised%2009-20-18.pdf?id=564273

Resources:

1. [CSDE Resource Guide for New Administrators](#)

7.4 Student Support, Intervention and Discipline

Describe the school's student support, intervention, and discipline strategies for all students (in-district and out-of-district). Include:

- A. A description of student support, intervention, and discipline strategies.
- B. Evidenced Based Practices (EBP) and Multiple Tier Systems of Support (MTSS) for delivering universal supports.
- C. Alternative Education Programs that provides non-traditional education settings that address social, emotional, behavioral and academic needs.
- D. Positive behavioral interventions and supports (PBIS) framework that provides EBP and intervention practices that uses a MTSS for the academic, social, emotional and behavioral competence.
- E. A copy of the School's/District's Discipline Policy in the appendix and reference the page number(s).

A. A description of student support, intervention, and discipline strategies.

Waterbury Arts Magnet School does have intervention strategies that are designed to support students in their attainment of academic, social, and emotional success. There is a referral form for teachers to complete if they have concerns regarding a student, which is given to support staff so that they can meet with the student in a timely and efficient manner so as to support each student's success and well-being. Teachers are trained in utilizing restorative practices in the classroom. When necessary, release time is granted as part of the evaluation process to support the growth of the teacher and support them in their ability to understand student learning, to be mentored by and visit other teachers successful in these areas. In addition, new teachers are supported by a peer mentor utilizing the state's TEAM mentoring support process.

B. Evidence Based Practices (EBP) and Multiple Tier Systems of Support (MTSS) for delivering universal support.

- Behavior technician- The Behavior Technician focuses on responding to repeated Level 1 Behavior and Level 2 Behaviors. To implement a positive behavior management system in order to increase student behavior and academic skills. The management of the behavior system includes, but is not limited to: collecting and tracking of data pertaining to students and school wide patterns, the training of staff in de-escalation strategies, implementation of positive behavior plans/climate plans and general climate improvement.
- School counselor- The school counselor delivers a comprehensive program to all students. School counselors use Naviance as the main platform for delivering classroom lessons as a Tier 1 intervention.

Our support team receives academic and behavioral referrals from teachers identifying students who need more individualized support. If more support is needed the student falls into the Tier 2-3 category. This is where the school counselor and other certified staff members provide 1:1 support or small group support to identify the needs of students and formulate a plan moving forward. Counselors

- Mediation
- Edgenuity Program - An online learning environment coupled with blended instruction. Eligible to those students who have failed a course and would like to make that course up and earn a credit.
- Teacher Based/Peer Tutoring - peer tutoring offered by grade 6-8 mentoring club and Key club. Teacher based tutoring daily from 2-3pm by media specialist.

C. Alternative Education Programs that provides non-traditional education settings that address social, emotional, behavioral and academic needs.

The philosophy of WAMS is to keep the student in a positive learning environment. We believe that students learn and grow best in the least restrictive environment. We provide support to succeed in WAMS for all students, behaviorally, socially, and academically. If after multiple intervention attempts and support over the course of their tenure at WAMS, the student is still unsuccessful, the student/parent has the opportunity to enroll in one of the district's alternative programs/ settings. These alternative programs exist as parent and student choice only.

The programs that are offered through the Waterbury Public School system are Adult Education, Enlightenment, and State Street.

- Adult Education- Waterbury Adult Continuing Education is a multi -faceted, comprehensive program dedicated to meeting the ever -changing needs of a diverse multicultural population. The administration and staff are committed to providing an atmosphere that encourages learning, accommodates different learning styles, enables students to develop self - esteem, and fosters a positive attitude toward learning within a safe and healthy environment. The express purpose is to prepare all students to become literate, problem -solving, responsible citizens, capable of making informed decisions and able to apply technology to meet life -long educational and vocational goals. Waterbury Adult Continuing Education fosters interpersonal skills and accountability that will enhance the student's ability to successfully face the challenges and demands of the 21st century.
- Enlightenment- The Enlightenment School is a program designed to provide a stable, nurturing, and stimulating environment for "at risk" students in grades 6-12 in the Waterbury School system. All faculty members are certified in core content areas and deliver the best opportunities for our students to learn. Support staff consists of a twelve-month secretary, nurse, prevention specialist, truancy prevention specialist, parent liaison, school counselor, school social worker, school psychologist, and an in-school suspension teacher; and all are supported by a School Resource Officer (SRO).

Students are referred to the program by their district schools. An interview with the principal, a parent/guardian, and the student is required prior to acceptance to the program. Students and parents/guardians are required to sign a contract before enrolling in the program. The program also serves expelled students in grades 6-12.

Upon acceptance, into this setting students are offered an intensive and individualized program to assist them in developing academically and socially.

- State Street- The State Street Program is a therapeutic alternative school servicing students receiving special education services preschool through 12th grade.

D. Positive behavioral interventions and supports (PBIS) framework that provides EBP and intervention practices that uses a MTSS for the academic, social, emotional and behavioral competence.

WAMS focuses on our positive school climate and puts into place initiatives to support students in achieving an atmosphere conducive to learning, engagement and social emotional supports. Our after school offerings is evidence of this and is listed below: WAMS CLUBS

National Junior Honor Society (7-10)	National Spanish Honor Society (HS)
National Honor Society (11/12 HS)	National Honor Society - Dance Arts (HS)
Tri M Music Honor Society (grades 7-12)	National Honor Society - Dance Arts (g 8)
H.E.R.O. Club (HS)	Kid's Marathon (MS)
Fantasy/Fiction Club (grades 8-12)	Outdoor Club (HS)
Fine Arts Mentor Program (grade 9)	Unified Sports (MS/HS)
Science National Honor Society (HS)	Beach Club (HS)
Chess Club (MS/HS)	Drum Line (MS/HS)
Creative Writing (MS/HS)	Strings Club (MS/HS)
Habitat For Humanity (Seniors)	Key Club (HS)
Math (HS)	Book Club & Homework Center (MS/HS)
Books and Blooms (HS)	Senior Class Advisors (Seniors)
Newspaper (HS)	DECA Club (HS)

District Interventions: Our district initiative, CT School Based Diversion Initiative is “designed to reduce juvenile justice involvement among youth with emotional/behavioral health challenges.”

The SBDI Model, “SBDI is an effective strategy to increase access for students and families to mental health prevention supports and treatment services in the school and local community by helping schools to meet the following goals: Reduce the number of suspensions, expulsions, and discretionary school based arrests Build knowledge and skills among teachers, administrators, school staff, and school resource officers to recognize and manage behavioral health crises in the school, and access needed community resources Link youth who are at-risk of arrest to appropriate school- and community-based services and supports.” At WAMS, administrators and counselors do this by the formation of a Crisis Team and a Chronic Absenteeism Team. Our preventative approaches to student discipline and SEL challenges happen through classroom lessons with instructional teachers, lessons that focus on goals, SMART goals focused on academic achievement, test-taking skills and strategies, career and utilization of the Naviance through the School Counseling Department to facilitate career counseling and interests to help navigate the path from school to college and career. Additionally, we have monthly advisory sessions that focus on student skills that encompass the Waterbury Portrait of a Graduate skills. District-wide, grades 8 and 9 receive bimonthly health symposium assemblies led by field professionals. Administrators lead grade level specific monthly assemblies, which focus on the hot topics of society, such as Social Media, Growth Mindset and Financial Literacy. Below are some of our supports in Waterbury:

“Juvenile Review Board (JRB) facilitated by Waterbury Youth Services Community-based service in which the panel is reflective of the population of the community served. The JRB incorporates a Restorative Justice approach that addresses the needs of the offender, the victim, and the community.

Support WPD Youth Division school-based presentations. Partner with Emergency Mobile Psychiatric Services (EMPS) to respond to students in crisis. Establish monthly meeting with Wellmore Behavioral Health for service provision consultations. Create programs with Waterbury Youth Services to address mental health and social needs of our students.

Behavior Techs, Prevention Specialists, Middle School Truancy Specialists, High School Attendance Counselors and administrators trained in Restorative Justice, Conflict Resolution, Partnering with Behavioral Health and Juvenile Justice Systems.”

Governance Council: WAMS has a Governance Council comprised of WAMS administrators, students, teachers, parents and community partnership members. We share data with our members and look to them for input on positive incentives that we can have for our students.

E. A copy of the School’s/District’s Discipline Policy in the appendix and reference the page number(s).

[Waterbury BOE discipline policy](#)

Resources:

- [CSDE Related Resources for Student Support, Intervention, and Discipline](#)
- [CSDE Resource Guide for New Administrators](#)

8. ORGANIZATIONAL STRUCTURE & TALENT MANAGEMENT

8.1 School Governance and Management

Describe the school governance and management structure. Explain the involvement of teachers, parents, and students in the governance of the school.

1. **What is a School Governance Council (SGC)?**

- Required by Waterbury Board of Education in every school
- Enables parents, school staff, students, and community to work together in facilitating quality educational plans that engender continuous improvement of student achievement
- Responsibility of the Principal to develop and maintain effective organizational structures and processes for advisement in the school in conjunction with SGC

2. **What is the purpose?**

- For stakeholders to craft a productive collaboration to support student success
- Assist, advise, and provide the Principal with a broad base of input to improve school and student performance
- Help design, develop, and implement a school improvement plan that is aligned with district/state standards
- To provide a forum for parents, teachers, high school students, and community members to counsel/advise the Principal regarding all matters related to the operation of the school (with exceptions by state statute).

3. **Who makes up the SGC?**

- Parents – 7 members (elected)
- Teachers – 5 members (elected)
- Community – 2 members (elected by SGC)
- HS Students – 2 members (elected by SGC)
- Principal
- Parent Liaison

4. **How do I get involved?**

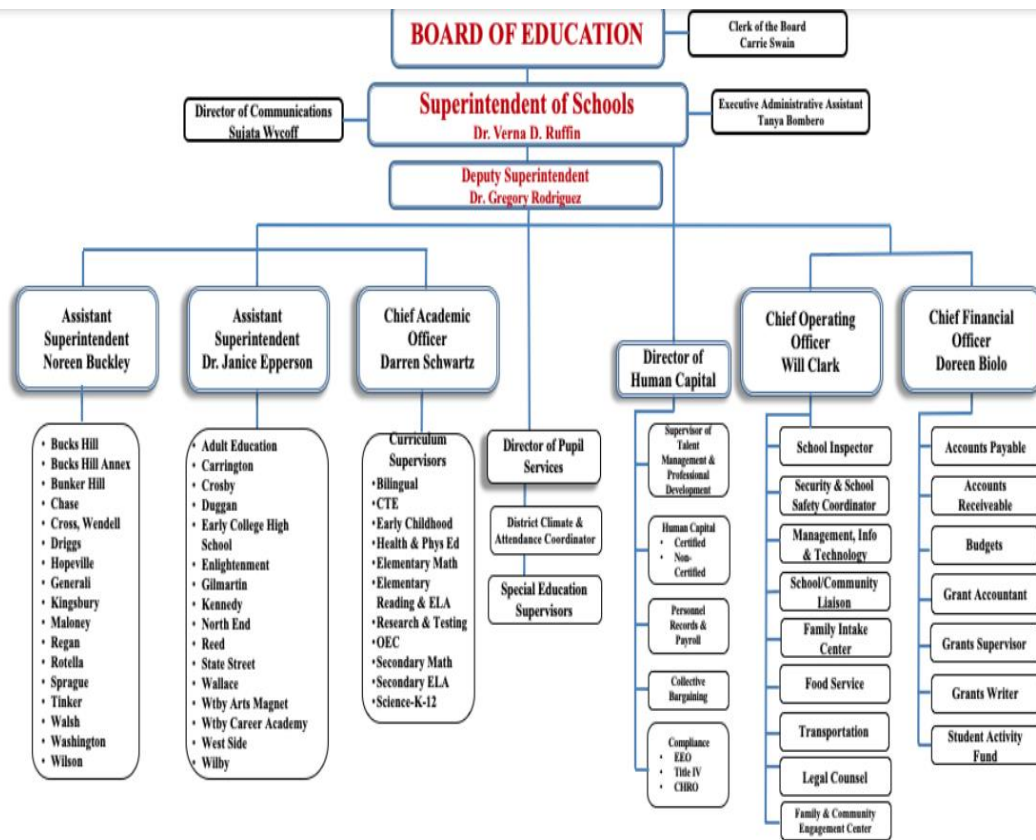
- Email the WAMS Parent Liaison to indicate your interest

Appendices C. and D.

Include the (Appendix C) **District/Central Office Staff Organizational Chart** (job titles, rankings, and a link to the governance board) and the (Appendix D) **School Staff Organizational Chart** (job titles, rankings, and a link to the district/central organizational chart) in the Appendix and cite the content in Section 14. Appendices Table of Contents.

8.2 Partnerships

Use the Partnerships Guidance below to Complete Table 12. School Partnerships.



Central Office Support

CENTRAL ADMINISTRATION

Superintendent

Dr. Verna D. Ruffin

Deputy Superintendent

Dr. Greg Rodríguez

Chief Academic Officer

Mr. Darren Schwartz

Chief Financial Officer

Mrs. Doreen Biolo

Chief Operating Officer

Mr. William F. Clark

Assistant Superintendent

Mrs. Noreen Buckley

Partnerships Guidance

<p>Partnership Type</p>	<p>Indicate the partnership type, e.g.,</p> <ul style="list-style-type: none"> • Local Education Agencies (LEAs), Regional Education Service Centers (RESCs), Higher Education Institutions • International Schools • Community Groups • Business/Industry
--------------------------------	--

Partnerships Guidance

Partnership Type	<p>Indicate the partnership type, e.g.,</p> <ul style="list-style-type: none"> · Local Education Agencies (LEAs), Regional Education Service Centers (RESCs), Higher Education Institutions · International Schools · Community Groups · Business/Industry
Name and Location	Include the name and location of the LEA, RESCs, higher education institutions, community groups, business/industry, and international schools.
Purpose	Briefly describe the purpose of the partnership
Anticipated outcome	Indicate the anticipated outcomes _____

Table 11. School Partnerships

Partnership Type	Name	Location	Purpose	Outcomes
Business	The Palace Theater	Waterbury, CT	Foster artistic and creative growth	Access to 30 dates on The Palace stage for school and District performances and activities
Business	Waterbury Symphony Orchestra	Waterbury, CT	Foster musical growth	Access to mentors who support teachers and students in the classrooms
Community Group	Shakesperience	Waterbury, CT	Foster theatrical talent growth and	Access to mentors who support teachers and students

			internships during school, after school and summer school	in the classrooms to promote acting, public speaking, confidence building and possible employment
Partnering Districts	Naugatuck, Plymouth/Terryville, Region 15, Thomaston, Wolcott	Waterbury and Surrounding Towns	Providing regional performance arts and visual arts education	Students from partnering districts attend WAMS with a 70% Waterbury / 30% Partner District Ratio in each the middle school and the high school

Appendix E.

Include the **Partnership agreements** (e.g., agreements, contracts, and/or letters of memorandum of understanding/agreement that define the collaboration, relationship, services, responsibilities and fee arrangements) in the Appendix and cite the content in Section 14. Appendices Table of Contents.

8.3 Talent Management

Describe the process the school/district uses to ensure all staff is highly qualified in accordance with Connecticut General Statutes. Include:

- A. The methods for recruiting and retaining high-quality and diverse school staff (e.g., administrators, teachers, and pupil support services).
- B. The methods for recruiting and retaining minority school staff (e.g., administrators, teachers, and pupil support services).
- C. A description of the school/district hiring process to ensure staff hold appropriate Connecticut certification, permits (e.g., Durational Shortage Area Permit (DSAP), coaching), and/or authorizations (e.g., substitutes, temporary assignments).
- D. A description of the human resource policies that includes hiring (include background checks/fingerprinting), discipline, dismissal, salaries and fringe benefits, personnel contracts, and affirmative action and benefit packages.
- E. Describe how the school will implement current Connecticut guidelines for educator evaluation.
- F. Complete Table 13. Full Time Equivalent (FTE) Staffing (by concentration/job description) and total the hours on the last line of the table. Include all school staff (e.g., administrators, support teachers, office support, certified teachers, para-professionals, cafeteria staff, custodians, school nurse, library-media specialist)

Waterbury Public School System's hiring and retention practices are orchestrated through the Assistant Superintendent of Human Capital/Personnel and the Talent Management and Professional Development departments, district content supervisors, along with building-level administrators.

Lists of candidates are provided to building level administrators for the interview process based on certification criteria. The interview group provides a recommendation which then rolls over to the negotiation process through the Central Office Human Capital Department.

Adapted from the Waterbury Public School's website under Talent Management:

OUR MISSION

Our mission supports the Waterbury Public Schools by utilizing personnel and talent management services, policies and systems that align with the District's mission, vision, and strategies through the recruitment, development, and retention of a high performing and diverse workforce.

VISION

To be recognized as an employer of choice and a provider of innovative and results-oriented human resources services, policies and systems.

VALUES

Ethical: We lead by example and advocate equitable treatment in our behaviors, policies, and practices.

Excellence: We work as a team to bring experience, advanced technology, and best practices to bear in providing the highest-quality service for our students and families. We devote ourselves to continuous improvement, excellence, professionalism and innovation in our work.

Inclusiveness: We seek the input of others and strive for transparency and inclusiveness. Waterbury Arts Magnet School has created an Equity Team comprised of staff and administration whose mission is build capacity for all stakeholders to have more leadership and ownership of Equity Strategic Plan while providing and supporting culturally sustaining practices.

Integrity: We honor our commitments and conduct our service to the public in a manner that promotes fairness, respect, honesty, and trust. We also follow our ethic commitment to parents/guardians, students, and the greater education community.

Professional Development: We are committed to maximizing the potential of every individual and to support and promote the City and Waterbury Public Schools as a learning organization. Teachers have the liberty to attend professional learning opportunities that benefit either them as an individual or the school as a whole.

Respect: We encourage the diversity of thoughts, experiences, and backgrounds and celebrate participation and partnership in all of our endeavors. We celebrate student, staff, and stakeholders' individual lifestyle choices and cultural backgrounds.

Risk-Taking: We are open to possibility and foster creativity and risk-taking to support continuous improvement.

Safety: We believe those we serve deserve excellent service, and a safe, productive, and healthy work environment.

Service: We have a passion for service and are committed to knowing our employees and other stakeholders, anticipating their needs, and exceeding their expectations. We have student clubs and organizations that serve the Waterbury general community, such as veterans, elderly, homeless and women's shelter, through volunteer initiatives.

Table 13. Full Time Equivalent (FTE) Staffing

Staff Position/Job Title	FTE
Attendance/Truancy Coordinator	1
Behavior Technician	1
Grant Facilitator	1
Hall Monitor	2
Magnet School Specialist	1
Maintainer	7
Network Specialist	1
Paraprofessional	9
Psychologist	1
School Counselor	4
Secretary	5
Social Worker	1
Sound, Lighting, and Theatrical Design Technician	1
Teacher	69
Total	104

Resources:

- [Connecticut's Guidelines for Educator Evaluation](#)
- [CSDE Resource Guide for New Administrators](#)

- [C.G.S. Sec. 10-145](#) provides the types of employees (e.g., teacher, supervisor, administrator, and special service staff member or school superintendent) that must possess an appropriate state certification to be employed.
- [C.G.S. Sec. 10-145d](#) provides the types of certification requirements for subject area endorsements.
- [C.G.S. Sec. 10-149](#) provides the qualifications for athletic coaches of intramural and interscholastic athletics.

8.4 Professional Development and Learning

Describe the school's professional development and learning plans. Include:

- The professional learning available for administrators, teachers and school staff to foster and promote positive student relationships and school culture for students' academic and social success.
- The curriculum/theme-based professional development and learning provided to administrators, teachers and staff, and identify goals.
- Complete Table 14. Professional Development and Learning.

The information below was taken from the 2020-2021 WAMS school-wide data on educator professional learning. Our administrative team records monthly a teacher professional learning plan. The teacher is then asked to fill out a Google Form indicating the professional learning that they attended. During the 2020-2021 school year a great deal of time was spent on professional learning regarding technology and social emotional competencies. Every Wednesday afternoon was dedicated to professional learning, along with twice monthly staff meetings and professional learning. The administrative team, along with our School Counseling Department presented the staff with strategies for SEL competencies. The purpose of the professional learning was for the staff to then use the strategies in instruction. A sample of the professional learning is below:

<https://docs.google.com/presentation/d/1XcLSxs8FOxVFJdQHox97ItyCPzKpc6CnrGQGH2zuBdQ/edit#slide=id.p>

Our administrators also attended the virtual training sessions for NEASC (December 2020) and Magnet Schools of America (April 2021).

The link below is the Google Form data from the teacher's completed Professional Learning:

https://docs.google.com/spreadsheets/d/1_Yd5rBL4PD9rBKD8zTnBj9KB3XGOfKXo8LyL-nr5EEk/edit#gid=21076803

The links below are a sample of the Waterbury School District Professional Learning Plan for the 2020-2021 school year:

https://docs.google.com/document/d/12_WHCzbjr_JqfeC66bVB3_nO_oahPJ0g2lq67ppDd_Y/edit
https://docs.google.com/document/d/1HQ9eII0Iuk_28uvIs2Mp-bpZwmLXqOPGa1GOATa_i_I/edit

School: WAMS		Administrator: Mr. Albini
Topic	Resources	Staff Members Focusing on the Topic
Yale SEL Course	<u>Yale SEL Course</u>	Jen Dimech, Cheryl Wirth, Kimberley Holden, Jennifer Magnavice, Tricia Theriault, Jaime Larson, Amy L'Heureux, Daniel Ferreira, Kimberly Gordon, Ermira

		Isaku, Charles Ostrander, Zack Lehtinen, Jon Carignan, Jaimie Farrell, Kristin Winstanley, Joe Brady, Jill Hodge, Amy Cordon, Gabrielle Fernandes, Mary Case, Jeff Moro, Lynn Krawczyk, Monique Crane, Scott Schulte
Google Certification L1	<u>Google Exam Instructions/Voucher Request</u>	Jennifer Deeley, Jen Dimech, Pat O'Neill, Kimberley Holden, Jon Carignan, Ralph Belvedere, Matt Rucinski, Kristin Winstanley, Jill Hodge, Hillary Sawyers, Mary Case, Lory Park-Knowles, Nick O'Brien, Bryan Baker, Melissa Dojnia, Valerie Rinaldi, Doreen Lopez, Joe Nole, John Burrus, Monique Crane
Google Certification L2	<u>Google Exam Instructions/Voucher Request</u>	Maria Stasaitis, Jaime Larson, Gregory Hofler
Kami Certification	<u>Kami Certification Training</u>	Kimberley Holden, Kimberly Gordon, Gregory Hofler, Jaimie Farrell, Meaghan Macary, Ieronimo, Kristin Winstanley, Patrick Ospalek, James Butler, Brenda Taylor, Valerie Rinaldi, Jessica Lanza, Melissa Dojnia, Quattrociocchi, Andrea Yargeau, Kyle Ondrush, Cynthia Winkelmann, John Burrus
Sanford Inspire - SEL	<u>Sanford Inspire - SEL Module</u>	Lori DiTillo, Tom Northrop, Richard Thomas, Joseph Fortier, Kristin Winstanley, Jessica Lanza, Joe Mendello
Sanford Inspire - Best Teaching Practices	<u>Sanford Inspire - Teaching Practices Module</u>	Joe Mendello, Mike Devine, Megan Moore, Erica DellaVolpe
ACES Win Wednesday Courses	<u>ACES WIN Wednesday</u>	Kiley Lombardo, Joanne Moniodes, Michael Fabrizio, Jackie Gibson, Tracy King
Other (Please Indicate):		Ashley Moscaritolo (Highly Effective Questioning Strategies), Engaged Learning Strategies by Robert Marzano (Zack Lehtinen), Lynn Krawczyk (Rewire the Anxious Brain: Using Neuroscience to End Anxiety, Panic and Worry) Kristin Winstanley (CTCTE Resilience for Teachers Nov 2020, ACT SEL Webinar: SEL and Trauma-informed Practices) Liz DaSilva (cK-12 Learning Platform), Jaison Rossi (Milestone Robotics Cert) Bryan Baker (cK-12 Learning Platform) Jeanette Gumbulevich (Presented webinar for CSDE on 11/18) Pioneering Innovative Arts Teaching and Learning in Challenging Times, Adobe online tutorials on the software

		<p>InDesign, Heather Maxen, Jamie Girolamo (WPS creates, Accommodating and Adapting Sculpture/Ceramic lessons for virtual learners) Dea Illian (Race in Education WPS Cohort) Joanne Moniodes (Pear Deck) Kirschner (Webinars focused on learning platforms and software that can be utilized in the virtual art classroom.</p> <p>Ralph Belvedere - NEASC Accreditation Visiting Team</p> <p>Nyree Toucet - CSS Profile Update for Counselors</p> <p>Nyree Toucet - Supporting Student Attendance Engagement during Hybrid or Remote Learning</p> <p>Mary Case (The Reluctant Learner Part II), J.W. Pepper Webinar on Performance Copyrights 9/20, CMEA virtual Open House 9/20, Engaging general music students via online learning 10/21/20, CMEA 11/4 PD</p> <p>Cheri Crossley (Science News for Students: Healthy Screen Time is One Challenge of Distance Learning; also continuing to practice and explore enhancements on Google Forms/Quizzes)</p> <p>Kristin Winstanley - Using Break-Out Rooms in Google Meets and Integrating SEL in Instruction</p> <p>Nora Sanabria (Pear Deck and Race in Education WPS Cohort)</p> <p>Doug Cheatham (Language Impairment in Adolescents: Impact, Assessment, and Intervention, American Speech Language Hearing Association CE)</p> <p>Phillip Sterling (Flipgrid, Flat.IO, Smart Music, Musicplayonline, TeachRock, WPS Creates, and Kami)</p> <p>Justin Amenta: KAMI, GIMP, Flipgrid, Google Certification, weekly collaborations with technology teachers in the district</p> <p>Marianna Vagnini: Kami, Flipgrid, Flat.IO, TeachRock, The Reluctant Learner Part II), J.W. Pepper Webinar on Virtual Choir Music, CMEA virtual Open House 9/20, CMEA 11/4 PD, CMEA Southern Regional Auditions Engagement, NATS.org workshop, Jan 2021.</p> <p>Steven Sudell: NCCER, OSHA, weekly collaborations with technology teachers in the district.</p>

Certified Educators			
Google Level 1	Google Level 2	Kami	Yale SEL

Maria Stasaitis Jaime Larson Mike Devine Gregory Hofler Nyree Toucet		Nyree Toucet Liz DaSilva	Nyree Toucet
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School: WAMS		Administrator:
Topic	Resources	Staff Members Focusing on the Topic
Yale SEL Course	<u>Yale SEL Course</u>	Michael Fabrizio, Gregory Hofler , Jennifer Magnavice Scott Schulte Joanne Moniodes, Zack Lehtinen, Mary Case, Marianna Vagnini, Joe Brady
Google Certification L1	<u>Google Exam Instructions/Voucher Request</u>	Jessica Lanza, Jon Carignan, Patrick Ospalek, Ralph Belvedere, Ermira Isaku, Matthew Rucinski Melissa Dojnia
Google Certification L2	<u>Google Exam Instructions/Voucher Request</u>	Hillary Sawyers Kimberley Holden, Maria Stasaitis, Kiley Lombardo
Kami Certification	<u>Kami Certification Training</u>	Jennifer Magnavice, Charles Ostrander Kimberley Holden Joe Mendello James Butler Jennifer Dimech, Joseph Fortier, Cynthia Winkelmann Doreen Lopez, Michael Fabrizio
Sanford Inspire - SEL	<u>Sanford Inspire - SEL Module</u>	Joe Mendello Gabrielle Fernandes
Sanford Inspire - Best Teaching Practices	<u>Sanford Inspire - Teaching Practices Module</u>	Joe Mendello
ACES Win Wednesday Courses	<u>ACES WIN Wednesday</u>	Joanne Moniodes, Daniel Ferreira, Jeff Moro, Jaime Larson

<p>Other (Please Indicate):</p>	<p>Pear Deck cK-12 CodeHS/Adobe/Milestone Quizizz</p> <p>“Teaching Students to Advance Their Thinking Through Writing” (Hochman Method & (“The Writing Revolution”) Examining Social Issues in the Classroom with The Change Agent</p> <p>Pear Deck Quizizz ClassKick</p> <p>Adobe Products / NAEA Wednesday Workshop</p> <p>The Anxious Brain</p> <p>DTA Using Google Tools in the Drama Classroom</p> <p>CTAPHERD Modules</p> <p>Highly Effective Questioning strategies</p> <p>NAEA Wednesday Webinars</p> <p>TEAM Completion, Marzano Strategies Focus Trauma and the Teen</p> <p>College Board Opportunity Scholarships Program Update for Counselors</p> <p>Updates for Counselors: Mid-Year Check In on College Board Programs and Services</p>	<p>Jaimie Farrell, Meaghan Macary, Doreen Lopez, Cheryl Wirth, Jamie Girolamo Jaimie Farrell Jaison Rossi Cheri Crossley</p> <p>Amy L’Heureux Tom Northrop</p> <p>Tricia Theriault Kimberley Holden/Michael Ieronimo Jill Hodge</p> <p>Jeanette Gumbulevich</p> <p>Lynn Krawczyk</p> <p>Scott Schulte, Gabrielle Fernandes</p> <p>Pat O’Neill Mike Devine Erica DellaVolpe Megan Moore</p> <p>Ashley Moscaritolo</p> <p>Heather Maxen</p> <p>Zack Lehtinen Nyree Toucet</p>
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	Practical and comprehensible for World Language teachers and Race and Education WPS. Vocabulary.com educators' certification Race in Education seminars Strategies for Student Engagement in the Hybrid Setting Ailey Extension	Nora Sanabria. Valerie Rinaldi Jamie Girolamo Lori DiTillo Cheryl Wirth
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Certified Educators			
Google Level 1	Google Level 2	Kami	Yale SEL
Gregory Hofler Jaime Larson Maria Stasaitis Nyree Toucet Kiley Lombardo Michael Fabrizio Bryan Baker Doreen Lopez Joseph Fortier Cheryl Wirth Megan Moore Jaimie Farrell Erica DellaVolpe Pat O'Neill Mike Devine Amy Cordon Ashley Moscaritolo	Nyree Toucet Gregory Hofler Jaime Larson Jaimie Farrell Amy Cordon Joseph Fortier Doreen Lopez	Valerie Rinaldi Nyree Toucet Megan Moore Bryan Baker Jaime Larson Gregory Hofler Jaimie Farrell Patrick Ospalek Michael Fabrizio	Jaimie Farrell Nyree Toucet Kiley Lombardo Jackie Gibson Charles Ostrander Cheryl Wirth Michael Fabrizio Daniel Ferreira Gabrielle Fernandes Lynn Krawczyk Tricia Theriault Joseph Fortier

Resources:

- [CSDE Professional Learning Guidance](#)
- [CSDE Resource Guide for New Administrators](#)

9. SCHOOL FACILITY AND OPERATIONS**9.1 Budget and Finance**

Describe the school's fiscal structure. Include:

- Complete the **Operations Plan Magnet Operating Budget** (Microsoft Excel)
The annually projected transportation costs (separate the costs for in-district and out-of-district students). In-district transportation costs are part of the larger transportation costs that are determined and supervised by Waterbury Public Schools. The District sets the transportation parameters, announces the Request for Proposal (RFP), and creates the contract. Out-of-district transportation costs are completely born by the participating District.
- Describe the Pre-K tuition (RESCs only) collection process that includes the parent/guardian notification and include a copy in the appendix of the school/district policy and reference the page number(s). N/A
- Describe K-12 Tuition (if applicable) process, that includes residency verification, timely communications with sending districts, and the collection process. N/A
- If applicable, complete Table 15. Tuition Rate. N/A

Table 15. Tuition Rate	
Grade Level or Grade Range	Tuition Rate (per pupil)
	\$
	\$

Resources:**Non-Sheff Operators**

- [C.G.S. Sec. 10-264l\(k\)\(2\)\(C\)](#): RESC Operators - Prekindergarten Tuition Grant; [C.G.S. Sec. 10-264l\(k\)\(1\) and 10-264l\(m\)\(2\)](#): K to Grade 12 Tuition
- [Interdistrict Magnet Schools Operators \(Non-Sheff Region\): Request to Charge Magnet Tuition to Local or Regional Boards of Education](#)

Sheff Operators

- C.G.S. Sec. 10-264o: RESC Operators - Prekindergarten Tuition Grant; C.G.S. 10-264l(k)(1), 10-264l(o), and 10-264o

9.2 School Building and Facilities

Describe the school's building and facility information. Include:

- The status of the building (select one):
☒ Owned ☐ Lease (Short-Term) ☐ Lease (Long-Term) ☐ Other (Specify)
- A list and description of outside organization(s) that use the school building and/or facilities.
 Parent/Teacher/Student Organization monthly meetings
 Board of Education twice-monthly meetings
- A list of the program(s) that have permanent use of the building that is not associated with the school's interdistrict magnet program (e.g., Special Education, early education, alternative education programs).
 The University of Saint Joseph uses our school as an off-campus location for its graduate program and holds graduate program classes during the school year. The University uses our classrooms during the

evening to extend access to its course offerings to its students. Depending on their course enrollment, one or to two of our classrooms are used in the evening at no charge.

9.3 School Construction or Renovations (if applicable)

Describe the school's construction/renovation project. Include:

- A. **The responsible parties of the project (e.g., Office of School Construction Grants & Review (OSCG&R), board of education, city council, district staff).** The ongoing plans for renovation are generated at the school level. Items such as painting, beautification, technology upgrades, furniture replacement, telephone system, security cameras, and building signage are initiated by administrators and when necessary, official bids are requested. These costs are funded through the Magnet School Grant and must be approved by CSDE prior to proceeding. Large infrastructure improvements whether requested at the building level or by Central Office personnel, are completely funded through the General Fund.
- B. **The funding source(s) for the project (e.g., local, State of Connecticut).** All expenditures are either through the Magnet School Grant or through the WPS General Funds. Staffing costs are predetermined as either Magnet School costs or General Funds costs. All other costs are the responsibility of the school's Magnet School Grant. The day-to-day educational costs do not need individual pre-approval; however, larger infrastructure changes or upgrades need prior approval from The Office of Strategic Planning and Partnerships. Our relationship with this office has been incredibly positive and supportive.

Appendix F.

Include the **construction/revocation plans** (e.g., school design drawings, timelines, and OSCG&R documents (e.g., ED-049). in the Appendix and cite the content in Section 14. Appendices Table of Contents. (if applicable)

Resources:

- [OSCG&R Guidance](#)

9.4 Technology Infrastructure

Describe the school's technology infrastructure. Include:

- A. **Technology resources, including, but not limited hardware, technology available to teachers and students.**
- B. **The system(s) in place to ensure data security.**

Resources:

- [CSDE Resource Guide for New Administrators](#)

All our teachers have desktop computers that are connected to SMART Boards in each classroom as well as a laptop computer for remote instruction when needed. They also have various access to a number of software programs that are specific to the subject area they teach. Our students are issued devices to assist in unexpected but necessary absences. Middle school students are issued Chromebooks and high school students are issued Dell laptops. Chromebooks are protected by the Google Security Suite and the laptops are protected through the District IT Department using Traps Endpoint Security Manager. We also have 3 computer labs with 30 computers in each, equipped with Windows 10 and protected by anti-exploit and anti-malware as well as protection provided on the Waterbury domain. Our school's internet system was updated during the summer of 2020. It was changed from an incoming 1GB fiber line to a 100GB line. We also have replaced all access points (APs) throughout the school as well as placing APs in each classroom to assist with wireless access.

9.5 Student Programs, Activities, and Events

Describe the school's student programs that are offered before, during, and after school hours. Include:

- A. **Before and/or after school day enrichment programs.** All support and enrichment programs are scheduled for after-school. Each program has a certified teacher to direct instruction. Students are always in the presence of a teacher for safety purposes.
- B. **Extracurricular Activities (e.g., student clubs, student organizations, sports, etc.).** All clubs have a teacher as an advisor and also meet after school. We promote student activities to create a strong bond between the student and the school. This is all part of providing a positive school experience for the students, enhancing their desire to remain a WAMS student, and always improving the WAMS image for branding it as a priority school-of-choice.
The cost of the programs/activities (e.g., fees, pay to play, etc.). We do not assess any student for any school-sponsored event, club, activity, or course. Any cost associated with these extracurricular or curricular programs are funded through our Magnet School Grant.
Events (e.g., plays, musicals, science fairs, etc.). Our small performances can take place in our own Recital Hall, Apron Stage, Large Dance Studio, Drama Classroom, or Atrium. The seating capacity for the Recital Hall is 114, the Apron Stage is 176, the Large Dance Studio is 75, Drama Classroom is 75, and the Atrium is 245. We recently replaced many of the seat cushions in the Recital Hall and the Apron Stage to accommodate increased audiences. Our large chorus, dance, theater performances, and visual arts performances take place on The Palace Theater stage. Their capacity is 2,570 seats. Annually, we enter into a contract with The Palace Theater for 30 performances that includes rehearsals, load in, load out, and various uses by Waterbury Public Schools for District needs.
- C. **Agreements with other towns/districts/schools regarding sports, clubs, or organizational activities.** N/A
- D. **Types of communications and information available to families regarding opportunities for sports, clubs, or other organizational activities.** We promote our academic activities, club participation, and performances on our WAMS website, WAMS Facebook page, ParentSquare messages, brochures, and mailings. All forms of media are used to increase student participation and exposure of our performances to increase viewer attendance.

9.6 School Safety and Security

Describe the processes in the place for the safety and security of the school. Include:

- A. The process of updating/implementation of school safety plans.

The District has recently hired a Security & School Safety Coordinator and Waterbury Arts Magnet School submitted a School Security & Safety Contact Sheet. It is complete with fire drill evacuation, lock-down, and shelter-in-place procedures. The plan identifies specific roles assigned to specific individuals along with general safety practices. It establishes primary and secondary on-premise and off-premise evacuation locations. During the course of the school year, we carry out 1 safety procedure each month and report our results to the Security & Safety Coordinator for evaluation.

WAMS has a newly updated and installed security camera system which includes 115 digital Wi-Fi enabled cameras with access to all administration and a separate secluded command center. The school's front door camera and phone system allows for multiple secretaries' access to open doors to keep track of the number of people in the building. Remote locks for the double entry door system exist in our academic building and one is scheduled to be installed in our performance arts building. Cafeteria workers have their own keyless access to open the loading dock door for deliveries. The key pass system for staff access to the building has been upgraded to a camera system for each of the entry doors into the main building, and will soon also be upgraded to exist in the performing arts building. The schools phone system has also been

upgraded to allow all teachers/staff direct access to outside lines within their classroom/offices and call others not only within the building but also across the district.

WAMS has a close relationship with the Waterbury Police Department which is headquartered across the street from the school. The hallway monitors, and behavior technician, along with the appointed Waterbury Police officer work together to support student transitions throughout the hallways and buildings.

The school's emergency exit plans, including monthly fire drills, have been upgraded to ensure realistic scenarios that students and staff could face during a real evacuation. The school added a full-time hall monitor who is a member of the crisis team and liaises with the administrators and the behavior technician during student transitions. See [School Security and safety plan](#)

Resources:

- [CSDE School Safety and Security Guidance](#)
- [CSDE Resource Guide for New Administrators](#)

9.7 Transportation

Describe the student's transportation plan. Include:

- [The plan for students who are and who are not in this school's designated transportation zone.](#) The student names and addresses from Naugatuck, Waterbury, and Wolcott are submitted to the bus company that services that district and a pick-up location, pick-up time, and bus route number is created. Naugatuck and Wolcott have 2 buses each way and Waterbury has 12 buses each way. The student names and addresses of Plymouth/Terryville, Region 15, and Thomaston are submitted to the district's bus company and a centralized location is established with a pick-up time, and a bus route number **is** created. Plymouth/Terryville and Region 15 have 1 bus each way and Thomaston has 2 buses each way. Busing is not provided to any Waterbury Arts Magnet School student who does not reside in Waterbury or its partner districts.
- [The transportation accommodations for Special Education and Section 504 students to and from the school, resident and non-resident, as well as for students for extended-day and/or extended-year programs.](#) Special Education busing is provided for all of WAMS' students if it is established in a student's IEP or in the 504 accommodation agreement.
- [The method used to notify the parents/guardians annually of the transportation information, including changes as they occur during the school year.](#) Once students are accepted to WAMS, bus route information is posted on our website and on ParentSquare.

[Complete Table 16. Towns/District that transport the students on buses.](#) Waterbury Arts Magnet School does not directly pay for any busing. Out-of-district students' busing is paid for by the sending school district and Waterbury students' busing is part of the larger contract between Waterbury Public Schools and the bus companies.

Table 16. Towns/Districts that transportation				
Town/District	Is transportation provided to this town? (Yes or No)	Type(s) Transportation Offered (e.g., centralized stops; city/public transportation passes)	Average bus ride time for students transported to and from this town	Addition information (e.g., stipends, special arrangements)
Naugatuck	Yes	Bus Route	20-30 minutes	SPED Busing Available

Table 16. Towns/Districts that transportation

Town/District	Is transportation provided to this town? (Yes or No)	Type(s) Transportation Offered (e.g., centralized stops; city/public transportation passes)	Average bus ride time for students transported to and from this town	Addition information (e.g., stipends, special arrangements)
Plymouth/Terry ville	Yes	Centralized	25 minutes	SPED Busing Available
Region 15 (Middlebury/Southbury)	Yes	Centralized	25 minutes	SPED Busing Available
Thomaston	Yes	Centralized	25 minutes	SPED Busing Available
Waterbury	Yes	Bus Route	15-30 minutes	SPED Busing Available
Wolcott	Yes	Bus Route	20 minutes	SPED Busing Available

10. PROGRAM EFFECTIVENESS

10.1 Data Analysis

Describe the school/district's systematic method(s) for collecting, analyzing, and using information and data to evaluate the following:

- A. The effectiveness of the school's/district's projects, policies and programs.
- B. The school/district's methods used to measure and analyze student growth and achievement; quantitative and qualitative measures.

Data is collected through a variety of platforms including our SIS (student information system), district benchmark assessment systems, and state summative assessment systems. Multiple data points are combined to ensure a complete picture of the school and its students, including demographics, attendance, interim student test scores, and summative student test scores. All administrators have been trained on the use of EdSight Secure including the Early Intervention Tool (EIT). Test data is also uploaded to the district's data warehouse and analyzed by student demographic data including gender, race/ethnicity, special education, English Learner, and economically disadvantaged status. Data is tested for statistical significance each year.

Summative test results are correlated to attendance and mobility. They are also compiled to analyze and report the UNADJUSTED percent of target achieved (0% and 110% caps removed) for both math and ELA on the Smarter Balanced assessments and oral and literacy on the LAS Links. This is not only analyzed by school and grade, but also down to the teacher level to gain true insight into student growth.

Presentations are made to staff regarding the accountability model, both at the district level and school level (by request). The Supervisor of Research, Development, and Student Testing meets with leadership teams at each school to discuss each school's specific results annually to plan for improvement. Staff have access to student data via the SIS, state reporting portals, and the district Google Drive repository.

The effectiveness in the school's projects, policies and programs is evidenced by the amount of data that is easily accessible to administrators and school level data teams. It creates a high level of data decision making that takes place in the instructional data team meetings and in administrator data meetings. For example, a review of our accountability data leads to the creation of CTE courses to accommodate the new graduation

requirements of 9 stem credits. This was previously unavailable at WAMS but in looking at the accountability data and our course catalog, we reimagined the school to meet these requirements and add the below courses:

- Robotics
- Drone
- Woodshop
- Business
- Medical terminology

Another example of effectively utilizing data is a review of our AP and college partnerships that lead to the creation of more opportunities for our high school students to earn college credit. The below list of Advanced Placement courses reflects this:

- -AP English Literature
- -AP English Language
- -AP European History
- -AP Modern World History
- -AP US History
- -AP Statistics
- -AP Calculus
- -AP Biology
- -AP Spanish
- -AP Psychology
- -UConn English
- -UConn Medical Terminology
- -UConn Environmental Science
- -UConn US Government & Politics
- -UConn Mathematics

The quantitative measurements are above and the qualitative measures happen in the form of beginning and end of year student surveys, minutes from meetings such as School Governance, Data Teams, Curriculum, etc. The school also places emphasis on student voice and opinion. We regularly survey our students on engagement, learning styles and on their opinions about our High School Assemblies. Students have a large voice at our school and help to run over 34 clubs.

10.2 Program Evaluation

Describe the school's performance. Include:

- A. Academic achievement and/or growth.
- B. Faculty and staff growth and development.

Waterbury Arts Magnet School consists of both a middle and high school for state data purposes. Waterbury Arts Magnet Middle School excels with low chronic absenteeism, along with high numbers of students on track for graduation, according to the latest Next Generation Accountability Model results. Student achievement in math, ELA, and Science on the Smarter Balanced assessment is somewhat below the state average. Areas of opportunity for improvement at the middle school are student growth on the Smarter Balanced assessment and the Physical Fitness assessment. Waterbury Arts Magnet High School boasts very high numbers for graduation rates, on track to graduation, post-secondary entrance, and arts access, according to the latest Next Generation Accountability Model results. Areas of opportunity for improvement at the high school are student achievement on the SAT and NGSS assessments, along with

enrollment and exam performance in College and Career Readiness, decreased chronic absenteeism rates, and the physical fitness assessment. Most recently WAMS saw 99% SAT participation rate for accountability.

Academic achievement and/or growth.

Literacy Data:

The below data is our HS Reading data compared to the district and state:

Line 1: 2018-2019

Line 2: 2017-2018

Line 3: 2016-2017

Line 4: 2015-2016

Magnet Program (% proficient)	School District (% proficient)	State (% proficient)
45	28.5	61.6
54.6	27.4	62.4
59.8	32.2	65.4
57.1	33.6	65

The below data is our HS Math data compared to the district and state:

Line 1: 2018-2019

Line 2: 2017-2018

Line 3: 2016-2017

Line 4: 2015-2016

19.3	9.7	40.6
19.5	9.2	40.3
23.4	10.5	41.3
17.9	9.3	39.3

. Faculty and staff growth and development.

Feedback is essential to our staff growth and development. Below is the link to the feedback tool that we use when visiting classrooms. Teachers also receive feedback from 2 informal observations with their administrator and through their reflection and goal setting process on EdReflect. These goals are based on the teachers' review of the CCT (CT Core of Teaching) framework. Teachers also all have access to our WAMS Google classroom where resources are regularly updated for teachers to read and review.

https://docs.google.com/document/d/1DTepG7lyJbpEYlyEVBBmbFZxL_PxOdCgvK5ze5cf_L8/edit

Resources:

- [CSDE Next Generation Accountability System](#)
- [CSDE The Connecticut Next Generation Accountability System – 12 Indicators](#)
- [CSDE Using Accountability Results to Guide Improvement](#)

11. BOARD APPROVAL AND COMMUNITY SUPPORT**11.1 Evidence of Approval and Support**

Provide a description of the Board of Education or governing entity, local and community support for this school.

Start typing here...

Appendix G.

Include the **Board of Education or governing entity approval of this Operations Plan** (e.g., resolution(s), record of votes, minutes reflecting approval) in the Appendix and cite the content in Section 14. Appendices Table of Contents.

12. CLOSING

Include a closing that summarizes this operation plan and mentions the supporting documentation in the appendices.

This Magnet School Operations Plan encapsulates the day-to-day description of course offerings and options afforded to students. All decisions are driven by what is in the best interests for students. They remain our focal point for short-term and long-term growth. Some planning is to manage a building to create a safe and efficient school and some planning is for leading our students so they can enjoy a healthy and prosperous life. With this in mind, the entire Waterbury Arts Magnet School staff is included in decision-making. Teachers, paraprofessionals, tutors and support staff, secretaries, nurse, maintainers, cafeteria workers are part of “branding a school” that is presently needed to fill an essential void. Decisions need to have a purpose to either resolve an issue or possible issue, or improve a procedure that is inefficient or ineffective. Some ask if we are an arts magnet school with an academic component or an academic school with an arts component. We are neither. Data shows and proves that one truly complements the other to help mold and shape our young adults to prepare them for life’s journey to make choices for themselves rather than others choosing for them. Students have the opportunity and ability to demonstrate their individuality, equality, and respect for one another’s place in society. The administration must maintain a 70% student population from Waterbury and a 30% population from our partner districts in each the middle school and the high school. Our list of potential students has reduced over the past few years and we need to promote Waterbury Arts Magnet School as a student and parent/guardian high priority option. We want to make Waterbury Arts Magnet School a “first choice” school at any grade-level after grade 5. To reverse this trend, in the past 2½ years, we have improved and renovated the physical image of the school. After 16 years in operation, we realized that a beautification project was necessary. Our courtyard was enhanced, school signage was installed, classrooms were painted, and technology was upgraded. We addressed our course selection offerings by expanding our Career and Technical Education courses, Advanced Placement, UCONN Early College Experience, and began a partnership with Post University. Our teaching staff has participated in more extensive and continuous professional learning opportunities that meet the Core Values and Beliefs that we established to meet the needs for student success in

the 21st Century. We continue to partner with The Palace Theater, Waterbury Symphony Orchestra, and Shakesperience Productions. They provide an unparalleled benefit to Waterbury Arts Magnet School, Waterbury Public schools, and the greater Waterbury community. The supporting documentation identifies and explains our challenges, our successes, and our plan to further improve the educational experience for our present and future students. It explains the past, present, and future of WAMS and justifies our decision-making for school improvement. The documentation highlights the benefits for a student to attend the school but also shines a light on our areas of need. We continually reflect and evaluate our path to ensure accomplishment of our goals. We operate by the motto of “Plan the Work and Work the Plan” which we find essential and fulfilling. It guides our ability to have success. Our list of expectations of our students and ourselves is a continuous growth model that always evolves to inspire creativity and improvement in our craft. We feel that the progress we have made with our vision and mission as expressed in our School Improvement Plan during the past 2½ years and yearly hereafter, Waterbury Arts Magnet School will make noticeable gains in image, parent communication and involvement, student standardized test scores, and enrollment. There are so many other immeasurable and intangible benefits that will also define our school’s rise to an exemplary educational institution as part of Waterbury Public Schools. Through our District’s Central Office leadership team, we collaborate for the desired success and the manner in which to attain that success and that collaboration defines Waterbury Public Schools.

13. APPENDICES TABLE OF CONTENTS

Modify the table below to include, in alphabetical order, the appendices referenced in the operations plan and include the corresponding page number(s).

Content	Page(s)
A. Accreditation	9
B. Early college experience course descriptions and agreements, contracts, and/or letters of memorandum of understanding/agreement	13
C. District/Central Office Staff Organizational Chart (14
D. School Staff Organizational Chart	14
E. Partnership agreements	15
F. Construction/revocation plans	17
G. Board of Education or governing entity approval of this Operations Plan	19



Bilingual/ESOL Education

March 30, 2023

Dr. Verna Ruffin-Superintendent of Schools
Janet Frenis-Chief Academic Officer
Adela Jorge-Supervisor of Bilingual/ESOL Education

Bilingual/ESOL Education Department

*Providing a superior continuum of services and support for English Learners in an **emotionally safe** and **nurturing** environment that promotes **self-efficacy** and **cultivates leadership skills***

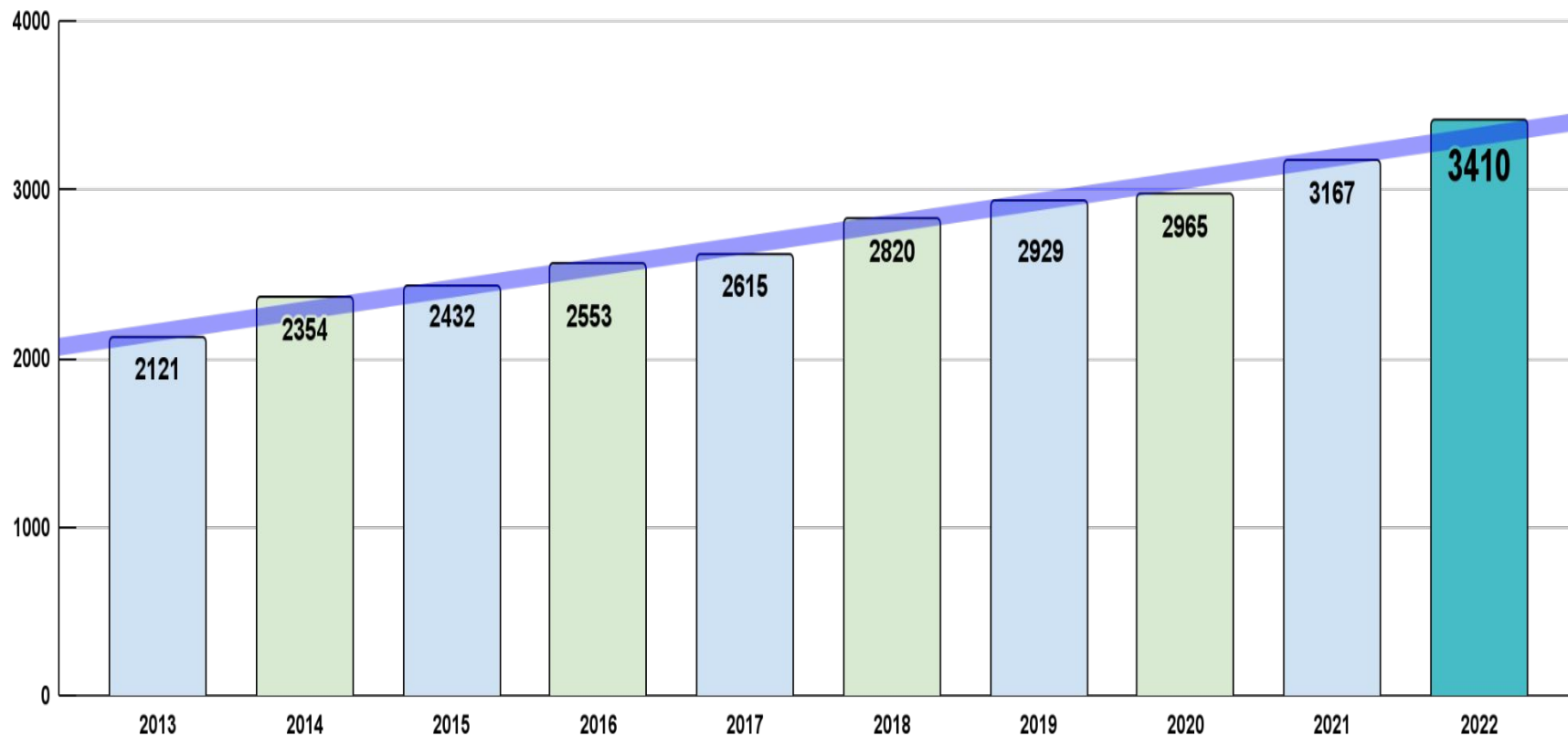


Vision

The Bilingual/ESOL Education Department will provide a superior continuum of services and support for English Learners (ELs), promoting the development of academic and social English in an **emotionally safe** and **nurturing** environment that promotes **self-efficacy** and **cultivates leadership skills**.

Enrollment Trends

October 1st



Current Enrollment

As of 3/17/2023

The Bilingual/ESOL Education Department serves **3,548** students identified as English Learners. As mandated by Connecticut General Statutes, Section 10-17, we offer Bilingual Education, Language Transition Support Services (LTSS), and English as a Second Language (ESL). Additionally, we now offer Dual Language Immersion.

Level	Bi/DL	ESL	LTSS	LEP-REG	Total
K-5	560	1123	159	126	1968
6-8	170	360	222	49	801
9-12	142	330	258	49	779
Total	872	1813	639	224	3548

EL

English Learners

- Any student who has been identified as having limited English proficiency
- Per Federal and local mandates, ALL ELs **must** take the LAS Links every year
- ELs must be monitored until the Connecticut English Mastery Standard is met
- All ELs are entitled to receive accommodations on a regular basis

Bilingual

Students identified as EL who receive native language support in the content areas while acquiring English

Students receive accommodations on a regular basis

After the first **30 months**, participation can be extended up to 60 months in 10 months increments

Parent must provide consent

ESL

Students identified as EL who receive support through an ESL class as needed
Students are placed in regular education classes for the majority of the day and are entitled to receive accommodations in mainstream classes on a regular basis

LEP in Regular

Students identified as EL, but do not receive support due to parental request
Student **can not** enroll in an ESL or sheltered class, but **can** receive accommodations in mainstream classes on a regular basis

LTSS

Language Transition Support Services
If a student does not meet the CT English Mastery Standard at the end of 30 months, they continue to receive support (ESL or Sheltered classes as needed) until they meet the English mastery standard. They are entitled to receive accommodations in mainstream classes on a regular basis.

Connecticut English Mastery Standard

LAS Links: Grades Overall Level 4 or 5

And

Grades K-12

Reading Score 4 or Higher

Writing Score 4 or Higher

Accommodations include, but are not limited to:

- Differentiated Instruction based on English proficiency levels (LAS Links)
- Assessment based on English proficiency levels (LAS Links) and CT ELL Framework
- Time Extension
- Native Language support

English Learners by Language

As of 3/17/2023

Afrikaans (1) Akan (1) Albanian (70) Arabic (17) Bengali (3) Basque (1) Bosnian (1) Cape Verdean Creole (2) Haitian Creole (17) Dari (4) Fante (1) Farsi (5)	French (8) Greek (1) Ga (2) Ganda (1) Guyanese Creole (5) Hausa (1) Italian (1) Karen (3) Khmer (Cambodian) (1) Kurdish (5) Lao (1) Japanese (1)	Macedonian (4) Mandarin (1) Pashto (1) Patois (8) Papiamentu (1) Polish (4) Portuguese (232) Punjabi (4) Serbo Croatian (2) Singhalese (2) Spanish (3,069)	Swahili (8) Tagalog (2) Tswana (5) Turkish (5) Twi/Fante (1) Urdu (29) Vietnamese (8) Yoruba (4) Zulu (3)
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The Seal of Biliteracy:



- provides employers with a method of identifying Connecticut high school graduates with biliteracy skills;
- assists universities in recognizing applicants with language skills;
- equips students with the 21st-century skills that will allow them to succeed in college and careers in a global society;
- encourages students to develop communicative proficiency in multiple languages; and
- recognizes and rewards students' linguistic and cultural knowledge.

Who Can Earn the Seal of Biliteracy?



Any student that:

- **Is enrolled in Waterbury Public Schools**
- **Meets High School Graduation Criteria**
- **Demonstrates proficiency at the level of intermediate, mid, or higher in Speaking, Listening, Reading and Writing in any language other than English**

Students can begin testing as early as 10th grade

Seal of Biliteracy



2020-2021

- **81** Seals awarded in **10** different languages

2021-2022

- **110 seniors** earned the Seal (Goal was 100) in **12** languages
- New Languages requested: **Arabic, Greek, Hausa, Tagalog and Urdu**
- **9** students earned the Seal in two languages

2022-2023

- As of 3/24/23 **151** Seniors have met the language requirement (Goal is 150) in
- New Languages requested: **ASL, Bengali, Guyanese Creole, Farsi, Filipino, Hindi, Kichwa, Russian, Yoruba**
- To date, **5** students earned the Seal in two languages

International Dual Language School

Professional Learning

- **Dual Language Connections**
- **Center for Teaching for Biliteracy**
- **Biliteracy Summer Institute** for Bilingual and Dual Language Program Teachers

Family and Community Engagement

- **Parent Workshops:** 3/29/2023 First Cultural Immersion workshop (Sofrito)
- **Enrichment Opportunities**
 - **Before School Care 7:30-8:30**
 - **After School Program Tuesday/Wednesday/Thursday 3:30-5:30**
 - **Focus: Coding in Spanish and Math**

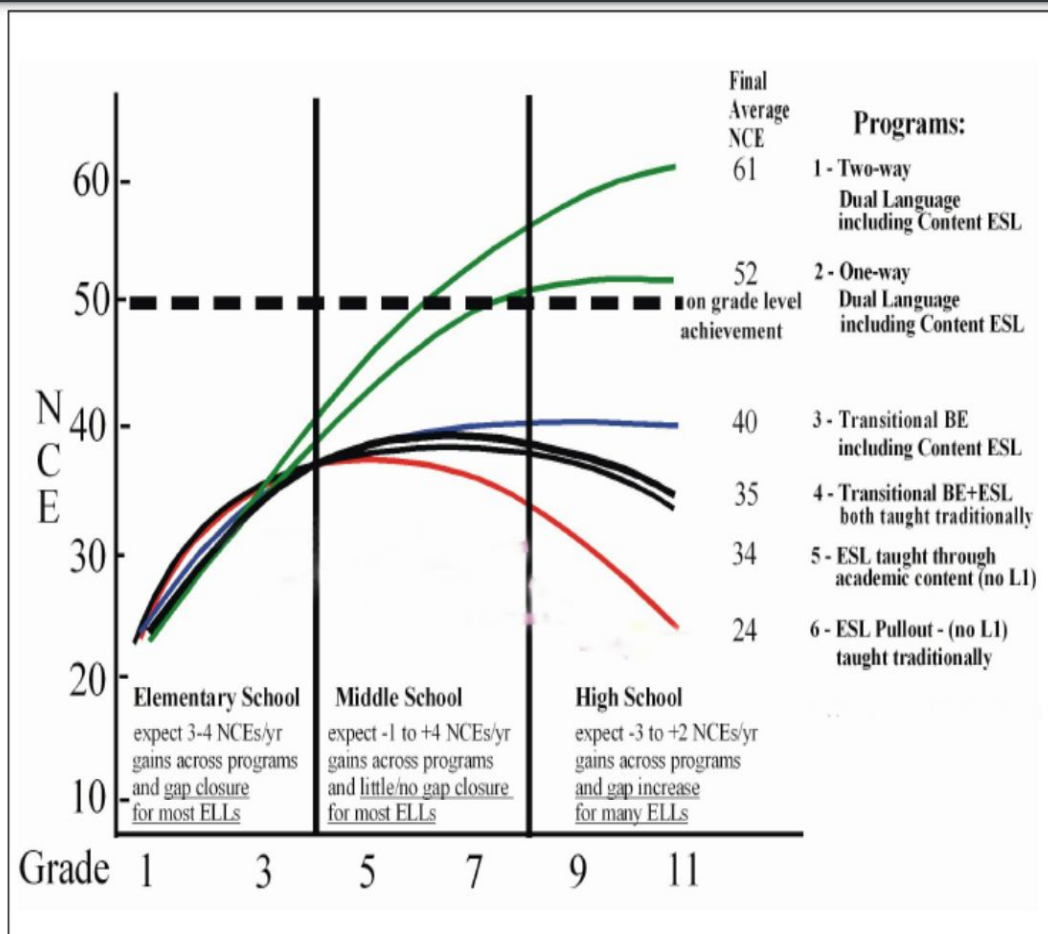
Partnerships

- **Hispanic Coalition**

International Dual Language School

The most commonly cited longitudinal studies, by Thomas and Collier, found that dual language immersion programs, when implemented well, are the most effective language instruction method for English learners, and in fact are the only method which allows English learners to close the achievement gap between English learners and native English speaking peers.

As illustrated by the Thomas and Collier's chart on this page (displayed with permission of the



Highlights

- International Dual Language School now PreK-2
- EL High School graduation rates continue to increase
- Number of students earning the Seal of Biliteracy Continues to increase
- Curriculum development and design continues with integrations across content areas
 - Spanish for Native Speakers
 - Embedding EL Supports in NGSS/Science
 - Beginner's ESL

Next Steps

Shift to Bi-literacy Model

- Elementary Bilingual: Biliteracy v. Transitional
- 11th Grade Seal of Bi-literacy Ambassadorship
- Jr Seal of Biliteracy (5th and 8th grade)
- High School Spanish for Native Speakers Courses:
Opportunity to take AP Exam

Recruitment Efforts

- Potential Partnerships
 - Interamerican University of Puerto Rico
 - Southern Connecticut State University
 - Nellie Mae Grant



A word cloud featuring the phrase "thank you" in various languages and scripts. The central text "thank you" is the largest and most prominent. Surrounding it are numerous other expressions of gratitude in different colors and sizes, including:

- danke
- 謝謝
- ngiyabonga
- tesekkür ederim
- tapadh leat
- gracias
- moichchakkeram
- go raibh maith agat
- arigatō
- takk
- dakujem
- merci
- спасибо
- Баярлалаа
- спасибі
- blagodaram
- vinaka
- merci
- kia ora
- barka
- welalín
- tack
- misaoira
- matondo
- paldies
- grazzi
- mahalo
- хвала
- asante
- manana
- obrigada
- murakoze
- tenki
- bedankt
- enkosi
- nami
- nandri
- kiitos
- dankie
- dhanyavad
- hvala
- mauruuru
- koszonom
- dziękuję
- sobodi
- dékuji
- mesí
- didí madloba
- sagolun
- chnorakaloutioun
- gratias ago
- gracies
- sulpay
- taiku
- go raibh maith agat
- mamnun
- trugarez
- merce
- merpsi
- shukriya
- dhanyavadagalu
- diolch
- eucharistw
- xiexie
- 감사합니다
- তোমাকে ধন্যবাদ
- rahmat
- najis tuke
- kam sah hamnida
- terima kasih
- kop khun krap
- ありがとうございます
- tanemirt
- rahmet
- akun dankon aciú
- dank je
- spas

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Academic Office
SUPPLEMENTAL GRANT APPLICATION FOR ADULT EDUCATION
Cooperating Eligible Entity (CEE)

INSTRUCTIONS


1. Form ED-244A must be sent to the Academic Office via e-mail on or before 3 p.m. on April 15, 2023.
2. ED-244/244A documents must be sent electronically as individual documents and also uploaded into the Electronic Grant Management System (eGMS) as follows:
 - ED-244/244A form as a Microsoft Word document
 - Scanned Signatory Authorization page
 - Current Program Profile
 - If applicable, letters of commitment of funds from private sources, including a schedule of payments
 - NRS Table 4
 - **Excel Budget Narrative Template pages and ED-114 Budget Form** located on the CSDE Web site at [Adult Education State Grants](#)
3. Enter all budgets in eGMS prior to 3:00 p.m. on April 15, 2023. Ensure that these align with the Excel Budget Narrative Template. Do not use cents.
4. When completing the budget revisions, refer to the [Budget Buddy](#).
5. Providing districts also submitting **Form ED-244A, Supplemental Grant Application for Adult Education**, on behalf of the CEE must ensure the accuracy and completeness of that application. Failure to submit all the necessary materials and documentation will disqualify the district from receiving an additional grant.
6. Send all documents electronically to:

Marcy Reed, Program Manager

Marcy.Reed@ct.gov

Connecticut State Department of Education

APPLICANT INFORMATION

1. Organization: Waterbury Adult Education	District or Agency: Waterbury	Town/Agency Code: 0000000151-00
2. Name of Cooperating Eligible Entity: Literacy Volunteers of Greater Waterbury, Inc.		Phone: 203-754-1164
3. CEE Address: 267 Grand St.	Town: Waterbury	Zip Code: 06702
4. Completed by: Jessica Reho	Title: Executive Director	Phone: 203-754-1164
5. Signature: 		Date: 3/28/23

PROPOSED BUDGET

A. Anticipated revenues from private sources	\$109,650
B. FY 2024 State Adult Education reimbursement percentage for the district (0-65%)	63.84%
C. Anticipated state grant (A x B). Not to exceed 20 percent of FY 2023 state grant to provider district or RESC	\$70,000
D. TOTAL project budget (A + C)	\$179,650

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CEE PROGRAM ABSTRACT

Name of CEE: Literacy Volunteers of Greater Waterbury, Inc.	
Total State Funds Requested: Not to exceed 20 percent of FY 2023 state grant to provider district or RESC.	\$70,000
Program Beginning Date: JULY 1, 2023	Program Ending Date: JUNE 30, 2024
CEE will serve students in the following Adult Education Program Areas: (check all that apply)	<input type="checkbox"/> Citizenship <input checked="" type="checkbox"/> ESL <input checked="" type="checkbox"/> ABE/GED <input type="checkbox"/> CDP <input type="checkbox"/> NEDP

TABLE 1 - Total students/enrollments in CEE Adult Education Programs per area: To complete the FY 2022 Final column, use data from the final Program Profile report for FY 2022 and LACES data for FY2022. To complete the FY 2023 Year to Date column, refer to the current data in LACES.

	FY 2022 Final		FY 2023 Year to Date	
	Students	Enrollments	Students	Enrollments
Americanization/Citizenship	0	0	0	0
English as a Second Language (ESL)	86	175	81	107
Elementary Basic Skills (ABE) and GED® Preparation	10	18	7	7
High School Credit Diploma	0	0	0	0
National External Diploma Program	0	0	0	0
TOTALS	86	193	88	114

TABLE 2 - Projected number of students in CEE Adult Education Programs: Based on the data reported in Table 1, enter the total **projected** number of students expected for **FY 2024** and then calculate anticipated per pupil cost.

Total number of students anticipated to be served by the "Total" Project Budget. (Proposed Budget page 1, item D.)	100
Anticipated Per Pupil Cost.	\$1,796.50

PROJECT DESIGN: (Give a brief description of the overall plan of the project.)

Services are provided to both Basic Literacy and ESL students who are either:

- Unable or unprepared to attend and/or function in a traditional Adult Education program or;
- In need of supplemental tutoring to succeed in the Adult Education program

The Literacy Volunteers Student Program Manager conducts intake interviews and gives the CASAS test to each student at registration to evaluate both their life skills and language abilities. An individual plan of instruction is developed for each student based on assessment results and personal goals. Students are then placed in an appropriate one-on-one or small group tutoring class with a trained volunteer tutor. Tutors and students meet for a minimum of 1 ½ hours each week either in person at our office, at a mutually agreed upon location in the community, or virtually via Zoom, FaceTime, WhatsApp, etc. The Literacy Volunteers Executive Director recruits tutors and schedules monthly tutor trainings. The Literacy Volunteers Student Program Manager tracks instructional hours and monitors the progress of adult learners enrolled in the program. Post-tests are conducted after at least 40 hours of instruction. Our services are not conducted in lieu of Adult Education programs. We work cooperatively with Waterbury Adult Education. When appropriate we make referrals to each other. Literacy Volunteers and Waterbury Adult Education are in contact as needed and work together to support our students.

[Type here]

PROGRAM QUALITY PLAN SECTION ONE

Provide a response to the following questions:

1. What services will be provided by each of the collaborating agencies of this CEE project?
Literacy Volunteers works cooperatively with Waterbury Adult Education to provide educational services to adult learners in Waterbury. Through the effective use of trained tutors, Literacy Volunteers offers one-on-one and small group Basic Literacy and ESL instruction. The Student Program Manager conducts intake interviews and gives the CASAS e-test to all prospective students, which allows us to evaluate the students life skills as well as their language skills. Individual learning plans are developed for each student based on their assessment and personal goals. Students are tutored a minimum of 1½ hours per week. In addition to the traditional tutoring program, Literacy Volunteers offers supplemental student learning activities such as conversation groups and U.S. Citizenship test preparation classes. Our program also plans to offer digital literacy skills classes which will enhance the job skills of our students.
2. How do the services mentioned above enhance or supplement (not supplant) services provided to the target population through each of the collaborating agencies?
<p>It is estimated that more than half of Waterbury adults are functioning at the lowest levels of literacy. There is a critical need for literacy services and neither Literacy Volunteers nor Waterbury Adult Education could supplant the services provided by the other.</p> <p>The Literacy Volunteers program is designed to provide student-centered, individualized instruction. Therefore, our tutoring program is considered supplemental to the traditional Waterbury Adult Education program. Across the state, Literacy Volunteers affiliates are recognized as leaders in teaching adults with the lowest literacy levels. Many of our students are unable to attend Adult Education classes or enroll in work-based courses because their skills are too low. Our objective is to provide a continuum of preparation so that our adult learners may better transition into adult education, workplace education programs, or higher education programs.</p>
3. What means will each partner use to evaluate the effectiveness of the collaboration?
<p>The Literacy Volunteers staff and the Waterbury Adult Education staff meet as needed to evaluate our collaborative relationship, and discuss improvements for the delivery of our services.</p> <p>Students are assessed with the CASAS e-test upon registration. To measure student progress, we evaluate outcomes by administering a follow up CASAS post-test after 40 hours of instruction. Student attendance hours and progress towards meeting their goals is recorded on tutor reports that are submitted monthly. These results are recorded and maintained in the LACES data system by our Student Program Manager.</p>
4. What is the CEE's plan for managing the data entry into LACES (e.g., will the data be entered by the CEE on-site)? If 'yes,' does the CEE have Internet connectivity?
The Literacy Volunteers Student Program Manager enters all student data into the LACES database and our Executive Director enters all staff and volunteer data through secure internet connectivity.
5. What method will be utilized by the local or regional board of education or RESC to distribute the CEE grant dollars to the CEE?
Funds will be distributed to Literacy Volunteers following the submission and approval of invoices and supporting documentation sent to the City of Waterbury School Business Office by Waterbury Adult Education.

[Type here]

PROGRAM QUALITY PLAN SECTION TWO

When developing your CEE program's goals, objectives, activities and measurable outcomes for this section, please refer to your agency's **FY 2022 Program Profile** and LACES data as well as Connecticut's Core Performance Benchmarks from the State Plan for Adult Education, as guides. Adult Education programs should establish their goals and measure their performance in accordance with the above documents.

Identifying CEE Adult Education Program Goals and Objectives:

Provide at least **four (4)** goals from the list below. Be sure to include accompanying objectives that you have established for this CEE project. When identifying your program's goals and objectives, please ensure that they:

- respond to the educational needs of the adult population;
- demonstrate program development, improvement or enhancement;
- reflect an analysis of the data reported in the district's Program Profile and LACES NRS tables and data;
- enhance program accountability; and
- advance college and career readiness through implementation of the College and Career Readiness Standards.

At least four goals must be chosen that support and enhance program improvement and accountability:

1. Digital literacy including Northstar*
2. Implementation of College and Career Readiness and/or English Language Proficiency Standards*
3. Career Pathways including Career Navigation*
4. Program planning and operations
5. Student recruitment/Student retention
6. Improving learning gains and secondary completion
7. Curriculum and/or instruction
8. Transition and/or support services
9. Interagency collaboration
10. Services for adults with disabilities
11. Worksite collaboration
12. Diversity and Inclusion

When stating your goals and objectives, be sure to:

- detail those activities that you will undertake to successfully achieve stated objectives;
- state the anticipated specific measurable results; and
- describe the methods used to verify achievement.

*Application must include at least one goal related to Digital Literacy, College and Career Readiness and Career Navigation.

PROGRAM QUALITY GOALS

Goals should be written to address issues as identified by the Program Profile and LACES data, to address overall program improvement or to create an enhancement or initiative. Programs are encouraged to craft goals that are specific and measurable.

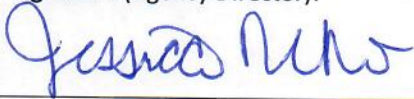
Goal 1: Digital Literacy including Northstar	
Objectives: To increase the Digital Literacy Skills of our students so they can be more marketable and successful in finding employment, as well as increase their confidence using technology.	
Activities What specific activities will you undertake?	Measurable Outcomes What specific, measurable results do you expect? How will you verify that these results have been achieved?
<ul style="list-style-type: none"> -The Executive Director and Student Program Manager will be trained in the Northstar Digital Literacy Program provided by the State Department of Ed. -Our Student Program Manager will create supplemental classes where students can use our Chromebooks to utilize the Northstar program -Information and training videos will be shared with tutors in hopes they will incorporate the program in their tutoring sessions at least once a month 	<ul style="list-style-type: none"> -The Literacy Volunteers staff will be fully trained and confident in facilitation of the Northstar Program -At least one class a week will be offered for students interested in using the program -Student attendance hours will increase based on additional class offerings and CASAS post-test scores will improve
Goal 2: CCRS/ELP Standards	
Objectives: Improve the percentage of students who move up an educational level and improve mean score gains by practicing writing narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences	
Activities What specific activities will you undertake?	Measurable Outcomes What specific, measurable results do you expect? How will you verify that these results have been achieved?
<ul style="list-style-type: none"> -Access each student at intake -Track and monitor student hours and progress on a monthly basis using tutor reports -Post-test students after 40 hours of instruction or at least once per year and log in LACES -Students will write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure -Students will work with their tutor to write about their country, culture and life and will share their stories during our Hear My Voice event which we hope to hold in celebration of International Literacy Day in September -Students will submit quotes for our quarterly newsletter based on various questions/prompts 	<ul style="list-style-type: none"> -Document increased number of matched scaled scores meeting/exceeding performance standards for both ABE and ESL Students - Track whether students achieved target of a minimum 4-point gain in their CASAS scale score -Tutors will give writing prompts to students throughout their lessons encouraging them to write a bio, an experience, etc. and share it with the class -Students will participate in our Hear My Voice event and confidently read their stories aloud to friends, family, and fellow students -It is our hope that each quarterly newsletter will have quotes from different students as they gain confidence in their writing abilities

Goal 3: Career Pathways/Career Navigation	
Objectives: To support students who are in the process of applying for, or improving their employment	
Activities What specific activities will you undertake?	Measurable Outcomes What specific, measurable results do you expect? How will you verify that these results have been achieved?
<ul style="list-style-type: none"> -The Executive Director will attend monthly board meetings of the Northwest Regional Workforce Investment Board -The Student Program Manager will track students looking for employment at intake and notify the tutor - Encourage tutors to help students enroll in CT Hires - When applicable, tutors will track student employment goals and progress toward meeting those goals on their monthly tutor report -Students will have the opportunity to use the Northstar Digital Literacy program to gain computer skills to make them more employable and marketable -Get students to appropriate CASAS scale scores to be eligible for job training programs 	<ul style="list-style-type: none"> - The Executive Director will gain knowledge of job training programs available to share with tutors and students - Literacy Volunteers will be able to better track the employment journey of our students if we start the process upon registration - The Executive Director will enhance the Job Center and Lending Library at our program and provide materials needed to create resumes, apply for jobs, etc. - Students will utilize the Northstar program which will increase attendance hours and hopefully increase CASAS scores - More students will report success in gaining/improving their employment status
Goal 4: Program Planning and Operations	
Objectives: To continue to enhance and improve our program so that we can best serve our adult learners. We also hope improvements will help with both tutor and student retention.	
Activities What specific activities will you undertake?	Measurable Outcomes What specific, measurable results do you expect? How will you verify that these results have been achieved?
<ul style="list-style-type: none"> - In addition to Basic Literacy and ESL classes, we will continue to offer Citizenship classes and the Transparent Language Program. We also plan to incorporate the Northstar Digital Literacy Program - Continue to offer monthly tutor trainings along with quarterly tutor roundtables and professional development opportunities - Decrease our waitlist by recruiting as many tutors as possible to be trained each month - Send monthly updates to tutors with important program information, and also be sure to fulfill any needs they have regarding materials, resources, etc. - With the help of a Lending Library Volunteer, ensure that our Lending Library has the most up to date materials and also keep the Resources tab of our website up to date 	<ul style="list-style-type: none"> - Increase student participation and attendance so that we can post-test after 40 hours of instruction AND see a 4-point gain or more - Increase attendance at monthly tutor trainings and tutor roundtables - Decrease our waitlist quickly so that no student has to wait more than a few weeks to be matched with a tutor - Tutor reports will reflect that students are working towards/meeting their goals - When asked, tutors will report that they have the materials/resources necessary to teach their class successfully - Number of tutors and students will increase and NOT decrease during the program year

SIGNATORY AUTHORIZATION

IMPORTANT: Each superintendent or agency head signature below attests to the following:

- knowledge and acceptance of the proposed program and budgets; and
- agreement to abide by the Statement of Assurances A-N submitted through the eGMS.

District: Waterbury	Cooperating Eligible Entity: Literacy Volunteers of Greater Waterbury, Inc.
Signature (Superintendent of providing district or RESC agency head):	Signature (Agency Director): 
Print Name: Dr. Verna Ruffin	Print Name: Jessica Reho
Title: Superintendent of Waterbury Public Schools	Title: Executive Director
Date:	Date: 3/28/23

COMMITMENT OF PRIVATE SOURCE FUNDS

Enclosed are Letters of Commitment of private source funds for our 2023-2024 cooperating eligible entity grant from the following sources:*

Source of Private Funds	Funds Committed
Ion Bank – Money Market Account (Statement Attached)	\$109,650
TOTAL PRIVATE SOURCE FUNDS	\$109,650
Must equal item A on page 1	

IMPORTANT

*Letters of financial commitment must be written by the agency making the private source donation. Letters of financial commitment should specify that the funds:

- are designated for the CEE activity for the program year 2023-2024;
- are to be paid to the CEE agency by June 30, 2024; and
- if contribution is not a one-time payment, indicate the payment or deposit schedule (into CEE account).

Private contributions cannot be from any public source. This includes federal, state and municipal funds.

LV Waterbury Profile Report for 2023

Program/District: LV Waterbury	Director: Jessica Reho
Cooperating Districts:	
Total Grant Funds: State / Local: \$ Federal: \$	Number of Program Sites: 1
Community Needs: Number & Percent of Adult Population, 18 or older, without a high school diploma: Number & Percent of Adult Population, 18 or older, who do not speak English well:	

Program Enrollment

Program Category	Total Instructional Hours Offered	New Students	Returning Students	Total Students	Total Enrollments
Adult Basic Education (ABE) / General Educational Development (GED) Preparation	208	1	6	7	7
English as a Second Language (ESL)	416	25	56	81	107
Total:	624	26	62	88	114

Note: 'Total Enrollments' represents all the enrollments, regardless of class program, for students classified in the reported program

Student Demographics

Parent of Child(ren)	Number
5 years of age or younger	14
6 to 10 years of age	19
11 to 18 years of age	24

Age	Females	Males	Total
16-18	0	0	0
19-24	3	0	3
25-44	34	10	44
45-54	18	6	24
55-59	4	1	5
60+	10	2	12
Total:	69	19	88

Race and Ethnicity	Females	Males	Total
American Indian or Alaska Native	0	0	0
Asian	0	1	1
Black / African American	1	1	2
Hispanic/Latino	56	15	71
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	0	0
White	12	2	14
Total:	69	19	88

Student Characteristics at Entry

Employment Status	Number
Employed	45
Unemployed	23
Not in Labor Force	20

Barriers to Employment	Number
Cultural Barriers	17
Disabled	6
Displaced Homemaker	7
Low Income	45
English Language Learner	68
Ex-Offender	0
Exhausting TANF within two years	0
Foster Care Youth	0
Homeless	0
Long Term Unemployment	11
Low Literacy Levels	7
Migrant Farmworker	0
Seasonal Farmworker	0
Single Parent or Guardian	15

Student Performance by Program Area

CASAS GOALS

Performance of Students who have a Period of Participation

Educational Functioning Level at Entry	Number of Students	% Posttested	% Scaled Score Gain	% EFL Gain Pre/Post	% Attained SSD	% with MSG
ABE L1	2	0.0%	0.0%	0.0%	0.0%	0.0%
ABE L2	2	0.0%	0.0%	0.0%	0.0%	0.0%
ABE L3	0	--	--	--	--	--
ABE L4	3	0.0%	0.0%	0.0%	0.0%	0.0%
ABE L5	1	0.0%	0.0%	0.0%	0.0%	0.0%
ABE L6	0	--	--	--	--	--
Total:	8	0.0%	0.0%	0.0%	0.0%	0.0%

CASAS Life & Work

Performance of Students who have a Period of Participation

Educational Functioning Level at Entry	Number of Students	% Posttested	% Scaled Score Gain	% EFL Gain Pre/Post	% Attained SSD	% with MSG
ESL L1	0	--	--	--	--	--
ESL L2	2	50.0%	50.0%	50.0%	0.0%	50.0%
ESL L3	20	20.0%	20.0%	20.0%	0.0%	20.0%
ESL L4	29	13.8%	13.8%	10.3%	0.0%	10.3%
ESL L5	13	23.1%	0.0%	0.0%	0.0%	0.0%
ESL L6	25	16.0%	8.0%	4.0%	0.0%	4.0%
Total:	89	18.0%	12.4%	10.1%	0.0%	10.1%

Adult High School Credit Diploma Program

Performance of Students who have a Period of Participation

Educational Functioning Level at Entry	Number of Students	% Earning at Least 4 Credits	% EFL Gain Carnegie Units	% EFL Gain Pre/Post	% Attained SSD	% with MSG
ABE L5	0	--	--	--	--	--
ABE L6	0	--	--	--	--	--
Total:	0	--	--	--	--	--

National External Diploma Program

Performance of Students who have a Period of Participation

Educational Functioning Level at Entry	Number of Students	% Completing 4+ Competency Areas Overall	% Completing 4+ Competency Areas This FY	% EFL Gain Moving to Assessment Phase	% EFL Gain Pre/Post	% Attained SSD	% with MSG
ABE L5	0	--	--	--	--	--	--
ABE L6	0	--	--	--	--	--	--
Total:	0	--	--	--	--	--	--

Supplemental Information

Percent Functioning Below Intermediate Level at Program Year

	Reading	Math
CASAS GOALS	43% --	
	Reading	Listening
CASAS Life & Work	25% --	

Performance by Skill Area

	Students with Pre and Post Test Scores	% Scaled Score Gain	% EFL Gain Pre/Post
Reading	16	69%	56%
--GOALS	0	--	--
--Life & Work	16	69%	56%
Math	0	--	--
Listening	0	--	--

Retention Summary

Program Area	Attendance	Students	Students with PreTest	Students with a PoP
Adult Basic Education (ABE) / General Educational Development (GED) Preparation	>0 Hours	9 (100%)	8 (89%)	8 (89%)
	>=12 Hours	7 (78%)	7 (100%)	7 (100%)
Adult High School Credit Diploma Program	>0 Hours	0 (--)	(--)	(--)
Citizenship	>0 Hours	0 (--)	(--)	(--)
English as a Second Language (ESL)	>0 Hours	200 (100%)	198 (99%)	89 (45%)
	>=12 Hours	81 (41%)	81 (100%)	79 (98%)
National External Diploma Program	>0 Hours	0 (--)	(--)	(--)

Total CDP Credits Awarded (CDP Credits Only)

CDP Documentation	Classroom	Documentation Credit	Independent Study	Total
English	0.00	0.00	0.00	0.00
Math	0.00	0.00	0.00	0.00
Science	0.00	0.00	0.00	0.00
Social Studies - Civics	0.00	0.00	0.00	0.00
Social Studies - US History	0.00	0.00	0.00	0.00
Social Studies - Other*	0.00	0.00	0.00	0.00
Voc Ed / Art	0.00	0.00	0.00	0.00
Electives	0.00	0.00	0.00	0.00
Total:	0.00	0.00	0.00	0.00

*Social Studies - Other Includes Social Studies credits not included in Civics or US History

Total Diplomas Awarded

Hours Attended	Credit Diploma	CT GED	National External Diploma
>0-12 Hours	0	0	0
>= 12 Hours	0	0	0
Total:	0	0	0

Staff Information

Function	Part-time Personnel	Full-time Personnel	Unpaid Volunteers
Local-level Administrative / Supervisory / Ancillary Services	0	2	1
Local Counselors	0	0	0
Local Paraprofessionals	0	0	0
Local Teachers	0	0	71



PO Box 370, Naugatuck, CT 06770-0370

Phone
203.729.4442
Website
www.ionbank.com

Customer Statement


Pg 1 of 3

Account Number: xxxxxxxx1086
Statement Date: Feb 01, 2023 thru Feb 28, 2023

LITERACY VOLUNTEERS OF GREATER WATERBURY
INC
267 GRAND ST
WATERBURY CT 06702-1917

Summary - All Accounts

Product	Account #	Ending Balance
Premier Business Money Market	xxxxxxx1086	\$204,262.62

* \$109,650 from this
account is committed as
Private Source Funds*


Premier Business Money Market - xxxxxxxx1086

Date	Transaction Description	Withdrawal	Deposit	Balance
	BEGINNING BALANCE			\$204,231.29
Feb 28	Credit Interest		31.33	204,262.62
	ENDING BALANCE			\$204,262.62

Balance Summary

Date	Balance	Date	Balance
Feb 01	204,231.29	Feb 28	204,262.62

Interest Summary

Avg. Daily Balance	Min. Balance for Period	Interest Period	Days in Period	Interest Earned	Annual Percentage Yield Earned	Interest Paid YTD
204,231.29	204,231.29	Feb 01, 2023 - Feb 28, 2023	28	31.33	0.20%	57.62

Interest Rate Summary

Date	Rate%	Date	Rate%
Jan 24	0.20%		

Overdraft/Returned Item Fees

Fee Type	Total For This Period	Total Year-to-Date
Total Overdraft Fees	\$0.00	\$0.00
Total Returned Item Fees	\$0.00	\$0.00

iMoney

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Member FDIC

Student:

NRS Table 4

Select Reporting System:

NRS FY 22-23



Agency:

LV Waterbury

Measurable Skill Gains (MSG) by Entry Level

Enter the number of participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its recognized equivalent, and periods of participation outcomes.

First Period of Participation			All Periods of Participation											
Entering Educational Functioning Level (EFL) (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for All Participants (D)	Number Who Achieved at Least One EFL Gain (E)	Number Who Attained a Secondary School Diploma or Recognized Equivalent (F)	Number of IET or Workplace Literacy Participants Who Achieved an MSG Other Than EFL Gain and Secondary School Diploma * (G)	Number Separated Before Achieving Measurable Skill Gains (H)	Number Remaining in Program Without Measurable Skill Gains (I)	Percentage Achieving Measurable Skill Gains (J)	Total Number of Periods of Participation (K)	Total Number of Periods of Participation in Which Participants Achieved at Least One EFL Gain (L)	Total Number of Periods of Participation in Which a Secondary School Diploma or Recognized Equivalent Was Attained (M)	Total Number of IET or Workplace Literacy Periods of Participation in Which Participants Achieved an MSG Other Than EFL Gain and Secondary School Diploma * (N)	Percentage of Periods of Participation with Measurable Skill Gains (O)
ABE Level 1	2	0	19	0	0	0	1	1	0	2	0	0	0	0
ABE Level 2	2	0	69	0	0	0	0	2	0	2	0	0	0	0
ABE Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 4	3	0	77	0	0	0	0	3	0	3	0	0	0	0
ABE Level 5	1	0	13.5	0	0	0	0	1	0	1	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	8	0	178.5	0	0	0	1	7	0	8	0	0	0	0
ESL Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	2	0	44.25	1	0	0	1	0	50	2	1	0	0	50
ESL Level 3	20	0	675	4	0	0	6	10	20	21	4	0	0	19.05
ESL Level 4	29	0	738.25	3	0	0	7	19	10.34	29	3	0	0	10.34
ESL Level 5	13	0	472.5	0	0	0	6	7	0	13	0	0	0	0
ESL Level 6	25	0	652.25	1	0	0	9	15	4	25	1	0	0	4
ESL Total	89	0	2582.25	9	0	0	29	51	10.11	90	9	0	0	10
Grand Total	97	0	2760.75	9	0	0	30	58	9.28	98	9	0	0	9.18

- Use participant's pretest score for the 1st entry of a program year for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns E through H. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.
- The number in Column C is the number of participants who are being excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these participants should be entered into columns E-I.
- The number in column E is the number of participants who completed one or more Educational Functioning Level (EFL) gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.
- Column F is the number of participants who attained a secondary school diploma or its recognized equivalent.
- Column G is the number of IET or workplace literacy participants who achieved an MSG via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam.
- Enter only the most recent achievement, if attained, per participant in column E or column F or column G. Participants should have an achievement counted in only one of these columns.
- Column H is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services or activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column I is number of participants who remain enrolled and achieved no measurable skill gain.
- Column B should equal Column C + E + F + G + H + I.
- Column J is calculated using the following formula: (Column J) = (Column E + Column F + Column G)/(Column B - Column C)
- Column K is the total number of periods of participation for each participant. A participant may have more than one period of participation. Do not include periods of participation that are excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these periods of participation should be entered into columns K-N.
- Column L is the Total number of Periods of Participation in which at least one educational functioning level gain was achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column M is the Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column N is the Total number of IET or workplace literacy Periods of Participation in which an MSG was achieved via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column O is calculated using the following formula: (Column O) = (Column L + Column M + Column N)/(Column K)
- For participants **not** enrolled in an IET or workplace literacy program, skill gains are only measured by achievement of at least one educational functioning level or documented attainment of a secondary school diploma or its recognized equivalent.
- Period of Participation: For the Measurable Skill Gains indicator, a new period of participation is counted each time a participant enrolls—even if both enrollments occur within the same program year. It is not necessary to wait until the participant exits the program in order to count a measurable skill gain, because the measurable skill gains indicator is not an exit-based indicator. The skill gain may be counted as soon as it is earned at any point during the participation period of the program year in which it was earned. A person with more than one period of participation in a program year is counted separately for each period of participation in both the numerator and denominator of each applicable performance indicator. Therefore, the person is counted multiple times—once for each period of participation. Please see OCTAE program memorandum 17-2 for examples of counting periods of participation.

FISCAL YEAR: 2024 ED-114 BUDGET FORM

GRANTEE NAME: Literacy Volunteers of Greater Waterbury, Inc.		TOWN CODE: 0000000151-00		
GRANTEE TITLE: ADULT EDUC-COOPERATING ELIGIBLE ENTITY (CEE)				
PROJECT TITLE: Adult Literacy				
FUND: 11000	SPID: 17030	YEAR: 2024	PROG: 84004 CFI: 170013	
GRANT PERIOD: 07/01/2023 – 06/30/2024		AUTHORIZED AMOUNT: \$		
AUTHORIZED AMOUNT BY SOURCE:				
LOCAL:		PRIVATE SOURCE:	STATE:	
CODES	DESCRIPTIONS	STATE/LOCAL	PRIVATE SOURCE	TOTAL
111A	NON-INSTRUCTIONAL	\$52,000	\$68,760	\$120,760
111B	INSTRUCTIONAL	\$0	\$0	\$0
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	\$6,000	\$16,739	\$22,739
322	IN SERVICE	\$2,000	\$1,219	\$3,219
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	\$0	\$0	\$0
400	PURCHASED PROPERTY SERVICES	\$0	\$0	\$0
500	OTHER PURCHASED SERVICES	\$4,000	\$8,167	\$12,167
600	SUPPLIES	\$4,000	\$14,365	\$18,365
700	PROPERTY	\$2,000	\$400	\$2,400
TOTAL		\$70,000	\$109,650	\$179,650

ORIGINAL REQUEST
DATE

STATE DEPARTMENT OF EDUCATION
PROGRAM MANAGER AUTHORIZATION

DATE OF APPROVAL

ED-244A FY 2024

[illegible]

11/11/2016

CEE

marcy.reed@ct.gov - (860) 807-2130

111A Non-Instructional (Administrator/Supervisor Salaries)

Total: \$75,000

[illegible]

111B Instructional (Teachers)

To clear a cell: Right click on cell then choose "Clear Contents"

Total: \$0

[illegible]

To clear a cell: Right click on cell then choose "Clear Contents"

Total: \$0

[illegible]

112B Non-Instructional (Clerical)

Total: \$0

[illegible]

To clear a cell: Right click on cell then choose "Clear Contents"

119 Non-Instructional (Other)

Total: \$45,760

[illegible]

Total	\$22,739
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To clear a cell: Right click on cell then choose "Clear Contents"

Total: \$3,219

Total: \$0

To clear a cell: Right click on cell then choose "Clear Contents"

Total: \$0

[illegible]

Total: \$0

[illegible]

Total: **\$3,767**

[illegible]

Total: \$8,400

To clear a cell: Right click on cell then choose "Clear Contents"

Total: \$2,935

[illegible]

Total: \$0

[illegible]

Total: \$15,430

Total: \$15,430

[illegible]

Total: **\$2,400**

[illegible]

To clear a cell: Right click on cell then choose "Clear Contents"

GRAND TOTAL: \$179,650



Memorandum

To: Board of Aldermen

From: Michael Merati, Supervisor of Career & Technical Education, Academic Office

Date: March 14, 2023

Re: Board of Education First Amendment Approval Request CRTARP21-185 / Amendment 1
Executive Summary – Post University MOU Original CRTARP21-185

The Academic Office/Education Department respectfully requests your approval, subject to the approval of the Board of Education and the Board of Aldermen for the above-referenced first amendment to original contract CRTARP21-185 to enroll students who wish to participate in the High School Academy between the City of Waterbury and Post University.

This contract was initiated after approval as a sole source. Under this contract/MOU all Post University High School Academy courses become available for Waterbury Public Schools students to enroll if they meet stated requirements.

The Contract/MOU is effective on the date signed by the Mayor. The first amendment to CRTARP21-185 identifies a tiered pricing structure based on total number of enrolled students as indicated below.

1-100 students enrolled = \$300/student

101-200 students enrolled = \$225/student

201-and above enrolled = \$150/student

Accordingly, attached for your review and consideration is the proposed contract, the successful responders Disclosure and Certification of Obligations Affidavit Regarding Outstanding Obligations Form, and the Tax Clearance issued by the Office of Tax Collections.

Lastly, please be advised that the Education Department will have a representative present at your upcoming meeting to answer any questions you may have regarding this matter.

Respectfully Submitted,

Michael Merati
Supervisor of Career & Technical Education
236 Grand Street, Room 164
Attachment
Cc: *Tom Parisot*
File: CRT21-185



**Amendment
to
MEMORANDUM OF UNDERSTANDING**

ACADEMIC PARTNERSHIP - HIGH SCHOOL ACADEMY AT POST UNIVERSITY

WATERBURY PUBLIC SCHOOLS AND POST UNIVERSITY

THIS AMENDMENT ("Amendment") is by and between the City of Waterbury, Waterbury Public Schools (collectively, "Waterbury") located at 236 Grand Street, Waterbury, CT 06702 and Post University (aka, "Post") (Jointly referred to as the "Parties" to this Amendment).

WHEREAS, Waterbury and Post entered into a Memorandum of Understanding, effective on August 23, 2022, to establish a partnership wherein Post will offer identified courses to Waterbury students under Post's High School Academy program (the "Agreement" or "Contract"); and

WHEREAS, the Parties hereby wish to amend the Agreement to in order to expand the scope of the program's course offerings and in order to provide for a tiered financial structure. The Agreement shall remain in full force and effect in all other respects.

NOW THEREFORE, it is mutually agreed as follows:

1. **"Overview" shall be amended to read as follows:**

Overview

The City of Waterbury, Waterbury Public Schools (collectively, "Waterbury") located at 236 Grand Street, Waterbury, CT 06702, would like to provide college level courses to their Waterbury students. Therefore, Post University (aka, "Post") and Waterbury are entering into a Memorandum of Understanding (MOU) effective on August 23, 2022, to establish a partnership wherein Post will offer identified courses to Waterbury students under Post's High School Academy program.

Waterbury students (aka, "students") as designated will have the opportunity to attend college classes through one or more of the following learning method options: (1) Main Campus Coursework (on campus at Post); (2) Attend college classes through online coursework at their own High School; and/or (3) Attend college classes taught by a Post credentialed Waterbury Public School Instructor at their own High School. Specific obligations are identified below as they shall apply if college classes are taught on Main Campus at Post standalone or in combination with the other options.

2. **"Obligations of WATERBURY" shall be amended to read as follows:**

Obligations of WATERBURY:

- Waterbury will provide requested verification that the students meet the specified criteria for enrollment at Post, including but not limited to a 3.0 or higher GPA, and a recommendation from a high school administrator, guidance counselor, or faculty.
- Waterbury shall not assert any claim against Post, its officers and directors, agents, staff, faculty, representatives or invitees from and against all claims, losses, damages, costs, liabilities, obligations, expenses or fees of any kind or nature (collectively, "LOSSES") arising out of or resulting from use of Post facilities by Waterbury, the students, and its officers and directors, agents, staff, representatives or invitees, unless such LOSSES are a result of negligence, willful misconduct or reckless disregard.
- At least ten (10) days prior to the start of an upcoming term, as related to the Main Campus Coursework, and the first Term date, to be determined, if on Main Campus, Waterbury shall provide current proof (email is sufficient) of General Liability Insurance, minimum coverage of \$1,000,000 showing Post University as an additional insured, to Post at the address noted below.
- Waterbury has an understanding that all Waterbury students, as related to the Main Campus Coursework, are current with their health immunizations, and that each student's high school maintains current health records of each Waterbury students. Furthermore, Waterbury is responsible for understanding that each Waterbury student, as related to the Main Campus Coursework, is enrolled under a health and accident plan.
- At least eight (8) weeks prior to the start of an upcoming term, an identified representative from Waterbury will submit a written request to Post (email is sufficient) identifying the Post courses Waterbury is requesting in the upcoming term. An enrollment of ten (10) students, minimum per course, is required for a course to run as part of the program at the tuition fee provided herein.
- At least four (4) weeks prior to the start of an upcoming term, Waterbury will provide completed registration forms and required documentation to Post for all students planning to enroll. This lead time is needed so that Post can register students and ensure new students receive an orientation to Post's online learning management system prior to the start of the term.
- Waterbury will be invoiced and remit payment to Post the specified tuition (details below, see "Financial I Structure") for each student enrolled in a course payable Net 30 from day one of class. Registrations for the next term will be accepted but will not be processed without complete payment for the term in which students are currently enrolled.
- Waterbury may assign one staff employee to serve as a Waterbury "Facilitator" for each Online Course (the same person may facilitate multiple courses each term) and guarantee that person's participation in Post's facilitator training program.
- Waterbury will be responsible for all transportation arrangements for their students at Post as related to Main Campus Coursework.

3. **"POST University Responsibilities" shall be amended to read as follows:**

POST University Responsibilities:

- Post will maintain ownership of the Post courses offered through the program and host the courses for Waterbury students through Post's learning management system.

- Post will credential Waterbury faculty teaching the courses, will maintain curricular oversight, and will ensure academic rigor and quality of course content and instruction.
- Post will create course sections specific to Waterbury students. In order for a course to run, a section must have a minimum enrollment of ten (10) students. If the minimum enrollment of ten (10) students is not met, Post will consult with Waterbury prior to including non- Waterbury students in the same section as Waterbury students.
- Upon receipt of completed registration materials, Post will register the Waterbury students in the Post registration systems.
- Following standard University policies for the awarding of credit to non-matriculated students, upon successful completion of each course, Post will award Waterbury students with 3 credits.
- Upon request from Waterbury students, Post will provide University transcripts (separate transcript fees may apply- see Post University catalog and/or website for fees).
- Post will ensure that Waterbury students have access to the same online tutor and writing services available to all Post University Online students.
- As with any other Post student, Post will hold Waterbury students accountable to Post 's Civility Code, Academic Dishonesty Policy, and other Academic Policies. A full description of the Academic Policies can be found on Post's website.

4. **" Brand Control Points" shall be amended to read as follows:**

Brand Control Points

Waterbury will provide co-branding and co-marketing on all materials used by Post to market the Waterbury/Post partnership. Waterbury and Post University will announce, promote, and market the Waterbury/Post partnership. Post University can market Waterbury and Post partnership and can co- brand or market this articulation partnership on the University website and in-published materials. Waterbury can co- brand or market this articulation partnership on their website and in published materials.

Upon request, but no less than quarterly, Waterbury shall be provided a report of all co-marketing and branding efforts. Post and Waterbury acknowledge that when co-branding or marketing this partnership, each party may use the name and/or logo of the other party. Each will provide the other with an approved logo for such use.

Each party agrees to only use the other party's name and/or logo in ways as preapproved in writing (email is acceptable), and with the same level of care with which it uses its own name and logo. Either party will not unreasonably withhold approval for the use of names and/or logos. Post and Waterbury agree to use the other's name only in a positive light and will refrain from disparaging the other in any way.

5. **"Financial Structure" shall be amended to read as follows:**

Financial Structure

Waterbury will pay a tuition per each student enrolled in each 3-credit course based on the number of students enrolled in the course:

- 1-100 students enrolled = \$300/student
- 101-200 students enrolled = \$225/student
- 201-and above enrolled = \$150/student

This discounted tuition may not be combined with any other discounts, grants, or institutional aid offered by Post University.

Waterbury students will be considered non-matriculated students and not eligible for Title IV funding. POST University retains the right to review and revise the tuition at any time. POST University will invoice Waterbury at the start of each term and payments will be NET 30 Days from the first day of the term or semester in which courses are delivered.

Waterbury Students who participate in High School Academy and continue their undergraduate studies in Post's online program will receive a 20% tuition discount. The 20% tuition discount cannot be combined with any other scholarships offered by Post. Waterbury students who participate in High School Academy and continue their undergraduate studies in Post's full-time Main Campus program will also receive a 20% tuition discount. Waterbury students may be eligible for additional generous University scholarships as detailed on the Post University Scholarship page:

The City's purchases under the Agreement will be funded by monies received by the City pursuant to the funding provisions of the Elementary and Secondary School Emergency Relief Fund funded under the Federal Coronavirus Response and Relief Supplemental Appropriations Act 2021, signed into law December 27, 2020 (ESSER II Fund) or pursuant to the American Rescue Plan Act Elementary and Secondary School Emergency Relief Fund (ARPA ESSER and ESSER III) signed into law March 11, 2021.

Post agrees that it will comply with all requirements associated with ESSER II and ARPA/ESSER (ESSER III) funding. A copy of the requirements governing Post as a contractor under these funding sources is attached hereto and made part hereof of this MOU.

[http:// www.post.edu/tuition-and-financial-aid/financial-aid/campus/scholarships](http://www.post.edu/tuition-and-financial-aid/financial-aid/campus/scholarships). Main campus applications and corresponding financial packages will be reviewed on a case-by-case basis. Online and Main Campus tuition discounts, as well as University scholarships, may be combined with scholarships and grants provided by third parties, such [as the US Department of Education](#).

POST UNIVERSITY, INC.

Dawn Sherman
Dean, School of Continuing Education
Post University

Date

WATERBURY PUBLIC SCHOOLS

Dr. Verna D. Ruffin, Superintendent of Schools

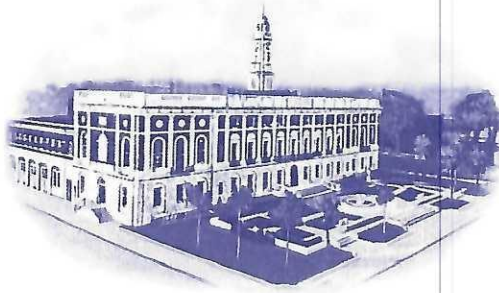
Date

City of Waterbury

Neil M. O'Leary, Mayor


Date

KEVIN McCaffery
DIRECTOR OF PURCHASING



OFFICE OF THE DIRECTOR OF PURCHASING
THE CITY OF WATERBURY
CONNECTICUT

To: Michael Merati, Supervisor of Career & Technical Education

From: Kevin McCaffery, Director of Purchasing 

Subject: Contract Amendment #1 between Post University and Waterbury Public Schools

Date: February 23, 2023

I have reviewed the information provided by Michael Merati, Supervisor of Career & Technical Education, concerning the above amendment.

The following does apply per § 38.073 **AMENDMENTS TO CONTRACTS**

(B) (1) The amendment is consistent with the scope of the original procurement.

Therefore, it is my opinion to proceed with the amendment with Post University.



WATERBURY

PUBLIC SCHOOLS

Michael Merati

Supervisor of Career & Technical Education

(203) 573-5029

mmerati@waterbury.k12.ct.us

February 22, 2023

Mr. Kevin McCaffery
Director of Purchasing
City of Waterbury
235 Grand Street
Waterbury, CT 06702

Re: Request for Letter of Consistency to Amend Sole Source MOU
(1) MOU WPS Student College Credit - Post University [CRTARP21-185]

Dear Mr. McCaffery,

My department seeks to amend the MOU WPS Student College Credit in 2021 between the City of Waterbury and Post University. Post University and WPS agreed to a 5-year MOU with an option to renew with students specifically in CTE courses. This amendment is to include all WPS students as well as modify the cost structure on a tiered system that decreases per-student costs based on enrollment. The scope of services and all other terms and conditions of the original MOU remain the same. This would be the first amendment to this contract.

1. Extend the opportunity to all WPS students to take dual enrollment courses provided by Post University.
2. Institute a tiered pricing structure. Contingent upon final approval from Post.
 - a. 1-100 students enrolled - \$300
 - b. 101-200 students enrolled - \$225
 - c. 201 and above students enrolled - \$150

The Waterbury Public Schools and Career and Technical Education department has a continuing need for this opportunity and would like to expand opportunities for students while being mindful of a sustainable budget..

Thank you for your consideration,

Michael Merati
Supervisor of CTE
Waterbury Public Schools

June 15, 2022

Dr. Verna Ruffin, Superintendent
Waterbury Public Schools
236 Grand Street
Waterbury, CT 06702

Re: City of Waterbury Disclosure and Certification Affidavit Re: Outstanding Obligations to
the City of Waterbury for High School Academy

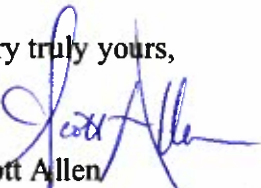
Dear Dr. Ruffin:

I am attaching a disclosure and certification and affidavit on behalf of Post University Inc. Post
University Inc.'s disclosure and certification affidavit concerns:

Post University Inc.;
Post University Inc.'s Officers;
Representatives and agents authorized to act on behalf of Post University Inc. regarding the
contract to which this disclosure and certification relates; and
Post Education Inc., Post University Inc.'s "affiliate" for purposes of this affidavit.

I trust this suffices to complete the documentation required in order to enter our pending
contract.

Very truly yours,



Scott Allen
Senior Vice President/Asst. Secretary & Asst. Treasurer
Post University

Attachment

CITY OF WATERBURY
ANNUAL STATEMENT OF FINANCIAL INTERESTS (Calendar Year 2022)
Persons or Entities Conducting Business with the City

I. Outstanding Purchase Orders of Contracts with the City

A. Contracts

No Contracts with the City



(Service or Commodity Covered by Contract)

(Term of Contract)

(Service or Commodity Covered by Contract)

(Term of Contract)

(Service or Commodity Covered by Contract)

(Term of Contract)

CITY OF WATERBURY
ANNUAL STATEMENT OF FINANCIAL INTERESTS (Calendar Year 20__)
Persons or Entities Conducting Business with the City

B. Purchase Order(s).

No Purchase Order(s) with the City



(Service or Commodity Covered by Purchase Order)

(Date of Purchase Order)

(Service or Commodity Covered by Purchase Order)

(Date of Purchase Order)

(Service or Commodity Covered by Purchase Order)

(Date of Purchase Order)

CITY OF WATERBURY
ANNUAL STATEMENT OF FINANCIAL INTERESTS (Calendar Year 20__)
Persons or Entities Conducting Business with the City

II. Financial Interest Disclosure

(Public Officials, Employees or Board and Commission Members with interest in
Person or Entity Conducting Business with the City)

**No Officials, Employees or Board and Commission Members with
Financial Interest**



(Name of Official)

(Position with City)

(Nature of Business Interest)
(e.g. Owner, Director etc...)

Interest Held By:

Self

☐

Spouse

☐

Joint

☐

Child

☐

(Name of Official)

(Position with City)

(Nature of Business Interest)
(e.g. Owner, Director etc...)

Interest Held By:

Self

☐

Spouse

☐

Joint

☐

Child

☐

1. I certify that this Annual Statement of Financial Interests is a complete and accurate statement of those matter required to be disclosed by me pursuant to §39.061 of the Code of Ordinances.

2. I understand that if I fail to file an Annual Statement (or amendment thereto) or an inaccurate Statement I will be in violation with Chapter 39 of the Code of Ordinance and, thereby, subject to the remedies set forth in §§38.065 and 39.101 of said Code.

3. I understand that I must file with the City Clerk, within fifteen (15) days following any reportable occurrence, any amendments to the Annual Statement.

I have read and agree to the above certification.

Post University, Inc.



Signature of Individual (or Authorized Signatory)

6/15/2022

Scott Allen Asst. Sec. / Asst. Treasurer

Print or Type Name and Title (if applicable)

DELIVERED

| By Mail

☐

Hand-Delivered

☐

**City of Waterbury Certification
Regarding
Debarment, Suspension, Ineligibility and Exclusion**

If the transaction is Federally funded, in whole or in part (including pass through grants to state and/or municipal government), this certification is required by the regulations implementing one or more Presidential Executive Orders. If this transaction is funded by the State of Connecticut, in whole or in part, this certification is required in accordance with one or more State of Connecticut general statutes.

1. By signing and submitting the attached proposal and/or this document, the prospective lower tier participant, vendor, or contractor is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant, vendor, or contractor knowingly rendered an erroneous certification, in addition to other remedies available to the Federal, State, or City government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant, vendor or contractor shall provide immediate written notice to the person to which the attached proposal and/or this document is submitted if at any time the prospective lower tier participant, vendor or contractor learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction", "debarred", "suspended", "ineligible", "lower tier covered transaction", "participant", "person", "primary covered transaction", "principal", "proposal", and "voluntarily excluded", as used herein, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549 and/or State of Connecticut statutes and regulations. You may contact the person to which this proposal and/or this document is submitted for assistance in obtaining a copy of the foregoing.
5. The prospective lower tier participant, vendor or contractor agrees by submitting the attached proposal and/or this document that, should the proposed covered transaction be entered into, it shall not knowingly enter into any covered transaction with a person who is debarred, suspended,

- declared ineligible, or voluntarily excluded from participation in this covered transaction unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant, vendor or contractor further agrees by submitting the attached proposal and/or this document that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions", without modification, in all covered transaction and in all solicitations for covered transactions.
7. A participant in a covered transaction may rely upon the certification of a prospective participant in a covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 herein, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal, State or Municipal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective recipient of monies hereby certifies, by submission of its attached proposal and/or by execution of this document, that neither it nor its principles are presently debarred, suspended, proposed for debarment, declared ineligible, disqualified, or voluntarily excluded from bidding or participation in the proposed transaction by any Federal, State, or Municipal department or agency or by the statutes, regulations or ordinances of the foregoing departments and agencies.
- (2) Where the prospective recipient of monies is unable to certify to any of the statements in this certification, such prospective participant shall attach a written explanation hereto

Full Legal Name and address of Recipient, Vendor, or Contractor:

Print Name and Title of Authorized Representative:

Signature of Authorized Representative:

POET UNIVERSITY, INC.
700 COUNTRY CLUB ROAD
WATERBURY CT 06705
SCOTT ALLEN, ASST. SEC. / ASST. TREAS.
[Signature]
Date: June 15, 2022

CORPORATE RESOLUTION

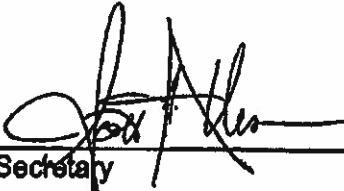
I, SCOTT ALLEN, hereby certify that I am the duly elected and acting Secretary of POST UNIVERSITY, INC., a corporation organized and existing under the laws of the State of DELAWARE. I do hereby certify that the following facts are true and were taken from the records of said corporation.

The following resolution was adopted at a meeting of the corporation duly held on the 28TH day of OCTOBER 2021.

"It is hereby resolved that POST UNIVERSITY, INC. is authorized to make, execute and approve, on behalf of this corporation, any and all contracts or amendments thereof".

And I do further certify that the above resolution has not been in any way altered, amended, repealed and is now in full force and effect.

IN WITNESS WHEREOF, I hereunto set my hand and affix the corporate seal of said POST UNIVERSITY, INC. corporation this 15TH day of JUNE, 2022.


Secretary



CITY OF WATERBURY
DISCLOSURE AND CERTIFICATION AFFIDAVIT REGARDING OUTSTANDING
OBLIGATIONS TO THE CITY OF WATERBURY

For the purposes of this Disclosure of Outstanding Financial Obligations, the following definitions apply:

- (a) "Contract" means any Public Contract as defined below.
- (b) "Person" means one (1) or more individuals, partnerships, corporations, associations, or joint ventures.
- (c) "Public Contract" means any agreement or formal commitment entered into by the city to expend funds in return for work, labor, services, supplies, equipment, materials or any combination of the foregoing, or any lease, lease by way of concession, concession agreement, permit, or per agreement whereby the city leases, grants or demises property belonging to the city, or otherwise grants a right of privilege to occupy or to use said property of the city.
- (d) "City" means any official agency, board, authority, department office, or other subdivision of the City of Waterbury.

State of Connecticut

SS.: Waterbury

County of New Haven

Scott Allen, being first duly sworn, deposes and says that:

1. I am the **owner, partner, officer, representative, agent or** of (Contractor's Name), the Contractor that has submitted the attached agreement.

2. I am fully informed respecting the preparation and contents of the attached Agreement and of all pertinent circumstances respecting such Agreement;

3. That as a person desiring to contract with the City (check all that apply):

- X The Contractor and each owner, partner, officer, representative, agent or affiliate of the Contractor has filed a list of taxable personal property with the City of Waterbury for the most recent grand list, as required by Conn. Gen. Stat. §12-42. SA SA
- X Neither the Contractor nor any owner, partner, officer, representative, agent or affiliate of the Contractor are required to file a list of taxable personal property with the City of Waterbury for the most recent grand list, as required by Conn. Gen. Stat. §12-42.
- X Neither the Contractor nor any owner, partner, officer, representative, agent or affiliate of the Contractor either directly or through a lease agreement, owes back taxes to the City of Waterbury

CITY OF WATERBURY
DISCLOSURE AND CERTIFICATION AFFIDAVIT REGARDING OUTSTANDING
OBLIGATIONS TO THE CITY OF WATERBURY

X Neither the Contractor nor any owner, partner, officer, representative, agent or affiliate of the Contractor either directly or through a lease agreement, has any other outstanding obligations to the City of Waterbury

4. The following list is a list of the names of all persons affiliated with the business of the Contractor, if none state none. Use additional sheet if necessary (Must be on company letterhead and notarized):

Name	Title	Affiliated Company (if none state NONE)	Service or Material	DOB
1 None				
2				
3				
4				

5. That as a person desiring to contract with the City:

(a) The Contractor or an owner, partner, officer, representative, agent or affiliate of the Contractor provides, or has provided, services or materials to the City within one (1) year prior to the date of this disclosure, if none, state none. Use additional sheet if necessary (Must be on company letterhead and notarized):

Name	Title	Affiliated Company (if none state NONE)	Service or Material	DOB
1 None				
2				
3				
4				

(b) The Contractor possesses an ownership interest in the following business organizations, if none, state none. Use additional sheet if necessary (Must be on company letterhead and notarized) :

Organization Name	Address	Type of Ownership
1 None		
2		
3		
4		

(c) The following persons possess an ownership interest in the Contractor. If the Contractor is a corporation, list all of the officers of the corporation and the names of each stockholder whose shares exceed twenty-five

CITY OF WATERBURY
DISCLOSURE AND CERTIFICATION AFFIDAVIT REGARDING OUTSTANDING
OBLIGATIONS TO THE CITY OF WATERBURY

(25) percent of the outstanding stock, if none, state none. Use additional sheet if necessary (Must be on company letterhead and notarized):

Name	Title	DOB	Stock %
1 Post Education, Inc.	N/A	N/A	100%
2 John Hopkins	CEO/President	November 13, 1955	0%
3 Scott Allen	Sr. VP/Asst. Sec & Asst. Treas.	September 23, 1963	0%
4 Dan Streek	Chief Financial Officer	December 11, 1961	0%

(d) Of the following of the affiliates, individuals or business entities identified in this affidavit, list each that owns, owned, or within one (1) year prior to the date of this disclosure has owned, taxable property situated in the City of Waterbury, if none state none. Use additional sheet if necessary (Must be on company letterhead and notarized):

Name	Title	Affiliated Company (if none state NONE)	Address	DOB
1 None				
2				
3				
4				

(e) If the Contractor conducts business under a trade name, the following additional information is required: the place where such entity is incorporated or is registered to conduct such business; and the address of its principal place of business, if none, state none:

TRADE NAME	PLACE OF INCORPORATION/REGISTRY	PRINCIPAL PLACE OF BUSINESS
1		
2		
3		
4		

I hereby certify that the statements set forth above are true and complete, and I understand that any incorrect information or omission of information from this affidavit may result in the immediate termination of the Contractor's agreement with the City of Waterbury.

For Partnership/Sole Proprietor

In presence of:

Witness

Name of Partnership/Business

**CITY OF WATERBURY
DISCLOSURE AND CERTIFICATION AFFIDAVIT REGARDING OUTSTANDING
OBLIGATIONS TO THE CITY OF WATERBURY**

By: N/A
Name of General Partner/ Sole Proprietor

Address of Business

State of Connecticut)
) SS

County of New Haven)

Scott T. Allen being duly sworn,

Deposes and says that he/she is Asst Sec/Asst-Treasurer of PUL, Inc. and that he/she answers to the foregoing questions and all statements therein are true and correct.

Subscribed and sworn to before me this 16th day of June 2022.

My Commission Expires: 7-31-2026

Melissa Leah Kochera
MELISSAH LEAH KOCHERA (Notary Public)
NOTARY PUBLIC
MY COMMISSION EXPIRES JULY 31, 2026

For Corporation

[Signature]
Witness

Post University, Inc.
Name of Corporate Signatory

800 Country Club Rd. / Waterbury, CT 06708
Address of Business

Affix
Corporate
Seal

By: [Signature]
Name of Authorized Corporate Officer Scott Allen

Its: Senior Vice President / Asst. Secy. & Asst Treasurer
Title

**CITY OF WATERBURY
DISCLOSURE AND CERTIFICATION AFFIDAVIT REGARDING OUTSTANDING
OBLIGATIONS TO THE CITY OF WATERBURY**

State of Connecticut)

) SS Waterbury

County of New Haven)

Scott Allen being duly sworn,

deposes and says that he/she is the Sr. VP/Asst. Sec & Asst Treas. of Post University, Inc. and that he/she answers to the foregoing questions and all statements therein are true and correct.

Subscribed and sworn to before me this 16th day of June 2022.

My Commission Expires:

7-31-2026

Melissa Leah Rochers
MELISSA LEAH ROCHERS
NOTARY PUBLIC
MY COMMISSION EXPIRES JULY 31, 2026

**CITY OF WATERBURY
DEPARTMENT OF FINANCE – RISK MANAGEMENT
CERTIFICATE OF INSURANCE REVIEW FORM**

Contract Recipient or Vendor Name: Post University

Requesting Department: BOE

Department Contact: Jerry Gay jerry.gay@waterbury.k12.ct.us

Description of work to be performed: Post MOU

Estimated Contract Duration and End Date: 1 year

Date Reviewed: 11/15/2022

Insurance Certificate Term: 07/01/2022 – 07/01/2023

Payment / Performance Bond:

Verification of Existence of Fidelity and Surety in CT

https://portal.ct.gov/-/media/CID/1_Lists/licencom.pdf

Certificate Meets Insurance Specifications: Yes

Insurance Carrier A.M. Best Rating: A-/7 or better

Comments:

Approved: Yes



11/15/22

Risk Manager or Authorized Designee



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

11/07/2022

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER RSC Insurance Brokerage, Inc. 750 Third Ave 15th Floor New York NY 10017	CONTACT NAME: Irene Weiss PHONE (A/C, No, Ext): E-MAIL: iweiss@krautergroup.com ADDRESS: INSURER(S) AFFORDING COVERAGE INSURER A: Hanover Insurance Company INSURER B: Allmerica Financial Benefit Ins INSURER C: INSURER D: INSURER E: INSURER F:	FAX (A/C, No): NAIC #
INSURED Post University Inc. 800 COUNTRY CLUB ROAD Waterbury CT 06708		

COVERAGES

CERTIFICATE NUMBER: CL2262481899

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER:			ZHY D961931 03	07/01/2022	07/01/2023	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 15,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 \$
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	UMBRELLA LIAB EXCESS LIAB DED RETENTION \$ OCCUR CLAIMS-MADE						EACH OCCURRENCE \$ AGGREGATE \$ \$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N	N/A	WMY D947494 03	07/01/2022	07/01/2023	PER STATUTE OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000 Eah Incident \$1,000,000 Aggregate \$2,000,000
A	Sexual Misconduct or Molestation			ZD4 D961931 02	07/01/2022	07/01/2023	Aggregate \$2,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Educators Legal Liability Coverage
Carrier: Indian Harbor Insurance Company
Policy Number: ELL0953962-03
Policy Term: 7/1/22-7/31/23
Each Claim-\$2,000,000
Aggregate-\$2,000,000

CERTIFICATE HOLDER

CANCELLATION

City of Waterbury, Waterbury Board of Education
235 Grand Street

Waterbury CT 06702

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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AGENCY CUSTOMER ID: 00245954

LOC #: _____



ADDITIONAL REMARKS SCHEDULE

Page ____ of ____

AGENCY RSC Insurance Brokerage, Inc.		NAMED INSURED Post University Inc.
POLICY NUMBER		
CARRIER	NAIC CODE	
EFFECTIVE DATE:		

ADDITIONAL REMARKS

THIS ADDITIONAL REMARKS FORM IS A SCHEDULE TO ACORD FORM,
 FORM NUMBER: 25 FORM TITLE: Certificate of Liability Insurance

The City of Waterbury and its Board of Education is listed as an Additional Insured on the General Liability policy as required by written contract subject to policy terms, conditions and exclusions. A Waiver of Subrogation in favor of the Certificate holder, applies on the General Liability and Worker's Compensation policies. Coverage is primary and non-contributory.

**CITY OF WATERBURY
DEPARTMENT OF FINANCE – RISK MANAGEMENT
CERTIFICATE OF INSURANCE REVIEW FORM**

Contract Recipient or Vendor Name: Post University

Requesting Department: BOE

Department Contact: Mike Merati

Description of Work To Be Performed: Post MOU

Estimated Contract Duration and End Date: 1 year

Date Reviewed: 5/27/21

Insurance Certificate Term: 7/1/20-7/1/21

Payment / Performance Bond:

Verification of Existence of Fidelity and Surety in CT

https://portal.ct.gov/-/media/CID/1_Lists/licencom.pdf

Certificate Meets Insurance Specifications: Yes

Insurance Carrier A.M. Best Rating: A-/7 or better

Comments:

Approved: Yes



Risk Manager or Authorized Designee



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

05/26/2021

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER RSC Insurance Brokerage, Inc. 1350 Avenue of the Americas 18th Floor New York NY 10019		CONTACT NAME: Irene Weiss PHONE (A/C, No, Ext): FAX (A/C, No): E-MAIL: iweiss@krautergroup.com ADDRESS:	
INSURED Post University, Inc., 800 Country Club Road Waterbury CT 06708		INSURER(S) AFFORDING COVERAGE INSURER A: Hanover Insurance Group INSURER B: Massachusetts Bay Insurance Company INSURER C: INSURER D: INSURER E: INSURER F:	
		NAIC # 22292 22306	

COVERAGES

CERTIFICATE NUMBER: CL20123089432

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	Y	Y	ZD4 D961931 01	07/01/2020	07/01/2021	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 15,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ Included \$
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	UMBRELLA LIAB EXCESS LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N	N/A	Y	WM4 D947494-01	07/01/2020 07/01/2021	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E L EACH ACCIDENT \$ 1,000,000 E L DISEASE - EA EMPLOYEE \$ 1,000,000 E L DISEASE - POLICY LIMIT \$ 1,000,000
B	Sexual Misconduct or Molestation			ZD4D961931-01	07/01/2020	07/01/2021	Each Incident Limit \$1,000,000 Aggregate Limit \$2,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Educators Legal Liability Coverage
Carrier: Indian Harbor Insurance Company
Policy Number: ELL0953962-01
Policy Term: 7/1/20-7/31/21
Each Claim-\$5,000,000
Aggregate-\$5,000,000

CERTIFICATE HOLDER**CANCELLATION**

City of Waterbury Waterbury Board of Education 236 Grand Street Waterbury CT 06702	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE
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AGENCY CUSTOMER ID: 00245954

LOC #: _____



ADDITIONAL REMARKS SCHEDULE

Page ____ of ____

AGENCY RSC Insurance Brokerage, Inc.		NAMED INSURED Post University Inc.
POLICY NUMBER		
CARRIER	NAIC CODE	EFFECTIVE DATE:

ADDITIONAL REMARKS

THIS ADDITIONAL REMARKS FORM IS A SCHEDULE TO ACORD FORM,
 FORM NUMBER: 25 FORM TITLE: Certificate of Liability Insurance

The City of Waterbury and its Board of Education is listed as an Additional Insured on the General Liability policy as required by written contract subject to policy terms, conditions and exclusions. A Waiver of Subrogation in favor of the Certificate holder, applies on the General Liability and Worker's Compensation policies. Coverage is primary and non-contributory.

CITY OF WATERBURY
Insurance Bid Specifications Recommendation
RISK MANAGEMENT

Submitting Department: BOE

Contact Name: Mike Merati

Description of Project/Work/Services: POST MOU

Insurance Requirements

Contractor/Vendor shall agree to maintain in force at all times during the contract the following minimum coverages and shall name City of Waterbury and the Waterbury Board of Ed as an Additional Insured on a primary and non-contributory basis to all policies, except Workers Compensation. All policies should also include a Waiver of Subrogation. Insurance shall be written with Carriers approved in the State of Connecticut and with a minimum AM Best's rating of "A-VIII."

If any policy is written on a "Claims Made" basis, the policy must be continually renewed for a minimum of two (2) years from the completion date of this contract. If the policy is replaced and/or the retroactive date is changed, then the expiring policy must be endorsed to extend the reporting period for claims for the policy in effect during the contract for two (2) years from the completion date.

Original, completed Certificates of Insurance must be presented to The City of Waterbury and the Waterbury Board of Ed prior to contract issuance. Contractor/Vendor agrees to provide replacement/renewal certificates at least 30 days prior to the expiration date of the policies. Should any of the above described policies be cancelled, limits reduced or coverage altered, 30 days written notice must be given to the City of Waterbury and the Waterbury Board of Ed.

General Liability: **\$1,000,000 each Occurrence**
 \$2,000,000 General Aggregate
 \$2,000,000 Products/ Completed Operations Aggregate

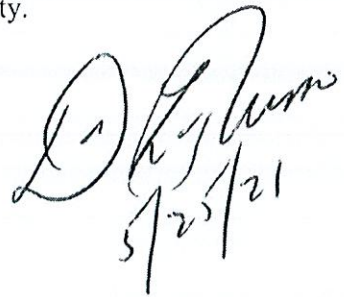
Professional Liability/E&O: **\$1,000,000 each Wrongful Act**
 \$1,000,000 Aggregate

Other Insurance Required: Abuse / Molestation Liab Ins. **\$1,000,000each Occurrence**
 \$1,000.000 Aggregate

(Applicable to Contractors working directly with Youth/Minors)

Wording for Additional Insured Endorsement and Waiver of Subrogation:

The City Waterbury and its Board of Education is listed as an Additional Insured on a primary and non-contributory basis on all policies except Workers Compensation and Professional Liability. All policies shall include a Waiver of Subrogation except Professional Liability.


5/25/21



MEMORANDUM OF UNDERSTANDING

ACADEMIC PARTNERSHIP - HIGH SCHOOL ACADEMY AT POST UNIVERSITY

WATERBURY PUBLIC SCHOOLS AND POST UNIVERSITY

Overview

The City of Waterbury, Waterbury Public Schools (collectively, "Waterbury") located at 236 Grand Street, Waterbury, CT 06702, would like to provide college level courses to their Waterbury students as part of a Career and Technical Education program (aka, "CTE"). Therefore, Post University (aka, "Post") and Waterbury are entering into a Memorandum of Understanding (MOU) effective on August 23, 2022, to establish a partnership wherein Post will offer identified courses to Waterbury students under Post's High School Academy program.

Waterbury students (aka, "students") as designated will have the opportunity to attend college classes through one or more of the following learning method options: (1) Main Campus Coursework (on campus at Post); (2) Attend college classes through online coursework at their own High School; and/or (3) Attend college classes taught by a Post credentialed Waterbury Public School Instructor at their own High School. Specific obligations are identified below as they shall apply if college classes are taught on Main Campus at Post standalone or in combination with the other options.

Obligations of WATERBURY:

- Waterbury will provide requested verification that the students meet the specified criteria for enrollment at Post, including but not limited to a 3.0 or higher GPA, and a recommendation from a high school administrator, guidance counselor, or faculty.
- Waterbury shall not assert any claim against Post, its officers and directors, agents, staff, faculty, representatives or invitees from and against all claims, losses, damages, costs, liabilities, obligations, expenses or fees of any kind or nature (collectively, "LOSSES") arising out of or resulting from use of Post facilities by Waterbury, the students, and its officers and directors, agents, staff, representatives or invitees, unless such LOSSES are a result of negligence, willful misconduct or reckless disregard.
- At least ten (10) days prior to the start of an upcoming term, as related to the Main Campus Coursework, and the first Term date, to be determined, if on Main Campus, Waterbury shall provide current proof (email is sufficient) of General Liability Insurance, minimum coverage of \$1,000,000 showing Post University as an additional insured, to Post at the address noted below.

- Waterbury has an understanding that all Waterbury students, as related to the Main Campus Coursework, are current with their health immunizations, and that each student's high school maintains current health records of each Waterbury students. Furthermore, Waterbury is responsible for understanding that each Waterbury student, as related to the Main Campus Coursework, is enrolled under a health and accident plan.
- At least eight (8) weeks prior to the start of an upcoming term, an identified representative from Waterbury will submit a written request to Post (email is sufficient) identifying the Post courses Waterbury is requesting in the upcoming term. An enrollment of ten (10) students, minimum per course, is required for a course to run as part of the CTE program at the tuition fee of \$300 per course.
- At least four (4) weeks prior to the start of an upcoming term, Waterbury will provide completed registration forms and required documentation to Post for all students planning to enroll. This lead time is needed so that Post can register students and ensure new students receive an orientation to Post's online learning management system prior to the start of the term.
- Waterbury will be invoiced and remit payment to Post the specified tuition (details below, see "Financial I Structure") for each student enrolled in a course payable Net 30 from day one of class. Registrations for the next term will be accepted but will not be processed without complete payment for the term in which students are currently enrolled.
- Waterbury may assign one staff employee to serve as a Waterbury "Facilitator " for each Online Course (the same person may facilitate multiple courses each term) and guarantee that person's participation in Post's facilitator training program.
- Waterbury will be responsible for all transportation arrangements for their students at Post as related to Main Campus Coursework.

POST University Responsibilities:

- Post will maintain ownership of the Post courses offered through the CTE program and host the courses for Waterbury students through Post's learning management system.
- Post will credential Waterbury faculty teaching the CTE courses, will maintain curricular oversight, and will ensure academic rigor and quality of course content and instruction.
- Post will create CTE course sections specific to Waterbury students. In order for a course to run, a section must have a minimum enrollment of ten (10) students. If the minimum enrollment of ten (10) students is not met, Post will consult with Waterbury prior to including non- Waterbury students in the same section as Waterbury students.
- Upon receipt of completed registration materials, Post will register the Waterbury students in the Post registration systems.
- Following standard University policies for the awarding of credit to non-matriculated students, upon successful completion of each CTE course, Post will award Waterbury students with 3 credits.
- Upon request from Waterbury students, Post will provide University transcripts (separate transcript fees may apply- see Post University catalog and/or website for fees).
- Post will ensure that Waterbury students have access to the same online tutor and writing services available to all Post University Online students.

- As with any other Post student, Post will hold Waterbury students accountable to Post's Civility Code, Academic Dishonesty Policy, and other Academic Policies. A full description of the Academic Policies can be found on Post's website.

Insurance Requirements:

Post shall not commence work under this MOU until all insurance required hereunder has been obtained by the Post and such insurance has been approved by the City. Insurance shall be provided by insurers that are satisfactory to the City, authorized to do business in the State of Connecticut, that have at least an "A-" Best's Rating, and are in an A.M. Best financial size category of VII or higher. The A.M. Best classifications are based on the most current A.M. Best Company ratings or an equivalent City approved rating system.

Post shall purchase and maintain the insurance coverages set forth below which shall protect the City from claims which may arise out of or result from Post's obligation under this MOU, whether such obligations are Post's or subcontractor or person or entity directly or indirectly employed by Post or subcontractor, or by any person or entity for whose acts Post subcontractor may be liable.

Each insurance policy shall state that the insurance company shall agree to investigate and defend the insured against all claims for damages, even if groundless. If any insurance required herein is to be issued or renewed on a claims made form as opposed to an occurrence form, the retroactive date for coverage shall be no later than the commencement date of this MOU and shall provide that in the event of cancellation or non-renewal, the discovery period for insurance claims ("Tail Coverage") shall be available for at least 60 months.

The following policies with stated limits shall be maintained, in full force and effect, at all times during which the services are to be performed by Post:

General Liability Insurance: \$1,000,000.00 per occurrence, \$2,000,000.00 aggregate and \$2,000,000.00 Products and completed operations aggregate

Providing coverage to protect the City for all damages arising out of bodily injuries, sickness to or death of all persons in any one accident or occurrence and for all damages arising out of destruction of property in any one accident or occurrence.

Professional Liability/E&O Insurance: \$1,000,000.00 each wrongful act, and \$1,000,000.00 aggregate limit

Professional liability (also known as, errors and omissions) insurance providing coverage to Post.

Abuse/Molestation Insurance: \$1,000,000.00 each Occurrence and \$1,000,000.00 Aggregate

Failure to Maintain Insurance: In the event Post fails to maintain the minimum required coverage as set forth herein, the City may at its option purchase same, and invoice Post for the cost of said insurance.

Cancellation: The City of Waterbury shall receive written notice of cancellation from Post at least thirty (30) calendar days prior to the date of actual cancellation, regardless of the reason for such cancellation.

Certificates of Insurance:

Post's General Liability Insurance policies shall be endorsed to add the City and its Board of Education as an additional insured and shall provide a waiver of subrogation. The insurance afforded the additional insured shall be primary and non-contributory insurance and the coverage and limits provided under Post's policies shall not be reduced or prorated by the existence of any other insurance applicable to any loss the additional insured may have suffered. At the time Post executes this MOU, it shall furnish to the City, subject to City approval, certificate(s) of insurance and Additional Insured Endorsement and Waiver of Subrogation Endorsement verifying the above coverages, including the naming of the City of Waterbury, as follows: **"The City of Waterbury and Board of Education is listed as an Additional Insured on a primary and non-contributory bases on all policies except Professional Liability. All policies shall include a Waiver of Subrogation except Professional Liability."** Post must supply replacement/renewal certificates at least thirty (30) calendar days prior to the expiration of the policy(ies). Said certificates shall contain a provision that coverage afforded under the policies shall not be cancelled or reduced for any reasons unless notice of not less than thirty (30) calendar days has been mailed to the Office of Corporation Counsel, 235 Grand Street, Waterbury, CT 06702.

No later than thirty (30) calendar days after Post's receipt, Post shall deliver to the City a copy of its insurance policies, endorsements, and riders.

Confidentiality/FERPA.

Post shall strictly adhere to all State and Federal Statutes, rules, policy, regulations, codes of participant protection and confidentiality, administrative directives of the State of Connecticut Board of Education, Connecticut Department of Education and the Waterbury Board of Education regarding confidentiality of student records, files, PPTs, IEPs, etc. Post shall further ensure that its employees, agents, or anyone performing work on its behalf under the terms of this MOU shall strictly adhere to all State and Federal Statutes, rules, policy, regulations, codes of participant protection and confidentiality, administrative directives of the State of Connecticut Board of Education and those of the Waterbury Board of Education regarding confidentiality of student records, files, PPTs, IEPs, etc.

Any and all materials contained in City of Waterbury student files that are entrusted to Post or gathered by Post in the course of its services shall remain in the strictest confidence to prevent disclosure of the same. All information furnished by the City or gathered by Post shall be used solely for the purposes of providing services under this MOU.

Post acknowledges that in the course of providing services under this MOU, it may come into the possession of education records of City Waterbury students as defined in and governed by Family Educational Rights and Privacy Act ("FERPA", 20 U.S.C. § 1232g) and related regulations (34 C.F.R. § 99) Post and City shall comply with the requirements of said statute and regulations, as amended from time to time and Post agrees to use information obtained from the City or student education records only for the purposes provided in this MOU. Without the prior written consent of the student's parent or guardian, as required by FERPA, Post has no authority to make disclosures of any information from education records.

Criminal Background Check and DCF Registry Check.

Post shall ensure, and represents to the City, that any person who will have direct contact with the Student pursuant to this MOU has stated, in writing, whether such person has ever been convicted of a crime or whether criminal charges were ever pending against such person. Post shall further ensure, and represents to the City that any person who will have direct contact with the Student has submitted to a records check of the Department of Children and Families child abuse and neglect registry established pursuant to Conn. Gen. Stat. §17a-101k, as well as state and national criminal history records checks conducted in accordance with Conn. Gen. Stat. §29-17a, the federal National Child Protection Act of 1993, and the federal Volunteers for Children Act of 1998. Post shall not permit any person with a disqualifying criminal history to have direct contact with the Student.

Brand Control Points

Waterbury will provide co-branding and co-marketing on all materials used by Post to market the Waterbury /Post partnership. Waterbury and Post University will announce, promote, and market the CTE and Waterbury/Post partnership. Post University can market Waterbury and Post partnership and can co-brand or market this articulation partnership on the University website and in-published materials. Waterbury can co-brand or market this articulation partnership on their website and in published materials.

Upon request, but no less than quarterly, Waterbury shall be provided a report of all co-marketing and branding efforts. Post and Waterbury acknowledge that when co-branding or marketing this partnership, each party may use the name and/or logo of the other party. Each will provide the other with an approved logo for such use.

Each party agrees to only use the other party's name and/or logo in ways as preapproved in writing (email is acceptable), and with the same level of care with which it uses its own name and logo. Either party will not unreasonably withhold approval for the use of names and/or logos. Post and Waterbury agree to use the other's name only in a positive light and will refrain from disparaging the other in any way.

Duration

The Memorandum of Understanding will begin August 23, 2022 and continue until either party terminates the Understanding. If either party for any reason wishes to terminate the MOU, it can be terminated with written notice of the intention to terminate with at least 90-days' notice.

Accreditation and Transfer of Credits to Other Institutions

Post University is accredited by the New England Commission of Higher Education (NECHE) and by the State of Connecticut. While credits from Post are regularly accepted at universities and colleges across the country, we cannot guarantee that any particular higher education institution will accept all credits. Post University guarantees that credits earned with a grade of "C" or better from the High School Academy will be accepted into Post University's undergraduate degree programs.

Financial Structure

Waterbury will pay a tuition of \$300 per each student enrolled in each 3-credit course. This discounted tuition may not be combined with any other discounts, grants, or institutional aid offered by Post University.

Waterbury students will be considered non-matriculated students and not eligible for Title IV funding. POST University retains the right to review and revise the tuition at any time. POST University will invoice Waterbury at the start of each term and payments will be NET 30 Days from the first day of the term or semester in which courses are delivered.

Waterbury Students who participate in High School Academy and the CTE program and continue their undergraduate studies in Post's online program will receive a 20% tuition discount. The 20% tuition discount cannot be combined with any other scholarships offered by Post. Waterbury students who participate in High School Academy and the CTE program and continue their undergraduate studies in Post's full-time Main Campus program will also receive a 20% tuition discount. Waterbury students may be eligible for additional generous University scholarships as detailed on the Post University Scholarship page:

The City's purchases under the Agreement will be funded by monies received by the City pursuant to the funding provisions of the Elementary and Secondary School Emergency Relief Fund funded under the Federal Coronavirus Response and Relief Supplemental Appropriations Act 2021, signed into law December 27, 2020 (ESSER II Fund) or pursuant to the American Rescue Plan Act Elementary and Secondary School Emergency Relief Fund (ARPA ESSER and ESSER III) signed into law March 11, 2021.

Post agrees that it will comply with all requirements associated with ESSER II and ARPA/ESSER (ESSER III) funding. A copy of the requirements governing Post as a contractor under these funding sources is attached hereto and made part hereof of this MOU.

<http://www.post.edu/tuition-and-financial-aid/financial-aid/campus/scholarships>. Main campus applications and corresponding financial packages will be reviewed on a case-by-case basis. Online and Main Campus tuition discounts, as well as University scholarships, may be combined with scholarships and grants provided by third parties, such as the US Department of Education.

Execution Plan

By signing below, the parties concur to the terms set forth above in this MOU Agreement. Although the parties anticipate a continuance and growth of the CTE program and agree to enter into a more specific or detailed agreement, Post University, Inc. and Waterbury will begin collaborating immediately and offer specifically designated course(s) for the Fall Semester, 2022.

POST UNIVERSITY, INC.

Dawn Sherman
Dean, School of Continuing Education
Post University

Date

WATERBURY PUBLIC SCHOOLS

Dr. Verna D. Ruffin, Superintendent of Schools

Date

City of Waterbury

Neil M. O'Leary, Mayor

Date

All official mail correspondence will be sent to the following addresses:

Post University, Inc.

Dawn Sherman
Dean, School of Continuing Education
800 Country Club Road
Waterbury, CT 06708
(203) 591-7304

Waterbury Public Schools

Dr. Verna D. Ruffin
Superintendent
236 Grand Street
Waterbury, CT 06702
(203) 574-8000

REQUIRED CONTRACT PROVISIONS – AMERICAN RESCUE PLAN ACT FUNDED PROJECTS

dated June 2021

Contractor shall comply with all applicable Federal statutes, regulations, executive orders, the American Rescue Plan Act, and any interpretive guidance by other parties in any agreements it enters into with other parties relating to these funds. Compliance requirements specifically include Sections 602 (b) and 603 (b) of the Social Security Act as added by Section 9901 of the American Rescue Plan Act, Pub. L. No. 117-2 (March 11, 2021).

In addition:

1. Contractor shall comply with regulations adopted by the Treasury pursuant to section 602(f) of the Social Security Act, and guidance issued by the Treasury regarding the foregoing and shall comply with all other applicable federal statutes, regulations, and executive orders.

Federal regulations applicable to this contract include, without limitation, the following:

- 1.1 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, 2, C.F.R. Part 200
- 1.2 Universal Identifier and System for Award Management (SAM), 2 C.F.R. Part 25, pursuant to which the award term set forth in Appendix A to 2 C.F.R. Part 25 is hereby incorporated by reference.
- 1.3 Reporting Subaward and Executive Compensation Information, 2 C.F.R. Part 170, pursuant to which the award term set forth in Appendix A to 2 C.F.R. Part 170 is hereby incorporated by reference.
- 1.4 OMB Guidelines on Governmentwide Debarment and Suspension (Nonprocurement), 2 C.F.R. Part 180, including the requirement too include a term or condition in all lower tier covered transactions (contracts and subcontracts described in 2 C.F.R. Part 180, subpart B) that the award is subject to 2 C.F. R. Part 180 and treasury's implementing regulation at 31 C.F.R. Part 19.
- 1.5 Recipient Integrity and Performance matters, pursuant to which the award term set forth in 2 C.F.R. Part 200, Appendix XII to Part 200 is hereby incorporated by reference.
- 1.6 Governmentwide Requirements for Drug-Free Workplace, 31 C.F.R. Part 20.
- 1.7 New Restrictions on Lobbying, 31 C.F.R. Part 21.
- 1.8 Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (42 U.S.C. §§4601-4655) and implementing regulations.
- 1.9 Generally applicable federal environmental laws and regulations.
- 1.10 Title VI of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d et seq.) and Treasury's implementing regulations at 31 C.F.R. Part 22, which prohibits discrimination on the basis of race, color, or national origin under programs or activities receiving federal financial assistance.
- 1.11 The Fair Housing Act, Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§ 3601 et seq.) which prohibits discrimination in housing on the basis of race, color, religion, national origin, sex, familial status or disability.
- 1.12 Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of disability under any program or activity receiving federal financial assistance.
- 1.13 The Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101 et seq.) and Treasury's implementing regulations at 31 C.F.R. Part 23, which prohibits discrimination on the basis of age in programs or activities receiving federal financial assistance.
- 1.14 Title II of the American with Disabilities Act of 1990, as amended (42 U.S.C. §§ 12101 et seq.), which prohibits discrimination on the basis of disability under programs, activities, and services provided or made available by state and local governments or instrumentalities or agencies thereof.
- 1.15 The contractor, its subcontractors and assigns, shall comply with following assurances:

- 1.15.1 Contractor ensures its current and future compliance with Title VI of the Civil Rights Act of 1964, as amended, which prohibits exclusion from participation, denial of benefits of, or subjection to discrimination under programs and activities receiving federal financial assistance, of any person in the United States on the ground of race, color, or natural origin (42 U.S.C. § 2000d et seq.), as implemented by the Department of Treasury Title VI regulations at 31 CFR Part 22 and other pertinent executive orders such as Executive Order 13166, directives, circulars, policies, memoranda, and/or guidance documents.
- 1.15.2 Contractor acknowledges that Executive Order 13166, "Improving Access to Persons with Limited English Proficiency," seeks to improve access to federally assisted programs and activities for individuals who, because of national origin, have Limited English proficiency (LEP). Contractor understands that denying a person access to its programs, services, and activities because of LEP is a form of national origin discrimination prohibited under Title VI of the Civil Rights Act of 1964 and the Department of the Treasury's implementing regulations. Accordingly, Contractor shall initiate reasonable steps, or comply with the department of Treasury's directives, to ensure that FEP persons have meaningful access to its programs, services, and activities. Contractor understands and agrees that meaningful access may entail providing language assistance services, including oral interpretation and written translation where necessary, to ensure effective communication in the Contractor's programs, services, and activities.
- 1.15.3 Contractor agrees to consider the need for language services for LEP persons when Contractor develops applicable budgets and conducts programs, services and activities. As a resource the Department of Treasury has published its LEP guidance at 70 CFR 6067. For more information on taking reasonable steps to provide meaningful access to LEP persons, please visit <http://www.lep.gov>.
- 1.15.4 Contractor acknowledges and agrees that compliance with the assurances constitutes a condition of continued receipt of federal financial assistance and is binding upon Contractor and Contractor's successors, transferees, and assigns for the period in which such assistance is provided.
- 1.16 The sub-grantee, contractor, subcontractor, successor, transferee, and assignee shall comply with Title VI of the Civil Rights Act of 1964, which prohibits recipients of federal financial assistance from excluding from a program or activity, denying benefits of, or otherwise discriminating against a person on the basis of race, color, or national origin (42 U.S.C. § 2000d et seq.), as implemented by the Department of Treasury's Title VI regulations, 31 CFR Part 22, which are herein incorporated by reference and made a part of this contract (or agreement). Title VI also includes protection to persons with "Limited English Proficiency" in any program or activity receiving federal financial assistance, 42 U.S.C. § 2000 et seq., as implemented by the Department of Treasury's Title VI regulations, 31 CFR Part 22, and herein incorporated by reference and made a part of this contract or agreement.
- 1.17 Seat Belt Use. Contractor is encouraged to adopt and enforce on-the-job seat belt policies and programs for their employees when operating company-owned, rented or personally owned vehicles.
- 1.18 Reducing Text Messaging When Driving. Contractor is encouraged to adopt and enforce policies that ban text messaging while driving.
- 1.19 If Contractor produces any publication with funds from an ARPA funded project, Contractor will include in the publication the following language: "This project is supported, in whole or in part, by federal award number _____ awarded to the City of Waterbury, by the U.S. Department of Treasury.
- 1.20 The Contractor shall protect all Whistleblowers as follows:
 - a) Contractor shall inform its employees in writing of the rights and remedies provided under this section, in the predominant native language of the workforce.

- b) In accordance with 41 U.S.G. §4712, Contractor may not discharge, demote or otherwise discriminate against an employee in reprisal for disclosing to any of the list of persons or entities provided below, information that the employee reasonably believes is evidence of gross mismanagement of a federal contract or grant, a gross waste of federal funds, and abuse of authority relating to a federal contract or grant, a substantial and specific danger to public health or safety, or a violation of law, rule, or regulation related to a federal contract (including the competition for or negotiation of a contract) or grant.
- c) The list of persons and entities referenced in the paragraph above includes the following:
 - i. A member of Congress or a representative of a committee of Congress;
 - ii. An Inspector General;
 - iii. The Government Accountability Office;
 - iv. A Treasury employee responsible for contract or grant oversight or management;
 - v. An authorized official of the Department of Justice or other law enforcement agency;
 - vi. A court or grand jury; or
 - vii. A management official or other employee of the City of Waterbury, contractor, or subcontractor who has the responsibility to investigate, discover, or address misconduct.

Crystal Burr

From: JERRY GAY <jerry.gay@waterbury.k12.ct.us>
Sent: Tuesday, November 08, 2022 8:10 AM
To: Insurance Requests
Cc: Michael Merati
Subject: COI Approval
Attachments: Insurance Cert & approval.pdf; POST Classes MOU - Final Draft.pdf; Certificate of Liability for City of Waterbury - Waterbury BOE 11.7.2022.pdf

Hi...If I could capture an approval of the attached updated COI for POST providing classes for HS students. Don had approved a prior that expired prior to our finalizing the contract. Thanks,

Jerry Gay, Contracts Manager
Waterbury Board of Education
236 Grand Street, Rm 263
Waterbury, CT. 06702
203-346-3989 ; Ext 11225
jerry.gay@waterbury.k12.ct.us

This email message, including any attachment(s), is for the exclusive use of the intended recipients and may contain confidential and/or privileged information under applicable federal and state laws, including, but not limited to, the Family Educational Rights and Privacy Act (FERPA). If the reader of this message is not an intended recipient, you are hereby directed to delete and destroy this message and any copies of the same and to contact the sender immediately. Any unauthorized review, use, disclosure or distribution of this message, including any of its attachment(s), is strictly prohibited.

THE CITY OF WATERBURY
MEMORANDUM

From: Delinquent Tax Office

Date 8/15/2022

To: Jerry Gay- Contract Manager
Department of Education

Subject: Tax Clearance

As of this date, the records in the Tax Collector's Office indicate that the following **is not delinquent**.

Post University, Inc.
John Hopkins
Scott Allen
Dan Streek
800 Country Club Rd.
Waterbury, CT 06708

If you have any questions regarding this issue, do not hesitate to call our office at (203) 574-6815.

Very truly yours,



NJO/wmf

Nancy J. Olson, CCMC
Deputy Revenue Collections Manager
City of Waterbury



Waterbury Public Schools

Office of Competitive Grants

Louise Allen Brown, J.D., M.P.A., Grant Writer

March 24, 2023

Honorable Board of Education
City of Waterbury
236 Grand Street
Waterbury, CT 06702

Re: School Mental Health Specialists Grant (CSDE)

Dear President Sweeney and Board of Education Commissioners:

The Connecticut State Department of Education recently announced a new grant program designed to support districts in hiring and retaining new school social workers, school psychologists, trauma specialists, behavior technicians, board certified behavior analysts, school counselors, licensed professional counselors, and licensed marriage and family therapists. Grant funding is available for three years with 100% funding in years one and two, and 70% funding in year three. The district is expected to cover 30% of costs for year three, and to sustain the project by funding the newly hired staff beyond the end of the grant period.

I have worked with Nyree Toucet on developing this grant project. To reduce the ratio of students to each School Counselor, the district proposes to hire two new School Counselors. More grant details appear in the attached Grant Highlights document.

Doreen Biolo, Chief Financial Officer has approved a 30% match for this grant in year three (3) of the three year grant, as is required. Additionally, Mrs. Biolo has approved the district's providing funding for the continuation of the positions beyond the grant period, as is expected by CSDE, through other grant and/or local funds.

The deadline for proposals is April 13, 2023. For that reason, I respectfully request consensus. I respectfully request your approval to apply for this grant.

Very truly yours,

Louise Allen Brown

Louise Allen Brown
Grant Writer

cc: Dr. Verna D. Ruffin
Darren Schwartz
Doreen Biolo
Janet Frenis
Nyree Toucet

School Mental Health Specialists Grant Program
CT State Department of Education
March 24, 2023
Louise Allen Brown, WPS Grant Writer

Grant Highlights

Program Purpose:

The purpose of this grant is to “assist Connecticut local and regional school districts in hiring and retaining additional school social workers, school psychologists, trauma specialists, behavior technicians, board certified behavior analysts, school counselors, licensed professional counselors, and licensed marriage and family therapists....” [RFP]

Eligible Applicants:

Local or regional boards of education, Charter schools, and Regional Education Service Centers (RESCs) may apply for these grants. [RFP]

Application Deadline: April 13, 2023

Grant Period: FY23, FY24, FY25 for staff hired by December 31, 2024

Grant Amount:

\$50,000 minimum, and a maximum of \$120,000 per district, per year

Matching Funds:

Local matching funds of 30% of grant amount in year 3 (FY25) are required, plus funding to sustain positions past the three year grant period. Note also - This is a reimbursement grant.

Priority:

CSDE shall give “priority to, but not be limited to, the following factors:

- Districts with large student-to-school mental health specialist ratios, or
- Districts with high student utilization of mental health services.
- Consideration will also be given to districts where 40% or more of the students are entitled to free or reduced priced lunches and districts within towns with a population of less than 13,000 residents.” [RFP]

Eligible Spending Categories:

- Personal services – salaries.
- Personal services – employee benefits.
- Purchased professional development and in-service training for newly hired SMHS position(s).
- Professional Education Services – proposed mental health service workers can be contracted with outside agencies or individuals.
- Supplies – specifically required for the newly hires SMHS position(s).

Waterbury Public Schools (WPS) Project:

In order to increase the number of School Mental Health Specialists in the district, and reduce the number of students assigned to each school counselor (counselor to student ratio), Waterbury will hire two new School Counselors.

Budget:

The grant budget will approximate the \$120,000/year in years one and two. In year three, the grant budget will be \$84,000, with the remaining \$36,000 in a match from the district, as required, from non-State funds. The year three match has been approved by D. Biolo, CFO. The CFO has also approved sustaining the two school counselor positions beyond the grant period from other grant and/or local funds.



Waterbury Public Schools

Office of Competitive Grants

Louise Allen Brown, J.D., M.P.A., Grant Writer

March 24, 2023

Honorable Board of Education
City of Waterbury
236 Grand Street
Waterbury, CT 06702

Re: School Security Competitive Grant Program – Round 6 (2023)

Dear President Sweeney and Board of Education Commissioners:

The Connecticut Department of Emergency Services and Public Protection, Division of Emergency Management and Homeland Security, is accepting applications for a sixth round of competitive grants from the above-named grant program. The purpose of the grant is to provide funds to improve security infrastructure in schools. This grant is offered by the State as a reimbursement basis grant; and grant funds would cover 79.79% of the project costs, with a required local match of 20.21%. Additional information about this grant program follows in my Grants Highlights document.

Will Zhuta, IT Supervisor, and Security and School Safety Coordinator Daniel Barry, have developed the projects for Round 6 of the State School Security Grant. The district's Round 6 grant request would fund security improvements at all schools, specifically: surveillance cameras, installation and related training at all schools; and access control improvements at two schools.

CFO Doreen Biolo has confirmed that the district would provide the local match required if the proposed Waterbury Round 6 grant is awarded. The total estimated cost for the proposed Round 6 projects is \$979,226. Based on that total cost, the amount of the grant request is estimated at this time to be \$781,324 (79.79%); and the local match is estimated at \$197,902 (20.21%).

The deadline for proposals is April 28, 2023. I respectfully request your approval to apply for this competitive grant.

Very truly yours,

Louise Allen Brown

Louise Allen Brown, Grant Writer

cc: Dr. Verna D. Ruffin
Darren Schwartz
Doreen Biolo
Will Zhuta
Daniel Barry

School Security Competitive Grant Program, Round 6 CT
Dept. of Emergency Services & Public Protection
Div. of Emergency Management & Homeland
Security Louise Allen Brown, WPS Grant Writer
March 23, 2023

Grant Highlights

Purpose of Grant:

The purpose of this competitive grant is to provide funds to improve security infrastructure in schools.

Eligible Applicants:

Local School Districts, Regional Educational Service Centers (RESCs), State Charter Schools, State Technical High Schools, Incorporated or Endowed High Schools or Academies.

Funding Priority:

“...first priority shall be given to applicants on behalf of schools that have no security infrastructure at the time of the assessment (Safe Schools Checklist). Applicants that have not received funding under previous Rounds of the School Security Grant Program SSGP will be given priority over applicants that have received funding.” [SSGP RFP]

Grant Period: January 1, 2013 to September 30, 2026.

Funding:

“There is no maximum application/award amount for eligible public schools.” However, this is a reimbursement grant. Therefore, if awarded, applicants “must be able to fund their entire project and be reimbursed the percentage identified” by the State for construction. [SSGP RFP] Waterbury’s current reimbursement rate is 79.79%.

Match Funds Required:

Local school districts must contribute a percentage of the grant budget equal to the difference between the district’s reimbursement rate and 100% of the project costs. With Waterbury’s State reimbursement rate at 79.29%, the matching funds required will be 20.71% of the total project costs.

Priority & Funding Decisions:

“Applications will be received and ranked based on the need for security....first priority shall be given to applicants on behalf of schools that have no security infrastructure...Applicants that have not received funding under previous rounds of the School Security Grant Program (SSGP) or Multi-Media School Security Grant Program (MMSGP) will be given priority over applicants that have previously received funding.”* [SSGP RFP]

*Note – Waterbury Public Schools was awarded funding through all five previous rounds of the SSGP grants, and through last year’s first MMSGP grants.

Eligible Expenses:

“Eligible expenses include: 1) portable screening and physical security improvements, 2) the cost of vendor provided training on the use of allowable equipment purchased under this program.” [SSGP RFP]

Allowable Project Expenses:

Personnel costs are not allowed. Examples of allowable expenses include, but are not limited to, the following security infrastructure improvements: Camera Systems; Portable Entrance Security Devices; Panic Alarm Systems; Radio System; Door and Window Enhancements; Access Control Systems; Perimeter Security; Other (if confirmed with State, only); and Training (vendor provided training provided on equipment purchased through this grant, only). [RFP]

Required at Time of Application:

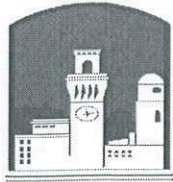
For each school for which funds are requested, a Safe Schools Checklist (a portion of the NCEF Safe Schools Facilities Checklist) is required at the time of application. Current Checklists are required for Round 6. The WPS Security & School Safety Coordinator is working on completing the security "Checklists" for all the schools so that the Checklists can be submitted as part of the grant application as is required. [RFP]

Waterbury Proposal

Waterbury will seek competitive grant funds for security improvements at all district schools. The security improvements will include 1) purchase and installation of surveillance cameras (and vendor provided training) and servers if needed, at all Waterbury schools; and 2) door access systems at two schools. Minor revisions and/or additions to the projects to be proposed may yet be necessary.

Waterbury Budget:

The project costs are estimated at \$979,226. The CFO, Doreen Biolo, has confirmed that the district will cover the 20.21% local match of \$197,901, as required, if the grant is awarded.



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

Michal Konopka
School Inspector Office

To: Board of Aldermen

From: Mike Konopka, School Inspector, School Inspector's Office BOE

Date: March 28, 2023

Re: **Board of Aldermen Approval Request / Executive Summary** – Board of Education
Contract between City of Waterbury and 4 You, LLC.

The School Inspector's Office respectfully requests your approval of the above-referenced contract for Flooring Installation at Walsh Elementary School in the amount of \$367,996.00, between The City of Waterbury and 4 You, LLC.

The funding source for this project is the Capital Budget.

The Contractor Shall Substantially Complete all work and services required under this Contract by August 15, 2023.

Accordingly, attached for your review and consideration are the requisite number of copies of the proposed contract.

Please note further that an electronic version and one complete set ("record copy") of Documents, including Contract, Proposals, has been placed on file with the City Clerk's Office.

Lastly, please be advised that the department will have a representative present at your upcoming meeting to answer any questions you may have regarding this matter.

Thank you,



Mike Konopka
Attachment

cc: Attorney Lynn McHale, via email, w/o attachment.

**AGREEMENT
(RFP No. 7528)
for
WALSH FLOOR REPLACEMENT
between
City of Waterbury
and
4 You LLC**

THIS CONTRACT (“Contract” or Agreement”), effective on the date signed by the Mayor, is by and between the CITY OF WATERBURY (“City”), City Hall, 235 Grand Street, Waterbury, Connecticut and 4 You LLC (“Contractor”) located at 1039 RACEBROOK RD, WOODBRIDGE, CT 06525, a State of Connecticut duly registered domestic limited liability company (jointly referred to as the “Parties” to this Agreement).

WHEREAS, the Contractor submitted a proposal to the City in response to Request for Proposal (“RFP”) Number 7528 for Replacement of Floors at Walsh Elementary School (“Walsh”); and

WHEREAS, the City has selected Contractor to perform services regarding RFP Number 7528; and

WHEREAS, the City desires to obtain the Contractor's services for Replacement of Floor at Walsh pursuant to the terms and conditions set forth in this Contract (the “Project”).

NOW THEREFORE, THE PARTIES AGREE AND COVENANT AS FOLLOWS:

1. Scope of Services. The Contractor shall furnish all of the labor, services, equipment, materials, supplies, transportation, and incidentals necessary to complete the Project as specified in this agreement (also referred to herein as "Contract") and such shall be completed in a satisfactory manner, as reasonably determined by the City. All labor, services, equipment, materials, supplies, transportation, and incidentals shall comply with **(i)** any and all applicable local, state and federal laws, statutes, ordinances, rules and regulations, including without limitation all notice requirements thereunder, and **(ii)** generally accepted professional standards.

1.1. The Project consists of, and Contractor shall provide for, the Walsh Floor Replacement at Walsh Elementary School located at 55 Dikeman Street. Contractor shall provide for the removal and replacement of approximately 35,000 square feet of flooring in the basement hallway, basement classrooms, first floor classrooms, second floor hallway, and second floor classrooms as detailed and described in **Attachment A** and are hereby made material provisions of this Contract. **Attachment A** shall consist of the following, which are attached hereto, are acknowledged by the Contractor as having been received, or otherwise hereby incorporated by reference as noted below, and all are made a part hereof:

- 1.1.1 City of Waterbury RFP No. 7528, attached hereto;
- 1.1.2 Addendum #1 to RFP No. 7528, consisting of 4 pages, attached hereto;
- 1.1.3 Technical Specifications (City of Waterbury RFP # 7528 Attachment G “Scope of Services, General Description, Technical Specifications”), consisting of 6 pages and included within 1.1.1 above;
- 1.1.4 Contractor’s Proposal, dated February 1, 2023, consisting of 22 pages (including Contractor’s 2 page Price Proposal), and Contractor’s Revised Price Proposal, dated March 23, 2023 and consisting of 2 pages, attached hereto;
- 1.1.5 Contractor’s Certificate(s) of Insurance, attached hereto (or otherwise incorporated by reference);
- 1.1.6 State Wage Rate Documentation, consisting of 9 pages, attached hereto;
- 1.1.7 Any and all applicable Commission on Human Rights and Opportunities compliance documentation, (incorporated by reference);
- 1.1.8 All applicable Federal, State and local statutes, regulations charter and ordinances, incorporated by reference;
- 1.1.9 All Permits and Licenses, incorporated by reference; and
- 1.1.10 Any and all amendment(s) and Change Orders issued by the City after execution of Contract, incorporated by reference.

1.2. The entirety of **Attachment A** plus this executed instrument are together deemed the Contract Documents (hereinafter collectively referred to as "Contract Documents"). The City’s record copy of the Contract Documents shall control and shall be effective and binding on the Contractor. In the event that any provision in the Contract Documents conflict with any other provision therein, the provision in the component part of the Contract Document first enumerated below shall govern over any other component part which follows it numerically.

- 1.2.1 Federal, State, and local laws, regulations, charter and ordinances
- 1.2.2 Contract Amendment(s) and Change Order
- 1.2.3 This Contract
- 1.2.4 RFP No. 7528
- 1.2.5 Technical Specifications
- 1.2.6 Contractor’s Revised Price Proposal

2. Representations Regarding Qualification and Accreditation. The Contractor represents that its employees are licensed to perform the scope of work set forth in this Contract. The Contractor further represents that its employees have the requisite skill, expertise and knowledge necessary to perform the scope of work required under the terms of this Contract, including any supplementary work and the City relies upon Contractor’s representations.

2.1. Representations regarding Personnel. The Contractor represents that it has, or will secure at its own expense, all personnel required to perform the services under this Contract. Such personnel shall not be employees of or have any contractual relationship with the City, unless use of City employees or of personnel having a contractual relationship with the City is approved in writing. As set forth above, all the services

required hereunder shall be performed by the Contractor or under its supervision and all personnel engaged in the work shall be fully qualified and shall be authorized or permitted under state or local law to perform such services.

2.2. Representations regarding Qualifications. The Contractor hereby represents that, to the extent required by Federal, State and Local statutes, regulations, codes, ordinances, and policies, that the Contractor and/or its employees be licensed, certified, registered, or otherwise qualified, the Contractor and all employees providing services under this Contract, are in full compliance with those statutes, regulations and ordinances. Upon City request, the Contractor shall provide to the City a copy of the Contractor's licenses, certifications, registrations, etc.

***** **IF WORKING IN/ON SCHOOL GROUNDS*******

2.3. Activities, Work, and Services Performed in Department of Education Facilities, on School Grounds, at Student Sporting Events, and/or where City Students Present. For all activities in school facilities and/or Department of Education facilities, the Contractor shall first be required to coordinate all on-site visits and activities with the appropriate Department/personnel in Education, or the designated person and shall obtain any necessary clearance, ID badges, etc.

2.4. Criminal Background Check and DCF Registry Check. The Contractor shall ensure, and represents to the City, that any employee who will be on school grounds/Department of Education Property/at Department of Education events and/or where City Students Present, that will or may have direct contact with a Student pursuant to this Agreement has stated, in writing, whether such person has ever been convicted of a crime or whether criminal charges were ever pending against such person. The Contractor shall further ensure, and represents to the City that any person who will have direct contact with a Student has submitted to a records check of the Department of Children and Families child abuse and neglect registry established pursuant to Conn. Gen. Stat. §17a-101k, as well as state and national criminal history records checks conducted in accordance with Conn. Gen. Stat. §29-17a, the federal National Child Protection Act of 1993, and the federal Volunteers for Children Act of 1998. The Contractor shall not permit any person with a disqualifying criminal history to have direct contact with a student.

2.5. Activities, Work, and Services Performed on other City Property (Non-Education facilities). For all activities involving non-Board of Education facilities and/or buildings, Contractor shall first be required to coordinate all on-site visits and activities with the appropriate City Department or its designee.

3. Responsibilities of the Contractor. The Contractor agrees to properly implement the services required in the manner herein provided. The Contractor shall, in addition to any other responsibilities set forth in this Contract and the Schedules and Attachments hereto, perform the following coincident with the performance of this Contract:

3.1. Due Diligence Obligation. The Contractor acknowledges its responsibilities to examine and to be thoroughly familiar with the City's RFP documents and this Project, including, but not limited to the plans, specifications, drawings and any addenda thereto. The Contractor hereby warrants and represents that prior to the submission of its proposal during the RFP/solicitation process it reviewed or was afforded opportunity, by the City, to review all physical items, facilities, services and functions essential to the satisfactory performance of the services required ("Due Diligence") and thereby certifies that all such items facilities, services and functions are included in this Contract and thereby warrants that:

3.1.1 it conducted or had opportunity to conduct all due diligence prior to the submission of its Proposal and, accordingly, any additional costs, services or products resulting from the failure of the Contractor to complete Due Diligence prior to submission of its Proposal shall be borne by the Contractor. Furthermore, the Contractor had the opportunity during the RFP/solicitation process to ask questions it saw fit and to review the responses from the City;

3.1.2 its failure or omission to make investigation and verification of data shall, in no way, be cause for future claim of ignorance of such data or conditions nor shall such failure to investigate and verify be the basis for any claim whatsoever, monetary or otherwise;

3.1.3 it is solely responsible for resolving any issues resulting from its failure to conduct due diligence and it shall assume any and all resulting costs it incurs during the Project;

3.1.4 it was responsible for specifying any changes and disclosing any associated new costs prior to submittal of its Proposal. In the event the Contractor failed to disclose any such new cost prior to the submittal of its Proposal, the Contractor hereby covenants that it shall remain solely responsible for, and shall absorb, those non-disclosed costs;

3.1.5 it has familiarized itself with the nature and extent of the Contract Documents, Project, locality, and with all local conditions and Federal, State and local laws, ordinances, rules and regulations that in any manner may affect cost, progress or performance of the Project;

3.1.6 it has given the City written notice of any conflict, error or discrepancy that the Contractor discovered in the City's RFP documents and other documents for RFP No. 7528 (collectively "Contract Documents");

3.1.7. it agrees that the RFP Documents and Contract Documents are sufficient in scope and detail to indicate and convey understanding of all terms and conditions for performance of the Project;

3.1.8. it has studied carefully all reports of investigations and tests of subsurface and latent physical conditions at the site or otherwise affecting cost, progress or performance of the Scope of Services which were utilized in the preparation of the plans and specifications;

3.1.9 it has made or caused to be made examinations, investigations, measurements and tests and studies of any applicable reports and related data as it deems necessary for ensuring performance of the Scope of Services at the Contract Price within the Contract Time and in accordance with the other terms and conditions of the Contracts; and certifies no additional examinations, investigations, tests, reports or similar data are or will be required by Contractor for such purposes; and

3.1.10 The Contractor shall not take advantage of any obvious error or apparent discrepancy in the Contract. Notice of any error or discrepancy discovered shall be given immediately in writing to the City, who shall make such corrections and interpretations as it may deem necessary for the completion of the Project in a satisfactory and acceptable manner.

3.2. Safety. Contractor shall perform all work in a safe manner in full compliance with local, state and federal health and safety regulations. Contractor shall immediately correct any dangerous condition caused by or resulting from its work. If it fails to correct, or to act diligently to correct, any condition which the City reasonably believes to be a hazard to persons or property, then immediately upon oral or written notice to any supervisory or similar personnel of Contractor, City may, but shall not be required to, correct same at Contractor's expense. City shall confirm in writing any oral notice given within five (5) business days thereafter.

3.3. Storage. In the event the Project site has insufficient, inadequate, and/or improper storage space, it shall be the responsibility of the Contractor to secure, provide and maintain at the Contractor's sole cost and expense (i) adequate off-site storage space for equipment, materials, incidentals, etc., and (ii) all associated delivery and transportation services. In either event, the Contractor shall assume full responsibility for equipment, materials, incidentals, etc. until both title and risk of loss pass to the City pursuant to Section 8 of this Contract.

3.4. Working Hours. To the extent the Contractor is required to be on City property to render the Contractor's services hereunder, the Contractor shall coordinate its schedule so that work on and at the Project site is performed during the hours of 7:00 a.m. and 6:00 p.m. Monday through Friday and 9:00 a.m. to 6:00 p.m. on Saturday, Sunday and legal holidays unless more exactly specified elsewhere in this Contract or **Attachment A** or unless prior written permission is obtained from the City to work during other times. This provision shall not excuse the Contractor from timely performance under the Contract.

3.5. Cleaning Up. The Contractor shall at all times keep the Project site free from accumulation of waste materials or rubbish caused by Contractor's employees or subcontractors, and at the completion of the work shall remove all rubbish from and about

the Project and all tools, scaffolding and surplus materials and shall leave the Project site "broom clean" or its equivalent, unless more exactly specified. In case of dispute, the City may remove the rubbish and charge the cost to the Contractor.

3.6. Publicity. Contractor agrees not to deliberately disclose the fact that the City has entered into or terminated this Contract or disclose any of the terms of the Contract or use the City's name in connection with any publicity, unless the City gives prior written consent to such use of the City's name in each instance.

3.7. Standard of Performance. All Contractor labor, materials, supplies, components, equipment, reports, plans, specifications, drawings, deliverables, incidentals, etc., required to be furnished or delivered under this Contract shall conform in all respects with the requirements set forth in this Contract and shall meet or exceed those standards generally recognized in the Contractor's craft and trade in the State of Connecticut. City specified manufacturer and/or brand name substitution desired by the Contractor shall be made only with the prior written consent of an authorized representative of the City's Using Agency.

3.7.1 In carrying out the Project, the Contractor must employ such methods or means as will not cause any interruption of or interference with the work of any other contractor, nor with the normal routine of the institution or agency operating at the Project site.

3.8. Contractor's Employees. The Contractor shall at all times enforce strict discipline and good order among its employees, and shall not employ on the work any unfit person or anyone not skilled in the work assigned. The Contractor shall not, without the prior written approval of the City's Using Agency, substitute, terminate, replace or otherwise remove any Contractor employee expressly named, identified or required in this Contract.

3.9. Subsurface/Unknown Site Conditions. If Project site conditions are encountered which are (i) subsurface or otherwise concealed physical conditions or other conditions which differ materially from those indicated in the Contract Documents, or (ii) unknown conditions of an unusual nature which differ materially from those ordinarily found to exist and generally recognized as inherent or common in construction activities of the character provided for in this Contract, then prompt notice by the observing party shall be given to the other party to this Contract before Project site conditions may be disturbed. The Contractor shall thereafter wait for written instructions from the City before proceeding with regard to such conditions.

3.10. Surveys. All surveys required under this Contract shall be performed by a State of Connecticut duly licensed land surveyor. Unless expressly stated to the contrary in Section 1 of this Contract and **Attachment A**, the Contractor shall perform all layout work, all field measurements and all construction staking required, necessary or prudent for the satisfactory prosecution of the Contractor's obligations under this Contract.

3.11. Permits and Licenses. Unless expressly stated to the contrary in Section 1 of this Contract and **Attachment A**, the Contractor shall secure and obtain all permits and all

licenses required, or necessary, or prudent for the performance of the Contractor's obligations under this Contract., and for the City's occupancy, use, and operation of the Project.

3.12. Manufacturer's Directions. Where it is required in this Contract that materials, products, processes, equipment or the like be installed or applied in accord with manufacturer's directions, specifications or instructions, it shall be construed to mean that the said application or installation by the Contractor shall be in strict accord with printed instructions furnished by the manufacturer of the material concerned for use under conditions similar to those at the Project site. One (1) copy of such instructions shall be furnished to the City.

3.13. Review by the City. The Contractor shall permit the City and the City's duly authorized representatives and agents to review, at any time, all work performed under the terms of this Contract at any stage of the Project.

3.14. Records Maintenance. The Contractor shall maintain or cause to be maintained all records, books or other documents relative to charges, costs, expenses, fees, alleged breaches of the Contract, settlement of claims or any other matter pertaining to the Contractor's demand for payment.

4. Responsibilities of the City and City Reservation of Rights. Upon the City's receipt of Contractor's written request for specific information, the City will provide the Contractor with existing documents, data and other materials the City agrees are necessary and appropriate to the services to be performed by the Contractor hereunder and the City will endeavor to secure, where feasible and where the City agrees it is necessary and appropriate, materials or information from other sources requested by the Contractor for the purpose of carrying out the services under this Contract.

4.1. The City may, in its sole discretion, designate person(s) to act as the City's Project Engineer(s) and/or Manager(s) and the City may, in its sole discretion, define such person(s) authority and responsibilities.

4.2. The City reserves the right to (i) perform work related or unrelated to the Project with the City's own forces adjoining, adjacent to, or in the vicinity of, the Project site and/or (ii) let separate contracts related or unrelated to the Project for work and services adjoining, adjacent to, or in the vicinity of, the Project site. In such event, the Contractor shall afford all such parties reasonable opportunity for storage of materials and equipment and for the uninterrupted provision and delivery of such parties' work and/or services. The Contractor shall cooperate with such parties and in the case of a dispute, the decision of the City shall be complied with by all.

5. Contract Time. Contract Time. The Contractor shall Substantially Complete all work and services required under this Contract by **August 15, 2023**. ("Contract Time").

5.1. Within one (1) week of the City's issuance of its written notice to proceed, and prior to the commencement of any work on the Project site, the Contractor shall submit for the City's written approval a construction progress schedule. On a monthly basis, the Contractor shall deliver to the City a written status report setting forth an analysis and critique of the Contractor's compliance with said schedule.

5.2. Delay Damages

5.2.1 Time is and shall be of the essence for all Project Phase Completion Dates, Milestones, Substantial and Final Completion Date. The Contractor further agrees that the Project shall be prosecuted regularly, diligently and uninterruptedly and at such rate of progress as will insure full completion thereof within the Contract time stated above. It is expressly understood and agreed, by and between the Contractor and City, that the Phase Completion Dates, Milestones, Substantial and Final Completion Date are reasonable for the completion of the Project.

5.2.1.1 The Contractor shall pay to the City the sum of the greater of Five Hundred Dollars (\$500.00) per consecutive calendar day for each and every consecutive calendar day for which the Contractor is in default in completing the work beyond the Final Completion Date, Substantial Completion Date, Milestones and Phase Completion Dates, as set forth in Section 5, or the actual damages incurred by the City caused by the delay. The preceding sum is hereby agreed upon not as a penalty, but as delay damages for the delay that the City shall suffer due to such default.

5.2.1.2 The City shall have the right to recover all damages pursuant to any remedy at law or equity including but not limited to deducting the amount of any such damages from any monies due the Contractor under this Contract. The Contractor understands that if the entire Work or of any portion of the Work that the City has agreed to accept separately, if any, is not attained by the applicable completion dates as set forth in the entire Section 5, the City will suffer damages, which are difficult to specify accurately and ascertain. Delay damages based upon delay shall be assessed to compensate the City for all actual loss sustained by the delay, including, but not limited to, loss of use, increased cost of material or services to complete the project, loss of State funding, all other another actual expense, and all other damages allowed by law, including attorney's fees.

5.3 No Damage for Delay

In no event shall the Contractor be entitled to any compensation or recovery of any damages in connection with any Delay, including, without limitation, consequential damages, lost opportunity damages, attorney's fees or other, similar remuneration. The City's exercise of any of its rights or remedies under the Contract Documents, including without limitation, ordering changes in the Work, or directing suspension, rescheduling or correction of the Work, regardless of the extent or frequency of the City's exercise of these rights has been contemplated by the parties

and shall not be construed as an exception.

6. Compensation. The City shall compensate the Contractor for satisfactory provision of all of the goods and services set forth in this Contract as follows in this Section 6. No claims for additional compensation will be considered for conditions made known to the Contractor prior to submitting its Proposal. No claims for additional compensation will be considered on account of failure of the Contractor to completely inform itself as required herein above.

6.1. Fee Schedule. Subject to retainage, limitations, etc. set forth below in this Section 6, the fee payable to the Contractor shall not exceed **THREE HUNDRED SIXTY-SEVEN THOUSAND NINE HUNDRED NINETY-SIX DOLLARS AND ZERO CENTS (\$367,996.00)** (hereafter referred to as "Total Compensation") with the basis for payment being Contractor's Price Proposal set forth in **Attachment A's** "Contractor's Revised Price Proposal, dated March 23, 2023", which is summarized below:

- i. \$172,373.00.....(2nd Floor – hall and rooms)
- ii. \$ 76,322.00.....(basement – hall and rooms)
- iii. \$119,301.00.....(1st floor – rooms only)

6.2. Retainage. At the City's sole discretion, it hereby reserves the right to withhold as retainage Five Percent (5%) percent of any payment (or monetary sum otherwise required by law) owed to the Contractor to be withheld from payments to the Contractor otherwise payable to the Contractor until such time as the Contractor's work and services to be provided under this Contact are fully completed and accepted in writing by the City. The retainage does not does not include additional sums that the City may withhold due to the Contractor's failure to comply with provisions of this Contract.

6.3. Limitation of Payment. Compensation to the Contractor is limited to those fees set forth in Section 6.1. of this Contract and is further limited to work (i) performed in fact, (ii) conforming with this Contract, and (iii) accepted in writing by a duly authorized City employee. Such compensation shall be paid by the City upon its review and approval of the Contractor's invoices for payment and review of the Contractor's work.

6.3.1 Funding. In the event this Contract is funded, in whole or in part, by Federal and/or State monies, grants, loans, etc, all City payment(s) shall fully comply with all relevant Federal and State statutes and regulations. In the event this Contract is 100% funded by Federal and/or State monies, grants, loans, etc., the aggregate sum of all City payments shall not exceed the aggregate sum of such funding.

6.3.2 The Contractor and its affiliates are hereby provided with notice that the City reserves the right, in the City's sole discretion, to offset, withhold, or otherwise reduce City payment(s) to the Contractor, in an amount equaling the sum or sums of money the Contractor and/or its affiliates is/are, or become delinquent or in arrears on, regarding the Vendor's and/or its affiliates real and personal property taxes and other payment obligations to the City.

6.4. Proposal Costs. All costs of the Contractor in preparing its Proposal for **RFP Number 7528** shall be solely borne by the Contractor and are not included in the compensation to be paid by the City to the Contractor under this Contract or any other agreement.

6.5. Payment for Services, Materials, Appliances, Employees. The Contractor shall be responsible to the City for the suitability of services, materials and equipment furnished to comply fully with the requirements set forth in this Contract. The Contractor shall promptly pay all employees as their pay falls due, shall pay promptly as they fall due all bills for subcontractors, materials, supplies and services going into the work, and all bills for insurance, bonds, Worker's Compensation coverage, Federal and State Unemployment Compensation, and Social Security charges applicable to this Project. Before final City payment is made, the Contractor shall furnish to the City a sworn, notarized, affidavit stating that all of the foregoing payment obligations have been fully completed.

6.6. Liens. Neither the City's final payment nor any part of the retained percentage, if any, shall become due until the Contractor, if required by the City, shall deliver to the City a complete release of all liens arising out of this Contract, or receipts in full in lieu thereof, and, if required, in either case, an affidavit that so far as the Contractor has knowledge or information, the releases and receipts include all the labor and material for which a lien could be filed; but the Contractor may, if any subcontractor refuses to furnish a release or receipt in full, furnish a bond satisfactory to the City, to indemnify it against any lien. If any lien remains unsatisfied after all payments are made, the Contractor shall refund to the City all moneys that the City may be compelled to pay in discharging such a lien, including all costs and a reasonable attorney's fee.

6.7. Contractor's Certificate of Completion. Upon the Contractor's (i) completion of all Project milestones, and (ii) Substantial Completion of the Project, and (iii) Final Completion of the Project, the Contractor shall, in each instance, file with the City a written, notarized affidavit setting forth the amount of Project work performed. The City reserves the right to verify or challenge by any reasonable means the accuracy of said affidavit.

6.8. Final Payment. All prior estimates and City payments, including those relating to extra or additional work, retainage(s), and holdback(s), shall be subject to correction by this final payment which is throughout this Contract called "Final Payment". No payment, final or partial, shall act as a release to the Contractor or its surety from any Contractor obligation(s) under this Contract.

6.9. Clean Water Fund Project Requirements. In the event this Contract is funded in whole or in part, is reliant upon, or falls within the jurisdiction of the Clean Water Fund and its statutes, regulations and rules, the Contractor shall:

6.9.1 submit Applications for Payment in accordance with the following:

The City must receive the Contractor's Application for Payment by the City's or its designee's, review and recommendation for payment, by the fifteenth calendar day

of the month to receive payment within the next 50 days. If not received by the fifteenth calendar day of the month, payment can not be made until 50 days after the fifteenth calendar day of the subsequent month. The Contractor shall provide at the City's request, reasonable documentation to substantiate Contractor's Application for Payment.

6.9.2 Progress and Final Payments

The City will make progress payments on account of the Contract Price on the basis of the Contractor's Applications for Payment, monthly during construction as provided below. All progress payments will be on the basis of the progress of the Scope of Services as determined by the City, according to the schedule of values provided for in the Contract Documents, and approved by the City. Prior to Substantial Completion, progress payments will be limited to an amount equal to 95 percent of the value of the Scope of Services completed. Upon Substantial Completion, the City will pay the amount as specified in the Contract Documents.

7. Warranty of the Contractor. The Contractor warrants to the City that all materials, supplies, components, equipment, etc. furnished under this Contract shall be new and of good quality, except as otherwise expressly stated and permitted by the City elsewhere in this Contract. The Contractor warrants that none of its work shall be defective. The Contractor shall be liable to repair and install and/or replace without charge any service, component, equipment or part thereof which is defective or does not conform with this Contract within the greater of (i) 365 calendar days after the City delivers its written notice of its acceptance of the Project and statement therein establishing the final completion date, or (ii) that time period or date expressly stated elsewhere in this Contract or **Attachment A**.

7.1. The Contractor further warrants that all materials, supplies, services, components, equipment, reports, plans, drawings, deliverables, incidentals, etc., shall be free from any and all defects caused by faulty design, faulty material or poor workmanship. The Contractor shall supply to the City copies of any written manufacturer's warranties and guarantees. The Contractor's foregoing warranty obligations are in addition to, and not a limitation of, all manufacturer's warranties and guarantees, and any other remedy stated in this contract or otherwise available to the City under applicable law.

8. Passing of Title and Risk of Loss.

8.1. City beneficial use of Project equipment, materials, site-work, etc. prior to the Contractor's final completion of the Project or prior to the City's final payment for the Project shall neither act to vest title in the City nor act to transfer risk of loss from the Contractor to the City. Said title and risk shall pass to the City upon the City's final payment for the Project.

8.2. Contractor and its insurer shall assume the risks of loss or damage to the equipment up to and including the date title passes, except that City shall be responsible for loss or damage caused by City's gross negligence.

8.3. After Project equipment, materials, etc. are delivered to the Project work-site and become operable or functional, the Contractor shall not thereafter remove any such equipment, materials, etc. from the Project work-site without securing the prior written consent of an authorized City Using Agency employee.

9. Indemnification.

9.1. The Contractor shall indemnify, defend, and hold harmless the City, City's Boards, and Board of Education, commissions, agents, officials and employees from and against all claims, suits, damages, losses, judgments, costs and expenses including attorney's fees arising out of or resulting from the delivery of the labor, services, equipment, materials, reports, plans, specifications, design, drawings, deliverables, incidentals, etc. provided that any such claims, suits, damages, losses, judgments, costs or expenses **(i)** are attributable to bodily injury, sickness, disease or death, or to injury to or destruction of tangible property, including the loss of use resulting there from, **(ii)** are alleged to be caused in whole or in part by any willful, intentional, negligent, or reckless act or omission of the Contractor, its employees, any subcontractor or consultant, anyone directly or indirectly employed by any of them or anyone for whose acts any of them may be liable, regardless of whether or not it is caused in part by a party indemnified hereunder; **(iii)** any enforcement action or any claim for breach of the Contractor's duties hereunder, or **(iv)** any claim for intangible loss(es) including but not limited to business losses, lost profits or revenue, regardless of whether or not it is caused in part by a party indemnified hereunder.

9.2. In any and all claims against the City, Board of Education or any of City's boards, agents, employees or officers by the Contractor or any employee of the Contractor, any subcontractor or consultant, anyone directly or indirectly employed by any of them or anyone for whose acts any of them may be liable, the indemnification obligation under Paragraph 9 above, shall not be limited in any way by any limitation on the amount or type of damages, compensation or benefits payable by or for the Contractor or any subcontractor under Worker's Compensation Acts, disability benefit acts or other employee benefit acts.

9.3. The Contractor understands and agrees that any insurance required by this Contract, or otherwise provided by the Contractor, shall in no way limit the responsibility to indemnify, defend, keep and hold harmless the City, the Board of Education, any of City's boards, agents, employees as provided in this Contract.

9.4. The Contractor expressly understands and agrees that any performance bond or insurance protection required by this Contract, or otherwise provided by the Contractor, shall in no way limit the responsibility to indemnify, keep and save harmless and defend the City and the City's boards, agents, employees or officers as provided herein.

9.5. Royalties and Patents. The Contractor shall, for all time, secure to the City the free and undisputed right to the use of any and all patented articles and methods used in the work and shall defend at Contractor's own expense any and all suits for infringement or alleged infringement of such patents, and in the event of adverse award under patent suits,

the Contractor shall pay such awards and hold the City harmless in connection with any patent suits that may arise as a result of installations made by the Contractor and as to any award made thereunder.

9.6. In the event this Contract and/or the Contractor's, or its subcontractor, work and services provisioned hereunder is/are subject to the provisions of any Federal or State statute or regulations, or the City Charter or City Ordinance, the Contractor shall indemnify, defend and hold harmless the City from any fine, penalty or other amounts imposed on the City under said statutes, regulations, Charter or Ordinances, if caused by Contractor, or its subcontractor, omission or commission.

10. Contract Bonds. The Contractor shall furnish to the City, prior to the execution of this Contract by the City, both a performance bond and a payment bond, each bond written for a penal sum equaling the Section 6 "Total Compensation" amount in a form and with a surety acceptable to the City. The bonds shall continue in effect for the greater of **(i)** the warranty period set forth in Section 7 of this Contract, or **(ii)** 365 calendar days after the Final Completion Date referenced elsewhere in this Contract.

11. Contractor's Insurance.

11.1. The Contractor shall not commence work under this Contract until all insurance required under this Section 11 has been obtained by the Contractor and such insurance has been approved by the City. The Contractor shall not allow any subcontractor to commence work on any subcontract until all insurance required of any such subcontractor has been so obtained and approved by the City. Insurance shall be provided by insurers, satisfactory to the City and authorized to do business in the State of Connecticut, an "A-" Best's Rating and at least a Class V3 or better financial size category as shown in the most current A.M. Best Company ratings.

11.2. At no additional cost to the City, the Contractor shall purchase and maintain the insurance coverages set forth below which shall protect the City from claims which may arise out of or result from the Contractor's obligation under this Contract, whether such obligations are the Contractor's or subcontractor or person or entity directly or indirectly employed by said Contractor or subcontractor, or by any person or entity for whose acts said Contractor or subcontractor may be liable.

11.3. Each insurance policy shall state that the insurance company shall agree to investigate and defend the insured against all claims for damages, even if groundless. If any insurance required herein is to be issued or renewed on a claims made form as opposed to an occurrence form, the retroactive date for coverage shall be no later than the commencement date of this Contract and shall provide that in the event of cancellation or non-renewal, the discovery period for insurance claims ("Tail Coverage") shall be available for at least 60 months.

11.4. The following policies with stated limits shall be maintained, in full force and effect, at all times during which the services are to be performed by the Contractor:

11.4.1 General Liability Insurance:

\$1,000,000.00 per occurrence

\$2,000,000.00 aggregate

\$2,000,000.00 Products and completed operations aggregate

Providing coverage to protect the City for all damages arising out of bodily injuries, sickness to or death of all persons in any one accident or occurrence and for all damages arising out of destruction of property in any one accident or occurrence.

11.4.2 Automobile Liability Insurance:

\$1,000,000.00 combined single limit (CSL)

Providing coverage to protect the City with respect to claims for damage for bodily injury and or property damage arising out of ownership, maintenance, operation, use or loading and unloading of any auto including hired & non-owned autos.

11.4.3 Workers' Compensation: Statutory Limits within the State of Connecticut: Employers' Liability:

EL Each Accident **\$1,000,000.00**

EL Disease Each Employee **\$1,000,000.00**

EL Disease Policy Limit **\$1,000,000.00**

Contractor shall comply with all State of Connecticut statutes as it relates to workers' compensation.

11.5. Failure to Maintain Insurance: In the event the Contractor fails to maintain the minimum required coverage as set forth herein, the City may at its option purchase same, and offset the Contractor's invoices for the cost of said insurance.

11.6. Cancellation: The City of Waterbury shall receive written notice of cancellation from the Contractor at least thirty (30) calendar days prior to the date of actual cancellation, regardless of the reason for such cancellation.

11.7. Certificates of Insurance: The Contractor's General, Automobile, Builder's Risk and Excess/Umbrella Liability Insurance policies shall be endorsed to add the City and the City of Waterbury Board of Education an additional insured and provide waiver of subrogation on all policies. The insurance afforded the additional insured shall be primary and non-contributory insurance and the coverage and limits provided under the Contractor's policies shall not be reduced or prorated by the existence of any other insurance applicable to any loss the additional insured may have suffered. Prior to the execution of this Contract by the City, the Contractor shall furnish to the City, subject to City approval, certificate(s) of insurance and Additional Insured Endorsement and Waiver of Subrogation Endorsement verifying the above coverages, including the naming of the City of Waterbury, as follows: **"The City of Waterbury and its Board of Education are listed as an Additional Insured on a primary and non-contributory basis on all**

policies except Workers Compensation and Professional Liability. All policies shall include a Waiver of Subrogation.” The City's RFP Number must be shown on the certificate of insurance to assure correct filing. The Contractor must supply replacement/renewal certificates at least 30 days prior to the expiration of the policy(ies). Said certificates shall contain a provision that coverage afforded under the policies shall not be cancelled or reduced for any reasons unless notice of than thirty (30) calendar days has been mailed to the City's Using Agency and a copy to the City's Office of Corporation Counsel, 235 Grand Street, Waterbury, CT 06702.

11.8. No later than thirty (30) calendar days after Contractor receipt, the Contractor shall deliver to the City a copy of the Contractor's insurance policies and endorsements and riders.

12. Conformance with Federal, State and Other Jurisdictional Requirements. By executing this Contract, the Contractor represents and warrants that, at all pertinent and relevant times to the Contract, it has been, is and will continue to be in full compliance with all applicable statutes, acts, ordinances, guidelines, resolutions, orders, judgments, decrees, injunctions, rules, and regulations of all government authorities applicable to performance by the Contractor of services hereunder, including those having jurisdiction over its registration and licensing to perform services hereunder; including, but not limited to, the following: EQUAL EMPLOYMENT OPPORTUNITY; COPELAND ANTI-KICKBACK ACT, as supplemented in the Department of Labor Regulations (29 CFR, Part 3); DAVIS BACON ACT as supplemented by Department of Labor Regulations (29 CFR Part 5); Section 103 and 107 of the Contract Work Hours and Safety Standards Act, as supplemented by the Department of Labor Regulations (29 CFR Part 5); the HOUSING and COMMUNITY DEVELOPMENT ACT of 1974, as amended; TITLE 31 and Section 12-430(7) of the State of Connecticut General Statutes. All applicable sections of the City Charter and Code of Ordinances are incorporated by reference made a part hereof.

12.1. Taxes-Federal, State and Local. The City is exempt from Federal Excise and Transportation, State and Local Sales and Use Taxes, including without limitation, taxes that would otherwise be imposed upon the Contractor for transactions required or necessitated hereunder between it and its subcontractors, suppliers, etc. The Contractor remains liable, however, for any applicable tax obligations it incurs. Moreover, the Contractor represents that the proposal and pricing contained in this Contract do not include the amount payable for said taxes.

12.2. Labor and Wages-Federal and State. The Contractor and its subcontractors shall conform to Federal and State of Connecticut labor laws, and all other laws, ordinances, and legal requirements affecting the work in Connecticut.

12.2.1 The Contractor is aware of, and shall comply with, the provisions of Title 31, §53 of the Connecticut General Statutes, latest revision (the “Act”), concerning the payment of minimum wages for work on public facilities. The provisions of the Act are hereby incorporated by reference and made a part of this Contract. The Act provides that the Connecticut prevailing wage law applies to certain remodeling, refurbishing, alteration, repair and new construction. The wages paid

on an hourly basis to any person performing the work of any mechanic, laborer or worker on the work herein contracted to be done and the amount of payment or contribution paid or payable on behalf of each such person to any employee welfare fund, as defined in Conn.Gen.Statute 31-53(i), shall be at a rate equal to the rate customary or prevailing for the same work in the same trade or occupation in the town in which such public works project is being constructed. Any contractor who is not obligated by agreement to make payment or contribution on behalf of such persons to any such employee welfare fund shall pay to each mechanic, laborer or worker as part of such person's wages the amount of payment or contribution for such person's classification on each pay day.

12.2.2 The Contractor is aware of, and shall comply with, the provisions of both the Federal Davis-Bacon Act and the Federal American Recovery and Reinvestment Act of 2009, the provisions of both acts hereby incorporated by reference and made a part of this Contract. The Federal Davis-Bacon Act provides that Federal wage rate laws apply to certain federally funded contracts. The American Recovery and Reinvestment Act ("ARRA") provides that Federal wage rate laws apply to all ARRA funded contracts regardless of the contract's dollar value.

12.3. Compliance with Chapters 34, 38, and 39 of the Code of Ordinances of the City. By executing this Contract, the Contractor represents and warrants that, at all pertinent and relevant times to the Contract, it has been, is and will continue to be in full compliance with the provisions of Chapters 34, 38, and 39 of the Code of Ordinances of the City and well as any other relevant provisions of the Charter and the Code of Ordinances.

12.4. Compliance with CONN. GEN. STAT. § 4a-60g, as amended by June 2015 Special Session Public Act 15-5.

12.4.1 Definitions – For purposes of this paragraph:

i. "Small contractor" means any contractor, subcontractor, manufacturer, service company or nonprofit corporation (A) that maintains its principal place of business in the state, (B) that had gross revenues not exceeding fifteen million dollars in the most recently completed fiscal year prior to such application, and (C) that is independent. "Small contractor" does not include any person who is affiliated with another person if both persons considered together have a gross revenue exceeding fifteen million dollars.

ii. "Minority business enterprise" means any small contractor (A) fifty-one per cent or more of the capital stock, if any, or assets of which are owned by a person or persons who (i) exercise operational authority over the daily affairs of the enterprise, (ii) have the power to direct the management and policies and receive the beneficial interest of the enterprise, (iii) possess

managerial and technical competence and experience directly related to the principal business activities of the enterprise, and (iv) are members of a minority, as such term is defined in subsection (a) of section 32-9n, or are individuals with a disability, or (B) which is a nonprofit corporation in which fifty-one per cent or more of the persons who (i) exercise operational authority over the enterprise, (ii) possess managerial and technical competence and experience directly related to the principal business activities of the enterprise, (iii) have the power to direct the management and policies of the enterprise, and (iv) are members of a minority, as defined in this subsection, or are individuals with a disability.

iii. "Municipal public works contract" means that portion of an agreement entered into on or after October 1, 2015, between any individual, Contractor or corporation and a municipality for the construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, which is financed in whole or in part by the state, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees but excluding any project of an alliance district, as defined in section 10-262u, as amended by this act, financed by state funding in an amount equal to fifty thousand dollars or less.

12.4.2 The Contractor and subcontractor shall comply with the specific requirements of the State of Connecticut Set Aside Program, CONN. GEN. STAT. § 4a-60g, as amended by June 2015 Special Session Public Act 15-5, if the municipal public works contract awarded to the Contractor is funded in whole or in part by state funds.

12.4.3 The Contractor shall be subject to the following set-aside requirements if the municipal public works contract, is funded in whole or in part by the State of Connecticut, and is in excess of FIFTY THOUSAND DOLLARS (\$50,000.00), for the construction, rehabilitation, conversion, extension, demolition, or repairing of a public building or highway, or other changes or improvements in real property.

12.4.4 Set-Aside requirements – Any contractor awarded a municipal public works contract, on the basis of competitive bidding procedures, shall comply with the following Set –Aside requirements:

- i.** set aside at least twenty-five per cent (25%) of the total value of the state's financial assistance for such contract for award to subcontractors who are small contractors, and
- ii.** of that portion to be set aside in accordance with Subparagraph i. of this subdivision, reserve a portion equivalent to twenty-five per cent (25%) of the total value of the contract or portion thereof to be set aside for awards to subcontractors who are minority business enterprises.

12.4.5 Failure of the Contractor or subcontractor to comply with the State of Connecticut Set-Aside requirements shall be a material breach of this Contract.

13. Discriminatory Practices. In performing this Contract, the Contractor shall not discriminate against any employee or applicant for employment, with respect to his or her hire, tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of race, color, sex, sexual orientation, gender identity or expression, age, religious creed, disability, national origin or ancestry, marital status, family status, prior psychiatric treatment, health care, military status or source of income or because of a handicap that is unrelated to the employee's or the applicant's ability to perform the duties of a particular job or position. Subcontracts with each subcontractor shall contain a provision requiring non-discrimination in employment as herein specified. This covenant is required pursuant to §93.04 of the Code of Ordinances of the City and any breach thereof may be regarded as a material breach of this Contract. Said provisions with subcontractors shall require conformity and compliance with all local, state and federal laws, rules and regulations and Executive orders pertaining to discrimination and equal opportunity requirements.

13.1. Discrimination Because of Certain Labor Matters. No person employed on the work covered by this Contract shall be discharged or in any way discriminated against because such person has filed any complaint or instituted or caused to be instituted any proceeding or has testified or is about to testify in any proceeding under or related to the labor standards applicable hereunder to its employer.

13.2. Equal Opportunity. In its execution of the performance of this Contract, the Contractor shall not discriminate and shall comply with applicable laws prohibiting discrimination on the grounds of race, color, religion, sex, national origin or citizenship status, age or handicap. The Contractor agrees to comply with all local, state and federal laws, rules and regulations and Executive orders pertaining to discrimination and equal opportunity requirements, and will require the same of all subcontractors

13.3. Affirmative Action.

13.3.1. Pursuant to CONN. GEN. STAT. § 4a-60, as amended by June 2015 Special Session Public Act 15-5, the following are required for every Municipal Public Works Contract:

(a) Every contract to which an awarding agency is a party, every quasi-public agency project contract and every municipal public works contract shall contain the following provisions:

(1) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability

prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the state of Connecticut; and the contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved;

(2) The contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission on Human Rights and Opportunities;

(3) The contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment;

(4) The contractor agrees to comply with each provision of this section and sections 46a-68e and 46a-68f and with each regulation or relevant order issued by said commission pursuant to sections 46a-56, as amended by this act, 46a-68e, 46a-68f and 46a-86; and

(5) The contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor as relate to the provisions of this section and section 46a-56, as amended by this act.

(b) If the contract is a public works contract, municipal public works contract or contract for a quasi-public agency project, the contractor agrees and warrants that he or she will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works or quasi-public agency project.

13.3.2. Pursuant to CONN. GEN. STAT. § 4a-60a, as amended by June 2015 Special Session Public Act 15-5, the following are required for every Municipal Public Works Contract:

(a) Every contract to which an awarding agency is a party, every contract for a quasi-public agency project and every municipal public works contract shall contain the following provisions:

(1) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or of the state of Connecticut, and that employees are treated when employed without regard to their sexual orientation;

(2) The contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment;

(3) The contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said commission pursuant to section 46a-56; and

(4) The contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor which relate to the provisions of this section and section 46a-56.

14. Good Jobs Ordinance

14.1. Conformance With An Ordinance Concerning The Hiring Of Waterbury Residents On Certain Publicly-Funded Construction Projects.

14.1.1 The Contractors and its Subcontractors shall comply with the specific requirements of "An Ordinance Concerning the Hiring of Waterbury Residents on Certain Publicly-Funded Construction Projects" (the "Good Jobs Ordinance"), as may be amended from time to time and as set forth in Chapter 34 of the Code of Ordinances of the City. While the principal provisions of the ordinance are summarized as set forth in paragraphs C-H below, the Contractor does hereby acknowledge that it has reviewed a copy of the Good Jobs Ordinance and that it has read the Ordinance and that Contractor is familiar with the obligations imposed on the Contractor and each Subcontractor by the Good Jobs Ordinance.

14.1.2 Failure of the Contractor or its Subcontractors to comply with the Good Jobs Ordinance shall be a material breach of this Agreement.

14.1.3 This paragraph shall apply to a Covered Project, as that term is defined in the Good Jobs Ordinance, in the City with a value of \$500,000.00 or greater and only to the extent permitted by federal and state law.

14.1.4 Definitions. For purposes of this paragraph:

- i. "Administrator" shall be defined as it is in the Good Jobs Ordinance.
- ii. "Apprentice" shall be defined as it is in the Good Jobs Ordinance.
- iii. "Basic Skilled Worker" shall be defined as it is in the Good Jobs Ordinance.
- iv. "Contractor" shall be defined as it is in the Good Jobs Ordinance.
- v. "Covered Project" shall be defined as it is in the Good Jobs Ordinance.
- vi. "Hiring Goal" shall be defined as it is in the Good Jobs Ordinance.
- vii. "Resident" shall be defined as it is in the Good Jobs Ordinance.
- viii. "Subcontractor" shall be defined as it is in the Good Jobs Ordinance and shall include the Contractor's direct subcontractor providing construction work and all lower tiered (level) providers of construction work.

14.1.5 Hiring Goals. If this Agreement requires the Contractor to perform work on a Covered Project, the Contractor and each Subcontractor shall have as its hiring goals:

- i. at least thirty percent (30%) of its total worker hours performed by City Residents, and
- ii. at least twenty-five percent (25%) of construction trade jobs shall go to Apprentices and/or Basic Skilled Workers, and
- iii. at least seventy percent (70%) of all "new hires" (as that term is defined in the Good Jobs Ordinance) shall be "economically disadvantaged" individuals (as that term is defined in the Good Jobs Ordinance), and
- iv. a minimum of five percent (5%) of the construction workforce labor hours will be local resident, minority artisans, and
- v. a minimum of five percent (5%) of the construction workforce labor hours will be women, and
- vi. a minimum of ten percent (10%) of the total work hours shall be allocated for minorities, or

vii. as may otherwise be required by any superseding Federal or State employment discrimination prohibition laws.

14.1.6 Good Faith Efforts. The Contractor and each Subcontractor shall engage in Good Faith Efforts to comply with the Hiring Goals. For the purposes of this paragraph, the term “Good Faith Efforts” shall have the same meaning as it does in the Good Jobs Ordinance.

The Contractor and each Subcontractor shall individually implement Good Faith efforts to satisfy the Hiring Goals.

14.1.7 Action Plan and Pre-Construction Meeting. Not later than fourteen (14) business days prior to the scheduled commencement date for construction, the Contractor shall submit a written plan-of-action to the City and to the Administrator of the Good Jobs Ordinance defining how the Contractor, and each Subcontractor, shall implement Good Faith Efforts to fulfill the Hiring Goals. Each plan-of-action shall include the anticipated number of job positions required for the Work. Not later than five (5) business day prior to the commencement date of construction, the Contractor must attend a mandatory "pre-construction" meeting with the City to review all plans-of-action and other relevant materials. No construction work shall proceed absent this pre-construction meeting.

14.1.8 Other Contractor Obligations. In addition to the foregoing, the Contractor shall ensure that all Subcontractor contracts and agreements expressly set forth and state as binding obligations therein, subject to appropriate party name change, the above Hiring Goals and Good Faith Efforts. The Contractor shall be accountable for, and liable to the City for, Contractor and each Subcontractor compliance with Hiring Goals and Good Faith efforts.

i. The Contractor shall meet with the Administrator no less than four (4) weeks prior to the commencement of construction on a Covered Project and provide the Administrator with the number of job positions to be created by the project by trade and the qualifications by job tile.

ii. The Contractor shall be required to produce Contractor and Subcontractor documentation that may be required under the provisions of the Good Jobs Ordinance or that the City or the Administrator reasonably believes will assist the City or the Administrator with their evaluation of Hiring Goals and Good Faith Efforts.

iii. The Contractor shall deliver weekly certified payroll records to the City within five (5) working days of the end of each payroll period. Moreover, the Contractor shall require each Subcontractor to create weekly certified payroll records.

iv. The Contractor's and each Subcontractor's payroll records shall include the person-hours, the residential address, race, gender, hiring date, and apprentice (job) classification of all personnel employed under this Agreement and all Contracts and Sub-Contracts thereunder. The Contractor and each Subcontractor shall mark their respective final payroll period records as being final and be signed by an authorized officer or employee.

14.2 Liquidated Damages Applicable To Section 14.1

14.2.1 If the City finds that the Contractor, or a Subcontractor, has failed to achieve Hiring Goals during any five (5) day work period (Monday through Friday), the City shall:

- i. issue a written notice to the Contractor specifying the matters constituting such failure and the time period within which Good Faith Efforts documentation must be delivered to the City for its evaluation.
- ii. if the Good Faith documentation is not provided or, if provided, it fails to demonstrate compliance with Good Faith Efforts, the Contractor shall, for each failure by the Contractor or a Subcontractor to achieve the Hiring Goals during a full five day work period, pay to the City one thousand dollars (\$1,000.00) as liquidated damages.

14.2.2 If the City finds that the Contractor, or a Subcontractor, has failed to deliver weekly certified payroll records to the City within five (5) working days of the end of each payroll period the Contractor shall, as liquidated damages pay one thousand dollars (\$1,000.00) to the City for each week of ongoing violation.

14.2.3 The City shall provide the Contractor with an invoice identifying all sums due the City, as liquidated damages, as a result of the Contractor or a Subcontractor's failure to comply with the Good Jobs Ordinance as set forth above.

14.2.4 No portion of any invoice submitted by a Contractor that is subject to liquidated damages shall be paid by the City until such time as all liquidated damages relating to that invoice have been paid to the City.

14.2.5 The foregoing liquidated damages provisions shall be expressly set forth, subject to appropriate party name adjustments, as material provisions in all Contracts that the Contractor has with Subcontractors and the Contractor is obligated hereunder to enforce compliance in such Contracts with Subcontractors.

14.2.6 Any payment of liquidated damages hereunder shall not preclude a later claim, nor any later finding of a breach, or any payment of additional damages related to such later claim.

15. Housing and Urban Development Section 3 Clause. In the event this Contract is funded, in whole or in part, through Housing and Urban Development assistance, 24 C.F.R. Part 75, §§75.1 – 75.33 (formerly 24 C.F.R. Part 135, §135.38) may apply and the Contractor shall then be required to comply with the following (referred to as the "Section 3 clause"):

15.1. The work to be performed under this Contract is subject to the requirements of Section 3 of the Housing and Urban Development Act of 1968, as amended, 12 U.S.C. § 1701u (Section 3). The purpose of Section 3 is to ensure that employment and other economic opportunities generated by HUD assistance or HUD-assisted Projects covered by Section 3, shall, to the greatest extent feasible, be directed to low and very low-income persons, particularly persons who are recipients of HUD assistance for housing.

15.2. The parties to this Contract agree to comply with HUD's regulations in 24 C.F.R. Part 75, which implement Section 3. As evidenced by their execution of this Contract, the parties to this Contract certify that they are under no contractual or other impediment that would prevent them from complying with the part 75 regulations.

15.3. The Contractor agrees to send to each labor organization or representative of workers with which the Contractor has a collective bargaining agreement or other understanding, if any, a notice advising the labor organization or workers' representative of the Contractor's commitments under this Section 3 clause, and will post copies of the notice in conspicuous places at the work site where both employees and applicants for training and employment positions can see the notice. The notice shall describe the Section 3 preference, shall set forth minimum number and job titles subject to hire, availability of apprenticeship and training positions, the qualifications for each; and the name and location of the person(s) taking applications for each of the positions; and the anticipated date the work shall begin.

15.4. The Contractor agrees to include this Section 3 clause in every subcontract subject to compliance with regulations in 24 C.F.R. Part 75, and agrees to take appropriate action, as provided in an applicable provision of the subcontract or in this Section 3 clause, upon a finding that the subcontractor is in violation of the regulations in 24 C.F.R. Part 75. The Contractor will not subcontract with any subcontractor where the contractor has notice or knowledge that the subcontractor has been found in violation of the regulations in 24 C.F.R. Part 75.

15.5. The Contractor will certify that any vacant employment positions, including training positions, that are filled (i) after the Contractor is selected but before the Contract is executed, and (ii) with persons other than those to whom the regulations of 24 C.F.R. Part 75 require employment opportunities to be directed, were not filled to circumvent the Contractor's obligations under 24 C.F.R. Part 75.

15.6. Noncompliance with HUD's regulations in 24 C.F.R. Part 75 may result in sanctions, termination of this contract for default, and debarment or suspension from future HUD assisted contracts.

15.7. With respect to work performed in connection with Section 3 covered Indian housing assistance, section 7(b) of the Indian Self-Determination and Education Assistance Act (25 U.S.C. § 450e) also applies to the work to be performed under this Contract. Section 7(b) requires that to the greatest extent feasible (i) preference and opportunities for training and employment shall be given to Indians, and (ii) preference in the award of contracts and subcontracts shall be given to Indian organizations and Indian-owned Economic Enterprises. Parties to this Contract that are subject to the provisions of Section 3 and section 7(b) agree to comply with Section 3 to the maximum extent feasible, but not in derogation of compliance with section 7(b).

16. Termination.

16.1. Termination of Contract for Cause. If, through any cause, the Contractor shall fail to fulfill in a timely and proper manner its obligations under this Contract, or if the Contractor shall violate any of the covenants, agreements, or stipulations of this Contract, the City shall thereupon have the right to terminate this Contract by either (i) giving written notice to the Contractor of a date certain by which Contractor shall, to the written satisfaction of the City, cure after which and without further action by any party, such termination shall automatically become effective and binding, or (ii) giving written notice to the Contractor specifying the effective date of such termination at least five (5) business days before the effective date of such termination.

16.1.1 In the event of a termination, all finished or unfinished documents, data, studies, reports, plans, specifications, drawings, supplies, services, etc. prepared by the Contractor under this Contract shall, at the option of the City, become the City's property, and the Contractor shall be entitled to receive just and equitable compensation for any satisfactory work completed for such.

16.1.2 Notwithstanding the above, the Contractor shall not be relieved of liability to the City for damages sustained by the City by virtue of any breach of this Contract by the Contractor, and the City may withhold any payments to the Contractor for the purpose of setoff until such time as the exact amount of damages due the City from the Contractor is determined.

16.2. Termination for Convenience of the City. The City may terminate this Contract at any time for the convenience of the City, by a notice in writing from the City to the Contractor. If this Contract is terminated by the City as provided herein, the Contractor will be paid an amount which bears the same ratio to the total compensation as the services actually performed bear to the total services of the Contractor covered by this Contract, less payments of compensation previously made.

16.3. Termination for Non-Appropriation or Lack of Funding. The Contractor acknowledges that the City is a municipal corporation and that this Contract is subject to the appropriation and disbursement of funds by the City sufficient for this Contract for each budget year in which this Contract is in effect. The Contractor therefore agrees that the City shall have the right to terminate this Contract in whole or in part without penalty to

the City in the event that sufficient funds to provide for City payment(s) under this Contract is not appropriated, not authorized, or not made available, or such funding has been reduced. In the event this Contract is subject, in whole or in part, to the appropriation and disbursement of Federal and/or State funds and those Federal and/or State funds are not appropriated or are not disbursed to the City, the Contractor hereby agrees that the City shall have the right to terminate this Contract in whole or in part without penalty to the City.

16.3.1 Effects of Non-Appropriation. If funds to enable the City to effect continued payment under this Contract are not appropriated, authorized or otherwise made available by law, the City shall have the right to terminate this Contract without penalty at the end of the last period for which funds have been appropriated, authorized or otherwise made available by law by giving written notice of termination to the Contractor.

16.3.2 Effects of Reduced Levels of Funding. If funding is reduced by law, or funds to pay the Contractor for the agreed to level of the products, services and functions to be provided by the Contractor under this Contract are not appropriated, authorized or otherwise made available by law, the City may, upon seven (7) business days written notice to the Contractor, reduce the level of the products, services or functions in such manner and for such periods of time as the City may elect. The charges payable under this Contract shall be equitably adjusted to reflect such reduced level of products, services or functions and the parties shall be afforded the rights set forth in this Contract.

16.3.3 No Payment for Lost Profits. In no event shall the City be obligated to pay or otherwise compensate the Contractor for any lost or expected future profits.

16.4. Rights Upon Termination.

16.4.1 Termination for Cause. In the event the City terminates this Contract for cause, the Contractor shall relinquish to the City any applicable interest, title and ownership including, but not limited to, perpetual use of any proprietary rights in and to the products and deliverables delivered to, in possession of and properly invoiced and paid for by (except to the extent such invoiced amount is disputed) the City. With regard to third party products, the Contractor shall transfer all licenses which it is permitted to transfer in accordance with the applicable third party license. The City shall have no financial obligation to compensate the Contractor for such terminated products unless payment is otherwise approved by the City prior to such termination. The Contractor shall be liable for costs incurred by the City, including but not limited to reasonable attorney fees and all court awarded fees and costs incurred in terminating this Contract in whole or in part.

16.4.2 Termination for Lack of Funding or Convenience. In the event of termination by the City for lack of funding or convenience, the City shall pay the Contractor for all labor, services, equipment, materials, reports, plans,

specifications, drawings, deliverables, incidentals, etc.(including any holdbacks) installed and delivered to the City as of the Termination Date and the Contractor shall relinquish to the City any applicable interest, title and ownership including, but not limited to perpetual use of any proprietary rights in and to said labor, services, equipment, materials, reports, plans, specifications, drawings, deliverables, incidentals, etc. delivered to, in possession of and paid for by the City (except to the extent any invoiced amount is disputed). The Contractor shall be required to exercise commercially reasonable efforts to mitigate damages. In the event of a termination for Lack of Funding or Convenience the City and the Contractor may negotiate a mutually acceptable payment to the Contractor for reasonable demobilization expenses. Said demobilization expenses, if any, shall be handled in accordance with the provision of this Contract pertaining to changes in the Project.

16.4.3 Assumption of Subcontracts. In the event of termination, the City shall have the right to assume, at its option, any and all subcontracts for products, services and functions provided exclusively under this Contract.

16.4.4 Delivery of Documents. In the event of termination, (i) the Contractor shall promptly deliver to the City, in a manner reasonably specified by the City, all documents and other tangible items furnished by, or owned, leased, or licensed by, the City, and (ii) the City shall pay the Contractor for all services performed and deliverables completed and accepted (pro-rated for deliverables partially completed) prior to the effective date of the termination (except to the extent any invoice amount is disputed).

17. Force Majeure. Neither the Contractor nor the City shall be held responsible for delays or be considered to be in breach of this Contract or be subject to liquidated damages when their respective obligations under this Contract are caused by conditions beyond their control, including without limitation:

17.1. Acts of God, such as severe acts of nature or weather events including floods, fires, earthquakes, hurricanes, cyclones, or explosions;

17.2. war, acts of terrorism, acts of public enemies, revolution, civil commotion or unrest, riots, pandemics or epidemics;

17.3. acts of governmental authorities such as expropriation, condemnation, changes of law and order or regulations, proclamation, ordinance, or other governmental requirement;

17.4. strikes and labor disputes; and

17.5. certain accidents including but not limited to hazardous, toxic, radioactive or nuclear contamination spills, contamination, combustion or explosion, which prevent a Party from fulfilling their obligations or otherwise render performance under the Contract impossible.

Upon cessation of work for reason of force majeure delays, the Party(ies) whose obligations are affected shall use their best efforts to meet their obligations under this Agreement and their schedule set forth in Section 5 of this Contract.

18. Subcontracting. The Contractor shall not, without the prior written approval of the City's Using Agency, subcontract, in whole or in part, any of the Contractor's services. Any subcontractor so approved shall be required to secure and maintain insurance coverage equal to or better than that required of the Contractor and shall name the City as an additional insured party and said subcontractors shall deliver to the City a certificate of insurance evidencing such coverages. All subcontractors shall comply with all federal, state and local, laws, regulations and ordinances but such requirement shall not relieve the Contractor from its requirement that all services provided hereunder shall comply with all Federal, State and local, laws, regulations and ordinances.

18.1. The Contractor shall be as fully responsible to the City for the acts and omissions of its subcontractors, and of persons either directly or indirectly employed by them, as it is for the acts and omissions of persons directly employed by the Contractor.

18.2. The Contractor is responsible for and shall control activities of its subcontractors, and the subcontractors shall consult and cooperate with one another and other contractors working on the Project site. Each subcontractor shall furnish all necessary information to other subcontractors and shall lay out and install its own work so as to avoid any delays or interferences with the work of another. Any cost for changes, cutting and/or repairing, made necessary by failure to observe the above requirements shall be borne by the Contractor or subcontractor responsible for such failure or neglect.

18.3. The Contractor shall not, without the prior written approval of the City's Using Agency, substitute, terminate, replace or otherwise remove a subcontractor.

19. Assignability. The Contractor shall not assign any interest in this Contract, and shall not transfer any interest in the same (whether by assignment or novation) without the prior written approval of the City; provided, however, that claims for money due or to become due the Contractor from the City under this Contract may be assigned to a bank, trust, company, or other financial institution, or to a Trustee in Bankruptcy, without such approval. Notice of any such assignment or transfer shall be furnished promptly to the City.

20. Audit. The City reserves the right to audit the Contractor's books of account in relation to this Contract any time during the period of this Contract or at any time during the twelve month period immediately following the closing or termination of this Contract. In the event the City elects to make such an audit, the Contractor shall immediately make available to the City all records pertaining to this Contract, including, but not limited to, payroll records, bank statements and canceled checks.

21. Interest of City Officials. No member of the governing bodies of the City, and no other officer, employee, or agent of the City who exercises any functions or responsibilities in

connection with the carrying out of the Project to which this Contract pertains, shall have any personal interest, direct or indirect, in this Contract.

22. Interest of Contractor. The Contractor covenants that it presently has no interest and shall not acquire any interest, direct or indirect, in the Project or any parcel of land therein or any other interest which would conflict in any manner or degree with the performance of its services hereunder. The Contractor further covenants that in the performance of this Contract no person having any such interest shall be employed.

23. Entire Contract. This Contract shall constitute the complete and exclusive statement of the contract between the parties as it relates to this transaction and supersedes all previous agreements and understandings, whether written or oral, relating to such subject matter. Any amendment to this Contract must be in writing and agreed to and executed by the City and the Contractor, and must comply with the City's Charter and Code of Ordinances.

24. Independent Contractor Relationship. The relationship between the City and the Contractor is that of client and independent contractor. No agent, employee, or servant of the Contractor shall be deemed to be an employee, agent or servant of the City. The Contractor shall be solely and entirely responsible for its acts and the acts of its agents, employees, servants and subcontractors during the performance of this Contract.

25. Severability. Whenever possible, each provision of this Contract shall be interpreted in such a manner as to be effective and valid under applicable law. If any provision of this Contract, however, is held to be prohibited or invalid under applicable law, such provision shall be deemed restated to reflect the original intentions of the parties, as nearly as possible in accordance with applicable law, and if capable of substantial performance, the remaining provisions of this Contract shall be enforced as if this Contract was entered into without an invalid provision. If the ruling and/or controlling principle of law or equity leading to the ruling is subsequently overruled, modified or amended by legislation, judicial or administrative action, then the provision(s) in question as originally set forth in this Contract shall be deemed valid and enforceable to the maximum extent permitted by the new controlling principal of law or equity.

26. Survival. Any provisions of this Contract that impose continuing obligations on the parties shall survive the expiration or termination of this Contract for any reason.

27. Changes in the Project: Change Orders.

27.1. Requests for Change Orders. The City reserves the right on its own volition, or based upon a proposal for a Change Order submitted in written form with a thorough explanation by the Contractor, to request from time to time any changes to the requirements and specifications of this Contract and the products to be provided and the functions and services to be performed by the Contractor under this Contract. Such changes must be authorized by the City. The City will not approve of any change orders, deletions, additions, or additional work items to the Scope of Services or any change in the terms and conditions of this Contract except by means of a City authorized amended Scope of Services, applicable and restricted to those items set forth in §1, above, or Change Order

issued as set forth in this section, except in the event of an emergency endangering life or property.

27.2. Procedures.

27.2.1 The Contractor's Response to a Change Request.

i. Within thirty (30) calendar days after receipt of a request by the City for any such change or such other period of time as the Parties may mutually agree to in writing, the Contractor shall submit to the City a proposal describing any changes in Contract Milestones or Contract completion dates, products, functions, timing of delivery, assignment of personnel, and the like, and any associated price adjustment. The Contractor's proposal shall describe, in detail, the basis for the proposed price adjustment, including the charges for any products required to implement the change request.

ii. To the extent that additional cost or cost savings result from a change in required products, the Contractor shall obtain any additional products and provide them to the City at a negotiated price acceptable to the City and the Contractor. Similarly, if the change request is expected to result in a reduction in products required to perform the services, the Contractor's charges shall be reduced by the cost savings resulting from the products eliminated by the change request.

27.2.2 City's Acceptance of Change Request. If the City accepts the Contractor's proposal, the City shall issue a change order referencing the Contractor's proposal and both parties shall sign the change order. The Contractor shall not implement any change request until the City has issued a valid, properly executed, change order.

27.2.3 City's Rejection of Change Request. If the City does not accept the Contractor's proposal, the City may within two weeks of such non-acceptance: (i) withdraw its change request; or, (ii) modify its change request, in which case the procedures set forth above shall apply to the Contractor's response to the modified change request.

27.3. City Discretion. The City may, in its sole discretion, approve the proposed Change Order and shall forward same for additional signatures under the following conditions: (i) If it conforms to provisions of applicable laws, and (ii) if it is consistent with this Contract, and (iii) if the time of performance of this Contract will not be unreasonably delayed, (iv) the Final Completion date is not changed, (v) if the Change Order requires a change to the Final Completion date, such change has been authorized by an approved, executed, written Amendment to this Contract, and (vii) if the Change Order requires an increase in the price of the Contract, the City (1) has sufficient funds, and (2) if a budget transfer is required to cover the cost of the proposed Change Order, such transfer has secured the written approval of the Board of Aldermen and other required regulatory agencies.

27.4. Change Orders Governed by the Provisions of this Contract. All work performed under a Change Order is governed by the provisions of this Contract.

28. Conflicts or Disputes. This Contract represents the concurrence between the City and the Contractor and governs all disputes between them. In the instance of a conflict or dispute over issues not specifically referenced within the Contract, the following documents shall be used as historical documents, without regard to the order of precedence, to resolve such conflicts or disputes, as follows: (i) the City's **RFP No. 7528** and (ii) the Contractor's Response to **RFP No. 7528**, dated February 1, 2023. Said historical documents are attached hereto as part of **Attachment A**.

28.1. Procedure. This procedure supersedes all statements to the contrary occurring either in proposals or other prior agreements, oral or written, and all other communications between the parties relating to this subject.

28.2. Presumption. This Contract or any section thereof shall not be construed against any party due to the fact that the Contract or any section thereof was drafted by such party.

29. Disputes; Legal Proceedings; Waiver of Trial by Jury and Continued Performance. The Contractor agrees that it waives a trial by jury as to any and all claims, causes of action or disputes arising out of this Contract or services to be provided pursuant to this Contract. Notwithstanding any such claim, dispute or legal action, the Contractor shall continue to perform services under this Contract in a timely manner, unless otherwise directed by the City.

30. Binding Contract. The City and the Contractor each bind themselves, and their successors, assigns and legal representatives to the other party to this Contract and to the successors, assigns and legal representatives of such other party with respect to all covenants of this Contract.

31. Waiver. Any waiver of the terms and conditions of this Contract by either of the parties hereto shall not be construed to be a waiver of any other term or condition of this Contract.

32. Governing Laws. This Contract, its terms and conditions and any claims arising therefrom shall be governed by the laws of the State of Connecticut.

33. Notice. Except as otherwise specifically prohibited in this Contract, whenever under this Contract approvals, authorizations, determinations, notices, satisfactions or waivers are required or permitted, such items shall be effective and valid only when given in writing signed by a duly authorized officer of the City or the Contractor, and delivered in hand or sent by mail, postage prepaid, to the party to whom it is directed, which until changed by written notice, are as follows:

Contractor: 4 You LLC
1039 RACEBROOK RD
WOODBIDGE, CT 06525

City: City of Waterbury
Chase Municipal Building
c/o School Inspector's Office
235 Grand Street
Waterbury, CT 06702

With a Copy to: City of Waterbury
Office of the Corporation Counsel
235 Grand Street, 3rd Floor
Waterbury, CT 06702

34. City Code of Ordinances, Ethics and Conflict of Interest Code, Provisions.

The Person (the term "Person" shall herein be as defined in Section 38 of the City's Code of Ordinances) supplying the labor, services, equipment, materials, reports, plans, specifications, drawings, deliverables, incidentals, etc. under this Contract shall comply with all applicable Federal, State and Municipal statutes, regulations, charters, ordinances, rules, etc, whether or not they are expressly stated in this Contract, including but not limited to the following:

34.1. It shall be a material breach of this Contract, and, except as may be permitted by regulations or rulings of the City of Waterbury Board of Ethics it shall be a violation of the City's Code of Ordinances, for any Public Official, City Employee or Member of a Board or Commission who is participating directly or indirectly in the procurement process as set forth in the City's Code of Ordinances, including those participating in exempt transactions, to become or be the employee of any person contracting with the governmental body by whom the Official, Employee, or Board or Commission member is employed or is a member.

34.2. It shall be a material breach of this Contract, and it shall be a violation of the City's Code of Ordinances for any Person to offer, give, or agree to give any current or former Public Official, Employee or Member of a Board or Commission, or for such current or former Public Official, Employee or Member of a Board or Commission to solicit, demand, accept or agree to accept from another Person, a gratuity or an offer of employment in connection with any: decision; approval; disapproval; recommendation; preparation of any part of a program requirement or a requisition; influencing the content of any specification or procurement standard; or rendering of advice, investigation, auditing, or in any other advisory capacity in any proceeding or application, request for ruling, determination, claim or controversy, or other particular matter, pertaining to any program requirement or a Contract or Purchase Order, or to any solicitation or proposal therefore.

34.3. It shall be a material breach of this Contract and it shall be a violation of the City's Code of Ordinances for any payment, Gratuity, or offer of employment to be made as an inducement for the award of a subcontract or order, by or on behalf of a subcontractor, the prime Contractor or higher tier subcontractor or any Person associated therewith, under a Contract or Purchase Order to the City.

34.4. The value of anything transferred or received in violation of the City's Charter, Code of Ordinances, and/or regulations promulgated there under, by any Person subject to said Charter and/or Ordinances may be recovered by the City.

34.5. Upon a showing that a subcontractor made a kickback to the City, a prime Contractor or a higher tier subcontractor in connection with the award of a subcontract or order there under, it shall be conclusively presumed that the amount thereof was included in the price of the subcontract or order and ultimately borne by the City and will be recoverable hereunder from the recipient. In addition, said value may also be recovered from the subcontractor making such kickbacks. Recovery from one offending party shall not preclude recovery from other offending parties.

34.6. It shall be a material breach of this Contract and it shall be a violation of the City's Code of Ordinances for a Person to be retained, or to retain a Person, to solicit or secure a contract with the City upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee; and every Person, before being awarded a City Contract, shall deliver to the City, on a City authored form, a representation that such Person has not retained anyone in violation of this subsection 34.6, the failure to deliver said form being a material breach of this Contract and a violation of the City's Code of Ordinances. Note, however, this subsection 34.6 shall not apply to full-time Employees who, as a condition of their employment, may be entitled to bonuses or other fees in accordance with their employment relationship.

34.7. The Person hereby expressly represents that he/she/it has complied with those sections of the City's Code of Ordinances requiring that said Person has **(i)** delivered to the City an affidavit, on a City authored form, stating that the Person and its affiliates have no delinquent taxes or other financial obligations owed to the City; **(ii)** filed the City authored financial disclosure statement form as set forth in the City's Code of Ordinances regarding disclosure of financial interests; **(iii)** delivered to the City a written acknowledgement, on a City authored form, evidencing receipt of a copy of the "Ethics and Conflict of Interest" ordinance for the City of Waterbury and hereby expressly represents that said Person is in full compliance with the entirety of said Code of Ordinances; and **(iv)** filed a current list of all taxable personal and real property as required by the State of Connecticut General Statutes. Any violation of this subsection 34.7 shall be deemed a material breach of this Contract and shall be a violation of the City's Code of Ordinances.

34.8. The definitions set forth in the City's Code of Ordinances shall be the primary source for interpretation of the forgoing subsections 34.1-34.7.

34.9. The Contractor is hereby charged with the requirement that it shall have knowledge of, and shall fully comply with, all relevant provisions of the City's Charter and all relevant provisions of the City's Code of Ordinances, including without limitation Chapters 93, titled "Discriminatory Practices", Chapter 38 titled "Centralized Procurement System", and Chapter 39 titled "Ethics and Conflict of Interest", of said Code as may be amended from time to time.

34.10 The Contractor hereby acknowledges receipt of a copy of the Chapters 38 and 39 of City's Ordinance regarding Procurement, Ethics, and Conflicts of Interest and has familiarized itself with said Code and hereby agrees to adhere to said Code. The text of Chapters 38 and 39 of said Code may be obtained from the Office of the City Clerk of the City and on the internet at the City Clerk's web site: <https://www.waterburyct.org/services/city-clerk/code-of-ordinances> [click link titled "Code of Ordinances (Rev. 12/31/19)". For Chapter 38, click on "TITLE III: ADMINISTRATION", then click on "CHAPTER 38: CENTRALIZED PROCUREMENT SYSTEM". For Chapter 39, click on "TITLE III: ADMINISTRATION", then click on "CHAPTER 39: ETHICS AND CONFLICTS OF INTEREST"].

34.11. The Contractor is hereby charged with the requirement that it shall have knowledge of, and shall fully comply with, the City's Ordinance Sections 34.15 through 34.99 entitled, "Ordinance Concerning the Hiring of Waterbury Residents on Certain Publicly-Funded Construction Projects," and the State of Connecticut Legislature's Special Act No. 01-1.

34.12. Every Person who conducts business with, contracts, with or provides commodities or services to the City, is charged with notice of the extent of the powers and authority, and the limitations thereon, of the Public Officials and Employees of the City, as set forth in the charter of the City, the Code of Ordinances and any Regulations or Policies pertaining thereto. In particular, and without implying any limitation as to its applicability, it applies to all Persons who participate in the procedures pertaining to the Centralized Procurement System as set forth in Chapter 38, and the Ethics and Conflict of Interest provisions set forth in Chapter 39 of the Code of Ordinances.

34.13. INTEREST OF CITY OFFICIALS. No member of the governing body of the City, and no other officer, employee, or agent of the City who exercises any functions or responsibilities in connection with the carrying out of the project, to which this agreement pertains, shall have any personal interest, direct or indirect, in this agreement.

34.14. PROHIBITION AGAINST CONTINGENCY FEES. The Contractor hereby represents that it has not retained anyone to solicit or secure a contract with the City upon an agreement or understanding for a commission, percentage, brokerage or contingency fee.

34.15. FREEDOM OF INFORMATION ACT NOTICE. Pursuant to State statute, in the event the total compensation payable to the Contractor set forth in Section 6 of this Contract is greater than \$2,500,000.00, the City is entitled to receive a copy of any and all Contractor records and files related to the performance of this Contract and those records and files are subject to the Freedom of Information Act ("the Act") and may be disclosed by the City pursuant to the Act.

35. Definitions. Whenever the following, words, terms, etc. appear in this Contract, the intent and meaning shall be as follows:

- 35.1 Additional Work:** Work required by the City that involves a substantial addition to, deduction from or modification of the Contract Documents.
- 35.2 RFP or Proposal:** The form on which the Proposer/Bidder is to submit a Proposal/Bid for the Work contemplated.
- 35.3 Proposer/Bidder:** A person, partnership, corporation or other business organization submitting a bid or proposal for the Work contemplated.
- 35.4 City:** The City of Waterbury, acting directly or through specifically authorized personnel.
- 35.5 Construction Supervisor:** An employee of the City of Waterbury, or other City duly authorized person.
- 35.6 Contract Time:** The number of days as stated in the Contract to: (i) achieve Substantial Completion, (ii) Final Completion.
- 35.7 Equal:** The recognized equivalent in substance and function; considering quality, workmanship, economy of operation, durability and suitability for purposes intended, and not constituting a change in the Work specified. Whenever the words "equal" or "equals" or words of like import are used, it shall be understood they mean "equal" in the opinion of the City.
- 35.8 Final Completion:** The time at which the Project has progressed to the point where, in the opinion of the City, the Project is complete such that it is ready for final payment as evidenced by the City's, or its duly authorized City representative's, written recommendation of final payment. The terms "finally complete" and "finally completed" as applied to the Project refer to Final Completion.
- 35.9 Notice to Proceed:** A letter from the City which shall state the date of execution of the Contract and specifically advise the Contractor to begin work on the Contract.
- 35.10 Plans:** All drawings or reproductions of drawings pertaining to the construction of the work contemplated and its appurtenances.
- 35.11 Project Engineer or Manager:** An employee of the City or a person, partnership, corporation or other business organization under contract with the City, commissioned to perform construction administration and inspection duties during construction.

- 35.12** Shop Drawings: Drawings, diagrams, schedules, performance charts, brochures and other materials prepared by the Contractor or subcontractors, manufacturers or distributors which illustrate some portion of the work.
- 35.13** Specifications or Technical Specifications: The description, provisions and other requirements pertaining to the materials, methods and manner of performing the Project.
- 35.14** Subcontractor: A person, partnership, corporation or other business organization supplying labor and/or materials for work at the site of the Project to and under agreement with the Contractor.
- 35.15** Substantial Completion: The time at which, in the opinion of the Engineer, the Project (or a specified part thereof) is sufficiently complete, in accordance with the Contract Documents, so that the Project (or a specified part thereof) can be utilized for the purposes for which it is intended. The terms "substantially complete" and "substantially completed" as applied to all or part of the Project mean Substantial Completion thereof.
- 35.16** Substitution: A replacement of specified material, device or equipment which is sufficiently different in substance, function, quality or workmanship to become the subject of a Change Order.
- 35.17** Supplementary General Conditions: An extension to the terms, conditions, and provisions set forth in this document as additional, material, provisions of this Contract.
- 35.18** Work: All plant, labor, materials, services, supplies, equipment and other facilities and items necessary for, or incidental to, the completion of the terms of the Contract.
- 35.19** Using Agency: Department of Education, Scholl Inspector's Office

[Signature page follows]

IN WITNESS WHEREOF, the Parties hereto execute this Contract on the dates signed below.

WITNESSES:

CITY OF WATERBURY

Sign: _____
Print name: _____

By: _____
Neil M. O'Leary, Mayor

Sign: _____
Print name: _____

Date: _____

WITNESSES:

4 You LLC

Sign: _____
Print name: _____

By: _____

Sign: _____
Print name: _____

Date: _____

ATTACHMENT A

SUMMARY
CONSOLIDATED TWO YEAR FEDERAL GRANTS
2022-2024

<u>2021-2023</u>	<u>2022-2024</u>
<u>\$13,910,131</u>	<u>\$13,828,859</u>

Title I Part A – Improving Basic Programs

Every school is a Title I school and the public schools are ranked according to poverty criteria and divided into poor pupil allocations. The funds for Title I include salaries, benefits, supplemental materials, support to extended learning programs and classroom supplies and programs for the Office of Early Childhood (OEC). The set-side funds required under ESSA are for McKinney Vento students and for family engagement to strengthen community partnerships and increase family engagement. Funds are also set aside for the Focus/Turnaround schools, capital expenses at the private schools and for professional learning. The Professional Development funds provide stipends for curriculum writing, training of school staff in school wide programs that align with School Improvement Plans, districtwide training and the continuation of financial support to school staff in becoming more knowledgeable in their content area. Title I also funds tutors, hall monitors, truancy/prevention specialists, network specialists, coaches and facilitators. Funds allocated to schools include supplemental support and supplemental materials. The private school entitlement includes Title I tutors, social workers, behavior interventionist, a Third Party Provider, educational materials, professional development and materials for family engagement activities.

<u>\$1,246,147</u>	<u>\$ 968,246</u>
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Title IIA – Teacher and Principal Training and Recruiting

Professional Development funds will be used to support salaries, district initiatives and support the Talent and Professional Development Department and partially fund New Teacher Orientation, SEED training and allow for staff training per school allocations. The grant funds the salaries of the Grant Human Resource Generalist staff and five newly hired teachers. Funds are also transferred to Title III to support the Bilingual Department with a Bi-Literacy Coach, tutors, professional development including ARCTELL training and supplemental materials. The private school entitlement includes professional learning that is both in-person and virtual and for supplies that align with the professional development.

<u>\$860,704</u>	<u>\$1,038,790</u>
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Title IV Part A – Student Support and Academic Enrichment

The funds will provide the district the opportunity to address the three priority areas for all students to have access to a well-rounded education; improve school conditions for student learning and improve the use of technology in order to improve the academic achievement and digital literacy of all students. The funds are offered to public, schools, private schools, parent organization and community organizations. The focus this year includes funds for staff and student mental health and increased funding for Early College High School.

<u>\$16,016,982</u>	<u>\$15,835,625</u>
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GRAND TOTAL FOR ALL GRANTS

GRANT LIST 2022-2023

ACCOUNTING UNIT:	Grant Name	Fiscal Year 23 Budget	Award Period
	FEDERAL GRANTS		
20300-2123	ESSER II Funds (Carry Over)	\$ 33,738,537.56	7/1/21 - 9/30/23
20300-2124	ARP ESSER Funds (Carry Over)	\$ 84,940,350.00	7/1/20 - 9/30/24
20303-2123	ARP ESSER Homeless 21-23 (Carry Over)	\$ 485,403.00	7/1/21 - 9/30/23
20541-2123	ARP IDEA 21-23 Public (Carry Over)	\$ 1,249,461.00	7/1/21 - 6/30/23
20541-2123	ARP IDEA 21-23 Non-Public (Carry Over)	\$ 29,284.00	7/1/21 - 6/30/23
20561-2123	ARP IDEA 21-23 (Carry Over)	\$ 121,375.00	7/1/21 - 6/30/23
20321-2224	ARP ESSER Homeless 22-24 (Carry Over)	\$ 120,000.00	7/1/21 - 9/30/24
20245-2224	ARP ESSER Innovation After School (Carrington &Duggan)	\$ 243,000.00	7/1/22 - 6/30/23
20305-2224	ARP ESSER SPPT	\$ 400,000.00	7/1/22 - 6/30/24
20308-2123	ESSER II Dyslexia Recovery Grant (Carry Over)	\$ 71,500.00	7/1/21 - 6/30/23
20307-2123	ESSER II Special Populaions (Carry Over)	\$ 25,000.00	7/1/21 - 6/30/23
20306-2123	ESSER II Special Education Recovery Activities (Carry Over)	\$ 120,000.00	7/1/21 - 6/30/23
20304-2223	ESSER II FRC (Wilson & Reed) (Carry Over)	\$ 50,000.00	7/1/21 - 9/30/23
20278-2223	FAFSA Challenge (Crosby, Kennedy & Wilby)	\$ 26,205.00	7/1/22 - 6/30/24
28003-2223	FF&V Main Funds	\$ 758,700.00	7/1/22 - 6/30/23
20540-2123	IDEA 611 21-23 Non-Public (Carry Over)	\$ 131,708.35	7/1/21 - 6/30/23
20540-2123	IDEA 611 21-23 Public (Carry Over)	\$ 4,075,364.62	7/1/21 - 6/30/23
20540-2224	IDEA 611 22-24 Non-Public	\$ 156,228.00	7/1/22 - 6/30/24
20540-2224	IDEA 611 22-24 Public	\$ 5,598,209.00	7/1/22 - 6/30/24
20560-2123	IDEA 619 21-23 (Carry Over)	\$ 135,707.85	7/1/21 - 6/30/23
20560-2224	IDEA 619 22-24 Non-Public	\$ 10,595.00	7/1/22 - 6/30/24
20560-2224	IDEA 619 22-24 Public	\$ 141,154.00	7/1/22 - 6/30/24
20920-2004	Impact Aid (NoEndDate)	\$ 31,094.90	NO-END
20320-2223	McKinney-Vento Homeless Assistance	\$ 60,000.00	7/1/22 - 9/30/23
20260-2223	Perkins (Secondary Grant)	\$ 497,996.42	7/1/22 - 6/30/23
21409-2223	School Readiness - Priority Admin Funds Enhancement	\$ 148,719.00	7/1/22 - 6/30/23
21400-0023	School Readiness - Priority Enrollment-based	\$ 1,166,336.00	7/1/22 - 6/30/23
20292-2123	SIG 5 Wallace (Carry Over)	\$ 77,415.43	7/1/21 - 9/30/23
20293-2123	SIG 5 West Side (Carry Over)	\$ 80,000.00	7/1/21 - 9/30/23
20294-2123	SIG 5 North End (Carry Over)	\$ 53,458.69	7/1/21 - 9/30/23
20295-2123	SIG 5 Kennedy (Carry Over)	\$ 72,155.20	7/1/21 - 9/30/23
20296-2123	SIG 5 Crosby (Carry Over)	\$ 72,155.20	7/1/21 - 9/30/23
20297-2123	SIG 5 Wilby (Carry Over)	\$ 80,000.00	7/1/21 - 9/30/23
20292-2223	SIG 6 Wallace	\$ 200,000.00	7/1/22 - 6/30/24
20293-2223	SIG 6 West Side	\$ 200,000.00	7/1/22 - 6/30/24
20294-2223	SIG 6 North End	\$ 200,000.00	7/1/22 - 6/30/24
20295-2223	SIG 6 Kennedy HS	\$ 180,388.00	7/1/22 - 6/30/24
20296-2223	SIG 6 Crosby HS	\$ 180,388.00	7/1/22 - 6/30/24
20297-2223	SIG 6 Wilby HS	\$ 200,000.00	7/1/22 - 6/30/24
20602-2223	Smart Start for Recovery - Operating Expenses	\$ 150,000.00	7/1/22 - 6/30/23
20220-2123	Title I 21-23 Non-Public (Carry Over)	\$ 551,365.58	7/1/21 - 6/30/23

20220-2123	Title I 21-23 Public (Carry Over)	\$ 3,682,404.24	7/1/21 - 6/30/23
20220-2224	Title I-A 22-24 Public	\$ 13,272,400.99	7/1/22 - 6/30/24
20220-2224	Title I-A 22-24 Public & Non-Public	\$ 556,458.01	7/1/22 - 6/30/24
20380-2123	Title II Part A 21-23 Non-Public (Carry Over)	\$ 100,709.76	7/1/21 - 6/30/23
20380-2123	Title II Part A 21-23 Public (Carry Over)	\$ 406,615.76	7/1/21 - 6/30/23
20380-2224	Title II Part A 22-24 Non-Public (Carry Over)	\$ 79,838.88	7/1/22 - 6/30/24
20380-2224	Title II Part A 22-24 Public (Carry Over)	\$ 888,407.12	7/1/22 - 6/30/24
20440-2123	Title III EL 21-23 Non-Public (Carry Over)	\$ 564.84	7/1/21 - 6/30/23
20440-2123	Title III EL 21-23 Public (Carry Over)	\$ 331,007.10	7/1/21 - 6/30/23
20440-2224	Title III EL 22-24 Non-Public	\$ 1,095.91	7/1/22 - 6/30/24
20440-2224	Title III EL 22-24 Public	\$ 436,309.09	7/1/22 - 6/30/24
20420-2123	Title III Immigrant (Carry Over)	\$ 13,960.50	7/1/21 - 6/30/23
20460-2123	Title IV Part A 21-23 Non-Public (Carry Over)	\$ 52,499.91	7/1/21 - 6/30/23
20460-2123	Title IV Part A 21-23 Public (Carry Over)	\$ 672,319.21	7/1/21 - 6/30/23
20460-2224	Title IV Part A 22-24 Non-Public	\$ 85,655.74	7/1/22 - 6/30/24
20460-2224	Title IV Part A 22-24 Public	\$ 953,134.26	7/1/22 - 6/30/24
20298-2224	Voice4Change	\$ 63,771.84	7/1/22 - 6/30/24
20420-2223	21st Century Bunker Hill	\$ 110,000.00	7/1/22 - 9/30/23
20421-2223	21st Century West Side	\$ 120,000.00	7/1/22 - 9/30/23
20422-2223	21st Century Academic Academy & Wallace	\$ 200,000.00	7/1/22 - 9/30/23
20419-2223	21st Century Regan	\$ 85,500.00	7/1/22 - 9/30/23
20423-2223	21st Century Bucks Hill & Chase	\$ 200,000.00	7/1/22 - 9/30/23
20424-2223	21st Century Walsh & Driggs	\$ 200,000.00	7/1/22 - 9/30/23
ACCOUNTING UNIT:	Grant Name	Fiscal Year 23 Budget	Award Period
	STATE GRANTS		
26100-2223	Adult Ed-Coop Districts 22-23 (Cooperator Revenue Budget)	\$ 10,426.00	7/1/22 - 6/30/23
26200-2223	Adult Education - Cooperating Eligible Entity - CEE1	\$ 59,999.00	7/1/22 - 6/30/23
26080-2223	Adult Education - Provider	\$ 3,290,540.00	7/1/22 - 6/30/23
24115-2223	After School Grant (Hopeville and Washington)	\$ 161,878.00	7/1/22 - 6/30/23
24116-2223	After School Grant (Kingsbury and Wilson)	\$ 161,878.00	7/1/22 - 6/30/23
24117-2223	After School Grant (North End and Wallace)	\$ 161,878.00	7/1/22 - 6/30/23
27100-2223	Alliance 22-23	\$ 50,491,123.00	7/1/22 - 6/30/23
20020-2223	Bilingual Grant	\$ 348,911.00	7/1/22 - 6/30/23
20251-2223	Commissioner's Network S1 (North End)	\$ 608,000.00	7/1/22 - 6/30/23
20250-2223	Commissioner's Network S2 (Wallace)	\$ 624,000.00	7/1/22 - 6/30/23
20252-2223	Commissioner's Network S3 (West Side)	\$ 608,000.00	7/1/22 - 6/30/23
20253-2223	Commissioner's Network S4 (wilby)	\$ 900,000.00	7/1/22 - 6/30/23
24122-2223	CT-SEDS Stipend 22-23	\$ 20,000.00	7/1/22 - 6/30/23
20080-2223	Extended School Hours 22-23	\$ 319,576.00	7/1/22 - 6/30/23
20001-2223	Family Resource Center (Reed & Wilson)	\$ 203,450.00	7/1/22 - 6/30/23
24111-2223	FIRST Robotics Competition	\$ 6,250.00	7/1/22 - 6/30/23
20180-2223	* Interdistrict Magnet (Maloney)	\$ 2,586,582.00	7/1/22 - 6/30/23
20181-2223	* Interdistrict Magnet (Rotella)	\$ 2,541,393.00	7/1/22 - 6/30/23
20182-2223	* Interdistrict Magnet (WAMS)	\$ 3,505,113.00	7/1/22 - 6/30/23

21381-2224	Multi Media Sch Security 22-24	\$ 889,812.00	7/1/22 - 9/30/24
21180-2223	Primary Mental Health Grant	\$ 24,037.00	7/1/22 - 6/30/23
20046-2223	Priority School District Grant 22-23	\$ 1,990,936.00	7/1/22 - 6/30/23
20100-2223	PSD - Summer School 22-23	\$ 382,887.00	7/1/22 - 6/30/23
21400-2223	School Readiness - Priority	\$ 9,958,012.00	7/1/22 - 6/30/23
21408-2223	School Readiness - Priority COLA	\$ 673,936.00	7/1/22 - 6/30/23
20550-2223	School Readiness - Priority Quality Enhancement	\$ 75,641.00	7/1/22 - 6/30/23
21380-2224	School Security V 22-24	\$ 479,186.03	7/1/22 - 9/30/24
ACCOUNTING UNIT:	Grant Name	Fiscal Year 23 Budget	Award Period
	OTHER GRANTS		
26605-2223	Ad Ed Enrichment 22-23	\$ 24,411.00	7/1/22 - 6/30/23
26805-2223	Ad Ed GED 22-23	\$ 2,375.00	7/1/22 - 6/30/23
26205-2223	Ad Ed Nursing Asst Prog 22-23	\$ 24,700.58	7/1/22 - 6/30/23
24120-2122	Argosy Rookie Robotics - Wilby	\$ 1,376.86	NO-END
24121	Bic Corp for Duggan FY 22	\$ 2,993.12	NO-END
29011	KHS National Teacher of Year	\$ 5,133.24	NO-END
56205	Leavenworth Trust Fund	\$ 60,067.12	NO-END
29003-2223	Letters are Characters 2223 (Hopeville, Sprague, State Street)	\$ 15,955.00	NO-END
	TOTAL GRANTS	\$ 240,562,363.91	

***Magnet School Award is Preliminary**



ESSER/ARP Monthly Expenditure Report
March 30, 2023 BOE Workshop

ESSER I

Beginning Date March 2020
 Ending Date September 2022

Total Grant : \$9,394,519

Public Portion - \$8,462,310
 \$8,462,310 YTD Exp/Enc
 \$0 YTD Balance

Non-Public Portion - \$ 932,209
 \$932,209 YTD Exp/Enc
 \$0 YTD Balance

ESSER II

Beginning Date December 2020
 Ending Date September 2023

Total Grant : \$41,651,124

\$28,605,174 YTD Exp/Enc
 \$13,045,950 YTD Balance

ARP ESSER III

Beginning Date May 2021
 Ending Date September 2024

Total Grant : \$89,691,176

\$28,582,505 YTD Exp/Enc
 \$61,108,671 YTD Balance



Detail of Encumbrance/Expenditures

ESSER I Temporary Maintainers; Health Dept & Fire Dept Overtime for COVID Testing
Chromebook Management Services; Licenses; Teachers Laptops; Students Chromebooks; Chromebook Charging
Carts; Data Switches & Wireless Headphones
HVAC & Ventilation Projects- Regan Boilers Replacement, & heating pumps, Carrington BMS Upgrades, HVAC Repairs at Reed, Maloney, Rotella, Gilmartin, Duggan, WAMS, Career, and West Side.
Covid staff testing fees;
Fire safety equipment
Bilingual materials
PPE/Health & Safety Supplies; Handwashing Stations



ESSER II GF Staff Retainage- Maintainers Staff, IT Staff and School Counselors.
Summer School Programs; Summer Camps – YMCA, Boys & Girls & PAL
Transportation for Summer School; Summer school program supplies
Recruitment - UCONN Resident & Nex-Gen programs; College partnerships for recruitment
Translation Services
SEL Curriculum
Technology Professional Development Training
Portrait of Graduate Development and Assessment
CTE Supplies and Wilby Greenhouse Renovation
Food Service Deficit;
Facility Study
Administrative Costs - Contracted Project Manager Services; Contracted Legal Services
Design Services – Auditorium Upgrades; Air Handler Units; Mechanical Upgrades & Rotella Boiler
Summer school field trips
Boiler replacement /Tinker school and Kingsbury
School counselor Summer program
New Mentors Summer training
Design services –HVAC for Wilby, NEMS,WSMS,Crosby, Wallace, State St, Wilson
Design services- Boiler replacement for Driggs, Maloney, Washington, Generali)
Boiler replacement –Rotella
SEL Curriculum
Naviance
Duct & Vent Cleaning (Carrington, Duggan,Gilmartin, Reed)
Reboot pilot program
Crosby Bypass piping
Auditorium Upgrades (WAMS, WSMS, Rotella, Kennedy, Laurel Hill Complex & Bergin Complex)
HVAC upgrades (Duggan, Gilmartin)
Boiler replacement (Rotella)



ARP ESSER III (2) PT Crisis Youth Intervention Clinicians;
Accountant III
Facility Operation Manager
Extra Class Stipends for Teachers covering shortage areas;
Partners in Education (CT Center for School Change);
Outside Counsel Legal Fees for ARP ESSER Contracts;
Curriculum Update- Pear Deck & Legends of Learning;
Instructional Supplies & Equipment (School Principals)
Resources to Support Curriculum(Home Learning);
Equity Training Services
State Street Playground Equipment
HVAC Projects/Repairs- Maloney Chiller Replacement, Wilby AC, Crosby Cooling Tower, Kennedy Fan Replacement, WAMS ,Palace.
Upgrade furniture, fixtures and equipment based on school needs.
Digital platform to connect students with mentors.
Amplify reading student license, mCLASS DIBELS
Mechanical Upgrades at three schools (Crosby,Kennedy, Wilby)
SAFE after school program/behavioral clinicals
Nearpod, Kami, Rubicon subscription
Summer programs-Boys & Girls club
Workshop Athletic program
Biliteracy Training program
Enrichment programs in the Community (Palace Theater, Shakesperian, Mattatuck museum, Boys and Girls, YMCA)
Design services for HVAC (Sprague, Regan, Tinker, Washington, Bucks Hill, Chase , International, Generali
Harvard Graduate school- training school turnaround leaers
Linguistica International –translation services
Cormier Consulting
Varsity Tutors
Air cooled chillers (WAMS/Palace)
Removal and replacement of 9 playscapes (Bunker Hill,Driggs,Sprague,Chase,Regan,Rotella,Hopeville,Tinker,Washington)
Radiator Covers
Multi-tired system of supports for behavior (Branching Minds).

Waterbury Board of Education

FY2022-2023

**February
Expenditure Report**

ACCOUNT	CLASSIFICATION	FY 23 ORIGINAL BUDGET	FY 23 ADJUSTED BUDGET	FEBRUARY EXPENDITURE	FEBRUARY ENCUMBRANCE	CURRENT BALANCE	PROJECTED EXP.	PROJECTED DIFFERENCE
Salaries								
511101	Administrators	\$9,664,779	\$9,664,779	\$5,818,879	\$0	\$3,845,900	\$9,439,779	\$225,000
511102	Teachers	\$56,903,062	\$54,452,379	\$28,387,533	\$0	\$26,064,846	\$54,055,466	\$396,913
511104	Superintendent	\$438,103	\$438,103	\$274,602	\$0	\$163,501	\$438,103	\$0
511106	Early Incentive Certified	\$825,000	\$825,000	\$1,069,703	\$0	(\$244,703)	\$1,069,703	(\$244,703)
511107	Certified Coaches	\$770,000	\$770,000	\$240,225	\$0	\$529,775	\$770,000	\$0
511108	School Psychologists	\$1,449,226	\$1,449,226	\$303,692	\$0	\$1,145,534	\$551,506	\$897,720
511109	School Social Workers	\$1,948,427	\$1,948,427	\$929,576	\$0	\$1,018,851	\$1,948,427	\$0
511110	Speech Pathologists	\$2,294,414	\$2,294,414	\$1,308,318	\$0	\$986,096	\$2,252,847	\$41,567
511111	Ass. Superintendent	\$165,000	\$165,000	\$101,538	\$0	\$63,462	\$165,000	\$0
511113	Extra Compensatory Stipend	\$105,000	\$105,000	\$0	\$0	\$105,000	\$105,000	\$0
511201	Non-Certified Salaries	\$2,678,104	\$2,678,104	\$1,553,085	\$0	\$1,125,019	\$2,678,104	\$0
511202	Clerical Wages	\$1,597,126	\$1,597,126	\$644,613	\$0	\$952,513	\$1,382,216	\$214,910
511204	Crossing Guards	\$357,192	\$357,192	\$240,417	\$0	\$116,775	\$357,192	\$0
511206	Educational	\$450,000	\$450,000	\$177,731	\$0	\$272,269	\$450,000	\$0
511212	Substitute Teachers	\$150,000	\$150,000	\$430,018	\$55,386	(\$335,404)	\$463,176	(\$313,176)
511215	Cafeteria Aides	\$80,000	\$80,000	\$52,070	\$0	\$27,930	\$80,000	\$0
511217	Library Aides	\$178,348	\$178,348	\$61,665	\$0	\$116,683	\$135,164	\$43,184
511219	School Clerical	\$2,029,527	\$2,029,527	\$1,256,258	\$0	\$773,269	\$2,070,410	(\$40,883)
511220	Fiscal Administration	\$608,440	\$608,440	\$334,229	\$0	\$274,211	\$534,873	\$73,567
511222	Transportation Coordinator	\$189,737	\$189,737	\$104,282	\$0	\$85,455	\$189,737	\$0
511223	Office Aides	\$170,000	\$170,000	\$95,005	\$0	\$74,995	\$161,411	\$8,589
511225	School Maintenance Non-Certified	\$2,249,645	\$2,249,645	\$1,065,999	\$0	\$1,183,646	\$1,729,282	\$520,363
511226	Custodians Non-Certified	\$5,388,979	\$5,266,979	\$2,782,791	\$0	\$2,484,188	\$4,439,491	\$827,488
511227	Overtime - Outside Activities	\$200,000	\$200,000	\$137,638	\$0	\$62,362	\$160,000	\$40,000
511228	Paraprofessionals	\$9,886,881	\$9,886,881	\$5,607,634	\$0	\$4,279,247	\$9,767,111	\$119,770
511229	Bus Duty	\$265,000	\$265,000	(\$5,287)	\$0	\$270,287	\$265,000	\$0
511232	Attendance Counselors	\$125,373	\$125,373	\$74,965	\$0	\$50,408	\$125,373	\$0
511233	ABA Behaviorial Therapist	\$1,626,875	\$1,626,875	\$695,799	\$0	\$931,076	\$1,329,883	\$296,992
511234	Interpreters	\$195,456	\$195,456	\$85,446	\$0	\$110,010	\$151,442	\$44,014
511238	Swing SSPP	\$0	\$0	\$9,615	\$0	(\$9,615)	\$9,615	(\$9,615)
511236	Snow Removal	\$0	\$0	\$7,595	\$0	(\$7,595)	\$7,595	(\$7,595)
511237	Swing Space	\$0	\$0	\$0	\$0	\$0	\$0	\$0
511650	Overtime	\$640,000	\$640,000	\$638,709	\$0	\$1,291	\$680,000	(\$40,000)
511653	Longevity	\$9,705	\$9,705	\$8,913	\$0	\$792	\$8,913	\$792
511700	Extra Police Protection	\$683,452	\$683,452	\$138,232	\$0	\$545,220	\$683,452	\$0
511800	Vacation and Sick Term Payout	\$207,669	\$207,669	\$65,399	\$0	\$142,270	\$207,669	\$0
522501	Health Insurance-General	\$8,000,000	\$8,000,000	\$8,000,000	\$0	\$0	\$8,000,000	\$0
529001	Car Allowance	\$70,000	\$55,000	\$41,325	\$0	\$13,675	\$55,000	\$0
529003	Meal Allowances	\$24,800	\$24,800	\$22,870	\$1,690	\$240	\$24,800	\$0
Subtotal Salaries		\$112,625,320	\$110,037,637	\$62,761,082	\$57,076	\$47,219,479	\$106,942,740	\$3,094,897

ACCOUNT	CLASSIFICATION	FY 23 ORIGINAL BUDGET	FY 23 ADJUSTED BUDGET	FEBRUARY EXPENDITURE	FEBRUARY ENCUMBRANCE	CURRENT BALANCE	PROJECTED EXP.	PROJECTED DIFFERENCE
Purchased Services								
533000	Professional Services	\$1,500,000	\$2,000,000	\$1,499,798	\$202	\$500,000	\$3,000,000	(\$1,000,000)
533009	Evaluation	\$10,000	\$10,000	\$167	\$0	\$9,833	\$167	\$9,833
533020	Consulting Services	\$325,000	\$319,500	\$95,411	\$224,001	\$88	\$319,500	\$0
533100	Auditing	\$54,000	\$59,500	\$47,196	\$12,304	\$0	\$59,500	\$0
539005	Sporting Officials	\$30,000	\$15,000	\$4,526	\$0	\$10,474	\$15,000	\$0
539008	Messenger Service	\$27,000	\$27,000	\$0	\$0	\$27,000	\$27,000	\$0
543000	General Repairs & Maintenance	\$1,330,000	\$1,330,000	\$858,370	\$439,247	\$32,383	\$1,330,000	\$0
543011	Maintenance - Service Contracts	\$750,000	\$796,872	\$370,758	\$422,959	\$3,155	\$796,872	\$0
544002	Building Rental	\$562,084	\$562,084	\$288,797	\$250,086	\$23,201	\$562,084	\$0
545002	Water	\$250,000	\$250,000	\$127,036	\$0	\$122,964	\$250,000	\$0
545006	Electricity	\$3,129,855	\$3,129,855	\$1,615,194	\$0	\$1,514,661	\$3,129,855	\$0
545013	Security/Safety	\$125,000	\$125,000	\$60,697	\$54,718	\$9,585	\$125,000	\$0
551000	Pupil Transportation	\$17,461,954	\$17,861,954	\$8,273,563	\$9,587,750	\$641	\$17,998,117	(\$136,163)
553001	Postage	\$60,000	\$60,000	\$25,968	\$0	\$34,032	\$50,000	\$10,000
553002	Telephone	\$175,000	\$175,000	\$136,215	\$11,686	\$27,099	\$175,000	\$0
553005	Wide-area Network (SBC)	\$93,600	\$93,600	\$6,878	\$14,122	\$72,600	\$93,600	\$0
556055	Tuition - Outside	\$11,000,000	\$12,550,683	\$6,407,564	\$6,021,672	\$121,447	\$13,085,000	(\$534,317)
556056	Purchased Service - Outside	\$3,000,000	\$3,000,000	\$1,061,466	\$1,888,921	\$49,613	\$3,112,284	(\$112,284)
557000	Tuition Reimbursement	\$6,000	\$6,000	\$27,175	\$0	(\$21,175)	\$27,175	(\$21,175)
558000	Travel Expenses	\$5,000	\$5,000	\$4,641	\$0	\$359	\$5,000	\$0
559001	Advertising	\$32,500	\$32,500	\$18,407	\$0	\$14,093	\$32,500	\$0
559002	Printing & Binding	\$15,000	\$15,000	\$7,612	\$0	\$7,388	\$10,000	\$5,000
559104	Insurance - Athletics	\$26,000	\$20,636	\$20,636	\$0	\$0	\$20,636	\$0
Subtotal Purchased Services		\$39,967,993	\$42,445,184	\$20,958,075	\$18,927,669	\$2,559,440	\$44,224,289	(\$1,779,105)
Supplies/Materials								
561100	Instructional Supplies	\$1,620,000	\$1,600,000	\$812,531	\$166,592	\$620,877	\$1,600,000	\$0
561200	Office Supplies	\$78,590	\$78,590	\$34,349	\$10,332	\$33,909	\$78,590	\$0
561204	Emergency/Medical Supplies	\$2,000	\$2,000	\$0	\$0	\$2,000	\$2,000	\$0
561210	Intake Center Supplies	\$3,500	\$3,500	\$3,150	\$0	\$350	\$3,500	\$0
561211	Recruitment Supplies	\$50,000	\$50,000	\$28,137	\$15,954	\$5,909	\$50,000	\$0
561212	Medicaid Supplies	\$12,500	\$12,500	\$1,765	\$411	\$10,324	\$12,500	\$0
561501	Diesel	\$117,535	\$121,754	\$54,039	\$67,736	(\$22)	\$121,754	\$0
561503	Gasoline	\$201,174	\$156,956	\$93,304	\$62,030	\$1,622	\$156,956	\$0
561504	Heating Oil	\$0	\$40,000	\$15,883	\$2,798	\$21,320	\$40,000	\$0
561505	Natural Gas	\$1,666,000	\$1,666,000	\$922,960	\$0	\$743,040	\$1,666,000	\$0
561507	Janitorial Supplies	\$250,000	\$222,000	\$152,818	\$58,994	\$10,188	\$222,000	\$0
561508	Electrical Supplies	\$50,000	\$50,000	\$46,420	\$2,861	\$719	\$50,000	\$0
561509	Plumbing Supplies	\$100,000	\$130,000	\$72,449	\$39,906	\$17,646	\$130,000	\$0
561510	Building & Ground Supplies	\$150,000	\$282,364	\$185,026	\$85,369	\$11,969	\$282,364	\$0
561511	Propane	\$311,188	\$311,188	\$100,447	\$31,429	\$179,312	\$131,876	\$179,312
567000	Clothing Supplies	\$40,000	\$40,000	\$6,900	\$27,774	\$5,326	\$40,000	\$0

ACCOUNT	CLASSIFICATION	FY 23 ORIGINAL BUDGET	FY 23 ADJUSTED BUDGET	FEBRUARY EXPENDITURE	FEBRUARY ENCUMBRANCE	CURRENT BALANCE	PROJECTED EXP.	PROJECTED DIFFERENCE
567001	Crossing Guard Uniforms	\$2,000	\$2,000	\$1,236	\$0	\$764	\$2,000	\$0
569010	Recreational Supplies	\$12,000	\$0	\$0	\$0	\$0	\$0	\$0
569029	Athletic Supplies	\$130,000	\$130,000	\$76,713	\$29,580	\$23,707	\$130,000	\$0
Subtotal Supplies/Materials		\$4,796,487	\$4,898,851	\$2,608,127	\$601,766	\$1,688,958	\$4,719,539	\$179,312
Property								
575008	Furniture-Misc.	\$25,000	\$25,000	\$8,771	\$2,483	\$13,747	\$25,000	\$0
575200	Office Equipment	\$160,000	\$160,000	\$59,221	\$22,532	\$78,247	\$160,000	\$0
575408	Plant Equipment	\$40,000	\$63,128	\$15,744	\$6,572	\$40,812	\$63,128	\$0
Subtotal Property		\$225,000	\$248,128	\$83,736	\$31,587	\$132,806	\$248,128	\$0
Other/Miscellaneous								
589021	Mattatuck Museum	\$13,000	\$13,000	\$6,984	\$5,391	\$625	\$13,000	\$0
589034	Board of Ed Commissioners	\$20,700	\$20,700	\$13,800	\$0	\$6,900	\$20,700	\$0
589036	Emergency Fund	\$9,500	\$9,500	\$9,298	\$0	\$203	\$9,500	\$0
589056	Waterbury Promise	\$500,000	\$500,000	\$500,000	\$0	\$0	\$500,000	\$0
589201	Mileage	\$15,000	\$15,000	\$8,267	\$0	\$6,733	\$15,000	\$0
589205	Coaches Reimbursements	\$7,000	\$7,000	\$750	\$0	\$6,250	\$7,000	\$0
589900	Dues & Publications	\$60,000	\$60,000	\$56,204	\$3,722	\$75	\$60,000	\$0
591002	Transfer to Sinking Fund	\$0	\$0	\$0	\$0	\$0	\$1,495,104	(\$1,495,104)
591004	Athletic Revolving Fund	\$135,000	\$120,000	\$69,946	\$0	\$50,054	\$120,000	\$0
Total Other/Miscellaneous		\$760,200	\$745,200	\$665,248	\$9,113	\$70,839	\$2,240,304	(\$1,495,104)
GRAND TOTAL OPERATING BUDGET		\$158,375,000	\$158,375,000	\$87,076,268	\$19,627,210	\$51,671,521	\$158,375,000	\$0
Other Additional Funding								
	Alliance Non-Reform/Reform	\$33,534,869	\$33,534,869	\$16,180,297	\$0	\$17,354,572	\$33,534,869	\$0
	GF Surplus 15-16	\$1,000,000	\$1,000,000	\$0	\$0	\$1,000,000	\$0	\$1,000,000
	GF Surplus 14-15	\$1,000,000	\$1,000,000	\$0	\$0	\$1,000,000	\$0	\$1,000,000
	GF Surplus 16-17	\$450,000	\$450,000	\$0	\$0	\$450,000	\$0	\$450,000
	Contingency Surplus	\$675,000	\$675,000	\$0	\$0	\$675,000	\$0	\$675,000
	City Non Lapsing Account	\$500,000	\$500,000	\$0	\$0	\$500,000	\$0	\$500,000
Total Additional Funding		\$37,159,869	\$37,159,869	\$16,180,297	\$0	\$20,979,572	\$33,534,869	\$3,625,000
GRAND TOTAL ALL FUNDING		\$195,534,869	\$195,534,869	\$103,256,565	\$19,627,210	\$72,651,093	\$191,909,869	\$3,625,000

COMMITTEE ON BUILDINGS AND SCHOOL FACILITIES

WORKSHOP: Thursday, March 30, 2023

BOARD MEETING: Thursday, April 20, 2023

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, at no charge, by the following school organizations and/or City departments:

GROUP	FACILITIES AND DATES/TIMES
J. Begnal	Rotella aud.: May 1, 2, 3 5:00-8:00 pm (rehearsals) and May 5 th 4:00 – 9:00 pm and May 6 th 11:00am – 4:00pm (rehearsals and performances of Wilby class play)
L. Martin	Rotella Community Rm.: Thurs., May 11 th 9am – 1pm (Parent Liaison meeting)
C. Hagan	WSMS theater arts rm.: Thurs., May 4 th 5:00-8:00 pm (Spring Concert)
A. Jorge	Wallace library: Wed., June 7 th 12:30pm – 5:15pm (teachers meeting regarding professional development)
T. Wsack	Walsh gym: Tues., April 18 th 5:30 – 7:00 pm (Family Night)
S. Carter	Wallace café: March 30 th 4:00-6:00 pm (Family Paint Night) April 29 th 11:00am – 1:00pm (Zumba for mental Health)
D. Ferreira	Walsh gym: Tues., March 28 th 5:30 – 7:00 pm (Family Night)
Q. Brown-Coles	WAMS atrium: Sat., April 15 th 11:30 am - 4:30 pm (Kindergarten registration fair)
M. Grove	Wallace café: Mon., April 3 rd 4:00-7:00 pm (Family Art Night) Wallace café: Tues., April 25 th 4:00-7:00 pm (Family Bingo Night)
K. Nizzardo	WAMS classrooms: Wed., June 21 st 8am – 2pm (MFA summer institute)
Silas Bronson Lib.	Wilby baseball field: Wed., May 17 th 3:00-6:00 pm (promote the library on game day)

Approved

Ann Sweeney

Dr. Verna D. Ruffin
Superintendent of Schools

hook

SCHOOL PERSONNEL USE ONLY

MAR 15 2023

DATE: 3/15/2023

TO: SCHOOL BUSINESS OFFICE

FROM: Wilby

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: May 1, 2, 3

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

FOR THE FOLLOWING PURPOSES:

Play rehearsal

J. Laber
APPLICANT

Please note the following provisions:

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

Book

SCHOOL PERSONNEL USE ONLY

MAR 15 2023

DATE: 3/15/2023

TO: SCHOOL BUSINESS OFFICE

FROM: Wilby HS

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: May 5 & 6

May 5 FROM: 4 am/pm TO: 9 am/pm
May 6 11 am 4 pm

FOR THE FOLLOWING PURPOSES:

Play

S. Laber
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.

MAR 15 2023

hook

SCHOOL PERSONNEL USE ONLY

DATE: 3/9/2023

TO: SCHOOL BUSINESS OFFICE

FROM: Lauren Martin

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

Community Room

DATES REQUESTED: May 11, 2023

FROM: 9 am/pm TO: 1:00 am/pm

FOR THE FOLLOWING PURPOSES:

Parent Liaison Meeting

Lauren Martin
APPLICANT

Please note the following provisions:

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

Book

SCHOOL PERSONNEL USE ONLY

Date: 3-1-23

TO: Sandy McCasland

FROM: Christine Hagan

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

NAME OF SCHOOL REQUESTED: WSMS

☒ Auditorium ☐ Gymnasium ☐ Swimming Pool ☐ Café

T.A.R.

DATES REQUESTED: May 4th 2023

Time: 5pm - 8pm

FOR THE FOLLOWING PURPOSES:

Spring Concert

Chit E Hagan
Applicant

Please note the following provisions:

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

* Due to conflicting events, our original date was May 11th, now moving it to May 4th, please!
Thank you!

Book

MAR 13 2023

SCHOOL PERSONNEL USE ONLY

DATE: 3/13/2023

TO: SCHOOL BUSINESS OFFICE

FROM: Bilingual/ESOL Education Department

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

NAME OF SCHOOL REQUESTED: Wallace Middle School (Library)

☐

Auditorium

☐

Gymnasium

☐

Swimming Pool

☒

Café/Rooms

DATES REQUESTED: June 7, 2023

FROM: 12:30pm am/pm

TO: 5:15pm am/pm

FOR THE FOLLOWING PURPOSES:

Meeting with teachers for the purpose of Professional Development

Adela Jorge

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.

MAR 17 2023

SCHOOL PERSONNEL USE ONLY

DATE: 3/15/23

TO: SCHOOL BUSINESS OFFICE

FROM: Tara Cusack Walsh

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

NAME OF SCHOOL REQUESTED: Walsh Elementary

☐ Auditorium

☒ Gymnasium

☐ Swimming Pool

☐ Café/Rooms

DATES REQUESTED: 4/18/23

FROM: 5:30 am/pm TO: 7:00 am/pm

FOR THE FOLLOWING PURPOSES:

Walsh Family Night

Tara Cusack
APPLICANT

Please note the following provisions:

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

hook

SCHOOL PERSONNEL USE ONLY

DATE: 03/16/2023

TO: SCHOOL BUSINESS OFFICE

FROM: Sa-Queen Carter- Wallace Middle School

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

NAME OF SCHOOL REQUESTED: Wallace Middle School

☐ Auditorium

☐ Gymnasium

☐ Swimming Pool

☒ Café/Rooms

DATES REQUESTED: 03/30/2023

FROM: 4:00 am/pm TO: 6:00 am/pm

FOR THE FOLLOWING PURPOSES:

Student Council Family Paint Night joined
by SDE & 21st Century After School Programs

Sa-Queen Carter
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: 03/16/2023

TO: SCHOOL BUSINESS OFFICE

FROM: Janett Paguay - Wallace Middle School

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

NAME OF SCHOOL REQUESTED: Wallace Middle School

☐

Auditorium

☐

Gymnasium

☐

Swimming Pool

☒

Café/Rooms

DATES REQUESTED: 04/29/2023 - Saturday

FROM: 11:00 am/pm TO: 1:00 am/pm

FOR THE FOLLOWING PURPOSES:

Zumba for Mental Health Re-scheduled
SGC, SDE & 21st Century After School Programs

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.

back

SCHOOL PERSONNEL USE ONLY

DATE: 3/23/23

TO: SCHOOL BUSINESS OFFICE

FROM: Daniel Ferreira

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

NAME OF SCHOOL REQUESTED: Walsh Elementary

☐ Auditorium

☒ Gymnasium

☐ Swimming Pool

☐ Café/Rooms

DATES REQUESTED: 3/28/23

FROM: 5:30 PM am/pm TO: 7:00 PM am/pm

FOR THE FOLLOWING PURPOSES:

21st Century Afterschool Program Family Night

Daniel Ferreira

APPLICANT

Please note the following provisions:

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

Book

SCHOOL PERSONNEL USE ONLY

DATE: 3/24/23

TO: SCHOOL BUSINESS OFFICE

FROM: Quineshia Brown-Coles, Family Engagement Manager

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

NAME OF SCHOOL REQUESTED: Waterbury Arts Magnet

☐ Auditorium ☐ Gymnasium ☐ Swimming Pool ☐ Café/Rooms
X Atrium

DATES REQUESTED: April 15, 2023

FROM: 11³⁰ am/pm TO: 4³⁰ am/pm

FOR THE FOLLOWING PURPOSES:

Kindergarten Registration Fair

Quineshia Brown-Coles
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.

Yick

MAR 27 2023

SCHOOL PERSONNEL USE ONLY

DATE: 03/27/2023

TO: SCHOOL BUSINESS OFFICE

FROM: Melinda Grove

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

NAME OF SCHOOL REQUESTED: Wallace Middle School

☐ Auditorium

☐ Gymnasium

☐ Swimming Pool

☒ Café/Rooms

DATES REQUESTED: 04/03/2023

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

FOR THE FOLLOWING PURPOSES:

21st Century After School Program
Family Art Night

Melinda Grove
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.

back

MAR 27 2023

SCHOOL PERSONNEL USE ONLY

DATE: 03/27/2023

TO: SCHOOL BUSINESS OFFICE

FROM: Melinda Grove

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

NAME OF SCHOOL REQUESTED: Wallace Middle School

☐ Auditorium ☐ Gymnasium ☐ Swimming Pool ☒ Café/Rooms

DATES REQUESTED: 04/25/2023

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

FOR THE FOLLOWING PURPOSES:

21st Century After School Program
Family Bingo Night

Melinda Grove
APPLICANT

Please note the following provisions:

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

hook

MAR 28 2023

SCHOOL PERSONNEL USE ONLY

DATE: 3/28/23

TO: SCHOOL BUSINESS OFFICE

FROM: Kari Nizzardo

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

NAME OF SCHOOL REQUESTED: Waterbury Arts Magnet School

☐ Auditorium ☐ Gymnasium ☐ Swimming Pool ☒ Café/Rooms

DATES REQUESTED: 6/21/23

FROM: 8 am am/pm TO: 2 pm am/pm

FOR THE FOLLOWING PURPOSES:

2 classrooms needed for the MFA Summer Institute

Kari Nizzardo
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.

dygok

MAR 28 2023

SCHOOL PERSONNEL USE ONLY

DATE: March 28, 2023

TO: SCHOOL BUSINESS OFFICE

FROM: Silas Bronson Library

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

NAME OF SCHOOL REQUESTED: **WILBY**

☐ Auditorium ☒ Baseball Field ☐ Swimming Pool ☐ Café/Rooms

DATES REQUESTED: May 17, 2023

FROM: 3:00 pm TO: 6:00 pm

FOR THE FOLLOWING PURPOSES:

Set up next to the baseball field on game day (boys' baseball vs. Kaynor Tech) to promote the library.

Michael Tierney
Librarian III

.....

Please note the following provisions:

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

COMMITTEE ON BUILDINGS AND SCHOOL FACILITIES

WORKSHOP: Thursday, March 30, 2023

BOARD MEETING: Thursday, April 20, 2023

**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
Bags Foundation, CT.	Kennedy gym: Tuesday, April 4 th 5:00 – 9:30 pm
N. Reddick	(high school all-star basketball games)

REQUESTING WAIVERS:

Grandville Academy	Reed café & kitchen: Sat., April 29 th 9:00am – 1:00 pm
Maurice Mosley	(seminar) (\$420.)
A Ireland	Crosby gym & café: June 19 th – 23 rd 9am – 4pm (\$3,360.)
	Rotella gym: June 19 th - 23 rd 11am – 2pm (\$1,680.)
	(Basketball development program)

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

CT. Royalty	Wilby gym: Mar. 24 nd thru June 2 nd Wednesday & Fridays
T. Inabinett	6pm – 9pm (youth basketball practice)
Special Olympics	Wilby pool: March 28 th thru May 30 th Tuesdays 5:00 – 8:00 pm
J. Stack	(Wtby. Spec. Olympics swim practice)
PAL	Kennedy aux .gym: Mar. 27 th – July 14 th Mon., Tues., Fri. 6:00 – 9:00 pm
	(basketball practice for travel team)

MONIES COLLECTED TO DATE:

\$ 27,726.29

Approved:

Ann Sweeney

Dr. Verna D. Ruffin
Superintendent of Schools

MAR 21 2023

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 Nakia Reddick NAME OF ORGANIZATION BALIS Foundation CT
ADDRESS 541 Wolcott St Waterbury CT 06705 TELEPHONE # (203) 591-1182
(street) (city) (state) (zip code)
SCHOOL REQUESTED Kennedy High School DATES April 4, 2023 ROOM(S) G4m
OPENING TIME 5pm CLOSING TIME 9:30pm PURPOSE High School All-Star game
ADMISSION (if any) \$5.00 CHARGE TO BE DEVOTED TO Waterbury Public School Athletic departments
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 150 CHILDREN 40
SIGNATURE OF APPLICANT [Signature] DATE 3/21/23

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

Nakia Reddick, 541 Wolcott St Waterbury CT 06705, 904-687-6956

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. [Signature] (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES: \$42/HR plus 1 HR SERVICE PER CUST. (2) (\$462.)

RENTAL FEES:

MISCELLANEOUS FEES:

SECURITY DEPOSIT \$ 250. INSURANCE COVERAGE [Signature] YES [Signature] 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

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#

Yark
APPLICANT Maurice Mosley NAME OF ORGANIZATION Granville Academy
ADDRESS 66 Red Coat Rd Waterbury TELEPHONE # 203 598 4101
(street) (city) (state) (zip code)
SCHOOL REQUESTED Reed DATES April 29th ROOM(S) Cafe - Kitchen
OPENING TIME 9am CLOSING TIME 1pm PURPOSE Seminar with author
ADMISSION (if any) NA CHARGE TO BE DEVOTED TO _____
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 15 CHILDREN 75
SIGNATURE OF APPLICANT [Signature] DATE 3/21/23

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

Maurice Mosley

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

SCHEDULE OF RATES: CUSTODIAL FEES: \$42/HR plus 1 HR. SERVICE PER CUST. (2) (\$420.)

RENTAL FEES: _____

MISCELLANEOUS FEES: _____

SECURITY DEPOSIT \$ _____ INSURANCE COVERAGE YOK 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.

USE OF SCHOOL FACILITIES
WAIVER REQUEST

(to be submitted with Use of Building Permit)

APPLICANT/ORGANIZATION: Granville Academy

Please check below specific item(s):

Building Usage Fees ☒

Custodial Fees ☒

SCHOOL/ROOMS REQUESTED: Reed School - Cafe

DATE(S): April 29th

TIMES: 9^{am} to 1 pm

DATE(S): _____

TIMES: _____

DATE(S): _____

TIMES: _____

DATE(S): _____

TIMES: _____

DATE(S): _____

TIMES: _____

DATE(S): _____

TIMES: _____

3/21/23

Date

[Signature]

Signature

OFFICE USE ONLY

List total cost of fees being requested to be waived:

\$

Building Usage Fees

\$

420.

Custodial Fees

\$

Security Deposit

BOARD USE ONLY

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

ATTEST: _____

Clerk, Board of Education

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

CONTRACT# 28 2023

1900k
APPLICANT Anthony Ireland NAME OF ORGANIZATION AI 3 Leadership Academy
ADDRESS 526 Woodhick Waterbury CT 06705 TELEPHONE # 203-768-0933
(street) (city) (state) (zip code)
SCHOOL REQUESTED Crosh High School DATES June 19-23 ROOM(S) Gym + Cafe
OPENING TIME 9:00am CLOSING TIME 4:00pm PURPOSE Basketball Development Camp
ADMISSION (if any) Free CHARGE TO BE DEVOTED TO _____
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 40 CHILDREN 75
SIGNATURE OF APPLICANT [Signature] DATE 3/28/23

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

Anty Ireland, 526 Woodhick Road

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. AI (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES: \$42/HR plus 1 HR. SERVICE PER CUST. (2) (\$3,360.)

RENTAL FEES: _____

MISCELLANEOUS FEES: _____

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

PLEASE READ THE FOLLOWING CAREFULLY

9AM - 4PM

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.

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

APPLICANT/ORGANIZATION:

AI 3 Leadership Academy

Please check below specific item(s):

Building Usage Fees ☐

Custodial Fees ☐

SCHOOL/ROOMS REQUESTED:

Gym + Cafe

DATE(S): June 19-23

TIMES: 9-4pm

DATE(S):

TIMES:

DATE(S):

TIMES:

DATE(S):

TIMES:

DATE(S):

TIMES:

DATE(S):

TIMES:

3/28/23

Date

[Signature]

Signature

OFFICE USE ONLY

List total cost of fees being requested to be waived:

\$

Building Usage Fees

\$

Custodial Fees

\$

Security Deposit

BOARD USE ONLY

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

ATTEST:

Clerk, Board of Education

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

MAR 28 2023

CONTRACT#

Book
APPLICANT Anthony Ireland NAME OF ORGANIZATION AI 3 Leadership Academy
ADDRESS 526 Woodhick Waterbury CT 06205 TELEPHONE # 203-768-0533
(street) (city) (state) (zip code)
SCHOOL REQUESTED Rotella DATES June 19-23 ROOM(S) Gym
OPENING TIME 11am CLOSING TIME 2pm PURPOSE Basketball Development
ADMISSION (if any) free CHARGE TO BE DEVOTED TO —
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 90 CHILDREN 75
SIGNATURE OF APPLICANT [Signature] DATE 3/28/23

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

Anthony Ireland, 526 Woodhick Road, 203 768-0533

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. AI (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES: \$42/HR. plus 1 HR service per custodian (2) (\$1,680)

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.

USE OF SCHOOL FACILITIES
WAIVER REQUEST

(to be submitted with Use of Building Permit)

APPLICANT/ORGANIZATION: AI 3 Leadership Academy

Please check below specific item(s):

Building Usage Fees ☐

Custodial Fees ☐

SCHOOL/ROOMS REQUESTED: Gym

DATE(S): June 19-23

TIMES: 11 AM - 2 PM

DATE(S): _____

TIMES: _____

DATE(S): _____

TIMES: _____

DATE(S): _____

TIMES: _____

DATE(S): _____

TIMES: _____

DATE(S): _____

TIMES: _____

3/28/23

Date

[Signature]

Signature

OFFICE USE ONLY

List total cost of fees being requested to be waived:

\$

Building Usage Fees

\$

Custodial Fees

\$

Security Deposit

BOARD USE ONLY

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

ATTEST: _____

Clerk, Board of Education

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

CONTRACT#

Book

APPLICANT Terry Inabinett NAME OF ORGANIZATION CT Royalty
ADDRESS 9 Alcott Rd. Wolcott CT 06716 TELEPHONE # 2039826442
(street) (city) (state) (zip code)
SCHOOL REQUESTED Wilby DATES 3/24-6/2 ROOM(S) Gym
OPENING TIME 6pm CLOSING TIME 9pm PURPOSE Youth basketball practice
ADMISSION (if any) N/A CHARGE TO BE DEVOTED TO _____
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 6 CHILDREN 40
SIGNATURE OF APPLICANT [Signature] DATE 3/21/2023
PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:
Terry Inabinett 2039826442

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

SCHEDULE OF RATES: CUSTODIAL FEES: _____
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.

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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. 574-6963 FIRE DEPT. 597-3452

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APPROVAL DATE _____ SCHOOL BUSINESS OFFICE

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

White-Permittee

Goldenrod-School Business Office

Pink-Principal

Blue-Custodian

*Wed.
&
Fri.
3/24 - 4/2*

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#

Stack
APPLICANT Jean Stack NAME OF ORGANIZATION Waterbury Special Olympics
ADDRESS 107 Hempel Dr Wolcott CT 06716 TELEPHONE # 203-565-1916
(street) (city) (state) (zip code)
SCHOOL REQUESTED Wilby DATES 3/28-5/30/23 ROOM(S) Pool + Locker Rooms
OPENING TIME 5pm CLOSING TIME 8pm PURPOSE Waterbury Special Olympics swim practice
ADMISSION (if any) N/A CHARGE TO BE DEVOTED TO _____
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 30 CHILDREN 15
SIGNATURE OF APPLICANT Jean Stack DATE 3/16/23
PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION: Heather Minervini, 86 Poturcos King Rd Wolcott CT 06716 203-565-8433
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. JMS (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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PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.

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APPROVAL DATE _____

SCHOOL BUSINESS OFFICE

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

White-Permittee

Goldenrod-School Business Office

Pink-Principal

Blue-Custodian

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

CONTRACT#

Book
APPLICANT Michael Macary NAME OF ORGANIZATION Waterbury PAL
ADDRESS 64 Division St Waterbury CT TELEPHONE # (203) 585-3583
(street) (city) (state) (zip code)
SCHOOL REQUESTED Kennedy DATES 3/27 - 7/14 ROOM(S) Aux Gym
OPENING TIME 6 pm CLOSING TIME 9 pm PURPOSE Basketball
ADMISSION (if any) _____ CHARGE TO BE DEVOTED TO _____

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

SIGNATURE OF APPLICANT Michael Macary DATE 10/26/28

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

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

SCHEDULE OF RATES: CUSTODIAL FEES: _____

RENTAL FEES: _____

MISCELLANEOUS FEES: _____

SECURITY DEPOSIT \$ _____ INSURANCE COVERAGE ☒ YES ☐ NO

PLEASE READ THE FOLLOWING CAREFULLY

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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.



COMMUNICATIONS



March 15, 2023 through
March 28, 2023

Carrie Swain

From: Tim Moynahan <tconstant@moynahanlawfirm.com>
Sent: Thursday, March 16, 2023 2:49 PM
To: Tim Moynahan
Cc: Tim Moynahan
Subject: Free Speech in the Dock
Attachments: CCSU.jpg

EXTERNAL MAIL- Think before you Click. More than 90% of successful cyber attacks start with a phishing email. This email originated from outside the District.

This is intolerable. Are we supposed to surrender free speech to this well- fed bunch, sprinkling their defiance with "ain't got." They may be sleeping through English class (if there is still such a thing) but as oppressed as they claim to be they haven't missed a meal.

They resemble refugees from "The Lord of the Flies" and the "War is Peace" crowd from 1984. The Land of Dystopia and the University of Anarchy is upon us.

Some can hide, some can run, others will placate, but there are those who will not tolerate, who cannot in good conscience abide to be bullied. This is bulling at the very least and a hate crime writ large, with other criminal statute violations apparent.

Where are our elected officials, college Presidents , faculty, local Mayors, State Legislators, our Governor, Democrat and Republican leaders? Have we been abandoned as hostages without a discerning negotiator to peacefully secure our freedoms. The status quo is unacceptable. The lunatics in charge of the asylum must be excluded from the public square and required to take a remedial course to learn that "a marketplace for the exchange of ideas" means that truth will emerge from the competition of ideas in free, transparent public discourse.

Disruption at this level does not constitute a protest which is the right of all, it is a riot from which all are prohibited. We are obliged to enforce the law and to prevent the denigration of free speech. We are only as free as our speech is free, whether that means enabling Campus police or local police or the National Guard to do their duty. We cannot do more, we should never do less.

As Winston Churchill declared "We have not journeyed all this way across the centuries, across the oceans, across the mountains, across the prairies, because we are made of cotton candy." Our pride and patriotism are rooted in national not racial identity. If we do not stand and fight for that iconic principle we are not worthy to be designated as Americans.

Video of the suppression of speech the op-ed describes can be found on the following facebook page:

<https://www.facebook.com/keren.prescott.9/videos/128583083475249/>

The disruption of the film the students were trying to show begins roughly at the three-minute mark. It was truly an ugly, ugly scene, utterly unbecoming of a university.

Timothy C. Moynahan, Esq.
The Moynahan Law Firm, LLC
255 Bank St., Suite 2-A
P.O. Box 2242



236 Grand Street
Waterbury, CT 06702

(203) 574-6761

The City of Waterbury
Connecticut

Department of Human Resources
Office of the Civil Service Commission

March 8, 2023

Gina Morton
37 Sharon Rd., Apt. 3
Waterbury, CT 06705

Dear Ms. Morton:

Your name is being certified to the Department of Education – Food Service for the position of Executive Administrative Assistant (Req. #2023483) at \$27.71 per hour.

Your official start date in this position is March 9, 2023.

Under the Civil Service Rules, your name will be removed from the eligibility list if you refuse this offer of appointment unless, within seven days from today, you furnish satisfactory evidence acceptable to me justifying such refusal. Please call the Civil Service Office at (203) 574-6761 if you are not interested in the position so that another candidate can be certified. If you have any questions, please do not hesitate to contact us.

Your new probationary period in accordance with your applicable contract will be 3 months in duration. The department head will be responsible for executing your probationary evaluation no later than 3 months from your first day in your new position.

Sincerely,

Nicholle West

Nicholle West
Human Resources Generalist

NW/sd

cc: Board of Education
Dr. Ruffin, Supt. of Schools
Linda Franzese, Director of Food Service
file



236 Grand Street
Waterbury, CT 06702

(203) 574-6761

The City of Waterbury
Connecticut
Department of Human Resources
Office of the Civil Service Commission

March 13, 2023

Gelissa Gutierrez
2 Aron Ave.
Waterbury, CT 06708

Dear Ms. Gutierrez:

Welcome to employment with the City of Waterbury. Your name is being certified to the Department of Education for the position of Paraprofessional I (Req. #2022954) at \$17.53 per hour. Please contact Miguel Pabon, Director of Pupil Services at (203) 574-8019 with any questions you may have in regards to this position.

Also, this offer is contingent upon you retaking the Praxis test within 90 days and obtaining a passing score.

We have scheduled your orientation for Thursday, March 30, 2023 at 9:15 a.m. at the Department of Education Training Room located at 236 Grand Street, 2nd Floor, Room 275 in Waterbury. You must attend this orientation session in order to work for the City. Your first day reporting to your new department/supervisor will be March 23, 2023 at your regular scheduled time.

At the orientation, we will provide you with a brief overview of the City, review its employment practices and complete all required paperwork. In addition, if you are an employee eligible for benefits, it is useful to bring the social security numbers and birth dates of your spouse and children in order to complete the insurance enrollment forms.

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

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

Again, welcome to the City of Waterbury.

Sincerely,

Nicholle West

Nicholle West
Human Resources Generalist
NW/sd

cc Board of Education
Dr. Ruffin, Supt. of Schools
Miguel Pabon, Director of Pupil Serv.
File



236 Grand Street
Waterbury, CT 06702

(203) 574-6761

The City of Waterbury
Connecticut

Department of Human Resources
Office of the Civil Service Commission

March 13, 2023

Sherie Paris
19 Boxwood Ct.
Waterbury, CT 06705

Dear Ms. Paris:

Welcome to employment with the City of Waterbury. Your name is being certified to the Department of Education for the position of Paraprofessional I (Req. #2023086) at \$17.53 per hour. Please contact Miguel Pabon, Director of Pupil Services at (203) 574-8019 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, March 30, 2023 at 9:15 a.m. at the Department of Education Training Room located at 236 Grand Street, 2nd Floor, Room 275 in Waterbury. You must attend this orientation session in order to work for the City. Your first day reporting to your new department/supervisor will be March 31, 2023 at your regular scheduled time.

At the orientation, we will provide you with a brief overview of the City, review its employment practices and complete all required paperwork. In addition, if you are an employee eligible for benefits, it is useful to bring the social security numbers and birth dates of your spouse and children in order to complete the insurance enrollment forms.

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

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

Again, welcome to the City of Waterbury.

Sincerely,

Nicholle West

Nicholle West
Human Resources Generalist
NW/sd
cc Board of Education
Dr. Ruffin, Supt. of Schools
Miguel Pabon, Director of Pupil Serv.
File



236 Grand Street
Waterbury, CT 06702

(203) 574-6761

The City of Waterbury

Connecticut

Department of Human Resources
Office of the Civil Service Commission

March 13, 2023

Jahneicessa Teasley
202 Birch St.
Waterbury, CT 06704

Dear Ms. Teasley:

Welcome to employment with the City of Waterbury. Your name is being certified to the Department of Education for the position of Paraprofessional I (Req. #2022446) at \$17.53 per hour. Please contact Miguel Pabon, Director of Pupil Services at (203) 574-8019 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, March 30, 2023 at 9:15 a.m. at the Department of Education Training Room located at 236 Grand Street, 2nd Floor, Room 275 in Waterbury. You must attend this orientation session in order to work for the City. Your first day reporting to your new department/supervisor will be March 31, 2023 at your regular scheduled time.

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

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

Again, welcome to the City of Waterbury.

Sincerely,

Nicholle West

Nicholle West
Human Resources Generalist
NW/sd

cc Board of Education
Dr. Ruffin, Supt. of Schools
Miguel Pabon, Director of Pupil Serv.
File



236 Grand Street
Waterbury, CT 06702

(203) 574-6761

The City of Waterbury
Connecticut

Department of Human Resources
Office of the Civil Service Commission

March 13, 2023

Jacob Bigos
60 Culvert St.
Torrington, CT 06790

Dear Mr. Bigos:

We are pleased to receive your acceptance of our offer of temporary and at will employment for the position of Career & Technical Education Skills Specialist for the Department of Education (REQ #2023281).

In this position your starting compensation will be \$45.00 per hour. Please be advised that this offer is for a period of time not to exceed 2022-2023 school year. Your official start date in this position will be March 16, 2023.

Continued employment is dependent upon issuance of your State of Connecticut Permit ED197. Once the permit application is provide to you, you will be required to submit the form within **three (3) business days** to the Office of Human Capital (Attention Kathy Christ) for timely filing with the State of Connecticut.

We will contact you regarding your start.

We look forward to working with you.

Again, welcome to the City of Waterbury.

Sincerely,

Nicholle West

Nicholle West
Human Resources Generalist

NW/sd

cc: Board of Education
Dr. Ruffin, Supt. of Schools
File



236 Grand Street
Waterbury, CT 06702

(203) 574-6761

The City of Waterbury
Connecticut
Department of Human Resources
Office of the Civil Service Commission

March 16, 2023

Geen Thazhampallath
71 Ribera Lane
Middletown, CT 06457

Dear Mr. Thazhampallath:

Welcome to employment with the City of Waterbury. Your name is being certified to the Department of Education for the position of Provisional Director of Personnel & Talent Management (Req. #2023897) at \$150,000.00 per year. Please contact Dr. Ruffin, Superintendent of Schools at (203) 574-8000 ext. 11200 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, March 16, 2023 at 9:15 a.m. at the Department of Education Training Room located at 236 Grand Street, 2nd Floor, Room 275 in Waterbury. You must attend this orientation session in order to work for the City. Your first day reporting to your new department/supervisor will be March 17, 2023 at your regular scheduled time.

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

Again, welcome to the City of Waterbury.

Sincerely,


Cherrie L. Lamb
Assistant Director of Human Resources

CLL/sd

cc Board of Education
Dr. Ruffin, Supt. of School
file

Carrie Swain

From: noreply@cabe.myenotice.com on behalf of CABA Policy Highlights <noreply@cabe.myenotice.com>
Sent: Friday, March 17, 2023 10:49 AM
To: Carrie Swain
Subject: CABA Policy Highlights 3-17-2023

EXTERNAL MAIL- Think before you Click. More than 90% of successful cyber attacks start with a phishing email. This email originated from outside the District.



CABA Policy Highlights

Jody I. Goeler, Senior Staff Associate for Policy Service

March 17, 2023

Volume 22 Issue 19

The topic for Issue 19 of the CABA Policy Highlights is **Developing AI Policy Guidelines**.

CABA's Policy Department continues to work on drafting a model AI policy.

Please click this link to download the PDF version of this Policy Highlights.

Connecticut Association of Boards of Education
81 Wolcott Hill Road
Wethersfield, Connecticut 06109
Phone 860-571-7446 Fax 860-571-7452
www.cabe.org



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Connecticut Association of Boards of Education

Jody I Goeler, Senior Staff Associate for Policy Service

PRESENTS POLICY HIGHLIGHTS

March 17, 2023

Volume 23 – Issue #19

Developing AI Policy Guidelines

A month ago, Artificial Intelligence, beyond what Alexa and Siri offer, still seemed like something that would likely be more applicable to our lives someday down the road. While “someday” used to be a vague reference to a period of time off in the future, when it comes to technology, it appears to mean tomorrow. According to a recent New York Times article, Open AI, the 300 employee company responsible for developing ChatGPT, is already back with their updated GPT-4, which promises to be more precise, more skillful at analysis and summarizing and answering complex questions. For example, given a photograph, chart or a diagram, GPT-4 can provide a detailed description of the image and answer questions about its content. In addition to its technological enhancements, other technology companies are likely to include its features in an array of products and services. As an aside, GPT-4 passes the New York State Bar Exam 90% of the time.

Contrast the swiftness in the advancements of technology with the deliberative process of policy development. Upon learning about ChatGPT, I was drawn to CABE’s model policy on Cheating/Plagiarism/Academic Dishonesty (5121.3). I wondered if this policy, which stems from concerns related to attitudes of getting away with whatever one can in order to be successful, could be revised to include emerging AI tools, such as ChatGPT.

According to Ann Lathrop and Kathleen Foss, authors of *Student Cheating and Plagiarism in the Internet Era: A Wake-Up Call*, “Cheating and plagiarizing appear to be so widely accepted by students that the byword has changed from don’t cheat or plagiarize to don’t get caught.” Other studies, in addition to the more recent ones cited above, confirm the extent of the problem. Regretfully, students all too often see cheating all around them in the larger adult world of business and politics and there appears to be no consequences or the punishment is often mild. Unfortunately, cheating is widespread in our culture.

Lathrop and Foss offer the following tips for creating a culture of academic integrity:

- You must have the understanding, awareness, and support of all stakeholders-teachers, administrators, students, parents, the school board and the larger community.
- Develop an academic honesty policy. Develop it with the involvement of all stakeholders, and enforce it fairly. Post it in every classroom and refer to it whenever possible.
- Develop awareness of all existing and emerging technologies and their potential unauthorized uses in the entire school community.

- Teachers need to structure assignments to make it difficult for students to plagiarize and to challenge them to think creatively. Focus on process, rather than product. Instead of collecting only a final product, have students submit research portfolios, including their notes, outlines, and other documents of the research process.
- Establish a school climate where academic integrity is valued by all stakeholders-parents, teachers, administrators, students and the larger community. Emphasize that honesty and integrity are as important as grades and test scores.
- Make sure all stakeholders understand what plagiarism is and how it can be prevented.
- Teachers should check for plagiarism, considering it a violation of their trust and subject to the code of conduct.
- Design thoughtful assignments that require students to analyze, compare, invent, and propose original solutions.
- Vary assignments and topic suggestions each semester. Create opportunities for students to orally present and defend their research.
- Value the research process, not just the product.
- Keep portfolios of student writing.

These suggestions remain relevant in today's classroom, as they serve to create a culture of academic integrity and support higher order thinking skills and creativity. Simply embedding Artificial Intelligence, however, in a policy devoted to cheating misses an opportunity for boards of education, school and district leaders and teachers to establish standards for embracing AI in education and preparing students for the world of work where they will likely be confronted with AI tools to gain greater productivity while adhering to ethical behavioral standards. In addition, developing a policy devoted to AI will allow the Board to speak beyond the emerging large language model technologies similar to ChatGPT and include AI tools that replicate voice and images. Therefore, developing a policy devoted to establishing guidelines for acceptable AI educational practice appears to be in order.

As CABE continues to work on drafting a model AI policy, effective guidelines will need to provide for the following:

- Ensuring equitable opportunities and access
- Attributing sources and adhering to responsible use
- Encouraging opportunities for expanding pedagogy
- Preparing all students with the tools necessary to fully engage in the post K-12 world
- Embracing and accounting for a broad range of AI tools to assist in non-instructional areas, such as budget book development.

Developing policy for this rapidly changing technology arena and taking a thoughtful, deliberative and proactive approach will continue to be a daunting task, especially as these innovations land on an unregulated landscape.