Waterbury Board of Education

THE CITY OF WATERBURY 236 Grand Street ~ Waterbury, CT 06702 203-574-8009

M E M O R A N D U M

FROM: Carrie A. Swain, Clerk
Board of Education

DATE: April 3, 2024

TO: Michael J. Dalton, City Clerk

SUBJECT: Notice of Workshop/Committee Meetings, April 4, 2024, Regan School

The Committees of the Board of Education will meet on Thursday, April 4, 2024, 5:30 p.m., Regan School, 2780 North Main Street, Waterbury, Connecticut.

This meeting will be broadcasted live on the City of Waterbury's Government Access Channel (Comcast 96, Frontier 6096) and streamed live on YouTube at https://youtu.be/E2bfVPGCKrw.

A G E N D A

SILENT PRAYER

PLEDGE ALLEGIANCE TO THE FLAG

PUBLIC SPEAKING

PRINCIPAL'S REPORT ~ Angela Razza

1. *Committee of the Whole/5 minutes* ~ Waterbury Teachers Association regarding continued issues – K. Egan.

2. *Committee of the Whole/10 minutes* ~ School Transportation Report – N. Albini, J. Hunter, Brad Kerrigan/Durham.

3. *Committee of the Whole/15 minutes* ~ Request approval of the Professional Development and Evaluation Committee Educator and Leader Evaluation Plans – J. Mendoza, D. Schwartz.

4. *Committee on School Personnel/10 minutes* ~ Job specifications for the new position of Director of Multilingual Education – Dr. Ruffin, J. Frenis.

5. *Committee on Finance/5 minutes* ~ Request approval to apply for the Connecticut State Department of Education CTE Secondary Supplemental Enhancement Grant 2024 – L. Allen Brown, J. Frenis, M. Merati.

6. *Committee on Finance/5 minutes* ~ Request approval of a Professional Services Agreement with eDynamic Holdings LP for Gaming Software Curriculum – J. Frenis, M. Merati.

7. *Committee on Finance/10 minutes:*
   a) Grant Status Report – D. Biolo.
   b) FYI - ARP/ESSER Update – D. Biolo.
   c) Monthly Expenditure Report for January – D. Biolo.
   d) Transfer in the 2023/24 General Fund Budget – D. Biolo.

8. *Superintendent's Update* ~ Dr. Ruffin.

9. *Committee on Building & School Facilities/2 minutes* ~ Use of school facilities by school organizations and/or City departments – N. Albini.

10. *Committee on Building & School Facilities/2 minutes* ~ Use of school facilities by outside organizations and/or waiver requests – N. Albini.

11. *Superintendent's Notification to the Board/5 minutes:*

a. Athletic appointments:

Name	*Position*	*Location*	*Effective*
Hasemann, Erich	Baseball Coach	WMS	03/26/24
Scialla, Marlena	Assistant Outdoor Track Coach	KHS	03/27/24
Zenick, Richard	Asst. Baseball Coach	WCA	03/19/24

b. Grant funded appointments:

Name	*Position/Location*	*FT/PT*	*Rate*	*Union*	*Funding*	*Effective*
Ariola, Patrick	Tutor Carrington	PT	$34/hr	NONBOE	Title I/A 23-25	03/21/24
Bajram, Urim	Hall Monitor Wallace	PT	$15.71/hr	NONBOE	Title I /A 23-25	03/07/24
Barbieri, Stephen	Career Facilitator Adult Education	FT	$31/hr	UPSEU 69	Ad. Ed Prov. 23-24	03/07/24
Barclay, Tamoy	Attendance-Truancy Coordinator/WAMS	FT	$18.14/hr	F UPSEU 69	IntDis Magnet WAMS 23-24	03/14/24
Brown, Kimberly	Hall Monitor WAMS	PT	15.71/hr	NONBOE	IntDis Magnet WAMS 23-24	03/21/24
Frageau, Patricia	Child Associate Duggan	PT	$22/hr	NONBOE	Prim Mental Health 23-24	02/29/24
Rowe, Danielle	Magnet School Specialist/WAMS	FT	$18/hr	F UPSEU 69	IntDis Magnet WAMS 23-24	04/11/24
Wynn, Amy	Tutor (Certified) Duggan	PT	$34/hr	NONBOE	Title I /A 23-25	03/14/24

c. Miscellaneous Summer School appointments:

Name	*Position/Program*	*Location*
Gomez, Bridgette	EAS Summer School Coordinator	DW
Labonte, Stefanie	EAS Middle School Summer School Coord.	DW
Sejdaras, Benjola	High School Summer School Credit Recovery Administrator	DW
Gittings, Stacey	Administrator/Summer School	Maloney
Dombrowski, Jason	Administrator Sub/Summer School	Maloney
Barbieri, Katie	Teacher/Summer School	Maloney
Cancro, Dana	Teacher/Summer School	Maloney
Colangelo, Esther	Teacher/Summer School	Maloney
Conner, Carrington	Teacher/Summer School	Maloney
Couture, Cheryl	Teacher/Summer School	Maloney
Doran, Mary	Teacher/Summer School	Maloney
Fappiano, Marny	Teacher/Summer School	Maloney
Gilmore, Hayley	Teacher/Summer School	Maloney
Hibbs, Jennifer	Teacher/Summer School	Maloney
Mecca, Kaylie	Teacher/Summer School	Maloney
Parker, Marlene	Teacher/Summer School	Maloney
Senan, Naseem	Teacher/Summer School	Maloney
Russaw, Crystal	Grade K Teacher/RMS EAS	Rotella
Matthews, Julia	Grade K Teacher/RMS EAS	Rotella
Ignacio, Lyndsay	Grade 1 Teacher/RMS EAS	Rotella
Zaccagnini, Krista	Grade 2 Teacher/RMS EAS	Rotella
Monroe, Mary	Grade 3 Teacher/RMS EAS	Rotella
Summerfield, Veronica	Grade 4 Teacher/RMS EAS	Rotella
Lee, Alexus	Substitute Teacher/RMS EAS	Rotella
Daddona, Suzanne	Substitute Teacher/RMS EAS	Rotella

d. Voluntary Clean Opening transfers effective 2024/25 school year:

LAST NAME	*FIRST NAME*	*FROM: Previous School Location*	*TO: New School Location*
Anthony	Madison	Walsh Music	Walsh Music
Bartley	Elizabeth	Crosby Science - Biology	Crosby Science - Biology
Castellone	Tyler	Wallace Math Gr 7	Wallace Math Gr 7

Clark	Leah	Wilson Special Ed-BDLC	Wilson Special Ed-BDLC
Conroy	Dawn Marie	WAMS Music MS	WAMS Music MS
Cordero	Jose	WSMS Bilingual Math	WSMS Bilingual Math
Diodonet Torres	Yamailys	Roberto Clemente International Gr 2-English	Roberto Clemente International Gr 2-English
DiPietro	Kristin	Washington Pre-K Reg. Ed Co-Taught	Washington Pre-K Reg. Ed Co-Taught
Doll	Victoire	Kennedy Special Ed HS	Kennedy Special Ed HS
Fitzpatrick	Amanda	Bucks Hill Special Ed Elem.	Bucks Hill Special Ed Elem.
Guerrera	Olivia	Kingsbury Gr 4	Kingsbury Gr 4
Hunt	Scott	DW School Psychologist	DW School Psychologist
Kalagian	Karen	Tinker Lib. Media Specialist	Tinker Lib. Media Specialist
Lamenzo	Amy	Wilby Art	Wilby Art
Littlefield	Mishaela	Bucks Hill Gr K	Bucks Hill Gr K
Lopez	Melissa	Hopeville Bilingual Gr 1	Hopeville Bilingual Gr 1
Mahan	Jill	Crosby Science - Physical	Crosby Science - Physical
Miller	Persis	Wilson Special Ed-BDLC	Wilson Special Ed-BDLC
Park	Pauline	WAMS Music HS	WAMS Music HS
Peka	Alda	Bucks Hill Annex Pre-K Special Ed	Bucks Hill Annex Pre-K Special Ed
Rehmer	Sofia	Wilby Business	Wilby Business
Rush	Colleen	Sprague Gr 1	Sprague Gr 1
Schaefer	Courtney	Tinker Special Ed Elem.	Tinker Special Ed Elem.
Thervil	Chanel	Roberto Clemente International/Regan Split Art	Roberto Clemente International/Regan Split Art
Walker	Ivy	Duggan Special Ed Elem.	Duggan Special Ed Elem.
Wilks	Victoria	Wendell Cross Guidance Counselor	Wendell Cross Guidance Counselor
LAST NAME	*FIRST NAME*	*FROM: Previous School Location*	*TO: New School Location*
April	Meghan	Driggs ESL	Walsh ESL
Cassidy	Haley	Rotella Gr 5 Math/Science	Rotella Special Ed - IDEA
Chavoya	Kerry	NEMS ELA Gr 8	WCA ELA HS
Cote	Heather	NEMS Math Gr 8	WAMS Math MS Gr 8
Dossantos	Shannon	Duggan Special Ed MS	Wilby Special Ed HS
Frenis	Amanda	Generali Gr 1	Driggs Literacy Title I
Geci	Rayae	Wilson Pre-K Reg. Ed Co-Taught	Wilson Special Ed Elem.
Gemmell	Sherrie	NEMS ELA Gr 6	NEMS Lib. Media Specialist
Gizzi	Adriana	Driggs Gr 5	NEMS Math Gr 6
Lance	Michele	Bunker Hill Gr 4	NEMS ELA Gr 6
Mete	Meleke	Tinker Gr 2	WSMS ELA Gr 6
O'Toole	Ami	Wallace Art	WSMS Art
Piccochi-Frank	Christina	Generali Gr 5	Wallace ELA Gr 6
Rangel Garcia	Alicia	Chase Bilingual Gr K	Roberto Clemente International Gr 2-Spanish

e. Resignations:

Name	*Assignment*	*Effective*
Grant, Nataine	STEM Coach/District-wide	04/12/24

12. *Committee of the Whole:* Mayor's veto of March 28, 2024 of the Board's action of Item #13.3 from its meeting of March 21, 2024.

13. *Committee of the Whole:* Mayor's veto of March 28, 2024 of the Board's action of Item #13.5 from its meeting of March 21, 2024.

ADJOURNMENT

ATTEST: _____
Carrie A. Swain, Clerk
Board of Education






Waterbury Public Schools
Regular Education
Transportation Update: Jeffrey Hunter

October 2023 – March 2024
Information provided by: Durham School Services

April 4, 2024

national express | school transit charter

School Start Up

national express | school transit charter

As of March 27, 2024

- There are currently 18,500 students transported daily, this includes public & private schools
- Driver turnover is 35%
- Available drivers during active period is 85%
- 99% of drivers live in Waterbury
- There are currently 109 Routes
- September 2023: Total Number of Drivers - 115
- March 2024: Number of Drivers - 113
- Driver Recruiting Efforts: School Bus with Recruitment Banner, Employment Job Fairs, Open House
- Internet: Indeed, CT Hires, LinkedIn, Community Patch, Facebook, Labor Department
- Currently 3 TDY Drivers, April 16 testing 5 new drivers

DURHAM SCHOOL SERVICES

Start of School Highlights

- Durham School Services has been working closely with Waterbury Public Schools Transportation Director Jeff Hunter to ensure 100% customer satisfaction
- Building routes to meet on-time performance
- Weekly meetings are held with Durham
- Drivers / Staffing (licensure, drug testing, increasing the number of drivers)
- Vehicles & maintenance checks and documentation review
- Safety issues, Review of Training, and On-Boarding of New Drivers
- The BOE expectations Review with all Transportation Partners
- Penalties & Infractions per contract reviewed
- From October 2023 – March 27, 2024, there have been very few minor bus accidents and no major incidents. All accidents are fully investigated and documented with the bus company safety director and local authorities with response and review by the Transportation Director.

Highlights October 23 – March 27

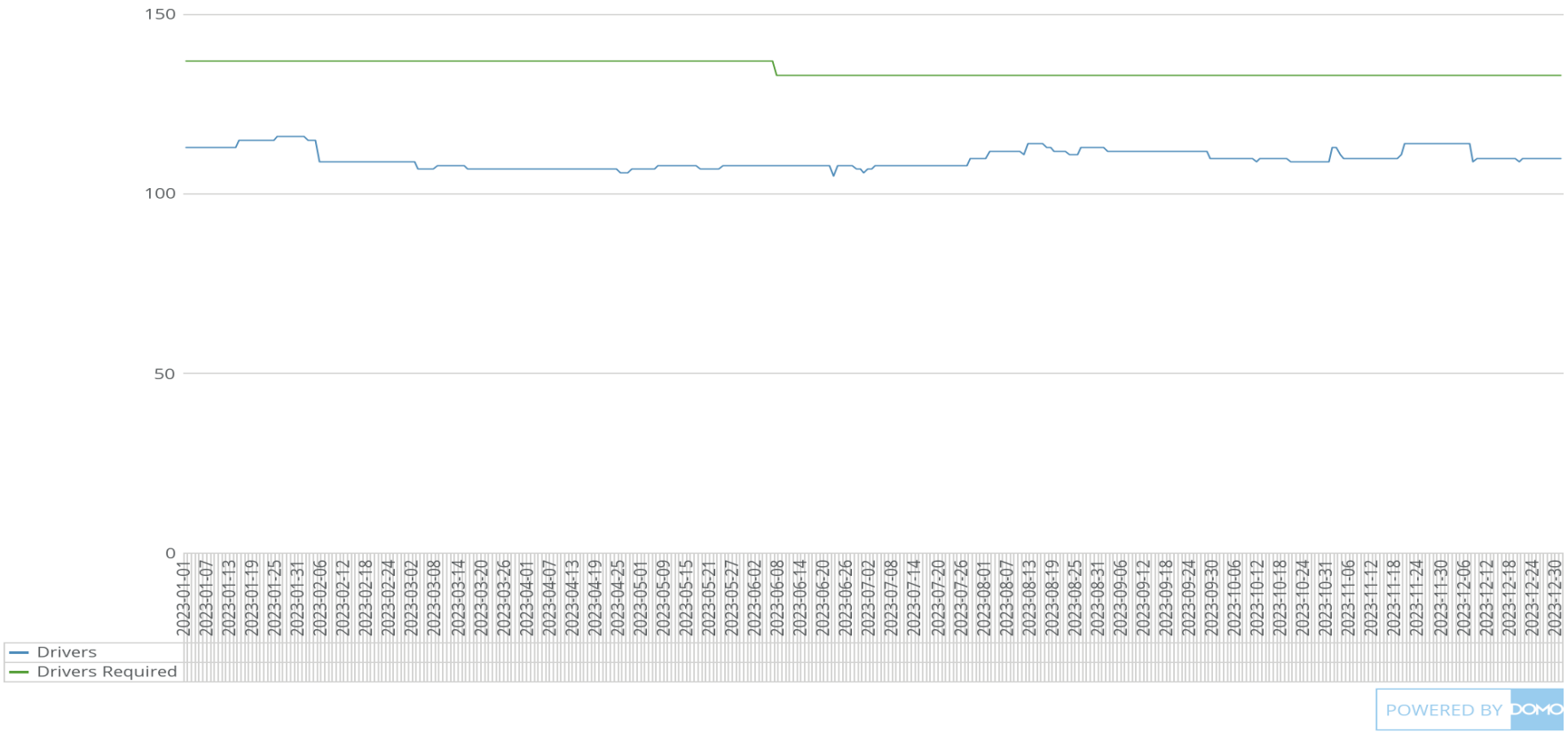
- Driver shortage is still a factor that impacts the routes
  - Routes are consolidated to get students to school on time
  - Schools Administrators are alerted when drivers are running behind schedule
  - Notices are sent out on ParentSquare
- Earlier in the year there were issues with high school students overloads due student after-school schedules
  - We met with school Administrators, students were assigned to buses, bus passes were given to students going to work along with an early dismissal bus
- Routes have been adjusted & driver changes have been made to correct the late arrivals
- Transportation Director will engage in spot checks and daily GPS review of routes to monitor travel times and address violations as needed

- Improved customer service with additional training and support of the dispatch team. Invested in new phone systems to better service the customers.
- Pipeline: 3 letters and waiting for test date. 1 testing Wednesday 4.3.2024. 44 people in pipeline. Improved hiring events with dedicated recruiting team. Most recent hiring event on 3.28.2024.
- Improved athletic trip requests and field trip request process. We are using an interactive spreadsheet for Athletics and Field trips for the schools. They are able to adjust trips and have complete visibility to their trips.
- Improved efficiencies when adding or making changes for students to school bus routes. They are able to see where we are placing stops and in the middle schools they turned it into a Google Form to be shared across the administrators.
- Improving safety KPI's by *decreasing* our speeding through daily coaching and monitoring live time our drivers.
- Improving the response time for requested videos by updating systems between the location and the school district.
- Driver staffing is at 113 drivers. We have continued to improve our driver count but have seen an increase in drivers taking Connecticut leave.
- Our office and MX departments are fully staffed – office having AM & PM Dispatchers, Router, Payroll Administrator, Utility Worker, Operations Supervisor, Safety Supervisor and General Manager.

DAILY STAFFING TRACKER - ALL - SCRD2

Last Year

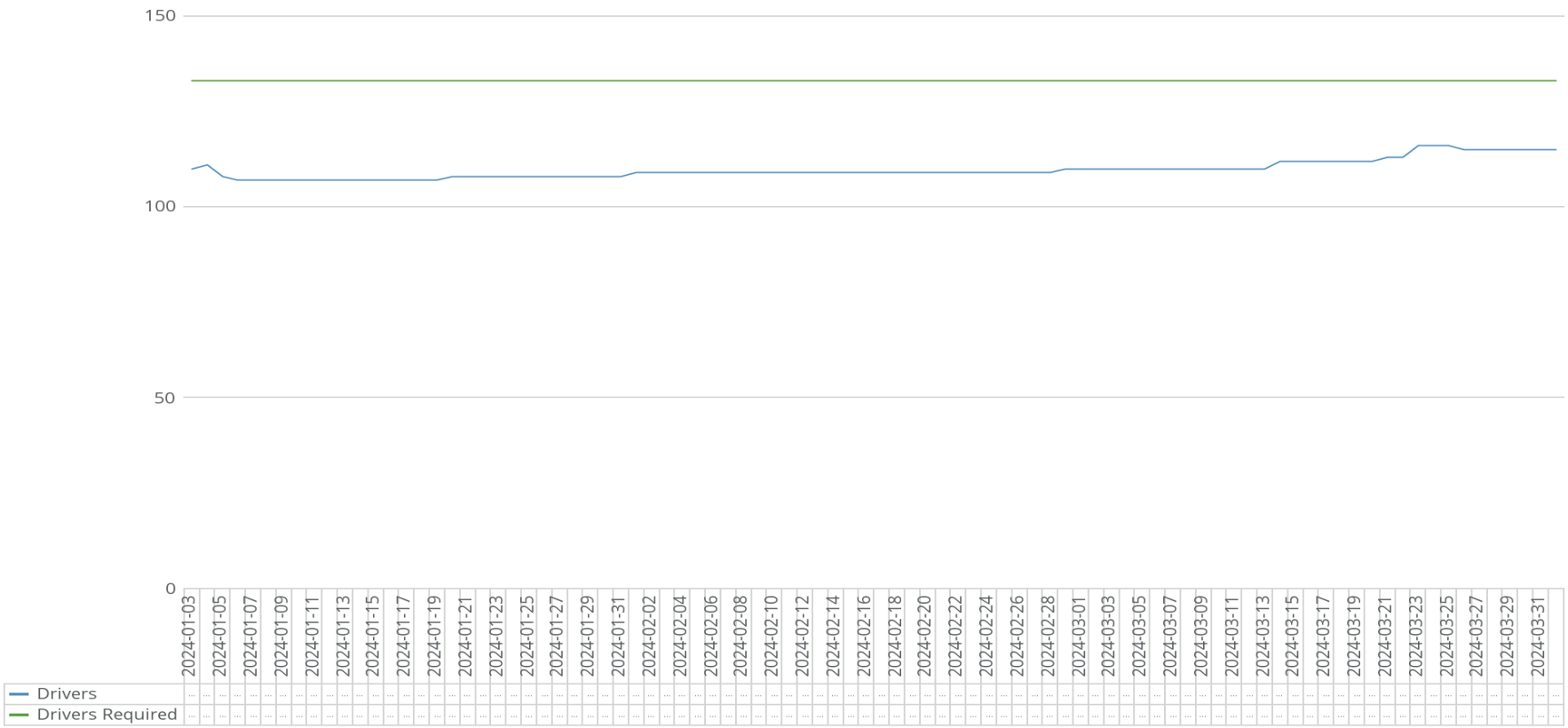
110 Total Drivers



DAILY STAFFING TRACKER - ALL - SCRD2

Last 90 Days

115 Total Drivers

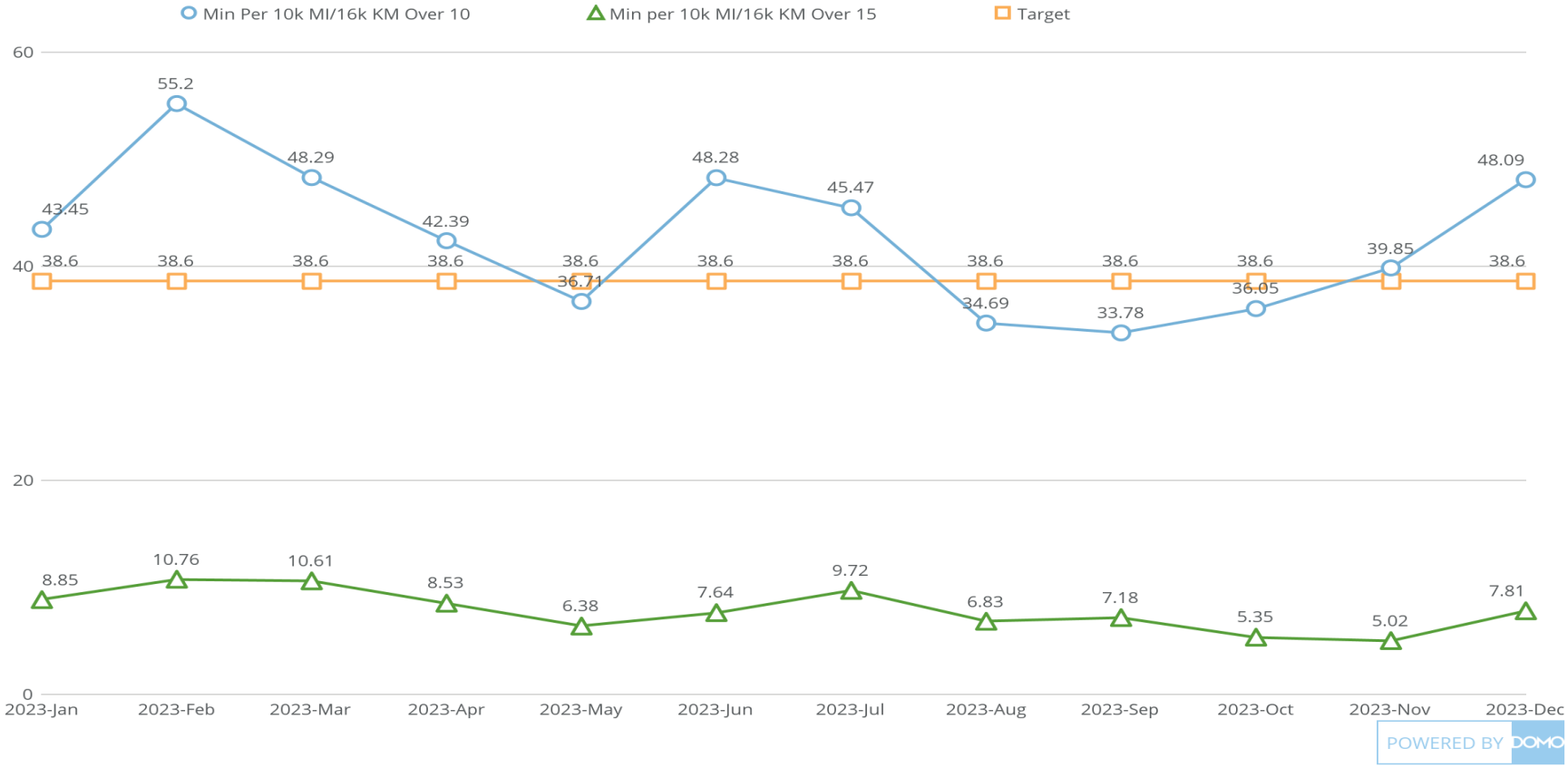


POWERED BY DOMO

SPEEDING VIOLATIONS TRENDING - LOCATION - SV4_GM_11GM

Last Year, by Month

42.27 Min Per 10k Miles/16k KM

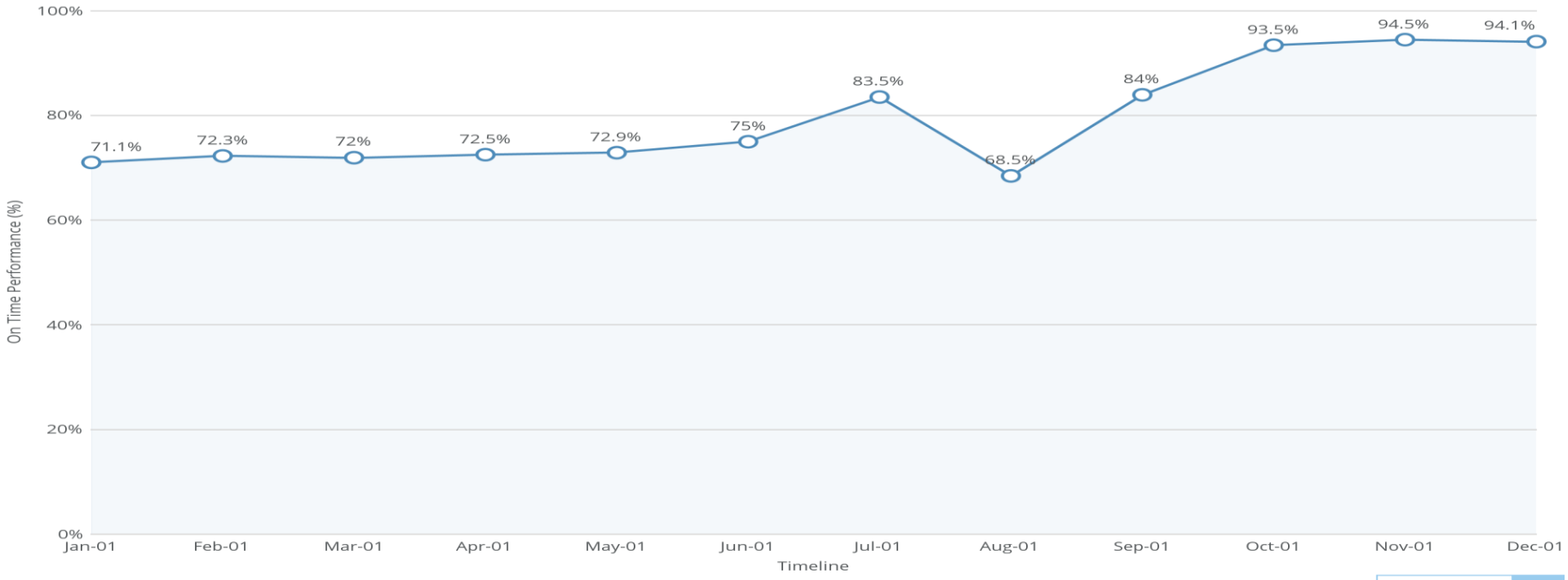


DURHAM SCHOOL SERVICES

ON TIME PERFORMANCE TRENDING- LOCATION- OT1_GM_11GM

Last Year, by Month

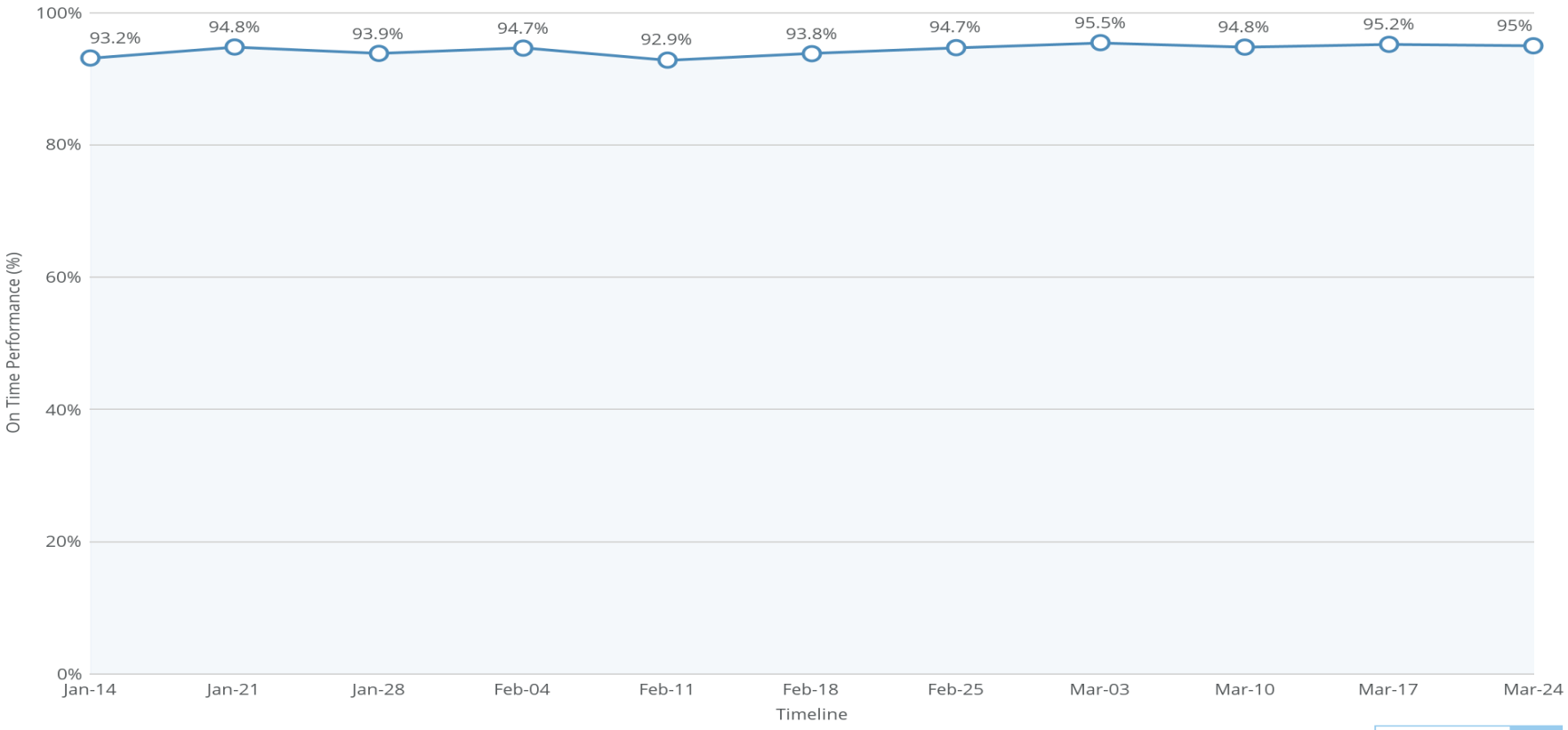
79.3 % On Time Performance



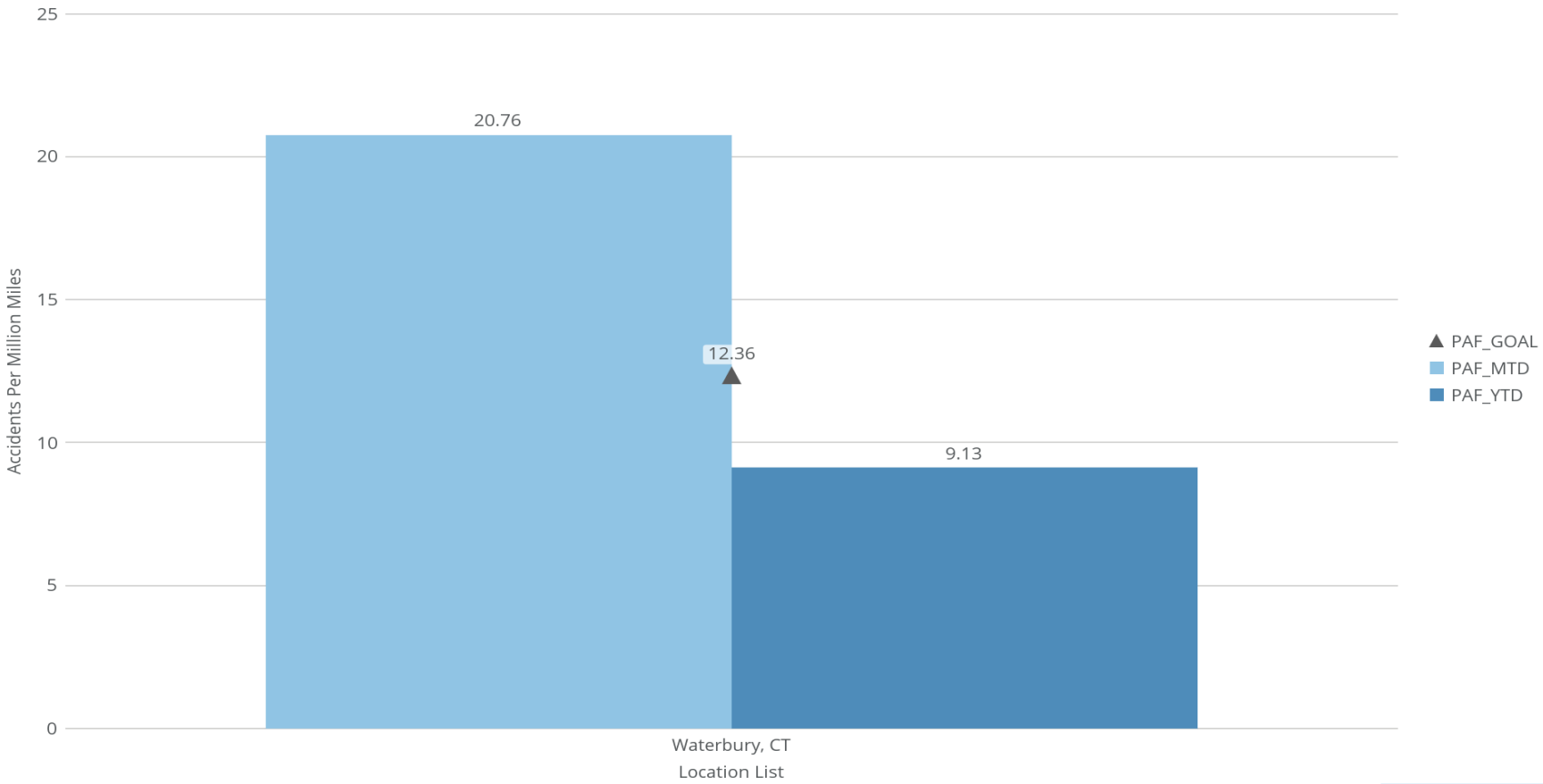
OTP TRENDING

Last 12 Weeks, by Week

94.6 % On Time Performance

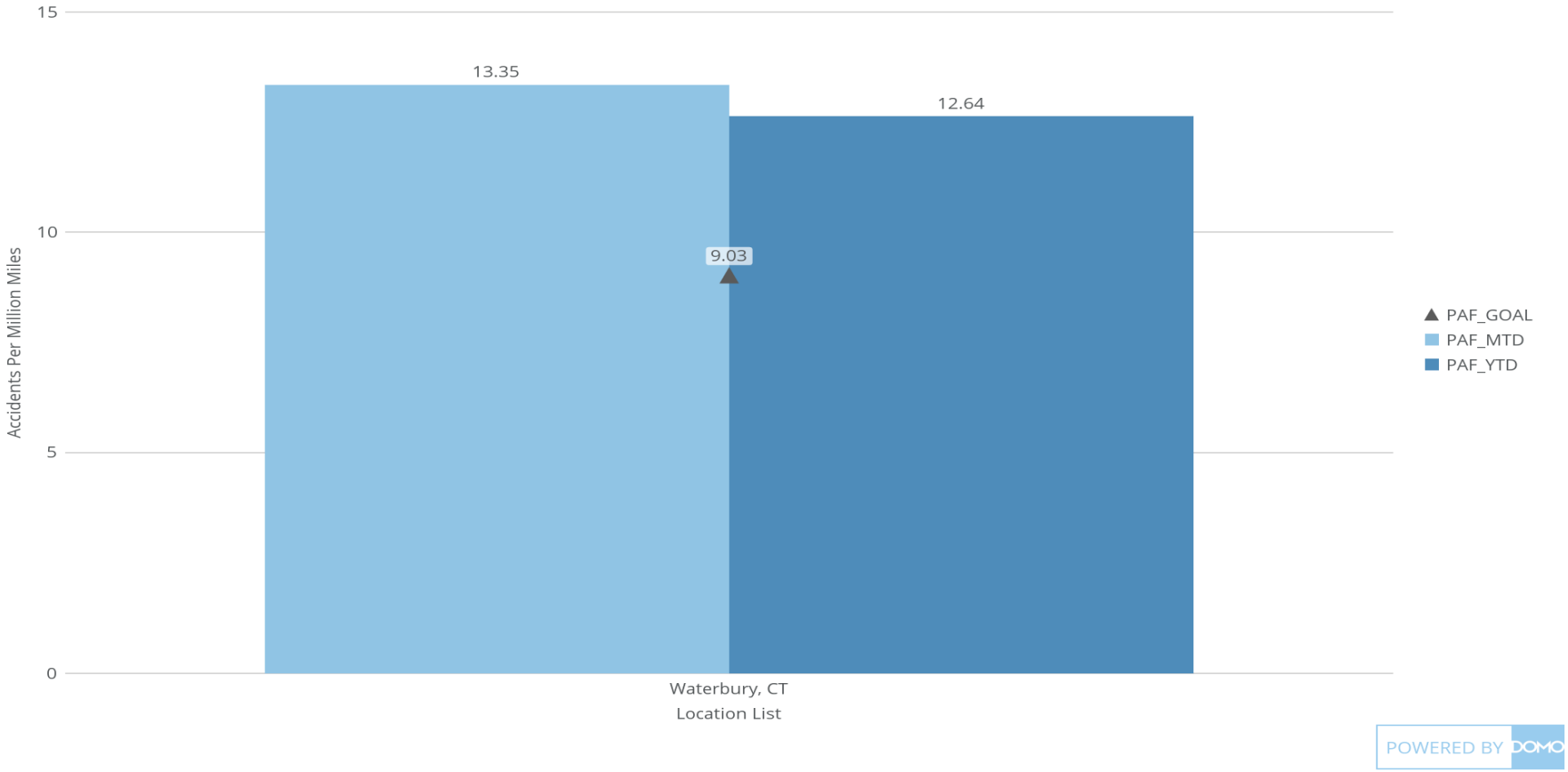


PREVENTABLE ACCIDENT FREQUENCY MTD/YTD- LOCATION- SF2_GM_41GM



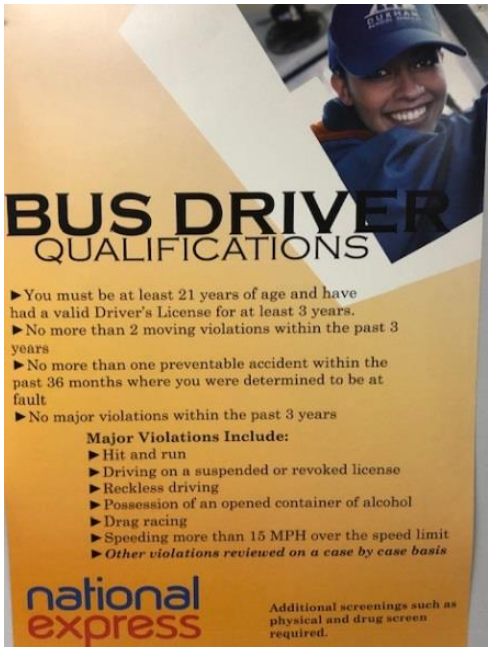
POWERED BY DOMO

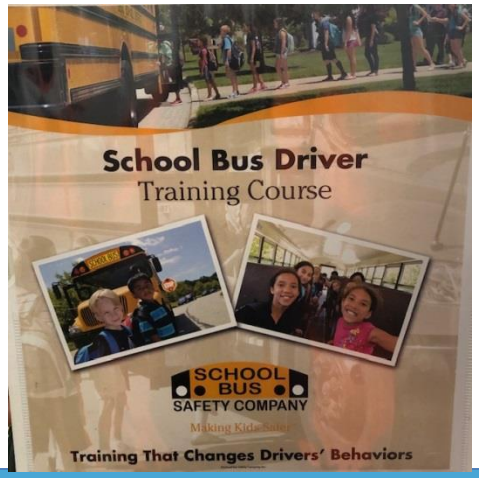
PREVENTABLE ACCIDENT FREQUENCY MTD/YTD- LOCATION- SF2_GM_41GM



Driver Training

- Training Materials provided by School Bus Safety Company
- We provide 16 hours of classroom training covering everything from the meet the bus to extreme student management. OSHA training is also included.
- 40 hours of behind the wheel training which is led by experienced trainers. BTW covers pre trip, all school bus procedures, slow maneuvers and driving.
- All drivers attend monthly safety meetings. All drivers are giving an annual on-the-road driver evaluation. Mirror grid training is conducted with each driver twice per school year.
- All drivers retest every 4 years with the DMV per state requirement.









Samba Safety- 3rd Party Provider

Your Daily Samba DriverMonitor™ Alert

Account: NEC - School Bus

Summary of New MVRs

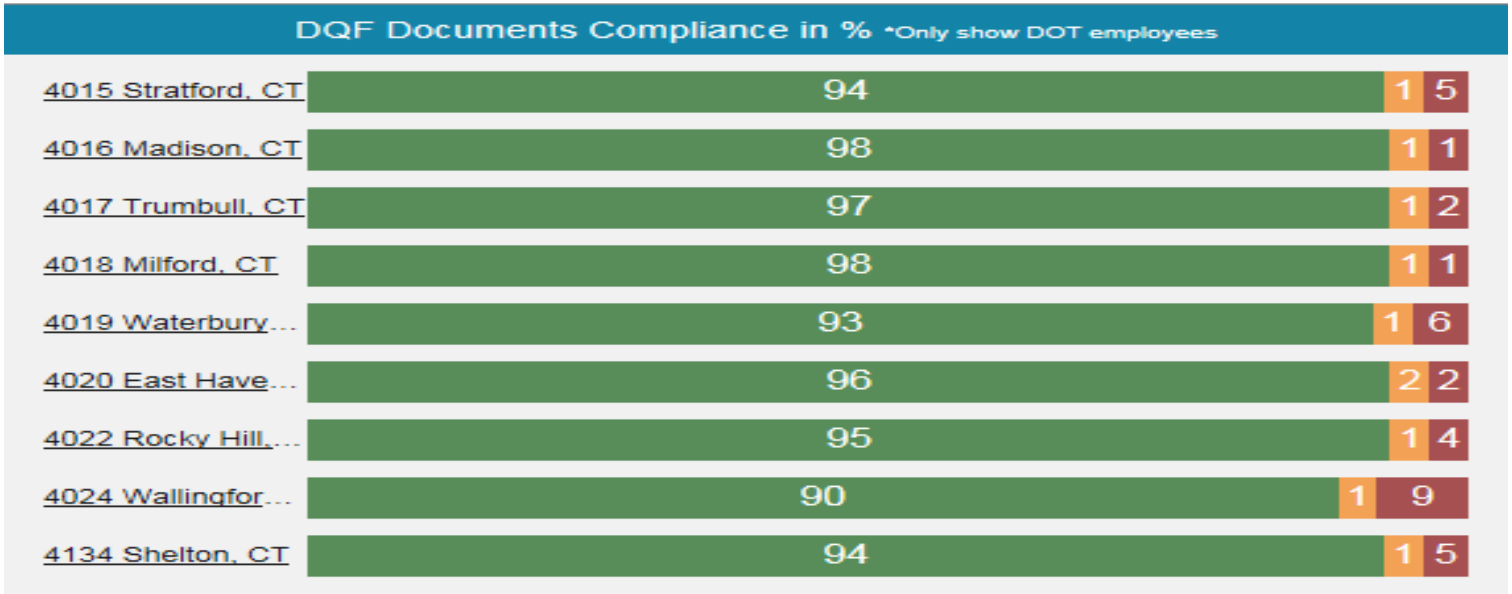
You have 0 total new MVRs. You will need to log in to view your MVRs.

You have 0 (DNMCS - Invalid License) MVRs
You have 0 (DNMCS - DQ Item) MVRs
You have 0 (DNMCS - DUI or Related) MVRs
You have 0 (DNMCS - Speed DQ) MVRs
You have 0 (DNMCS - Major Violation) MVRs
You have 0 (CRR - Possible Disqualifier) MVRs
You have 0 (CRR - Possible Suspension) MVRs
You have 0 (DNMCS - 2+ At Fault Accidents) MVRs
You have 0 (DNMCS - 3+ Moving Violations) MVRs
You have 0 (MCS- With Moving Violations) MVRs
You have 0 (CRR - Med Cert Issue) MVRs
You have 0 (MCS - Without Moving Violations in 36 Months) MVRs

- Samba safety is a 3rd party provider that monitors all our drivers and notifies us of violations.
- The location team and senior leadership receive weekly alerts.

Driver Qualification Files upload into Beacon system

Beacon is an electronic filing system that gives the company and DOT complete visibility to all the driver qualification files.



- **Annual Violations**
- **MVR**
- **Valid Medical Certificate**
- **Authorization for Drug & Alcohol History Report**
- **Copy of valid Driver's License**

Safety Leadership

CAMERAS: Safety is our top priority, and we are always evaluating new technologies to fortify us as the safest company industry-wide. I'd like to take this opportunity to share with you information on some of the tools and technology we utilize to ensure safe student transportation. We are committed to operating buses safely to get students to and from school safely and on-time and ready to learn. That's why we've implemented the Lytx DriveCam®, the gold standard in driver safety programs.

The Lytx DriveCam® system focuses on improving safe driving skills for drivers. DriveCam® captures unusual driving events which allows for us to provide additional coaching. Comparing the total coachable events and risk scores for coaching. Comparing the total coachable events and risks scores for the same three-month period (year over year) for CSCs that are operational, overall frequency of coachable events has reduced 50% and events severity (measured by risk score) has reduced by 51%. We are the only transportation provider to commit to this type of safety technology for their entire fleet. All of our buses have DriveCam® installed and operative.



Safety Dashboard

Back > Connecticut Region > Waterbury, CT - 4019

Group	Event Recorders	Unidentified Drivers	Overdue For Download	Overdue For Coaching	Coaching Effectiveness	Program Effectiveness
Waterbury, CT - 4019	154	1.7 %	0.0 %	0.7 %	69.5 %	★★★★★
TOTAL	154	1.7 %	0.0 %	0.7 %	69.5 %	★★★★★

Equipment & Technology

DriveCam®

To reinforce our commitment to safety and continuous employee training and development, Durham School Services has provided you with the DriveCam® program. The program is an innovative tool that can improve safety, reduce accident frequency and minimize severity of accidents. This includes access to DriveCam's state-of-the-art in-cab video system and driver risk management tools.
The DriveCam program, powered by the Lytx Engine™, is a video-based driver safety program that identifies, prioritizes and helps prevent the causes of poor driving before they lead to a more serious outcome.
Below is how the program works.



1. **Capture the Right Data** – The video event recorder captures driving behavior data and provides real-time driver feedback.

2. **Upload Video and Data** – The exception-based video and data are uploaded via a secure wireless connection to the DriveCam Review Center and are immediately available to Durham.

3. **Analyze, Score and Prioritize** – Proprietary predictive data analytics, combined with expert video review, highlight the causes of poor driving and prioritize actions needed to reduce risk and operating costs.

4. **Access Driver Management Portal** – Configurable alerts direct us to online tools, including dashboards for companywide visibility, accountability and analysis of risky driving behaviors.

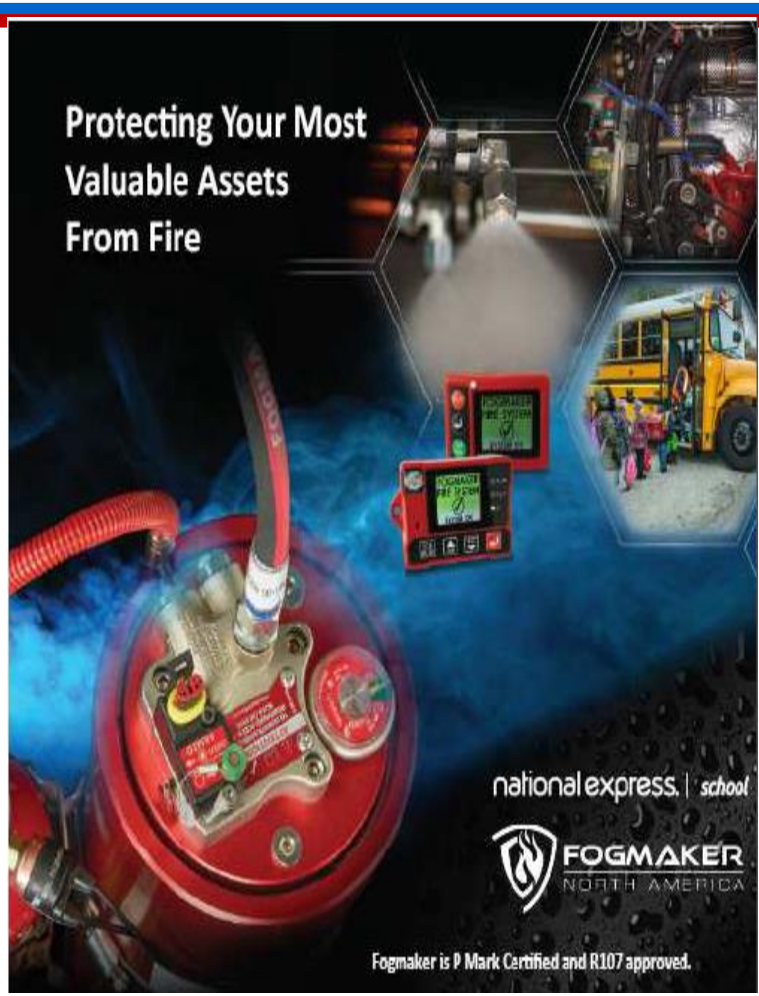
5. **Coach the Driver** – Flexible coaching and training methods are applied based on Durham's operational capabilities and profiles.

6. **Safer Driver Returns to the Road** – Continuous monitoring verifies that lessons have been applied, resulting in safer drivers and fewer accidents.

The result is that combining predictive analytics with coaching and a "programmatic" approach changes behavior and therefore delivers positive outcomes. DriveCam is proven to:
- Prevent collisions by fine-tuning driver skills
- Strengthen driver performance through coaching and training
- Focus managers on events that require attention by providing feedback for review

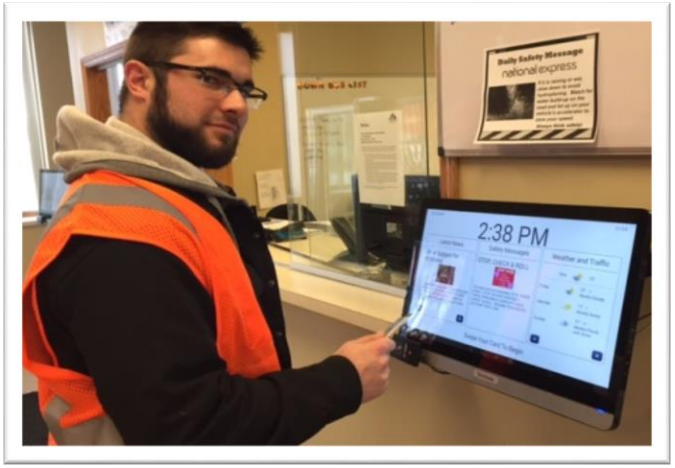
Safety Leadership

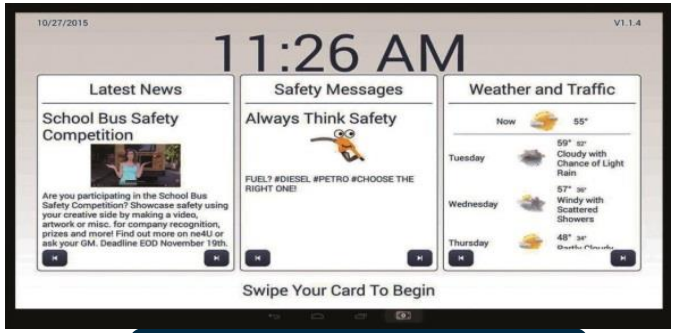
FIRE SUPPRESSION: In June of this year, the National Transportation Safety Board (NTSB) set forth a new recommendation to the National Highway Traffic Safety Administration (NHTSA) to require that all new school buses be equipped with fire suppression systems. This recommendation followed a tragic bus fire in Iowa that took the life of a driver and student. (This was not one of our buses) Student transportation providers are scrambling to sort out their plans for fire suppression in the event that NHTSA does require fire suppression. We are proud to report that we are way ahead of this recommendation. In 2017, we partnered with Fogmaker to deploy state-of-the-art fire suppression equipment on all of our new buses. Long before the recommendation from the NTSB, we knew the difference such a system could make in our buses and committed to installing fire suppression on every new bus we put on the road to enhance the safety of our students and our drivers. We are the only student transportation provider to make this commitment and investment; This is what industry leaders do; Lead by example. Fogmaker's Executive Vice President Kent Tyler recently commended our leadership by stating: "National Express is a true industry leader when it comes to safety." More information on our partnership will be highlighted on School Transportation News' website and in their September print issue.



DRIVER DASHBOARD

A touchscreen device is installed at the dispatcher's window which allows the drivers to check in and out of daily assignments. Key benefits for the DashBoard include more accurate tracking of driver time and elimination of wasteful time, especially at the beginning and end of routes. The DashBoard also posts other types of driver information such as safety, training and other communication. Lastly, an upcoming feature of the Dashboard will be to display various driver KPIs such as idling, speeding, child checks, trip inspections and other compliance metrics. All of this is designed to engage the driver towards improved performance and safety.



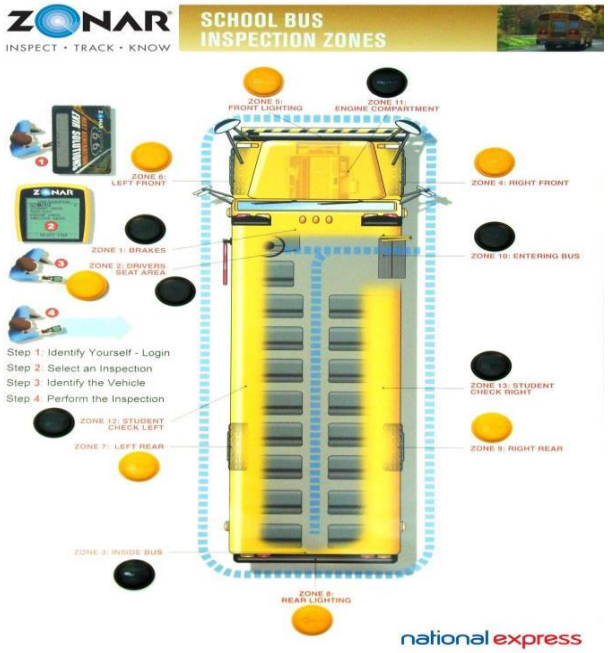


DashBoard
Swipe and Connect

Zonar GPS & EVIR System

We have partnered with Zonar systems for GPS technology equipped with electronic vehicle inspection systems. The GPS tracking system gives us real time visibility on all of our buses.
Drivers use Zonar's electronic vehicle inspection system to complete the bus's pre, post, and child check inspections.

We are one of the few school bus transportation providers that equip buses with this technology.



Additional GPS and EVIR Benefits

- Provides authorized personnel the ability to locate buses in the event of an emergency.
- Monitors idling to save on fuel costs and reduce harmful emissions.
- Ability to track and report on time performance.
- Enables prompt resolutions to concerns due to ability to track buses at near real-time.
- Ensures drivers do proper pre- and post-trip inspections.
- Automatically notifies maintenance department of any defects or inspections concerns via a driver inspection report.
- Electronic child check system that ensures drivers conduct mandatory child checks at the end of each route.



Durham Bus Tracker (DBT)



Durham School Services is committed to **getting students to school safely, on time, and ready to learn®** which is why we developed a mobile app, Durham Bus Tracker (DBT), to provide parents and guardians with a greater sense of comfort to their child(ren)'s transportation. DBT uses GPS technology and our proprietary COMPASS software to enable parents and guardians the ability to view their child(ren)'s current bus location and information about the route, in near real-time, including the scheduled arrival time to their stop. The app also provides parents and guardians the ability to enter and view all of their children simultaneously.

Other features include:

- **Simple, Safe, Secure** – User-friendly app requires multiple levels of security prior to loading and tracking a student's bus.
- **Real-Time** – View near real-time bus location and information, including the scheduled arrival time to your home.
- **Platforms** – Available on Apple iOS, Google Android and standard PC web browser.
- **Cost** – The service is free of charge to parents/guardians and provided at no additional cost to the school districts serviced by Durham School Services (no ads, packages or hidden fees).
- **ETA/Notifications** – Currently testing alerts and notifications on scheduled arrival times, bus ETA and more.
- Available in English, Spanish and French

Please visit *http://www.durhamschoolservices.com/durhambustracker* and/or contact your business development director or region manager to learn more about the Durham Bus Tracker application.

Two-Way Radio Communication

Two-way radios are installed in each of our school buses as a communication tool for the operations. The capability of instant communication between the buses and dispatch service helps to maintain a high quality of service, while providing the ability to respond to emergencies. Operations and radio procedures, including radio etiquette, emergency procedures, and effective communication, are provided to each driver during initial training classes to ensure proper, professional use of the system.



#3

WATERBURY
PUBLIC SCHOOLS

Educator and Administrator Evaluation Updates

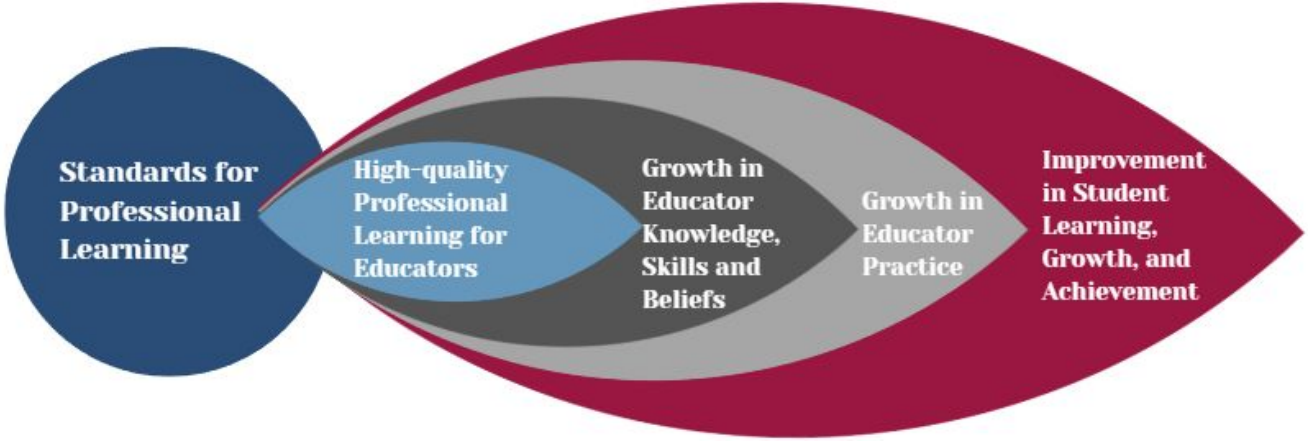
April 4, 2024

Dr. Darren Schwartz
Deputy Superintendent

Juan Mendoza
Assistant Superintendent of Human Capital and Talent Management

Evaluation System Updates

The primary goal of the new educator evaluation and support system is to strengthen individual and collective practices to increase student learning, growth, and achievement.



(C.G.S.) Section 10-151d

WATERBURY PUBLIC SCHOOLS

PDEC Members

PDEC Central Office Members
Dr. Darren Schwartz-Deputy Superintendent
Juan Mendoza-Assistant Superintendent
Jade Gopie-Assistant Superintendent
Dr. Joseph Johnson-Assistant Superintendent
Jan Frenis-Chief Academic Officer
Dr. Michelle Eckler-Supervisor of Tech. for Teaching and Learning
Marissa Waters-Supervisor of Talent
Carli Carpentieri- Supervisor of Talent

PDEC SAW Members
selected by SAW leadership
Robert Johnston-SAW President
Pete McCasland-Principal
Lori Eldridge-Principal
Erika Lanza-Principal

PDEC Paraprofessionals
Karri Gibson-Paraprofessional
Delores Nowell-Paraprofessional

PDEC WTA Members
selected by WTA leadership
Kevin Egan-WTA President
Dana Jannetty-Teacher
George Flaherty-Teacher
Kathryn Mucciacciaro-Teacher

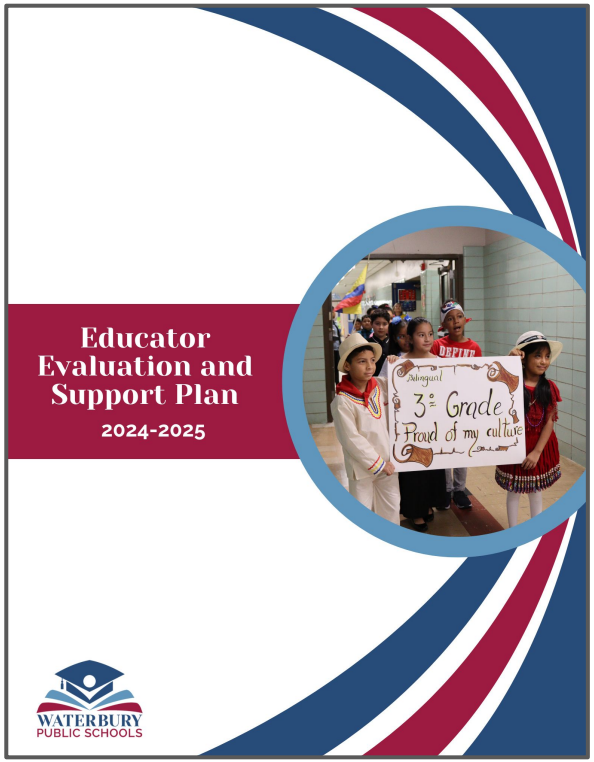
WATERBURY
PUBLIC SCHOOLS

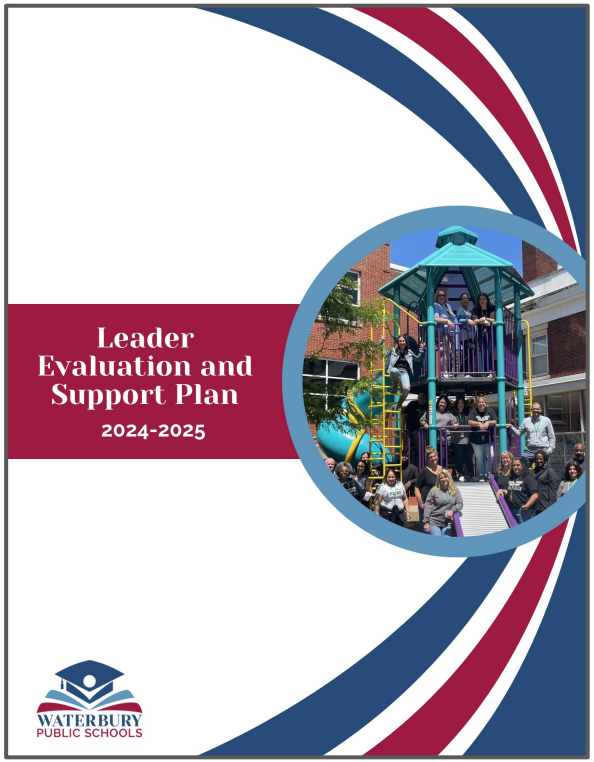
Process

Date	Time	Topic
10/17/23	8:30am-3:30pm	Eval Training @ EdAdvance
10/18/23	8:30am-3:30pm	Eval Training @ EdAdvance
11/09/23	10:00 am	Introductory Meeting
11/20/23	10:00 am	2nd Meeting
12/08/23	10:00 am	3rd Meeting
12/12/23	8:30am-3:30pm	Eval Training @ EdAdvance
01/12/24	10:00 am	4th Meeting
02/09/24	10:00 am	5th Meeting
02/16/24	11:00 am	6th Meeting
02/23/24	10:00 am	7th Meeting
03/01/24	12:00 pm	8th Meeting
3/8/24	10:00am	9th Meeting
03/15/24	12:00 pm	10th Meeting
03/28/24	12:00 pm	11th Meeting
04/03/24	10:00 am	12th Meeting
04/04/24	**5:30 pm**	**Regan Elementary School**

WATERBURY PUBLIC SCHOOLS

Draft Plans





WATERBURY
PUBLIC SCHOOLS

Renewed Focus on Professional Growth

Educator Vision: All Waterbury educators have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the educator evaluation and support system so that all Waterbury Public Schools' students experience growth and success.

Leader Vision: All Waterbury leaders have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the leader evaluation and support system so that all Waterbury Public Schools' students experience growth and success.

Guiding Principles

- Allow for differentiation of roles
- Simplify and reduce the burden
- Focus on things that matter
- Connect to best practices aimed at the development of the whole child
- Focus on educator/leader growth and agency
- Meaningful connections to professional learning
- Specific, timely, accurate, actionable, and reciprocal feedback

WATERBURY
PUBLIC SCHOOLS

Design Shifts

- Focus on single point competencies (Appendix I)
  - single level of performance as opposed to to using a traditional multi-level rubric.
  - An example of a single point would CCT Indicator 3a of Connecticut Common Core of Teaching (CCT) The teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by implementing instructional content for learning.
- Educators are either Level 1 or Level 2 based on experience (pg. 10)
  - Number of evaluations
  - Option for multi-year goals
  - Option for collaborative goals
- Written and verbal feedback in a post-conference for all evaluations (pg. 10)
- Tiered plans of support (pgs. 11-12)

WATERBURY
PUBLIC SCHOOLS

Educator Levels

Level 1	Level 2
Who: ● New to the profession (first four years) or new to WPS (first two years) **What:** ● Minimum of one (1) formal observation of Professional Practice with pre and post meetings. ○ One (1) formal observation must take place prior to the mid-year meeting. ● Minimum of two (2) informal observations of Professional Practice with post meetings. ● Minimum of one (1) review of practice. ● Verbal and written feedback within five school days.	**Who:** ● Educators who have successfully completed Level 1 in WPS **What:** ● Minimum of two (2) informal observations of Professional Practice with post meetings. ○ One (1) informal observation must take place prior to the mid-year meeting. ● Minimum of one (1) review of practice. ● Verbal and written feedback within five school days.

WATERBURY
PUBLIC SCHOOLS

Leader Levels

Level 1	Level 2
Who: ● New to leadership role (e.g., principal from assistant principal, etc.; first three years). ● New to WPS (first three years) **What:** ● Minimum of one (1) formal observation of Professional Practice with pre and post meetings. ○ One (1) formal observation must take place prior to the mid-year meeting. ● Minimum of two (2) informal observations of Professional Practice with post meetings. ● Minimum of one (1) review of practice. ● Verbal and written feedback within five school days.	**Who:** ● Leaders who have successfully completed Level 1 in their current WPS **What:** ● Minimum of two (2) informal observations of Professional Practice with post meetings. ○ One (1) informal observation must take place prior to the mid-year meeting. ● Minimum of one (1) review of practice. ● Verbal and written feedback within five school days.

WATERBURY
PUBLIC SCHOOLS

Continuous Learning Process

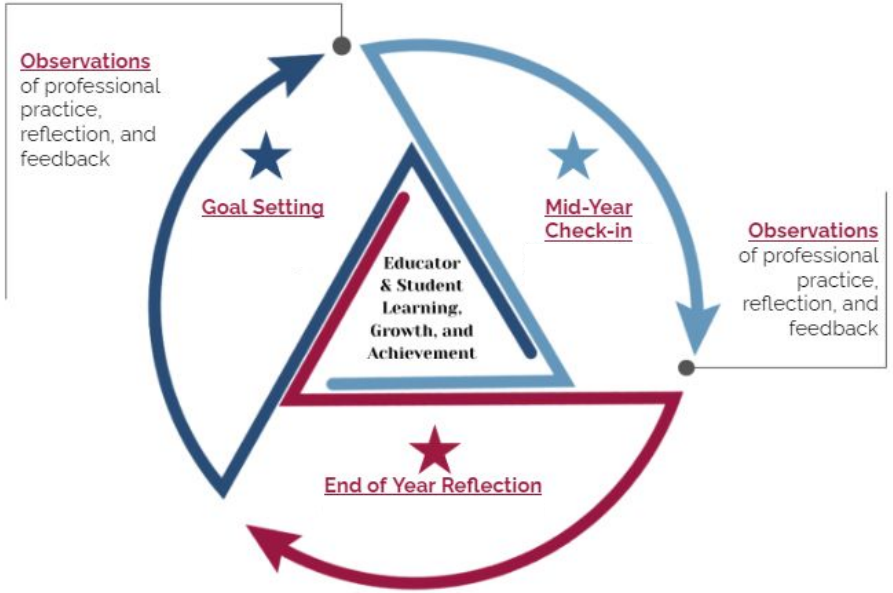
Goal-Setting

Beginning of the Year Goal(s) and Planning

- Self reflect
- Review evidence

Goal Setting Conference

- Mutually agree on 1-, 2-, or 3-year goal(s)
- Determine individual or group goal(s)
- Mutually agree on professional learning needs and support



Mid-Year Check-In

Mid-Year Check-in: Reflection, Adjustments, and Next Steps

- Review & discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on organization health, educator and student learning, growth and achievement

Mid-Year Conference

- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed

End of Year Reflection

End-of-Year Reflection and Feedback Process

- Self-reflection: Review & discuss professional learning, evidence of impact on organizational health, educator and student learning, growth and achievement

End-of-Year Conference/ Summative Feedback and Growth Criteria

- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

WATERBURY PUBLIC SCHOOLS

Focus on Quality Feedback

- Based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Personalized
- Learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
- Is timely, frequent, and reciprocal

Growth Criteria

Successful completion of the learning process is determined through multiple forms of evidence and reflection that is demonstrated by:

- Reflection supported with evidence of the impact of the new learning on their practice/goal
- The impact the new learning and practice had on practice, growth, and student outcomes.
- Identification of next steps

WATERBURY
PUBLIC SCHOOLS

Moving Forward

- Board of Education Approval
- Provide professional learning to leaders in April of the current school year
- Provide professional learning for educators in May 2024
- Create and provide more in-depth professional learning in August of 2024 for the 24-25 school year
- Continue quarterly meetings of PDEC to monitor implementation and make necessary adjustments

WATERBURY
PUBLIC SCHOOLS

Questions

WATERBURY
PUBLIC SCHOOLS

#3

Educator Evaluation and Support Plan

2024-2025



WATERBURY
PUBLIC SCHOOLS

Table of Contents

Table of Contents
Board of Education Commissioners
Professional Development Evaluation Committee (PDEC)
Introduction
Vision
Guiding Principles
- Standards and Criteria for Educators
- Professional Learning Standards and Structures

The Continuous Learning Process
- Goal(s) Setting (Completed by October 15th)
- Midyear Check-in (Completed by February 28th):
- End-of-Year Reflection/Summative Review (Completed by June 1st)
- Artifacts to Support Learning
- Professional Practice and Educator Growth
- Observation of Professional Practice and Feedback
- WTA Educator Level & Observation Cycle
- Observation Cycle for Educators Hired during a School Year
- Formal Observations
- Informal Observations
- Cycles of Check-In
- Growth Criteria

Tiered Support and Corrective Support Planning
- Corrective Support Plan
- Dispute Resolution
- Process
- Time Limits

The Role of the Professional Development and Evaluation Committee (PDEC)
- Local and State Reporting

Appendix A: Sample Reflection Questions – Educator
Appendix B: Growth Criteria and Sources of Evidence – Educator
Appendix C: General Glossary – Educator
Appendix D: Glossary of Professional Learning Opportunities – Educator
Appendix E : Tiered Plans of Support
Appendix F: Corrective Support Plan Template – Educator
Appendix G: Corrective Support Plan Example– Educator
Appendix H: Forms
- Classroom Teacher Forms
- Support Specialist Forms

Appendix I: Single Point Competencies
- Classroom Teacher
- Support Specialists

DRAFT

Board of Education Commissioners

Mayor Paul K. Pernerewski, *Chairman Ex-Officio*
Juanita P. Harris, *President*
Elizabeth C. Brown, *Vice President*
Melissa Serrano-Adorno, *Secretary*
Steffi Frias
LaToya R. Ireland
Jacqueline A. Jackson
Margaret A. O'Brien
Rocco F. Orso
Hector Navarro
Thomas Van Stone, Sr.

Dr. Verna D. Ruffin, Superintendent

Professional Development Evaluation Committee (PDEC)

Dr. Darren Schwartz, *Deputy Superintendent*
Juan Mendoza, *Assistant Superintendent*
Dr. Joseph Johnson, *Assistant Superintendent*
Jade Gopie, *Assistant Superintendent*
Janet Frenis, *Chief Academic Officer*
Robert Johnston, *High School Principal and SAW President*
Peter McCasland, *Middle School Principal*
Lori Eldridge, *Elementary School Principal*
Erika Lanza, *Elementary School Principal*
Carli Carpentieri, *Talent and Professional Development Supervisor*
Marissa Waters, *Talent and Professional Development Supervisor*
Dr. Michelle Eckler, *Supervisor of Technology for Teaching and Learning*
Kevin Egan, *WTA President*
George Flaherty, *High School Teacher*
Kathryn Mucciacciaro, *Middle School Teacher*
Dana Jannetty, *Middle School Teacher*
Karri Gibson, *Paraprofessional*
Delores Nowell, *Paraprofessional*

DRAFT

Introduction

Waterbury Public Schools' Educator Evaluation Model has been developed in alignment with the Connecticut Guidelines for Educator Evaluation and Support 2023 as modified and approved by the Connecticut State Department of Education. Much of the plan has been adopted directly from Connecticut's Educator Evaluation Support Plan 2024, thus drawing on the best practices and research embedded in this model.

Vision

All Waterbury educators have the opportunity for continuous learning and feedback to develop and grow, individually and collectively, through the educator evaluation and support system so that all Waterbury Public Schools' students experience growth and success.

Guiding Principles

The transformational design of the educator evaluation and support model is grounded in six guiding principles that use high-quality professional learning to advance educator practice, student learning, growth, and achievement. These include the following best practices:

- **Allow for differentiation of roles** (teachers, counselors, instructional coaches, student support staff)
- **Simplify and reduce the burden** (eliminate technical challenges, paperwork, and steps)
- **Focus on things that matter** (identify high-leverage goal focus areas)
- **Connect to best practices aimed at the development of the whole child** (including, but not limited to, academic, social, emotional, and physical development)
- **Focus on educator growth and agency** (meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus)
- **Meaningful connections to professional learning** (provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).
- **Specific, timely, accurate, actionable, and reciprocal feedback**

Standards and Criteria for Educators

The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Educator practice discussions are based on a set of single point competencies mutually agreed upon by the PDEC (Appendix H). The following professional practice standards ground this model's framework.

1. CCT Rubric for Effective Teaching 2017
2. CCT Rubric for Effective Service Delivery 2017
3. Learning Forward's Professional Learning Standards (2022)
4. Teacher Leader Model Standards (2008)

DRAFT

Professional Learning Standards and Structures

Learning Forward Professional Learning Standards 2022 serve as a useful tool to illustrate how professional learning can deepen educator and leader knowledge, promote reflection, and maximize educator impact. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired. Together, the professional standards for leaders, educators and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback and continuous learning.

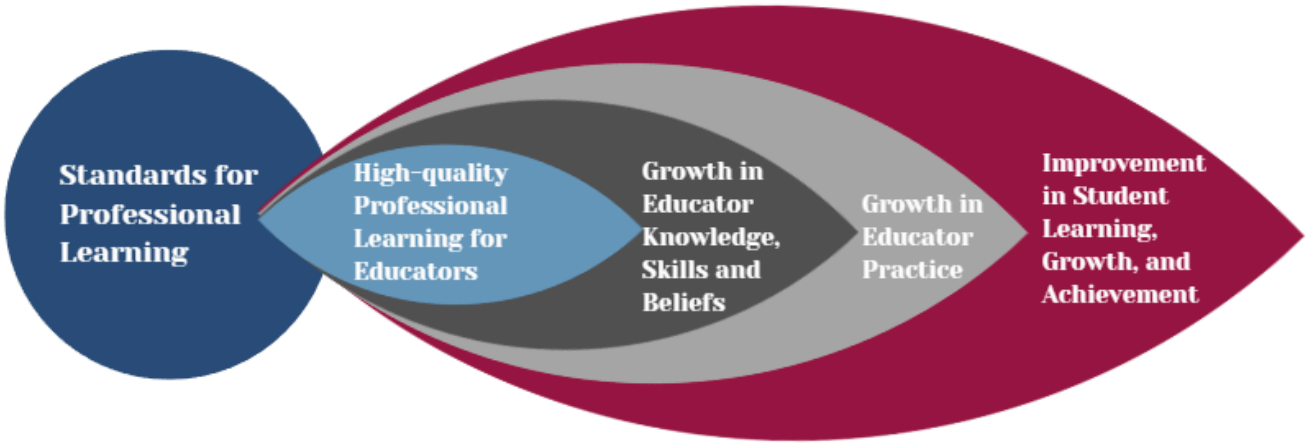


The Continuous Learning Process

The goal of the continuous learning process is to provide educators with on-going learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. In this process, the educator serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the educator through the learning and growth process. Within the process, the educator collaborates and serves as a reflective practitioner to determine mutually agreed upon educator goals, professional practice and educator growth, and observation and feedback focus.

During each school year, a minimum of three check-ins provide an opportunity for a reciprocal discussion of what is happening in the classroom or school, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations and reviews of practice as required by this plan.

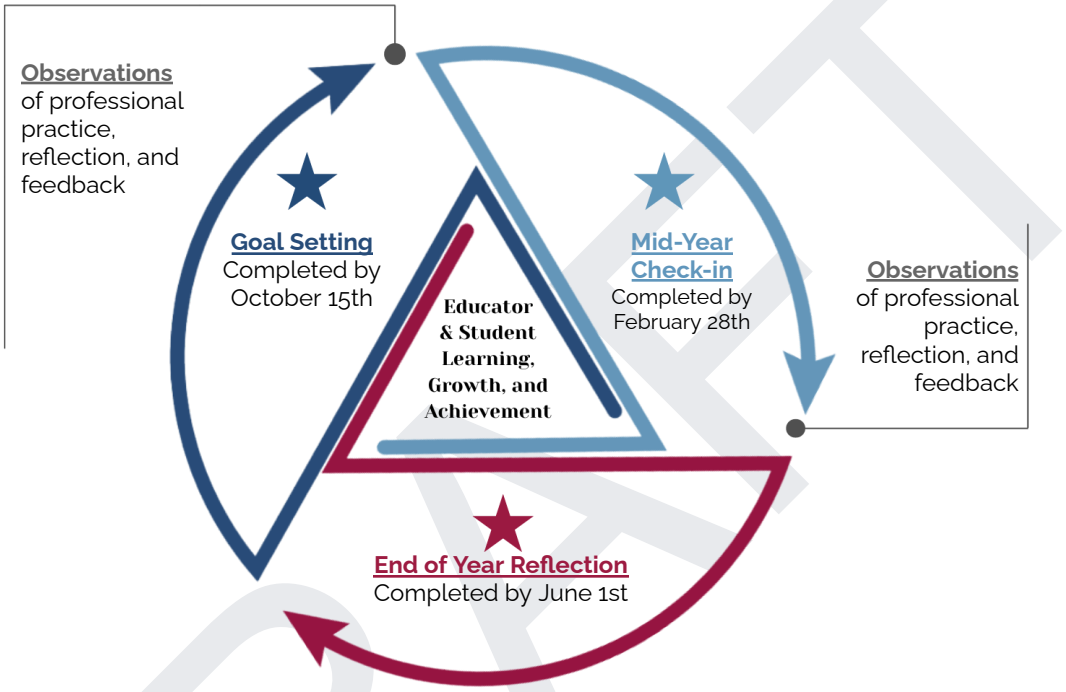
The graphic below, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators and students.



DRAFT

Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist educators through the process. All educators are assigned a primary evaluator (092).

Educator Continuous Learning Process



Goal Setting
Completed by October 15th

Beginning of the Year Goal(s) and Planning
- Self reflect
- Review evidence

Goal(s), Rationale, Alignment, and Professional Learning Plan
- Draft goal(s), rationale, alignment, professional learning plan

Goal Setting Conference
- Mutually agree on 1-, 2-, or 3-year goal(s)
- Determine individual or group goal(s)
- Mutually agree on professional learning needs and support

Mid-Year Check-In
Completed by February 28th

Mid-Year Check-in: Reflection, Adjustments, and Next Steps
- Review & discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on organization health, educator and student learning, growth, and achievement

Mid-Year Conference
- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed

End of Year Reflection
Completed by June 1st

End-of-Year Reflection and Feedback Process
- Self-reflection: Review & discuss professional learning, evidence of impact on organizational health, educator and student learning, growth, and achievement

End-of-Year Conference/ Summative Feedback and Growth Criteria
- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

DRAFT

Annual training for evaluators, as required by C.G.S. 10-151b, will include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice.

Goal(s) Setting (Completed by October 15th)

The initial goal setting meeting includes a dialogue between the educator and their evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, and student learning, growth, and achievement (Appendix A). The educator and evaluator come to a mutual agreement on high-leverage professional practice one-, two- or three-year goal(s), a maximum of 5 artifacts, a professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment (Appendix B). Goals should always be connected to the single-point competencies (Appendix H). Educators will use the goal-setting form linked here.

It is recommended that Level 1 Educators select one year, individual goals. Level 2 Educators can choose one-, two- or three-year individual or group goals.

For beginning educators in the Teacher Education and Mentoring (TEAM) Program, consideration for alignment between professional learning and their TEAM modules would enhance their learning and practice.

Midyear Check-In (Completed by February 28th)

The midyear check-in consists of reciprocal dialogue between the educator and evaluator and includes an educator self-reflection on their progress toward their goal(s) so far. The reflection shall include an analysis of the impact of their learning on their practice, student learning, growth and achievement and the school community. Educators will complete the midyear check-in form linked here.

- Educators self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on educator's growth, professional practice, and impact on student learning, growth, and achievement with their evaluator.
- The evaluator provides specific, standards-based feedback related to the educator's goal. Observation feedback and evidence aligned to the single point rubric (Appendix H).
- The midyear conversation is a crucial progress check-in. The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point that revisions to the educator's goal(s) may be considered based on multiple measures of evidence.

End of Year Reflection/Summative Review (Completed by June 1st)

The end-of-year reflection provides an opportunity for the educator and evaluator to engage in reciprocal dialogue. Similar to the midyear check-in, the end-of-year reflections serves as an opportunity to discuss progress toward the educator's goal(s), professional learning as it relates to the educator's professional growth and professional practice and impact on student learning, growth, and achievement as evidenced by multiple and varied indicators of evidence. A written end-of-year summary includes the impact of new learning on educator practice and growth, impact on student learning, growth and achievement, school community, strengths and concerns, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year summary is important for the educator's subsequent self-assessment and goal setting revisions or new goal. Educators will complete the end of year form linked here.

DRAFT

The evaluator provides a concise summary based upon evidence related to the mutually agreed upon educator goal(s) and single-point competencies (Appendix H) and will make a distinction regarding the educator's successful completion of the professional learning process.

Artifacts to Support Learning

Educators may provide up to five (5) artifacts to support their growth throughout the school year. Artifacts may be attached to the Mid-Year Check-In and/or End-of-Year Reflection.

Professional Practice and Educator Growth

The implementation of the continuous learning process is shared between the educator and evaluator. For the duration of the learning process, educators pursue learning and attainment of their goal(s), collecting evidence of practice related to their high-leverage professional learning goal. Evaluators will provide educators with feedback from observation and dialogue, ensure timely access to supports, and collect evidence of educator performance and practice toward goal(s) through multiple sources, which include observation and may include student, staff, or family feedback (Appendix B).

Observation of Professional Practice and Feedback

Observations occur throughout the continuous learning process. The identified high-leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide educators with specific feedback based on evidence, single-point competencies, and the educator's goal; ensure timely access to planned support(s); and continue to collect evidence of educator practice and progress toward goal(s) through multiple sources of evidence, including observation. Feedback, written or verbal, is provided within five school days.

"Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019).

Quality feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/ or practices
- Is timely, frequent, and reciprocal

Based on the goal-setting conference, the evaluator should observe the teacher and provide feedback that aligns with established goals.

DRAFT

WTA Educator Levels & Observation Cycle

Level of Educator	
Level 1	**Level 2**
Who: • New to the profession (first four years) or new to WPS (first two years) **What:** • Minimum of one (1) formal observation of Professional Practice with pre and post meetings. ○ One (1) formal observation must take place prior to the mid-year meeting. • Minimum of two (2) informal observations of Professional Practice with post meetings. • Minimum of one (1) review of practice. • Verbal and written feedback within five school days.	**Who:** • Educators who have successfully completed Level 1 in WPS **What:** • Minimum of two (2) informal observations of Professional Practice with post meetings. ○ One (1) informal observation must take place prior to the mid-year meeting. • Minimum of one (1) review of practice. • Verbal and written feedback within five school days.

Observation Cycle for Educators Hired during a School Year

1st Marking Period	2nd Marking Period	During 3rd or 4th Marking Period
Follow the Level of Educator Chart **Will count as Year 1 in WPS*	Conduct 1 formal and/or 1 informal **Will count as Year 1 in WPS*	Conduct 1 informal **First year of WPS service will begin next school year*
All Educators Will Be Aware of Their Cycle in The Evaluation System		

Formal Observations

- All formal observations are scheduled, and the teacher is notified at least 5 school days in advance.
- Approximate time 30-45 minutes
- All formal observations include a pre-conference and post-conference.
  - ***Pre-conference***: Pre-conferences require a meeting with the administrator and teacher within 2 school days of the scheduled observation. The pre-conference forms should be completed before the meeting.
  - ***Post-conference:*** Verbal feedback is required, followed by written feedback provided within 5 school days of the observation. Teachers must complete the post-conference form at least 1 school day before the post-conference.

Informal Observations

- All informal observations are scheduled, and the teacher is notified at least 2 school days in advance with both parties communicating in the event of extenuating circumstances
- Approximate time 10-15 minutes

DRAFT

- Written and verbal feedback are required.

Review of Practice

A review of practice includes but is not limited to, conducting PPTs, 504s, Data Teams, Professional Learning, Parent Meetings, review of educator work and student work, or review of other educators' artifacts

Cycles of Check-In

- To ensure teachers and evaluators are having cyclical conversations regarding practice, observations must occur in multiple marking periods
- All Level 1 Educators must have at least one formal before the mid-year conference. All Level 2 Educators must have at least one informal observation prior to the mid-year.
- *For new hires, this pertains to those hired prior to or during Marking Period 1.

Growth Criteria

An educator is determined to have successfully completed the learning process by demonstrating (Appendix B):

- Reflection supported with evidence of the impact of the educator's new learning on their practice/goal.
- The impact the educator's new learning and practice had on student learning, growth, and/or achievement, supported by evidence.
- Next steps.

Tiered Support and Corrective Support Planning

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. All three tiers of support must be implemented prior to the development of a corrective plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative if applicable (Appendix E).

Tier 1

It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by district PDEC, and other general support for all educators (e.g., instructional coaching). These resources should be identified through a goal setting process by mutual agreement.

DRAFT

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., engaging in a professional learning opportunity, observation of specific classroom practices, coaching cycles, etc.). An educator moves from Tier 1 to Tier 2 based on concerns raised by observable practices with corresponding evidence. A meeting must be held in which the Tier 2 plan is discussed and drafted. A finalized plan will be provided to the educator within 3 school days of the face-to-face meeting. Tier 2 supports shall be mutually agreed upon between the evaluator, educator, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. If the Tier 2 plan cannot be mutually agreed upon, the dispute resolution process shall be followed. If at the end of the Tier 2 plan the educator is successful in making progress with substantiated evidence, the educator will move back to Tier 1.

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the educator and assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. In the event that the educator does not successfully meet the goals of the Tier 2 plan, the educator will move to Tier 3. A meeting must be held in which the Tier 3 plan is discussed and drafted. A finalized plan will be provided to the educator within 3 school days of the face-to-face meeting. Tier 3 supports shall be mutually agreed upon between the evaluator, educator, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. If the Tier 3 plan cannot be mutually agreed upon, the dispute resolution process shall be followed. The start date and duration of time an educator is receiving this level of support should be clearly documented.

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan is separate from the normal educator growth model and must contain:

- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;
- well defined timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

At the conclusion of the EOY conference, a follow up meeting will be scheduled to discuss the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, educator, and bargaining unit representative.

DRAFT

See Appendix F and Appendix G for the Corrective Support Plan template form and example.

Dispute Resolution

The purpose of the dispute resolution process is to secure equitable solutions to disagreements, which from time to time may arise related to the evaluation process, at the lowest possible administrative level. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive, and cooperative processes among professional educators, and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should an educator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The educator being evaluated has the right to provide a statement to dispute the evaluator, which may include the individual professional learning plan or a Corrective Support Plan.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed 30 calendar days from the date the educator initiated the dispute resolution process. Confidentiality through-out the resolution process shall be conducted in accordance with the law.

Process

The educator being evaluated shall be entitled to collective bargaining representation at all levels of the dispute resolution process.

1. The educator shall begin the dispute resolution process by informing their evaluator in writing within 48 hours of the meeting (post-observation, BOY, MOY, EOY), or written feedback (observations, Tier 2 support plan, Tier 3 support plan, Corrective Support Plan).
2. Within four calendar days of articulating the dispute in writing to his/her/their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
3. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the Superintendent, Assistant Superintendent of Human Capital, and WTA President within 48 hours of the meeting with his/her/their evaluator (step 1).
4. The Superintendent will refer for resolution to the Assistant Superintendent and/or Director of Human Capital who will convene a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party. The superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Both parties may agree to meet during school breaks at mutually agreed upon times.

DRAFT

3. If no written initiation of a dispute is received by the evaluator within 48 hours, the educator shall be considered to have waived the right of appeal.
4. The educator being evaluated must initiate each level of the appeal process within the time indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

The Role of the Professional Development and Evaluation Committee (PDEC)

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan to propose to Waterbury Public Schools Board of Education for mutual agreement.

Pursuant to Connecticut General Statute 10-220a and Public Act 23-159 Section 11(b)(3), each local and regional board of education must establish a professional development and evaluation committee to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate.

The duties of PDECs shall include, but are not limited to,

- participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b;
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district; and
- the development and annual updating of a comprehensive local professional development plan for paraeducators of the district.

Local and State Reporting

The superintendent shall report:

1. the status of teacher evaluations to Waterbury Public Schools Board of Education on or before June 1 of each year; and
2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

DRAFT

Appendix A: Sample Reflection Questions – Educator

Self-Reflection Sample Questions

- Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about teaching and learning? What new learning might you want to explore to inform your understanding of these questions and professional practice?
- In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current students'/adult learners' strengths and needs, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

Professional Learning and Action Questions

Indicators of success

- What question will you focus on to address your goals?
- What are the criteria for an accomplished practice?
- How do you plan to collect and analyze evidence to assess progress toward your goals?
- What research/professional readings might you explore to support your professional learning and achieve your goal?
- What specific professional learning might you need to achieve your goal?
- What support might you need from your colleagues, supervisor, others? How frequently?
- How might you apply your learning to practice? How often?

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- What ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

DRAFT

Analysis of Evidence

- What do you observe in your evidence?
- What patterns, themes, or outliers do you notice?
- What does the evidence say about how you are doing in relation to your goal and indicators of success?
- Based on the evidence and your practice overall, what are your strengths?
- In what aspect do you want to continue to grow or refine your knowledge, skill, practice?

Learning Reflection and Next Steps

- What is clear to you now?
- What are you learning?
- What do you understand now that you didn't understand as clearly before?
- How will this learning influence future actions?
- What is a single sentence conclusion that represents your learning?
- Under what circumstance might this conclusion not be true?
- What are ways you continue to refine your practice?
- What more do you want to learn and practice?
- How might you accomplish that? What is your next plan?
- What resources and support do you want or need?
- Once learning has been implemented: What effect did the learning have on practice, students?

Reflect on the Feedback Process

- In what ways did my engagement with you support your learning?
- What did I do as a learning partner that helped you as a learner and how did it help?

DRAFT

Appendix B: Growth Criteria and Sources of Evidence – Educator

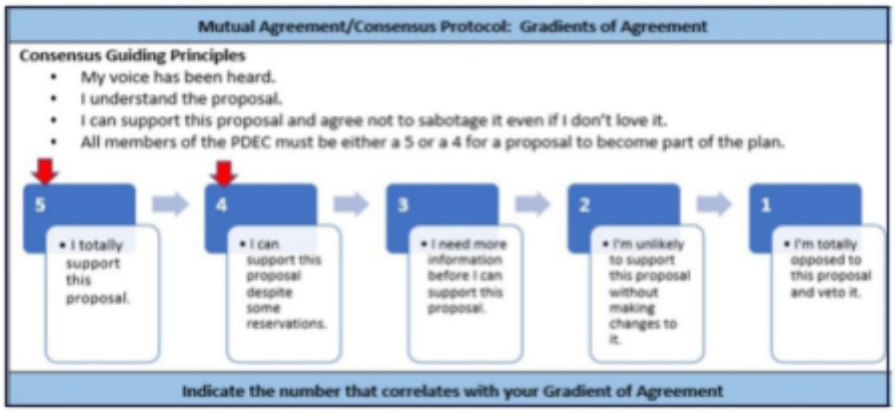
Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice ● The educator can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal / strategy focus. **Impact on Students** ● The educator can demonstrate how they positively impacted student learning within the continuous learning process using example evidence and can articulate connections / rationale between the improved learned and their own changes in practice.	● Required observational evidence ● Required student learning evidence aligned to high leverage indicator focus ● Implementation plans / lesson plan(s) ● Educator learning logs / impact on practice ● Educator-created learning materials ● Evidence from observation of educator practice ● Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings / communications, etc. ● Educator and/or student self-reflection ● Student learning artifacts ● Mastery-based demonstrations of achievement ● Observational evidence of students' words, actions, interactions (including quotations when appropriate) ● Rubrics, interim or benchmark assessments, other assessments ● Other artifacts / sources

DRAFT

Appendix C: General Glossary – Educator

consensus protocol: Consensus decision-making is a creative and dynamic way of reaching agreement in a group. Instead of simply voting for an item and having the majority getting their way, a consensus group is committed to finding solutions that everyone actively supports — or at least can live with.

By definition, in consensus no decision is made against the will of an individual or a minority. If significant concerns remain unresolved, a proposal can be blocked and prevented from going ahead. This means that the whole group has to work hard to find win-win solutions that address everyone's needs.



continuous learning process: The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from observations (peers or evaluators), and a collection of multiple measures of evidence. There are multiple models of continuous learning including, but not limited to:

- The Supporting Teacher Effectiveness Project (STEP) Massachusetts Department of Elementary and Secondary Education 5-Step Cycle and Model
- System for Educator Evaluation
- Ohio Department of Education - Ohio Teacher Evaluation System (OTES 2.0) Framework
- Tennessee Educator Acceleration Model
- Connecticut TEAM Model (CAPA)

Corrective Support Plan: A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b. Corrective Support Plans shall include clear objectives specific to the well documented area of concern; resources, support, and interventions to address the area of concern; timeframes for implementing the resources, support, and interventions; and supportive actions from the evaluator.

check-ins: Formal or informal meetings or conferences held in the spirit of collaboration between the leader and evaluator and to engage in reciprocal dialogue regarding what is happening in one's practice at that moment in time including goal(s), professional learning, multiple and varied forms of quantitative and qualitative evidence, adjustments, and next steps (i.e., classroom/school/building or district). During each school year, a minimum of three check-ins provide an opportunity for discussions to set and adjust goals, celebrate growth and positive impact, identify needs, assess and discuss evidence of learning, and next steps in one's learning.

community: A school community typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school.
A district community encompasses a broader scope, involving multiple schools within a school district, and often includes administrators, teachers, students, and families collaborating across various educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

dispute resolution: A process for resolving disputes in cases where the evaluator and educator being evaluated cannot agree on goals/objectives, the evaluation period, feedback, or the professional learning plan or other outcomes of the evaluation process.

evidence: Evidence collected and presented as a part of the evaluation system may include (but is not limited to) artifacts, observations of practice, student feedback, and reflections of the educator on student learning, growth, and achievement as part of the educator feedback process.

feedback: "Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019).
Quality feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/ or practices
- Is timely, frequent, and reciprocal

From Killion, J. (2019). The feedback process: Transforming Feedback for Professional Learning. Learning Forward.

formal observations: A formal observation is a structured and planned process of watching, assessing, and evaluating an educator's performance. This typically includes a pre-conference and post-conference and results in a written evaluation within five school days.

DRAFT

goals and standards: Goals and standards should be based on an evidence based, high leverage strategy or practice aligned with professional practice standards and consistent with the goals of the district. Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations) improves the collective effectiveness of professional practice.

growth criteria: Successful completion of the Continuous Learning Process, supported with evidence that includes the impact the educator's new learning had on his/her/their practice/goal, along with a reflection on challenges and next steps, and the impact the educator's' new learning and practice had on student learning, growth, and or achievement, supported by evidence.

high leverage goals: High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus (i.e., a portrait of a graduate). They address strategies for developing conceptual understanding and have a high standard deviation effect size (Hattie 2009).

informal observations: An informal observation is an unplanned visit intended to evaluate educator performance. This typically includes either verbal or written feedback provided to the educator within five school days.

leader: A leader is defined as someone in a leadership position who has attained the 092 certification. This may include superintendent, principal, dean of students, assistant/vice principal, pupil services director, supervisor, or department chair. This is not an exhaustive list, rather to illustrate the definition. Superintendents will confirm district leaders with evaluation roles.

multiple measures: Can include, but is not limited to, student learning, educator learning, cultural changes, growth, and achievement as mutually agreed upon during the goal-setting process and may include additional evidence relative to one or more competencies.

mutual agreement: An agreement or condition that is reciprocal or agreed upon by all parties.

organizational health: Organizational health in schools and districts means how well the whole school system is functioning. It encompasses various interconnected elements that contribute to a positive and thriving learning environment, including leadership, culture and climate, communication, professional learning, resource management, collaboration and teamwork, student-centered focus, continuous improvement, community engagement, and innovation.

PDEC (Professional Development and Evaluation Committee): The Professional Development and Evaluation Committee serves as the collaborative decision maker to create, revise, and monitor the evaluation and support program for the district, as well as the professional learning plan for certified employees of the district.

professional learning: Professional learning and growth are centered around accelerating personal and collective learning and closing the knowing-doing gap for leaders and educators. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded

DRAFT

in the evidence that is most needed and most effective. See Appendix D, *Glossary of Professional Learning Opportunities*.

review of practice: Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, data team meetings, observations of coaching/ mentoring sessions, review of educator work and student work, or review of other educators' artifacts.

rubric: A rubric is a systematic and standardized tool, designed as a continuum, and is used to communicate the performance of educators based on specific criteria. It can be used to evaluate a single criterion to emphasize specific expectations and provide targeted feedback for improvement. It can encourage a growth mindset.

single point competency: A description of a standard of behavior or performance that represents the enduring understanding of content and skill from a specific domain that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance.

site visits: A site visit provides an opportunity for observation and dialogue with the leader that may include but is not limited to leader engagement with educators, families or other partners in the work with a focus on the leader's goal.

student outcomes: Student outcomes include multiple measures of student learning, growth, and achievement as mutually agreed upon during the goal setting process.

tiered support:

Tier 1: It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by your district PDEC, and other general support for all educators (e.g., instructional coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2: In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency and focus (e.g., attending a workshop, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator.

Tier 3: Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator. Tier 3 supports have a clearly articulated area of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan.

DRAFT

Appendix D: Glossary of Professional Learning Opportunities – Educator

High quality professional learning enhances both leader practice and outcomes for each and every educator and student. High quality professional learning integrates research on effective adult learning and uses interactive, flexible designs to achieve intended outcomes.

advanced coursework: Courses offered at a college, university, or other institution, in person or online, which further educator skills and/or provide professional training.

case study: A team that engages in a case study using information in a student's cumulative folder or other documented information with the intention of determining next steps, i.e., IEP review or attendance records.

classroom visits: Observation of practice or teaching in a different classroom to gain new knowledge, ideas, or activities.

coaching: A process based on trust in which professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems.

examination of student work: Individuals or groups of educators review samples of work from various students. They identify strengths, areas for improvement, and design instructional plans as a result of the examination.

job-embedded: Any activity that is tied in with authentic classroom practice. May include, but is not limited to:

- Examining student data
- Mentoring
- Book study (see below)
- Co-planning
- Investigating print and online resources
- Self-reflection
- Visitations/observations within a school

lesson study: Groups of teachers planning a lesson, observing one present the lesson, and then reflecting on it afterwards.

mentoring: A relationship between a less experienced educator and a more experienced mentor, in which the mentor provides guidance and feedback regarding practice.

peer observation: An opportunity for teachers to observe each other during classroom instruction. Teachers may want to observe peers to see a new teaching strategy in action, learn a new model of instruction, or analyze classroom processes and procedures.

DRAFT

personal professional reading: Individual, self-driven reading and processing of texts in order to improve one's own teaching practice.

professional literature study: Structures and collaborative processes in which individuals or groups of professionals engage in the examination and discussion of a relevant and informative text. The purpose of this study is to promote continuous learning, professional development, and the exchange of ideas and best practices within a specific field or industry. By engaging in a professional book study, individuals can deepen their understanding of key concepts, stay current in their field, and enhance their ability to apply new knowledge to their professional practice. This collaborative and structured approach to learning helps foster a culture of continuous improvement and professional growth within a community of practitioners.

protocols: A learning tool that is rule-based. Often implemented to aid in new learning for groups or individuals. May include article discussions, case studies, book reviews, and other procedures used in its workshops and other learning designs.

student shadow: Follow a particular student during the academic day for a designated time, for a particular identified purpose, i.e., engagement.

walkthroughs: A team of leaders who visit classrooms to find evidence for a particular problem of practice. This evidence is reviewed, and next steps are determined as a result of this practice.

web-based learning: Use of online resources or learning activities to develop new learning or techniques for the classroom.

workshops: Meetings where participants are involved in group discussions or learning experiences and are normally organized around one or more theme areas. Workshops allow participants with differing values and priorities to build a common understanding of the problems and opportunities confronting them. May take place at school or outside.

DRAFT

Appendix E : Tiered Plans of Support-Educator

Level	Description	# of Required Observations
Tier 1	• All teachers and support services receive support through the evaluation and feedback cycles • Teachers and evaluators are encouraged to have ongoing communication regarding supportive measure for continual growth	Follows Educator Level Chart
Tier 2	In addition to Tier 1 supports, educators will meet with the evaluator and receive a Tier 2 plan that includes: • Written feedback on specific area/s in need of growth for no more than two single points of competency • A specific timeline for improvement up to 30 school days • A minimum of one additional informal observation • A date of the next planned informal observation • Instructional Coaching Cycles if available at the school site ○ (Literacy Facilitator, STEM Coach, Dept. Chair, Content Supervisor) • Professional Learning provided based on area in need of growth • An opportunity for the educator to observe a fellow teacher or support service staff who is meeting the single point competency area in need of growth • Continue to provide meaningful feedback • Decision to recommend ○ Return to Tier 1 based on evidence ○ Move to Tier 3 based on evidence	Follows Educator Level Chart and minimum of one additional informal observation
Tier 3	In addition to Tier 1 and 2 supports, educators will meet with the evaluator and receive a Tier 3 plan that includes: • Meeting with evaluator and union representation to discuss ○ Written feedback on specific area/s in need of growth in one single-point competency ○ A specific timeline for improvement that lasts through the end of the current school year ○ Supports to be provided ○ Indicators for Success • A minimum of one additional formal observation • A date of the next planned formal observation • Decision to recommend ○ Return to Tier 1 based on evidence ○ Move to Corrective Support Plan based on evidence	Follows Educator Level Chart and a minimum of one additional formal observation

DRAFT

Appendix F: Corrective Support Plan Template – Educator

Corrective Support Plan Template

(Educator being evaluated) has consistently struggled with _____ _____. Tiered supports have been provided by the evaluator throughout the year. (Educator being evaluated) has demonstrated a lack of growth/improvement, which has led the (Evaluator) to assign a Corrective Support Plan.

Objective:

To improve _____. (Indicate specific standard in your objective language)

(Possible) Resources:

A blend of opportunities and resources should be extended to the Educator being evaluated being supported on the Corrective Support Plan.

- Mentor
- Coach
- Reading as appropriate

Timeframes:

- (Length of the Corrective Support Plan - typically six to eight weeks in length)
- Improvements in (standard) within this (Length of Corrective Support Plan) will serve as criteria for successful completion of this plan

Supportive Actions:

(Suggested supportive actions)

- Weekly, bi-weekly meetings with progress reporting from Educator A and written feedback from evaluator (dependent upon need for plan)
- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of building, as appropriate.

Appendix G: Corrective Support Plan Example– Educator

Educator A has consistently struggled with classroom management. Tiered supports have been provided by the evaluator throughout the year. Educator A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.

Objective:
To improve classroom management practices in order to improve a positive learning environment (CCT – 1A) to support learning.

(Suggested) Resources:

- Observe a mutually agreed peer for structures, systems, and dispositions that support positive classroom management skills.
- Read and discuss "The First Six Weeks of School" - Center for Responsive Classroom with evaluator.
- Training in Restorative Practices.

Timeframes:

- Educator A will remain on this Corrective Support Plan for six weeks.
- Improvements in classroom management within this six-week duration will serve as criteria for the successful completion of this plan.

Supportive Actions:

- All resources made available
- Timely feedback in person and writing (weekly/bi-weekly meetings)
- As appropriate, management of access to learning opportunities in and out of the building.
- Modeling of effective classroom management strategies
- Weekly, bi-weekly meetings with progress reporting from Teacher A and written feedback from the evaluator (dependent upon the need for a plan)

DRAFT

Appendix H: Forms

All forms can be found in Unified Talent Perform. All forms are considered "collaborative" in Unified Talent Perform, meaning the educator can work on their portion simultaneously as the evaluator works on theirs. The evaluator will save and submit all forms once all parties have completed their portion.

PDFs are linked below.

Classroom Teacher Forms

24-25 Educator Goal Setting DRAFT
24-25 Educator Mid-Year Reflection DRAFT
24-25 Educator End-of-Year Reflection DRAFT
24-25 Formal Observation DRAFT
24-25 Informal Observation DRAFT
24-25 Informal/Review of Practice DRAFT

Support Specialist Forms

24-25 Educator Goal Setting DRAFT
24-25 Educator Mid-Year Reflection DRAFT
24-25 Educator End-of-Year Reflection DRAFT
24-25 Formal Observation DRAFT
24-25 Informal Observation DRAFT
24-25 Informal/Review of Practice DRAFT

DRAFT

Appendix I: Single Point Competencies

Classroom Teacher

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning
Indicator *1a*: Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by creating a positive learning environment that is responsive to and respectful of the learning needs of all students.
1. Interactions between teacher and students are consistently positive and respectful, and the teacher regularly promotes positive social interactions among students. 2. Establishes a learning environment that is consistently respectful of students' cultural, social, and/or developmental differences. 3. Creates a learning environment in which most students are willing to take risks, respond to questions and challenges, and feel safe to make and learn from mistakes. 4. Establishes and consistently reinforces appropriate expectations for learning for all students.
Indicator 1b: Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.
1. Establishes appropriate standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning. 2. Consistently teaches, models, and/or positively reinforces social skills and/or builds students' capacity to self-regulate and take responsibility for their actions.
Indicator 1c: Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by maximizing instructional time by effectively managing routines and transitions.
1. Establishes and manages routines and transitions resulting in maximized instructional time.

DRAFT

Domain 2: Planning for Active Learning
Indicator 2a: Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by planning instructional content that is aligned with standards, builds on students' prior knowledge, and provides for an appropriate level of challenge for all students.
1. Plans content that directly addresses Connecticut Core Standards and/or other appropriate content standards. 2. Plans lessons that are logically sequenced and support an appropriate level of challenge. 3. Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students. 4. Plans instruction that integrates literacy strategies and academic vocabulary.
Indicator 2b: Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by planning instruction to cognitively engage students in the content.
1. Selects or designs instructional strategies, tasks, and questions that promote student cognitive engagement. 2. Selects or designs resources and/or flexible groupings that cognitively engage students and support connections between concepts.
Indicator 2c: Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by selecting appropriate assessment strategies to monitor student progress.
1. Identifies observable and measurable criteria for student success. 2. Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.

DRAFT

Domain 3: Instruction for Active Learning
Indicator 3a: Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by implementing instructional content for learning.
1. Clearly communicates learning expectations that are aligned with Connecticut Core Standards and/or other appropriate content standards, and sets a specific purpose(s) for instruction. 2. Presents content accurately using content-specific language that leads to student understanding. 3. Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students. 4. Presents instruction that integrates literacy strategies and academic vocabulary within the lesson content.
Indicator 3b: Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence based learning strategies.
1. Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. 2. Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make connections between concepts. 3. Implements instruction that provides multiple opportunities for students to develop independence as learners.
Indicator 3c: Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by assessing and monitoring student learning, providing feedback to students, and adjusting instruction.
1. Communicates specific observable and measurable criteria for student success. 2. Monitors student learning with focus on eliciting evidence of learning at critical points in the lesson in order to assess individual and group progress toward achievement of the intended instructional outcomes. 3. Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning. 4. Adjusts instruction as necessary in response to individual and group performance.

DRAFT

Domain 4: Professional Responsibilities and Teacher Leadership
Indicator 4a: Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by engaging in continuous professional learning to impact instruction and student learning.
1. Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice. 2. Responds to supervisor or peer feedback and makes changes in practice based on feedback. 3. Engages in relevant professional learning and applies new learning to practice.
Indicator 4b: Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by collaborating to develop and sustain a professional learning environment to support student learning.
1. Collaborates with colleagues to improve teaching and learning. 2. Consistently exhibits professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers.
Indicator 4c: Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.
1. Actively engages with colleagues, students and families to develop and/or sustain a positive school climate. 2. Proactively communicates with families about learning expectations and student academic or behavioral performance, and develops positive relationships with families to promote student success. 3. Interacts with students, families and the community in a culturally respectful manner.

DRAFT

Support Specialists

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning
Indicator 1a: Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by promoting a positive learning environment that is respectful and equitable.
1. Interactions between service provider(s) and learners are consistently positive and respectful. The provider consistently promotes positive social interactions. 2. Establishes a learning environment that is consistently respectful of learners' cultural, social and/or developmental differences. 3. Consistently creates or promotes a learning environment in which learners are willing to take risks, respond to questions and challenges, and feel safe to make and learn from mistakes. 4. Establishes and consistently reinforces high and realistic expectations for learning/growth and development.
Indicator 1b: Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment.
1. Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment. 2. Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions.
Indicator 1c: Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by maximizing service delivery by effectively managing routines and transition.
1. Implements and manages effective routines and transitions that maximize service delivery time.

DRAFT

Domain 2: Planning for Active Learning
Indicator 2a: Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.
1. Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines. 2. Designs plans using evidence-based practice. 3. Designs targeted and purposeful plans using multiple sources of data to address learner needs and support an appropriate level of challenge. 4. Develops objectives that are targeted and specific to the needs of learners.
Indicator 2b: Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by developing plans to actively engage learners in service delivery.
1. Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement. 2. Selects or designs a variety of resources and/or flexible groupings that actively engage learners in demonstrating new learning.
Indicator 2c: Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by selecting appropriate assessment strategies13 to identify and plan learning targets.
1. Uses knowledge of learners' abilities, developmental level, cultural, linguistic and/ or experiential background to select and interpret assessment information. 2. Identifies objective and measurable criteria for assessing learner success. 3. Plans for use of assessment strategies or methods at critical points to effectively monitor and adjust service delivery.

DRAFT

Domain 3: Instruction for Active Learning
Indicator 3a: Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by implementing service delivery for learning.
1. Clearly communicates academic and/or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut Core Standards and/or other appropriate content standards. 2. Delivers services accurately, resulting in learning. 3. Delivers services in a logical and purposeful progression that meet the needs of learners. 4. Consistently delivers services at a level of challenge that aligns to learners' needs.
Indicator 3b: Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
1. Uses differentiated strategies, tasks, and questions that result in new and meaningful learning and promotes problem-solving, critical and creative thinking, purposeful discourse or inquiry. 2. Uses multiple resources or flexible groupings to actively engage learners in new learning and facilitate connections between concepts and/or across settings. 3. Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning.
Indicator 3c: Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by assessing learning, providing feedback15 and adjusting service delivery.
1. Communicates specific observable and measurable criteria for learner success. 2. Monitors learning with focus on eliciting evidence of learning at critical points in order to assess progress toward achievement of the intended purpose/objective. 3. Provides feedback that is specific, timely, accurate, and actionable, and supports the improvement toward academic or social/behavioral outcomes. 4. Adjusts to service delivery in response to learners' performance or engagement in tasks.

DRAFT

Domain 4: Professional Responsibilities and Leadership
Indicator 4a: Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by engaging in continuous professional learning to enhance service delivery and improve student/adult learning.
1. Self-evaluates and reflects on practice and the impact on learners; identifies areas for improvement and takes effective action to improve professional practice. 2. Willingly accepts supervisor or peer feedback and recommendations and makes effective changes in practice. 3. Engages in relevant professional learning and seeks opportunities to strengthen skills and apply new learning to practice.
Indicator 4b: Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by collaborating to develop and sustain a professional learning environment to support student/adult learning.
1. Collaborates with colleagues to improve service delivery and learning. 2. Consistently exhibits professional responsibilities and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers. 3. Records/data are complete, organized and accurate. Confidential information is stored in a secured location.
Indicator 4c: Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.
1. Actively engages with colleagues, learners or families to develop and/or sustain a positive school climate. 2. Proactively communicates with stakeholders and develops positive relationships with stakeholders to promote learner success. 3. Interacts with stakeholders in a culturally responsive manner.

DRAFT

#3

Leader Evaluation and Support Plan

2024-2025



WATERBURY
PUBLIC SCHOOLS

Table of Contents

Table of Contents
Board of Education Commissioners
Professional Development Evaluation Committee (PDEC)
Introduction
Vision
Guiding Principles
- Standards and Criteria for Leaders
- Leader
- Professional Learning Standards and Structures
- The Continuous Learning Process

Leader Continuous Learning Process
- Goal(s) Setting (Completed by November 1)
- Midyear Check-in (Completed by March 1):
- End-of-Year Reflection/Summative Review (Completed by June 30th)
- Artifacts to Support Learning
- Professional Practice and Leader Growth
- Observation of Professional Practice/Site Visits and Feedback
- SAW Leader Level & Observation Cycle
- Observation Cycle for Leaders Hired during a School Year
- Formal Observations
- Informal Observations
- Growth Criteria
- Tiered Support and Corrective Support Planning
- Corrective Support Plan
- Dispute Resolution
- Process
- Time Limits

The Role of the Professional Development and Evaluation Committee (PDEC)
- Local and State Reporting

Appendix A: Sample Reflection Questions – Leader
Appendix B: Growth Criteria and Sources of Evidence – Leader
Appendix C: General Glossary – Leader
Appendix D: Glossary of Professional Learning Opportunities – Leader
Appendix E : Tiered Plan of Support
Appendix F : Corrective Support Plan Template-Leader
Appendix G: Corrective Support Plan Sample-Leader
Appendix H: Forms
Appendix I: Single Point Competencies

DRAFT

Board of Education Commissioners

Mayor Paul K. Pernerewski, *Chairman Ex-Officio*
Juanita P. Harris, *President*
Elizabeth C. Brown, *Vice President*
Melissa Serrano-Adorno, *Secretary*
Steffi Frias
LaToya R. Ireland
Jacqueline A. Jackson
Margaret A. O'Brien
Rocco F. Orso
Hector Navarro
Thomas Van Stone, Sr.

Dr. Verna D. Ruffin, Superintendent

Professional Development Evaluation Committee (PDEC)

Dr. Darren Schwartz, *Deputy Superintendent*
Juan Mendoza, *Assistant Superintendent*
Dr. Joseph Johnson, *Assistant Superintendent*
Jade Gopie, *Assistant Superintendent*
Janet Frenis, *Chief Academic Officer*
Robert Johnston, *High School Principal and SAW President*
Peter McCasland, *Middle School Principal*
Lori Eldridge, *Elementary School Principal*
Erika Lanza, *Elementary School Principal*
Carli Carpentieri, *Talent and Professional Development Supervisor*
Marissa Waters, *Talent and Professional Development Supervisor*
Dr. Michelle Eckler, *Supervisor of Technology for Teaching and Learning*
Kevin Egan, *WTA President*
George Flaherty, *High School Teacher*
Kathryn Mucciacciaro, *Middle School Teacher*
Dana Jannetty, *Middle School Teacher*
Karri Gibson, *Paraprofessional*
Delores Nowell, *Paraprofessional*

DRAFT

Introduction

Waterbury Public Schools' Leader Evaluation Model has been developed in alignment with the Connecticut Guidelines for Leader Evaluation and Support 2023 as modified and approved by the Connecticut State Department of Education. Much of the plan has been adopted directly from Connecticut's Leader Evaluation Support Plan 2024, thus drawing on the best practices and research embedded in this model.

Vision

All Waterbury leaders have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the leader evaluation and support system so that all Waterbury Public Schools' teachers and students experience growth and success.

Guiding Principles

The transformational design of the leader evaluation and support model is grounded in six guiding principles that use high-quality professional learning to advance leader practice, educator practice, and student learning, growth, and achievement. These include the following best practices:

- **Allow for differentiation of roles** (assistant superintendents, directors, supervisors, principals, assistant principals)
- **Simplify and reduce the burden** (eliminate technical challenges, paperwork, and steps)
- **Focus on things that matter** (identify high-leverage goal focus areas)
- **Connect to best practices aimed at the development of the whole child** (including, but not limited to, academic, social, emotional, and physical development)
- **Focus on leader growth and agency** (meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus)
- **Meaningful connections to professional learning** (provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful)
- **Specific, timely, accurate, actionable, and reciprocal feedback**

Standards and Criteria for Leaders

One of the primary goals of the leader evaluation and support system is to ensure the growth and development of their staff so they in turn may develop and enhance personal and professional strengths to meet the needs of all the students they serve. Leader practice discussions are based on a set of single point competencies mutually agreed upon by the PDEC (Appendix I). The following professional practice standards ground this model's framework.

Leader

1. Professional Standards for School Leaders (PSEL)
2. Learning Forward's Professional Learning Standards (2022)

DRAFT

Professional Learning Standards and Structures

Learning Forward Professional Learning Standards 2022 serve as a useful tool to illustrate how professional learning can deepen educator and leader knowledge, promote reflection, and maximize leader impact. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired. Together, the professional standards for leaders, educators and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback and continuous learning.



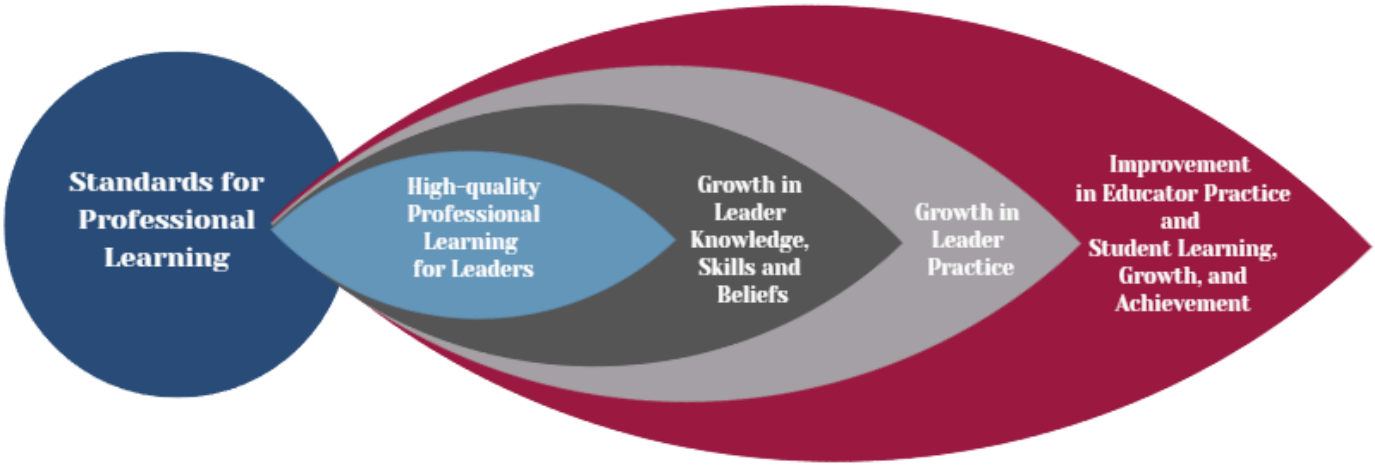
The Continuous Learning Process

The goal of the continuous learning process is to provide leaders with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. The process provides an opportunity for leaders to address organizational system and structure questions. In this process, the leader serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the leader through the learning and growth process. Within the process, the leader collaborates and serves as a reflective practitioner to determine mutually agreed upon leader goal(s), professional practice and leader growth, and observation/site visit and feedback focus.

During each school year, a minimum of three check-ins provide an opportunity for a reciprocal discussion of what is happening in the classroom or school, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations and reviews of practice as required by this plan.

At the core, educators and students learn best when educational leaders foster safe, caring, supportive learning communities, and promote rigorous curricula and instructional and assessment systems. This work requires educational leaders to build and strengthen a network of organizational supports — the professional capacity of teachers and staff; the professional community in which they learn and work; family and community engagement; and effective, efficient management and operations of the school/district. In all their work, educational leaders are driven by the district/school's mission, vision, and portrait of a graduate. They are called to act ethically and with professional integrity, and they promote equity and cultural responsiveness. Finally, educational leaders believe their district/schools, educators, and they themselves can continuously grow. They are tenacious change agents who model transformational leadership (adapted from PSEL Standards).

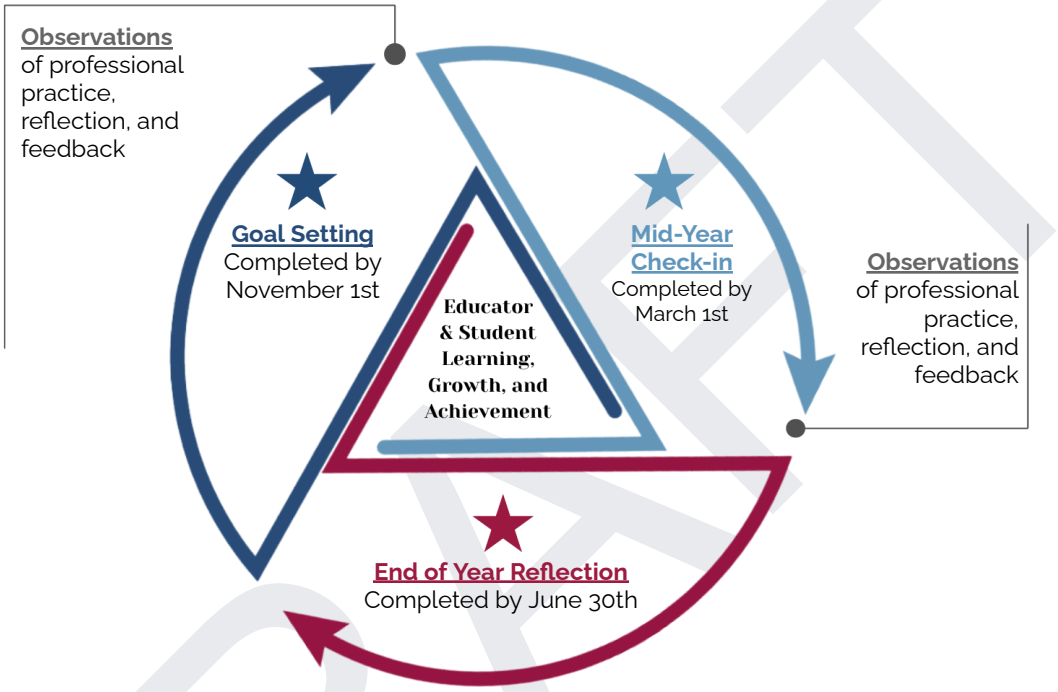
The graphic below, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators and students.



DRAFT

Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist leaders and evaluators through the process. All leaders are assigned a primary evaluator (092 or 093).

Leader Continuous Learning Process



Goal Setting
Completed by November 1st

Beginning of the Year Goal(s) and Planning
- Self reflect
- Review evidence

Goal(s), Rationale, Alignment, and Professional Learning Plan
- Draft goal(s), rationale, alignment, professional learning plan

Goal Setting Conference
- Mutually agree on 1-, 2-, or 3-year goal(s)
- Determine individual or group goal(s)
- Mutually agree on professional learning needs and support

Mid-Year Check-In
Completed by March 1st

Mid-Year Check-in: Reflection, Adjustments, and Next Steps
- Review & discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on organization health, educator and student learning, growth, and achievement

Mid-Year Conference
- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed

End of Year Reflection
Completed by June 30th

End-of-Year Reflection and Feedback Process
- Self-reflection: Review & discuss professional learning, evidence of impact on organizational health, educator and student learning, growth, and achievement

End-of-Year Conference/ Summative Feedback and Growth Criteria
- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

DRAFT

Annual training for evaluators, as required by C.G.S. 10-151b, will include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice.

Goal(s) Setting (Completed by November 1)

Leaders and their evaluators mutually agree upon a high-leverage professional practice one-, two-, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals (Appendix B). Goals should always be connected to the single-point competencies (Appendix I). Leaders will use the goal-setting form linked here.

It is recommended that Level 1 Leaders select one year, individual goals. Level 2 Leaders can choose one-, two- or three-year individual or group goals.

This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of leader growth, educator growth, and impact on student learning, growth, and achievement. Within this process, the leader collaborates in a learning partnership with the evaluator. The continuous learning process begins with dialogue around leaders' self-reflection (based on the review of evidence and practice) to the identified rubric while collecting and analyzing evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth (Appendix A).

The leader will:

- Self-assess using the identified rubric.
- Identify a high-leverage goal that impacts leadership practice and educator and organizational growth.
- Identify an individual or a collaborative goal.
- Develop a proposed professional learning plan to build knowledge and skill.

The leader shares the above with their evaluator during an initial goal-setting conference that consists of dialogue around the proposed goal(s) and professional learning plan. During this conference, reciprocal dialogue between the evaluator and leader takes place to refine the proposed goal and professional learning plan as needed. In partnership, the leader and evaluator come to a mutual agreement on the goal(s), multiple measures of evidence, professional learning plan, and support to drive progress toward goal attainment.

Midyear Check-in (Completed by March 1):

The midyear check-in provides an opportunity for the leader to self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on professional leadership practice; organizational growth; educator growth; and impact on student learning, growth, and achievement.
Through reciprocal dialogue, the evaluator provides specific feedback based on evidence, standards, and the leader's goal(s). This is an overview of where the leader is in the process and what steps need to be taken to assist in continuous learning. During this check-in, revisions to the goal or learning plan, direction to tiered support, and next steps are documented.

DRAFT

End of Year Reflection/Summative Review (Completed by June 30th)

End-of-year reflection provides an opportunity for the leader and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the leader's goal(s); professional learning as it re- lates to the leader's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact on leader practice and growth; possible next steps for the upcoming year; any concerns with the continuous learning process; new learning; and highlights of impact on educators, students, and school community; and completion of current goal or rationale for continuing the goal the following year. Analysis of evidence from the end-of-year summary is important for the leader's subsequent self-assessment and goal setting revisions or new goal(s). Leaders will complete the end-of-year form linked here.

This summary is based upon the mutually agreed upon goal(s) and single point competencies (Appendix I) and will make a distinction regarding the leader's successful completion of the professional learning process.

Artifacts to Support Learning

Leaders may provide up to five (5) artifacts to support their growth throughout the school year. Artifacts may be attached to the Mid-Year Check-In and/or End-of-Year Reflection.

Professional Practice and Leader Growth

The implementation of the continuous learning process is shared between the leader and evaluator. For the duration of the learning process, leaders pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal. Evaluators will provide leaders with feedback from observations of professional practice/site visits and dialogue, ensure timely access to support and collect evidence of leader performance and practice toward goal(s) through multi- ple sources, including site visits, student and staff feedback, or family engagement (Appendix B).

Observation of Professional Practice/Site Visits and Feedback

Observation of professional practice or site visits occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide leaders with feedback based on evidence, standards, and the educator's goal(s); ensure timely access to planned support(s); and collect evidence of leader practice and progress toward goal(s) through multiple sources of evidence including site visits, feedback, written or verbal, that is provided within five school days.

"Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019).

Quality feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)

DRAFT

- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
- Is timely, frequent, and reciprocal

Based on the goal-setting conference, the evaluator should observe the leader and provide feedback that aligns with established goals.

SAW Leader Levels & Observation Cycle

Level of Leader	
Level 1	**Level 2**
Who: • New to leadership role (e.g., principal from assistant principal, etc.; first three years). • New to WPS (first three years) **What:** • Minimum of one (1) formal observation of Professional Practice with pre and post meetings. ○ One (1) formal observation must take place prior to the mid-year meeting. • Minimum of two (2) informal observations of Professional Practice with post meetings. • Minimum of one (1) review of practice. • Verbal and written feedback within five school days.	**Who:** • Leaders who have successfully completed Level 1 in their current WPS **What:** • Minimum of two (2) informal observations of Professional Practice with post meetings. ○ One (1) informal observation must take place prior to the mid-year meeting. • Minimum of one (1) review of practice. • Verbal and written feedback within five school days.

Observation Cycle for Leaders Hired during a School Year

1st Marking Period	2nd Marking Period	During 3rd or 4th Marking Period
Follow the Level of Leader Chart **Will count as Year 1 in WPS*	Conduct 1 formal and/or 1 informal **Will count as Year 1 in WPS*	Conduct 1 informal **First year of WPS service will begin next school year*
All Administrators Will Be Aware of Their Cycle in The Evaluation System		

Observations include but are not limited to Walkthroughs, Professional Learning, Conducting PPTs, 504s, Data Teams, Feedback Sessions with Teachers, Staff Meetings, Parent Meetings, SGCs, etc.

DRAFT

Based on the goal-setting conference, the evaluator should observe the leader and provide feedback that aligns with established goals. The evaluator may observe and provide feedback on various topics, such as Instructional Leadership, Operational Management, Family/Community Relations, Culture and Climate, Professional Learning, Budgeting, etc.

Formal Observations

- All formals are scheduled, and the leader is notified at least **5 school days** in advance.
- Suggested time 30-45 minutes
- All formal evaluations include a pre-conference and post-conference.
    - ***Pre-conference***: Pre-conferences require a meeting with the evaluator and leader within 2 school days of the scheduled observation. The pre-conference forms should be completed before the meeting.
    - ***Post-conference*** Verbal feedback is required, followed by written feedback provided within 5 school days of the observation. Leaders must complete the post-conference form at least 1 school day before the post-conference.

Informal Observations

- All informal observations are scheduled, and the leader is notified at least 2 school days in advance with both parties communicating in the event of extenuating circumstances
- Suggested time 10-15 minutes
- Written and verbal feedback is required

Review of Practice

A review of practice includes but is not limited to, delivery of professional learning, facilitation of meetings, coaching/mentoring other leaders or teachers, review of leader or educator work, or review of other leader artifacts

Growth Criteria

Successful completion of the learning process is determined through multiple forms of evidence and reflection that is demonstrated by (Appendix B) :

- Reflection supported with evidence of the impact of the leader's new learning on their practice/goal.
- The impact the leader's new learning and practice had on the leader's practice, organizational growth, educator growth, and student outcomes.
- Next steps.

Tiered Support and Corrective Support Planning

All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, with an evaluation process. All three tiers of support must be implemented prior to the development of a Corrective Support Plan.

DRAFT

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative if applicable (Appendix E).

Tier 1

It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by district PDEC and other leader supports (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., engaging in a professional learning opportunity, observation of specific classroom practices, coaching cycles, etc.). An educator moves from Tier 1 to Tier 2 based on concerns raised by observable practices with corresponding evidence. A meeting must be held in which the Tier 2 plan is discussed and drafted. A finalized plan will be provided to the leader within 3 school days of the face-to-face meeting. Tier 2 supports shall be mutually agreed upon between the evaluator, leader, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. If the Tier 2 plan cannot be mutually agreed upon, the dispute resolution process shall be followed. If at the end of the Tier 2 plan the leader is successful in making progress with substantiated evidence, the leader will move back to Tier 1.

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the leader and assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. In the event that the leader does not successfully meet the goals of the Tier 2 plan, the leader will move to Tier 3. A meeting must be held in which the Tier 3 plan is discussed and drafted. A finalized plan will be provided to the leader within 3 school days of the face-to-face meeting. Tier 3 supports shall be mutually agreed upon between the evaluator,leader, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. If the Tier 3 plan cannot be mutually agreed upon, the dispute resolution process shall be followed. The start date and duration of time an leader is receiving this level of support should be clearly documented.

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support

DRAFT

Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan must contain:

- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;
- timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

At the conclusion of the EOY conference, a follow up meeting will be scheduled to discuss the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, leader and bargaining unit representative.

See Appendix F and Appendix G for a Corrective Support Plan template and example.

Dispute Resolution

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive, and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should a leader disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The leader being evaluated has the right to provide a statement to dispute the evaluator, which may include the individual professional learning plan or a Corrective Support Plan.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed 30 calendar days from the date the educator initiated the dispute resolution process. Confidentiality through- out the resolution process shall be conducted in accordance with the law.

Process

The leader being evaluated shall be entitled to collective bargaining representation at all levels of the dispute resolution process.

1. The SAW member shall begin the dispute resolution process by informing their evaluator in writing within 48 hours of the meeting (post-observation, BOY, MOY, EOY), or written feedback (observations, Tier 2 support plan, Tier 3 support plan, Corrective Support Plan).
2. Within four calendar days of articulating the dispute in writing to his/her/their evaluator, the SAW member being evaluated and the evaluator will meet with the objective of resolving the matter informally.

DRAFT

3. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the Superintendent, Assistant Superintendent of Human Capital, and SAW President within 48 hours of the meeting with his/her/their evaluator (step 1).
4. The Superintendent will refer for resolution to the Assistant Superintendent and/or Director of Human Capital who will convene a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party. The superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Both parties may agree to meet during school breaks at mutually agreed upon times.
3. If no written initiation of a dispute is received by the evaluator within 48 hours, the leader shall be considered to have waived the right of appeal.
4. The leader being evaluated must initiate each level of the appeal process within the time indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

The Role of the Professional Development and Evaluation Committee (PDEC)

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan to propose to Waterbury Public Schools Board of Education for mutual agreement.

Pursuant to Connecticut General Statute 10-220a and Public Act 23-159 Section 11(b)(3), each local and regional board of education must establish a professional development and evaluation committee to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate.

The duties of PDECs shall include, but are not limited to,

- participation in the development or adoption of a leader evaluation and support program for the district, pursuant to section 10-151b;
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district; and
- the development and annual updating of a comprehensive local professional development plan for paraeducators of the district.

DRAFT

Local and State Reporting

The superintendent shall report:

1. the status of teacher* evaluations to the local or regional board of education on or before June 1 of each year; and
2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

**For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.*

DRAFT

Appendix A: Sample Reflection Questions – Leader

Self-Reflection Sample Questions

- Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about leadership and organizational well-being? What new learning might you want to explore to inform your understanding of these questions and professional leadership practice?
- In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current organization's strengths and needs, and/or knowledge of district/school/program goals, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

Professional Learning and Action Questions

Indicators of success

- What question will you focus on to address your goals?
- What are the criteria for an accomplished practice?
- How do you plan to collect and analyze evidence to assess progress toward your goals?
- What research/professional readings might you explore to support your professional learning and achieve your goal?
- What specific professional learning might you need to achieve your goal?
- What support might you need from your colleagues, supervisor, others? How frequently?
- How might you apply your learning to practice? How often?

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- What ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as a leader?

DRAFT

- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Analysis of Evidence

- What do you observe in your evidence?
- What patterns, themes, or outliers do you notice?
- What does the evidence say about how you are doing in relation to your goal and indicators of success?
- Based on the evidence and your practice overall, what are your strengths?
- In what aspect do you want to continue to grow or refine your knowledge, skill, practice?

Learning Reflection and Next Steps

- What is clear to you now?
- What are you learning?
- What do you understand now that you didn't understand as clearly before?
- How will this learning influence future actions?
- What is a single sentence conclusion that represents your learning?
- Under what circumstance might this conclusion not be true?
- What are ways you continue to refine your practice?
- What more do you want to learn and practice?
- How might you accomplish that? What is your next plan?
- What resources and support do you want or need?
- Once learning has been implemented: What effect did the learning have on practice, students?

Reflect on the Feedback Process

- In what ways did my engagement with you support your learning?
- What did I do as a learning partner that helped you as a learner and how did it help?

DRAFT

Appendix B: Growth Criteria and Sources of Evidence – Leader

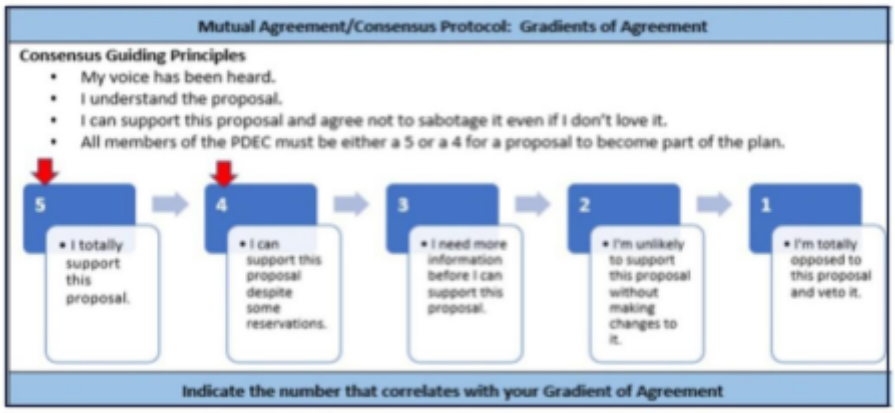
Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice • The leader can demonstrate how they developed new learning within the continuous learning process through multiple sources)e.g., observational feedback, data, walkthroughs, etc.) and how they used their new learning to improve practice. **Impact on the Organization** • The leader can demonstrate how they positively impacted the organizational health and can articulate connections / rationale between the improved learning and their own changes in practice. **Impact on Community** • The leader can demonstrate how they worked effectively with colleagues / families / community.	• Information from site visits • Strategic plans • Learning walks / Instructional rounds • Leader created professional learning materials • Operational artifacts (e.g., schedules, procedural revisions) • Policy updates • Community communications • Constituent feedback • Program development and implementation • Quantitative measure of whole child development (including, but not limited to, academic, social, emotional, and physical development) • Systems and structures

DRAFT

Appendix C: General Glossary – Leader

consensus protocol: Consensus decision-making is a creative and dynamic way of reaching agreement in a group. Instead of simply voting for an item and having the majority getting their way, a consensus group is committed to finding solutions that everyone actively supports — or at least can live with.

By definition, in consensus no decision is made against the will of an individual or a minority. If significant concerns remain unresolved, a proposal can be blocked and prevented from going ahead. This means that the whole group has to work hard to find win-win solutions that address everyone's needs.



Corrective Support Plan: A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b. Corrective Support Plans shall include clear objectives specific to the well documented area of concern; resources, support, and interventions to address the area of concern; timeframes for implementing the resources, support, and interventions; supportive actions from the evaluator; and outcomes or further action as determined in consultation with the evaluator, leader, and bargaining unit representative.

check-ins: Formal or informal meetings or conferences held in the spirit of collaboration between the leader and evaluator and to engage in reciprocal dialogue regarding what is happening in one's practice at that moment in time including goal(s), professional learning, multiple and varied forms of quantitative and qualitative evidence, adjustments, and next steps (i.e., classroom/school/building or district). During each school year, a minimum of three check-ins provide an opportunity for discussions to set and adjust goals, celebrate growth and positive impact, identify needs, assess and discuss evidence and learning, and next steps in one's learning.

community: A school community typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school. A district community encompasses a broader scope, involving multiple schools within a school district, and often includes administrators, teachers, students, and families collaborating across various

educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

continuous learning process: The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from observations (peers or evaluators), and a collection of multiple measures of evidence. There are multiple models of continuous learning including, but not limited to:

- The Supporting Teacher Effectiveness Project (STEP)
- Massachusetts Department of Elementary and Secondary Education 5-Step Cycle and Model System for Educator Evaluation
- Ohio Department of Education – Ohio Teacher Evaluation System (OTES 2.0) Framework
- Tennessee Educator Acceleration Model
- Connecticut TEAM Process (CAPA)

dispute resolution: A process for resolving disputes in cases where the evaluator and leader being evaluated cannot agree on goals/objectives, the evaluation period, feedback, or the professional learning plan or other outcomes of the evaluation process.

evidence: Evidence collected and presented as a part of the evaluation system may include (but is not limited to) artifacts, observations of practice, site visit feedback, and reflections of the leader impact on organizational health, educator growth, and student learning, growth, and achievement as part of the leader feedback process.

feedback: "Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019).
Quality feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/ or practices
- Is timely, frequent, and reciprocal

From Killion, J. (2019). The feedback process: Transforming Feedback for Professional Learning. Learning Forward.

formal observations: A formal observation is a structured and planned process of watching, assessing, and evaluating a leader's performance. This typically includes a pre-conference and post-conference and results in a written evaluation within five school days.

DRAFT

goals and standards: Should be a high leverage goal based on professional practice standards and consistent with the goals of the district. Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations) improves the collective effectiveness of practice.

growth criteria: Successful completion of the Continuous Improvement Process, supported with evidence that includes the impact the leader's new learning had on his/her/their practice/goal, along with a reflection on challenges and next steps; and the impact the leader's new learning and practice had on organizational health, educator growth, student learning, growth, and/or achievement, supported by evidence.

high leverage goals: High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus. They address strategies for development of human capital (people), instruction (knowledge and skills), and organizational management that transcends schools (Grissom, et al., 2021).

informal observations: An informal observation is an unplanned visit intended to evaluate educator performance. This typically includes either verbal or written feedback provided to the educator within five school days.

leader: A leader is defined as someone in a leadership position who has attained the 092 certification. This may include assistant superintendent, principal, dean of students, assistant/vice principal, pupil services director, supervisor, or department chair. This is not an exhaustive list, rather to illustrate the definition. Superintendents will confirm district leaders with evaluation roles.

multiple measures: Can include, but is not limited to, structures and systems to support educator learning and growth, culture and climate changes, student learning, growth, and achievement as mutually agreed upon during the goal-setting process. Additional evidence relative to one or more competencies.

mutual agreement: An agreement or condition that is reciprocal or agreed upon by all parties.

organizational health: Organizational health in schools and districts means how well the whole school system is functioning. It encompasses various interconnected elements that contribute to a positive and thriving learning environment, including leadership, culture and climate, communication, professional learning, resource management, collaboration and teamwork, student-centered focus, continuous improvement, community engagement, and innovation.

PDEC (Professional Development and Evaluation Committee): The Professional Development and Evaluation Committee serves as the collaborative decision maker to create, revise, and monitor the evaluation and support program for the district, as well as the professional learning plan for certified employees of the district.

professional learning: Professional learning and growth are centered on accelerating personal and collective learning and closing the knowing-doing gap for leaders and teachers. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the

DRAFT

evidence that is most needed and most effective. See Appendix D, *Glossary of Professional Learning Opportunities*.

review of practice: Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, facilitation of meetings, coaching/mentoring other leaders or teachers, review of leader or educator work, or review of other leader artifacts.

rubric: A rubric is a systematic and standardized tool, designed as a continuum, and is used to communicate the performance of leaders based on specific criteria. It can be used to evaluate a single criterion to emphasize specific expectations and provide targeted feedback for improvement. It can encourage a growth mindset.

single point competency: A description of a standard of behavior or performance that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance like a more traditional rubric.

site visits: A site visit provides an opportunity for observation and dialogue with the leader that may include but is not limited to leader engagement with educators, families or other partners in the work with a focus on the leader's goal.

student outcomes: Student outcomes include multiple measures of student learning, growth, and achievement as mutually agreed upon during the goal setting process.

tiered support:

Tier 1: It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by your district PDEC and other leader supports (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2: In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., observation of specific leadership practices, etc.) that can be either suggested by the leader and/or recommended by an evaluator.

Tier 3: Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator. Tier 3 supports have a clearly articulated area of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan.

DRAFT

Appendix D: Glossary of Professional Learning Opportunities – Leader

High quality professional learning enhances both leader practice and outcomes for each and every educator and student. High quality professional learning integrates research on effective adult learning and uses interactive, flexible designs to achieve intended outcomes.

advanced coursework: Courses offered at a college, university, or other institution, in person or online, which further educator skills and/or provide professional training.

case study: A team that engages in a case study using information in a student's cumulative folder or other documented information with the intention of determining next steps, i.e., IEP review or attendance records.

coaching: A process based on trust in which professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems.

examination of student work: Individuals or groups of educators review samples of work from various students. They identify strengths, areas for improvement, and design instructional plans as a result of the examination.

job-embedded: Any activity that is tied in with authentic classroom practice. May include, but is not limited to:

- Examining student data
- Mentoring
- Book study (see below)
- Co-planning
- Investigating print and online resources
- Self-reflection
- Visitations/observations within a school

lesson study: Groups of teachers planning a lesson, observing one present the lesson, and then reflecting on it afterwards.

mentoring: A relationship between a less experienced educator and a more experienced mentor, in which the mentor provides guidance and feedback regarding practice.

peer observation: An opportunity for teachers to observe each other during classroom instruction. Teachers may want to observe peers to see a new teaching strategy in action, learn a new model of instruction, or analyze classroom processes and procedures.

personal professional reading: Individual, self-driven reading and processing of texts in order to improve one's own teaching practice.

DRAFT

professional literature study: Structures and collaborative processes in which individuals or groups of professionals engage in the examination and discussion of a relevant and informative text. The purpose of this study is to promote continuous learning, professional development, and the exchange of ideas and best practices within a specific field or industry. By engaging in a professional book study, individuals can deepen their understanding of key concepts, stay current in their field, and enhance their ability to apply new knowledge to their professional practice. This collaborative and structured approach to learning helps foster a culture of continuous improvement and professional growth within a community of practitioners.

protocols: A learning tool that is rule-based. Often implemented to aid in new learning for groups or individuals. May include article discussions, case studies, book reviews, and other procedures used in its workshops and other learning designs.

school visits: Observation of practice or teaching at a different school or institution to gain new knowledge, ideas, or activities.

student shadow: Follow a particular student during the academic day for a designated time, for a particular identified purpose, i.e., engagement.

walkthroughs: A team of leaders who visit classrooms to find evidence for a particular problem of practice. This evidence is reviewed, and next steps are determined as a result of this practice.

web-based learning: Use of online resources or learning activities to develop new learning or techniques for the classroom.

workshops: Meetings where participants are involved in group discussions or learning experiences and are normally organized around one or more theme areas. Workshops allow participants with differing values and priorities to build a common understanding of the problems and opportunities confronting them. May take place at school or outside.

DRAFT

Appendix E : Tiered Plan of Support-Leader

Level	Description	# of Required Observations
Tier 1	• All leaders receive support through the evaluation and feedback cycles • Leaders and evaluators are encouraged to have ongoing communication regarding supportive measure for continual growth	Follows Leader Level Chart
Tier 2	In addition to Tier 1 supports, leaders will meet with the evaluator and receive a Tier 2 plan that includes: • Written feedback on specific area/s in need of growth for no more than two single points of competency • A specific timeline for improvement up to 30 school days • A minimum of one additional informal observation • A date of the next planned informal observation • Coaching Cycle • Professional Learning provided based on area in need of growth • An opportunity for the leader to observe a fellow administrator whos is meeting the single point competency area in need of growth • Continue to provide meaningful feedback • Decision to recommend ○ Return to Tier 1 based on evidence ○ Move to Tier 3 based on evidence	Follows Leader Level Chart and minimum of one additional informal observation
Tier 3	In addition to Tier 1 and 2 supports, leaders will meet with the evaluator and receive a Tier 3 plan that includes: • Meeting with evaluator and union representation to discuss ○ Written feedback on specific area/s in need of growth in one single point competency ○ A specific timeline for improvement that lasts through the end of the current school year ○ Supports to be provided ○ Indicators for Success • A minimum of one additional formal observation • A date of the next planned formal observation • Decision to recommend ○ Return to Tier 1 based on evidence ○ Move to Corrective Support Plan based on evidence	Follows Leader Level Chart and minimum of one additional formal observation

DRAFT

Appendix F : Corrective Support Plan Template–Leader

Corrective Support Plan Template

(Leader being evaluated) has consistently struggled with _____ _____. Tiered supports have been provided by the evaluator throughout the year. (Leader being evaluated) has demonstrated a lack of growth/improvement, which has led the(Evaluator) to assign a Corrective Support Plan.

Objective:

To improve _____ _____ (Indicate specific standard in your objective language)

(Possible) Resources:

A blend of opportunities and resources should be extended to the Leader being evaluated being supported on the Corrective Support Plan

- Mentor
- Coach
- Reading as appropriate

Timeframes:

- (Length of the Corrective Support Plan – typically six to eight weeks in length)
- Improvements in (standard) within this (Length of Corrective Support Plan) will serve as criteria for successful completion of this plan

Supportive Actions:

(Suggested supportive actions)

- Weekly, bi-weekly meetings with progress reporting from Leader A and written feedback from evaluator (dependent upon need for plan)
- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of building, as appropriate.

DRAFT

Appendix G : Corrective Support Plan Sample–Leader

Leader A has consistently struggled with communicating appropriately with a variety of constituents. Tiered supports have been provided by the evaluator throughout the year. Leader A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.

Objective:
To improve engagement with families in communities (PSEL – Standard 8) and to improve operations in management (PSEL – Standard 9)

Resources:

- All communications previewed by the evaluator for content and timeliness.
- Collaboration with other district leaders for exemplars of communication.

Timeframes:

- Leader A will remain on this Corrective Support Plan for six weeks.
- Improvements in communication within this six-week duration will serve as criteria for successful completion of this plan.

Supportive Actions:

- Weekly, bi-weekly meetings with progress reporting from Leader A and written feedback from evaluator (dependent upon need for plan).
- All resources made available.
- Modeling of effective communication practices with role play opportunities.
- Timely feedback in person and in writing (weekly/bi-weekly meetings).
- Management of access to learning opportunities in and out of building, as appropriate.

DRAFT

Appendix H: Forms

All forms can be found in Unified Talent Perform. All forms are considered "collaborative" in Unified Talent Perform, meaning the educator can work on their portion simultaneously as the evaluator works on theirs. The evaluator will save and submit all forms once all parties have completed their portion.

PDFs are linked below.

24-25 Administrator Goal Setting DRAFT
24-25 Administrator Mid-Year Reflection DRAFT
24-25 Administrator End-of-Year Reflection DRAFT
24-25 Administrator Formal Observation DRAFT
24-25 Administrator Informal Observation DRAFT
24-25 Administrator Informal/Review of Practice DRAFT

DRAFT

Appendix I: Single Point Competencies

Domain 1: Instructional Leadership Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.
Indicator 1.1 | Shared Vision, Mission, and Goals: Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.
1. Develops, implements and sustains shared vision, mission and goals that articulate high expectations, including life skills and/or college and career readiness, for all students. 2. Creates and implements cohesive SIP/DIP and goals that address student and staff learning needs; the plan aligns district goals, teacher goals, school or district resources, and best practices of instruction and the organization. 3. Engages relevant stakeholders to develop, implement and sustain the shared school or district vision, mission and goals. 4. Identifies and addresses barriers to achieving the vision, mission and goals.
Indicator 1.2 | Curriculum, Instruction, and Assessment: Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.
1. Consistently works with staff to develop a system to implement and/or evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings. 2. Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students. 3. Consistently works with staff to implement and evaluate formative and summative assessments that drive instructional decisions.
Indicator 1.3 | Instructional Leadership: Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.
1. Analyzes varied sources of data2 about current practices and outcomes to guide ongoing decision making that addresses student and/or adult learning needs and progress toward the school or district vision, mission and goals. 2. Develops collaborative processes for staff to analyze student work, monitor student progress and examine and adjust instruction to meet the diverse needs of students. 3. Persists and engages staff in solving school wide or districtwide challenges related to student success and achievement.

DRAFT

Domain 2: Talent Management
Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

Indicator 2.1 | Recruitment, Selection, and Retention: Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals.

1. Develops and implements a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals, and according to district policies and procedures.
2. Uses multiple sources of evidence of effective teaching or service delivery and identified needs of students and staff as the primary factors in making recruitment, selection and/or retention decisions.
3. Develops and maintains positive and trusting relationships with school and district staff and external resources to retain highly qualified and diverse staff.
4. Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers.

Indicator 2.2 | Professional Learning: Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.

1. Establishes, implements and monitors the impact of a high-quality professional learning system to improve practice and advance the school or district's vision, mission and goals.
2. Models reflective practice using multiple sources of evidence and feedback to determine professional development needs and provide professional learning opportunities.
3. Provides multiple conditions, including support, time or resources for professional learning, that lead to improved practice.

Indicator 2.3 | Observation and Performance Evaluation: Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.

1. Evaluates staff using sources of evidence such as observation, review of artifacts, collegial dialogue and student-learning data that is clearly aligned to educator performance standards, which result in improved teaching and learning.
2. Regularly provides clear, timely and actionable feedback based on evidence.
3. Proactively leads difficult conversations about performance or growth to strengthen teaching and enhance student learning.

DRAFT

Domain 3: Organizational Systems
Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

Indicator 3.1 | Operational Management: Strategically aligns organizational systems and resources to support student achievement and school improvement.

1. Decisions about the establishment, implementation and monitoring of organizational systems consistently support the vision, mission and goals and orderly operation of the school or district.
2. Designs and implements a comprehensive school site safety and security plan.
3. Ensures safe operations and proactively identifies and addresses issues and concerns that support a positive learning environment. Advocates for maintenance of physical plant.
4. Develops or implements communication and data systems that assure the accurate and timely exchange of information.
5. Develops capacity of staff to document and access student learning progress over time.

Indicator 3.2 | Resource Management: Establishes a system for fiscal, educational and technological resources that operate in support of teaching and learning.

1. Develops, implements and monitors a budget aligned to the school and district improvement plans and district, state and federal regulations. The budget is transparent and fiscally responsible.
2. Advocates for and works to secure school or program financial/educational resources that support achievement of the district's vision, mission and goals.
3. Allocates resources to ensure educational equity for all diverse student, family and staff needs.

DRAFT

Domain 4: Culture and Climate
Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

Indicator 4.1 | Family, Community and Stakeholder Engagement: Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.

1. Communicates and advocates for the vision, mission and SIP/DIP and goals so that the families, community partners and other stakeholders understand and support equitable and effective learning opportunities for all students.
2. Promotes and provides opportunities for families and members of community to be actively engaged in decision-making that supports the improvement of schoolwide or districtwide student achievement or student-specific learning.
3. Maintains and promotes culturally responsive relationships with a wide range of families, community partners and other stakeholders to discuss, respond to and influence educational issues.
4. Capitalizes on the cultural competence and diversity of the community as an asset to strengthen education.

Indicator 4.2 | School Culture and Climate: Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.

1. Establishes, implements and monitors expectations for student conduct aligned to stated values for the school or district, and provides appropriate training for staff and students to uphold these expectations.
2. Communicates and holds all adults accountable for behaviors in alignment with the Connecticut Code of Professional Responsibility for Administrators.
3. Maintains and promotes a caring and inclusive school or district climate focused on learning, high expectations and the personal well-being of students and staff.

Indicator 4.3 | Equitable and Ethical Practice: Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school or district community.

1. Exhibits, models and promotes professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.
2. Uses professional influence to foster educational equity, dignity and social justice to improve culture and climate.
3. Holds self and others accountable for the ethical use of technology, including social media, to support the school or district's vision, mission and goals.
4. Promotes understanding of the legal, social and ethical uses of technology among members of the school or district community.

DRAFT

#4

Waterbury Public Schools

JOB CLASSIFICATION DESCRIPTION

JOB CLASSIFICATION TITLE:
Director of Multilingual Education
DEPARTMENT: Academic Office

REPORTS TO: Chief Academic Officer
SALARY RANGE: $150,000 - $175,000
FLSA DESIGNATION: Exempt

PART I - SUMMARY OF CLASSIFICATION

PART I - SUMMARY OF CLASSIFICATION
The Director of Multilingual Education oversees and guides programs within the Waterbury Public Schools (WPS) aimed at developing and executing initiatives for multilingual, dual language, and world languages education. This role provides strategic leadership to ensure that all students within WPS have access to and excel in top-tier world language programs, fostering proficiency in multiple languages and supporting multilingualism. Leading the implementation of multi-year strategic planning for WPS multilingual services is a core responsibility. Moreover, the Director spearheads efforts to ensure that all students, particularly English learners, thrive in multilingual and dual language immersion initiatives, along with world language education, emphasizing the enrichment of cultures, languages, and identities while enhancing student achievement.

Collaboration with the WPS Office of Academic Affairs and building level administrators is essential for the development and deployment of high-quality, research-based professional learning supports and innovative school models, programs, and schedules. Engaging closely with internal and external stakeholders, the Director orchestrates the development and execution of highly effective programs and initiatives. This includes scaling programs for educating and supporting multilingual students and their families, as well as nurturing teacher pipelines. Ensuring compliance with State of Connecticut regulations and operationalizing tools for high-quality instruction, assessment, monitoring, and service delivery are integral to the role.

PART II - MINIMUM KNOWLEDGE, SKILLS, AND ABILITIES

A. EDUCATION AND EXPERIENCE:

General Experience:

- Master's or 6th Year degree in education or related field required
- Five (5) years of experience managing and leading Language Development and/or related programs or administering multilingual development-related programs in preschool through grade 12 settings required
- Completion of seven (7) years of successful classroom teaching associated with supporting multilingual learners or world languages required
- Experience in an urban school district and/or a multicultural environment is preferred

B. CREDENTIALS, LICENSURES, CERTIFICATIONS AND OTHER

- Connecticut State Department of Education certification(s), including but not limited, to subject areas in TESOL (111), Bilingual (902, 009) or varied world languages required
- Connecticut State Department of Education certification as an Intermediate Administrator/Supervisor (092) required
- Ability to communicate verbally and in writing in multiple languages
- Incumbents in this class may be required to possess a current Motor Vehicle Class D Operator's License

C. KNOWLEDGE, SKILLS AND ABILITIES:

- Knowledge of multilingual models and ability to work collaborative with others in creating and implementing such school models;
- Accepts accountability for developing multilingual school models and holds self and others accountable for student success;
- Ability to plan, organize and administer district-level professional development programs
- Considerable knowledge of how to use student profile data, district-wide data and State data to drive multilingual services;
- Knowledge of effective supervision;
- Knowledge of evidence-based research and best practices for public schools as it relates to multilingual student services and world language programs;
- Knowledge of relevant Federal and State statutes, guidelines and regulations;

- Knowledge of public school district and school safety procedures;
- Knowledge of student data privacy act;
- Knowledge of Connecticut Code of Professional Responsibility for Administrators and District policies and procedures governing teacher conduct;
- Knowledge of the principles and practices of education for students with multilingual needs and world language programs
- Knowledge of the school improvement or school program and quality review processes;
- Knowledge of the social, emotional, intellectual, and physical needs of the Pre-K, elementary, middle and high school age students;
- Excellent verbal and written communication skills;
- Excellent technological skills;
- Considerable problem-solving skills;
- Knowledge of crisis management, handling emergencies and de-escalation techniques skills;
- Ability to apply leadership skills within a shared decision-making model;
- Ability to demonstrate high moral and ethical standards;
- Ability to develop and foster a professional learning community that supports student success;
- Ability to establish and maintain effective working relationships with students, staff and the community;
- Ability to interact and present successfully with staff, parents, supervisors, executive leadership, district teachers, board members, and community;
- Ability to multitask complex issues with the ability to remain flexible and develop alternative strategies to achieve established goals;
- Ability to work well in a community with high expectations for its students and schools;
- Ability to work with individuals from diverse backgrounds.

PART III - POSITION SUPERVISES:

- Supervises assigned certified and non-certified staff.

PART IV - ESSENTIAL FUNCTIONS: The following identifies the primary and essential functions of the position and is not intended to be an exhaustive listing of all duties.

- Direct oversight and supervision of all multilingual and world language education
- Develops, prepares, implements, and enforces program plans designed for multilingual and world languages students and district services
- Establishes policies and procedures governing multilingual and world languages education compliance with federal, state, and local laws
- Develops and implements professional learning for administrators and teachers of the district to broaden knowledge of multilingual services and student needs
- Works collaboratively with building administrators in implementing multilingual programs and world language courses
- Leads district collaboration with families of students who qualify for multilingual services and values the rich diversity of Waterbury, Connecticut
- Completes reports regarding multilingual programs and in compliance with governing laws and regulations; submitting reports to federal and state authorities on student attendance and services
- Leads the implementation of the vision, mission, and short- and long-term plans related to scaling high-quality multilingual education programs and world languages across the district in alignment with the WPS strategic plan
- Establishes programs, initiatives, and policies that scale asset-based approaches for educating multilingual learners and leads the development and implementation of WPS efforts and programs to accelerate the education of multilingual learners across the district
- Provides leadership, guidance, and technical assistance to building level leaders and early childhood education providers regarding the design and development of curriculum, data analysis, and the implementation of instructional programs, including best practices in multilingual services, content areas, and structured literacy practices to accelerate reading outcomes for multilingual learners.
- Ensures equity and access for multilingual learners and students taking world language courses by supporting the development of a comprehensive district-wide strategy to promote perspectives for multilingual learners and language access
- Works to continually enhance the district's multilingual and world languages programs in collaboration with internal and external stakeholders
- Develops and monitors structures to ensure that all students have access to and excel in best-in-class programs designed to elevate high levels of proficiency in multiple languages and support and sustain multilingualism
- Provides content expertise in the development of district-wide rubrics for high-quality, content-rich and culturally responsive

instructional materials in multilingual and world languages education in collaboration with district and building level leaders
- Engages with the Chief Academic Office and Human Capital Office to align and deploy best in class professional learning for multilingual and world languages teachers
- Develops a structure for building leadership capacity at the district and building levels by effectively applying findings from high-quality research and best practices to guide and inform the implementation of multilingual education and dual language immersion programs and initiatives and accelerate student achievement
- Effectively collects and presents data internally and externally to assess program implementation and refinement; benchmark programs and initiatives against best-in-class national and state programs; and ensure alignment with federal and state laws and regulations
- Leads multilingual and dual language education program and initiative budgets based on high-quality needs assessments
- Creates a responsible and sustainable budget, implement the budget to fidelity and monitor spending in alignment with the budget
- Apply for and effectively utilize federal and state grants associated with multilingual and world languages education
- Knowledge of standards, trends, regulations, policies, and effective instruction and assessment in multilingual and world languages education
- Lead the district work on expanding student access and achievement as it relates to the Seal of Biliteracy
- Knowledge of biliteracy programs that immerse students in multiple languages for the purposes of addressing college and career readiness pathways and standards and/or state and national standards, trends, regulations, policies, and issues affecting multilingual education
- Skill managing, leading, implementing, monitoring, and evaluating education programs
- Skill in providing high-quality and service-level-based support and technical assistance for education programs
- Skill collaborating with diverse communities and organizations for the purpose of implementing programs and strategies
- Skill in developing and delivering research-based and best-in-class professional development programs
- Ability to organize and manage multiple tasks and deadlines
- Ability to interpret and apply learning standards, policies, and regulations
- Ability to work as a team member and establish and maintain effective working relationships
- Ability to communicate effectively, both orally and in writing
- Performs other duties as assigned

PART V - WORKING CONDITIONS, PHYSICAL AND MENTAL REQUIREMENTS: Employees appointed to positions in this class must have adequate physical strength, stamina, physical agility and visual and auditory acuity and must maintain such physical fitness as to be able to perform the duties of the class. A physical examination may be required.

Frequency: Place an "X" in each box that is appropriate to your job.

NEVER (N)	**OCCASIONALLY (O) FREQUENTLY (F)**				**CONSTANTLY (C)**			
0 % of Shift	1-33% of Shift 34-66% of Shift				67-100% of Shift			
Working Conditions	**N**	**O**	**F**	**C Working Conditions**	**N**	**O**	**F**	**C**
Physical Demands				Depth Perception		X		
Standing		X		Color Distinction		X		
Walking		X		Peripheral Vision		X		
Sitting			X	Driving		X		
Lifting		X		**Physical Strength:**				
Carrying		X		Little Physical Effort (-10 lbs.)		X		
Pushing		X		Light Work (-20 lbs.)		X		
Pulling		X		Medium Work (20-50 lbs.)		X		

Climbing		X		Heavy Work (50-100 lbs.)	X			
Balancing		X		Very Heavy Work (100+ lbs.)	X			
Stooping		X		**Environmental Conditions**				
Kneeling		X		Cold (50 degrees F or less)	X			
Crouching		X		Heat (90 degrees F or more)	X			
Crawling Reaching Handling Grasping		X X X X		Temperature Changes Wetness Humidity Extreme Noise or Vibration	X X X	X		
Twisting		X		Exposure to Chemicals	X			

Feeling			X	Exposure to Gases and Fumes	X			
Talking			X	Exposure to Unpleasant Odors	X			
Hearing				X Exposure to bodily fluids	X			
Repetitive Motion			X	Exposure to dampness	X			
Hand/Eye/Foot Coordination			X	Confinement to Small or Restricting Area	X			
Visual Acuity/Near			X	Mechanical Hazards	X			
Visual Acuity/Far			X	Physical danger or abuse		X		

The above statements are intended to describe the general nature and level of work being performed by the employee assigned to this position. They are not to be construed as an exhaustive list of all job responsibilities and duties performed by personnel so classified.

Waterbury Public Schools is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the District will provide reasonable accommodations to qualified individuals with disabilities and encourage both prospective and current employees to discuss potential accommodations with the District when necessary.

Prepared on:
February 2024

#5

Waterbury Public Schools

Office of Competitive Grants

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

March 26, 2024

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

RE: Career and Technical Education Secondary Supplemental Enhancement Grant 2024 (CSDE)

Dear President Hernandez and Commissioners:

The Connecticut State Department of Education has announced a new Career and Technical Education Supplemental Enhancement Grant opportunity for 2024. This is a competitive grant, not an entitlement.

To be eligible to apply, Waterbury must have been a Carl D. Perkins Grant recipient for 2023-24, with at least 40 percent, unduplicated CTE enrollment for the 2023-24 school year. This year Waterbury's unduplicated CTE percentage is approximately 65%. Further details of this grant opportunity and the specific project proposed for our district by CTE Supervisor Michael Merati, are described in my Grant Highlights document attached hereto.

Eligible districts may apply for up to $50,000. No matching funds are required. However, the project budget would result in approximately $2650 of excess costs (over the $50,000 grant request). CFO Doreen Biolo has approved covering those excess funds from another grant source that is managed by CTE Supervisor M. Merati, such as the Leavenworth Fund. Districts are expected to sustain the grant project after the grant period.

The grant application deadline is April 15, 2024. I respectfully request your permission to apply for the CTE Supplemental Enhancement Grant. Thank you for your consideration.

Very truly yours,

Louise Allen Brown
Louise Allen Brown, Grant Writer

cc: Dr. Verna D. Ruffin
Doreen Biolo
Janet Frenis
Michael Merati

Career and Technical Education (CTE) Secondary
Supplemental Enhancement Grant 2024 [CSDE]
Louise Allen Brown, WPS Grant Writer
March 26, 2024

Grant Highlights

Name of Grant: Career and Technical Education Secondary Supplemental Enhancement Grant 2024 (CSDE)

Purpose of Grant:
"…The supplemental enhancement concept was created to assist Perkins V secondary recipients in offering programs, practices, and strategies that prepare individuals for nontraditional fields and/or promote the development, implementation, and adoption of programs of ~~promote the development, implementation, and adoption of programs of~~[sic] study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries…."
[RFP, pp. 4-5]

Grant Deadline: April 15, 2024

Grant Period: "Grants will be awarded on or after May 1, 2024. All funds must be expended or obligated by September 30, 2024, and liquidated by November 30, 2024. There are no exceptions or waivers to this requirement." [RFP, p. 6]

Award amount: Minimum of $25,000 to Maximum of $50,000

Cost Sharing or Matching: none required [although sustaining the project beyond the grant period is expected]

Eligible Applicants:
"Eligible participants must reside in a rural area …, or have a high percentage and high number of career and technical students (at least 40 percent, unduplicated CTE enrollment for the 2023-2024 school year). [RFP, p. 5]

Note--District staff have confirmed that the percentage of 2023-24 CTE students in the district (unduplicated) exceeds 40%, at approximately 65%.

Grant Requirements:
"This is a competitive grant and is not an entitlement. The following must be met in order for a district to be eligible to apply for funding:

- size, scope and quality consistent with the approved local five-year Perkins Secondary Plan must be adhered to and administered under all projects funded by the Supplemental Enhancement Grant;
- programs are taught by certified CTE teachers or are interdisciplinary/team curriculum projects involving both CTE and academic certified staff; and
- career pathway(s) must be established or improved in one or more of the following career clusters:

- Agriculture, Food and Natural Resources;
- Architecture and Construction;
- Business Management and Administration;
- Education and Training;
- Finance;
- Health Science;
- Hospitality and Tourism;
- Information Technology;
- Manufacturing;
- Marketing;
- Science, Technology, Engineering and Mathematics (STEM); and
- Transportation, Distribution, and Logistics."

[RFP, pp. 5-6]

Waterbury Proposal:
WPS proposes a project designed to enhance CTE teaching and learning. The district will utilize grant funds, if awarded, to purchase drone kits for students to build, fly, and program in CTE courses such as Drone Technology – Drone Operator Prep. Students will engage in real world, active learning by building a drone from start to finish; then they will learn to fly drones. Types of drones to be built from drone kits to be purchased include both racing drones and photography drones.

The project objectives are to increase the number of students enrolled in high wage, high skill, high demand career pathways. The expected outcomes of the project are to increase student enrollment, including enrollment of nontraditional students, in CTE career pathways like STEM programing, and to increase student achievement in CTE.

This is a short duration grant. All funds must be obligated by August, 2024. For that reason, the district will purchase the drone kits upon award of grant (if selected for this grant), and distribute the kits to the schools over the summer. Student engagement and implementation with new drone kits will begin in approximately August/September 2024.

Waterbury Budget:
The grant budget request will be $50,000. No matching funds are required. However, the total project costs for 9 drone kits at $5,850 each equals $52,650. CFO Doreen Biolo has approved covering the excess costs of $2650 from other grant funds managed by the CTE Supervisor, such as the Leavenworth Fund. The grant budget remains subject to minor changes.

WATERBURY
PUBLIC SCHOOLS

#6

Michael Merati
Supervisor of Career & Technical Education
(203) 573-5029
mmerati@waterbury.k12.ct.us

To: Board of Education and Board of Aldermen

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

Date: February 29, 2024

Re: Board of Education Approval Request for Contract / eDynamic Holdings LP. - Executive Summary

The Academic Office/Education Department respectfully requests approval for the above-referenced vendor to contract $62,475 for Game Design and Development curricula between the City of Waterbury and eDynamic Holding, LP.

This contract was initiated after approval as a sole source. Under this contract, students will leverage curricula to design and develop video games using the game engine Unity. These courses are part of the CTE Programming and Software Development pathway.

The Contract Term is three years effective on the date the Mayor signs. The project is being funded by the Carl Perkins grant in the amount of $62,475.

Accordingly, attached for your review and consideration are the proposed contract, the successful responder's 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, Lori Walsh*

PROFESSIONAL SERVICES AGREEMENT

For

Gaming Software Curriculum

between

The City of Waterbury, Connecticut

and

eDynamic Holdings LP

THIS AGREEMENT, effective on the date signed by the Mayor, is by and between the CITY OF WATERBURY, City Hall, 235 Grand Street, Waterbury, Connecticut (the "City") and eDYNAMIC HOLDINGS LP A/K/A eDYNAMIC LEARNING, a duly authorized State of Delaware Limited Partnership located at 1256 Main Street, Suite 256, Southlake, Texas (the "Contractor").

WHEREAS, the Contractor submitted a proposal to the City to provide gaming software curriculum for grades 9-12; and

WHEREAS, the City selected the Contractor to provide such services; and

WHEREAS, the City desires to obtain the Contractor's services pursuant to the terms, conditions and provisions set forth in this agreement (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, reports, plans, specifications, deliverables, incidentals, etc. 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, reports, plans, specifications, deliverables, incidentals, etc. shall comply with any and all applicable Local, State and Federal laws, statutes, ordinances and regulations and with generally accepted professional standards. The Contractor shall make such revisions or modifications to its work, at its own cost and expense, as the City may require in order to be deemed complete.

1.1. The Project consists of and the Contractor shall provide Foundations of Game Design gaming software curriculum for grades 9-12 ("Software"), including professional learning, as further detailed and described in **Attachment A** and hereby made material provisions of this Contract.

(a) The Project consists of licenses ("Licenses") to the City to use Contractor's proprietary Software, specifically:

Contractor grants to the City for the term set forth herein, a limited non-exclusive, non-transferable right and license to access the Software in accordance with the terms and conditions of this Agreement. Contractor shall have the exclusive title to the Software and any portion of the Software materials including all documentation, enhancements, modifications and any new versions of the Software and all copies of the Software or any portions of the Software whether made by Contractor or the City. Contractor's title shall include, but not be limited to, any and all copyright, trademark and other intellectual property rights, or other rights in the Software. The City may not decompile, disassemble or reverse engineer the Software. The City shall not transfer, resell or grant any rights of any kind to any individual a copy of the Software to any party. The City may not create any derivative works based upon the Software or access the Software in order to build a competitive solution or to assist someone else to build a competitive solution. The City agrees and acknowledges that only Contractor is authorized to support or maintain the Software. Contractor shall provide the proprietary Software as provided in the Licenses and as detailed in Contractor's quote dated December 4, 2023, and such other administrative support as Contractor customarily provides to its licensed users. The Licenses do not contemplate the creation of any deliverables, work product, or intellectual property by Contractor specifically for the City, and no such items or rights to any such items shall be transferred to City under the Contract.

(b) Because Contractor's performance obligations under this Contract are set forth in the Licenses, provisions of this Contract document that refer to Contractor's performance of physical or on-site labor or services, the generation of any unique and/or tangible or intangible deliverables, work product or intellectual property, and/or that otherwise conflict with any of the Licenses, are generally inapplicable and any specific License terms pertaining to Contractor's performance and obligations shall control over any general terms in the Contract.

(c) References in the Contract to "work" and "commencement of work" and similar phrases shall be construed to refer to the commencement of each License subscription, and any references to work and/or services to be performed under the Contract shall not pertain to any of Contractor's other activities and course of business, such as curriculum development or publishing. The Licenses shall terminate in accordance with their respective terms, provided that the City may terminate for lack of funding as provided in Section 13.3 of the Contract. As used in this Contract, "subcontractors" means and refers third parties performing services on behalf of Contractor in Connecticut regarding the activation, implementation, and maintenance

of the licensed programs. The parties agree that the City may audit Contractor's financial records relating to the Contract to the extent mandated by applicable law.

(d) Because the "work" consists of commencement of each License subscription, for the avoidance of doubt: Contract language that refers to the reporting requirements of work progress in Section 3.8, the milestone and completion dates in Section 5, the requirement that payment be subject to the City's review of the work in Sections 6.1 and 6.3, the City's ability to issue change orders regarding the work in Section 25, and any similar provisions shall not apply; and the City's compensation obligations under Section 6 of the Contract shall begin upon Contractor's commencement of the Licenses and the issuance of Contractor's invoice in accordance with the Licenses.

Attachment A shall consist of the following, which are attached hereto, are acknowledged by the Contractor as having been received, or are otherwise hereby incorporated by reference as noted below, and all are made a part hereof:

1.1.1 Sole Source Procurement documents (attached hereto)
1.1.2 Contractor's quote dated December 4, 2023 (attached hereto)
1.1.3 Certificates of Insurance, incorporated by reference (attached hereto)
1.1.4 All applicable Federal, State and local statutes, regulations charter and ordinances, incorporated by reference
1.1.5 All Required Licenses

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 This Contract document.
1.2.2 Sole Source Procurement documents (attached hereto)
1.2.3 Contractor's quote dated December 4, 2023 (attached hereto)
1.2.4 All applicable Federal, State and local statutes, regulations charter and ordinances, and applicable provisions and requirements of Funding Grants as set forth herein

2. **Contractor Representations Regarding Qualification and Accreditation.** The Contractor represents that, to the extent required by law, 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 these.

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 by the City in writing. As set forth above, all the services required hereunder shall be performed by the Contractor under its supervision and all personnel engaged in the work shall be fully qualified and, if applicable, 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 Conractor shall provide to the City a copy of the Contractor's licenses, certifications, registrations, etc.

3. **Responsibilities of the Contractor.** All data, information, etc. given by the City to the Contractor and/or created by the Contractor shall be treated by the Contractor as proprietary to the City and confidential unless the City agrees in writing to the contrary and shall be used solely for the purposes of providing services under this Contract. The Contractor agrees to forever hold in confidence all files, records, documents and other information which may come into the Contractor's possession during the term of this Contract, except where a disclosure is expressly stated as a requirement of this Contract. Notwithstanding the foregoing, where a Contractor disclosure is required to comply with statute, regulation, or court order, the Contractor shall provide prior advance written notice to the City of the need for such disclosure. The Contractor agrees to properly implement the services required in the manner herein provided.

3.1. Use of City Property. To the extent the Contractor is required to be on City property to render its services hereunder, the Contractor shall have access to such areas of City property as the City and the Contractor agree are necessary for the performance of the Contractor's services under this Contract (the "Site" or the "Premises") and at such times as the City and the Contractor may mutually agree. Contractor shall perform all work in full compliance with Local, State and Federal health and safety regulations. All

work hereunder shall be performed in a safe manner. 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 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.

3.2. Working Hours. To the extent the Contractor is required to be on City property to render its services hereunder, the Contractor shall coordinate its schedule so that work on the Premises is performed during those hours the City sets forth in a written notice to the Contractor, unless written permission is obtained from the City to work during other times. This condition shall not excuse Contractor from timely performance under the Contract. The work schedule must be agreed upon by the City and the Contractor.

3.3. Cleaning Up. To the extent the Contractor is required to be on City property to render its services hereunder, the Contractor shall at all times keep the Premises free from accumulation of waste materials or rubbish caused by Contractor, its 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 Premises "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.

3.4. 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, trademark, trade name or logo in connection with any publicity, unless the City gives prior written consent to such use of the City's name and has approved the content of its use, both oral and written, in each instance. Notwithstanding the foregoing or anything to the contrary contained herein, the City is and shall remain the sole and exclusive owner of all trademarks, trade names and logo. Under no circumstances shall the Contractor acquire any ownership interests whatsoever in the City's trademarks, trade names or logo.

3.5. Standard of Performance. All workmanship, services, materials or equipment, either at the Premises or intended for it, shall conform in all respects with the requirements of all this Contract, and shall be the best obtainable from the crafts and trades. In all eases, the services, materials, equipment, reports, plans, specifications, deliverables, workmanship, etc. shall be equal to or better than the grade specified, and the best of their kind that is obtainable for the purpose for which they are intended. The standard of care and skill for all services performed by the Contractor shall be that standard of care and skill ordinarily used by other members of the Contractor's profession practicing under the same or similar conditions at the same time and in the

same locality. The Contractor's services rendered hereunder shall be rendered completely and by qualified personnel in accordance with standard industry practice.

3.6. Contractor's Employees. The Contractor shall at all times enforce strict discipline and good order among its employees, and shall not employ any unfit person or anyone not skilled in the work assigned.

3.7. Due Diligence Obligation. The Contractor acknowledges its responsibilities to examine and to be thoroughly familiar with the City's proposal document, including, but not limited to the specifications, and any addenda thereto. The Contractor hereby warrants and represents that prior to the submission of its proposal during the proposal process it reviewed or was afforded opportunity, by the City, to review all physical items, facilities, services or functions essential to the satisfactory performance of the services required ("Due Diligence") and thereby certifies that all such items facilities, services or functions are included in this Contract and thereby warrants that:

3.7.1 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 proposal process to ask questions it saw fit and to review the responses from the City;

3.7.2 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;

3.7.3 it is solely responsible for resolving any issues resulting from the failure to conduct Due Diligence and shall assume any costs that may result during the implementation of the Project, including, but not limited to, adherence to specifications and pricing for the Project.

3.7.4 it was responsible for specifying any changes and disclosing any new costs prior to the submittal of its proposal. Thus, in the event any changes or costs are disclosed by the Contractor, or otherwise required, during the performance of its services, the sole responsibility for any modification, delay and cost of such changes shall reside with the Contractor.

3.7.5 has familiarized itself with the nature and extent of the Contract Documents, Work, 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 Work;

3.7.6 has given the City written notice of any conflict, error or discrepancy that the Contractor has discovered in the Proposal Documents; and

3.7.7 agrees that the Proposal Documents are sufficient in scope and detail to indicate and convey understanding of all terms and conditions for performance of the Work.

3.8. Reporting Requirement. The Contractor shall deliver periodic, written reports as requested by the City's Using Agency setting forth (i) the issue date of the report, (ii) the time period covered by the report, (iii) a brief description of the work and services completed by the Contractor and/or delivered by the Contractor during the time period covered by the report, (iii) the Contractor's declaration as to whether the entirety of the Contractor's work and services required in this Contract will be, or will not be, completed within the Contract's Section 6 total compensation amount, and (iv) any and all additional useful and/or relevant information. Each report shall be signed by a Corporate Officer.

NOTE: the Contractor's failure to deliver any report required herein shall be deemed a material breach of this Contract, the City hereby reserving the right to exercise all available legal remedy(ies) to address said breach.

4. **Responsibilities of the City**. Upon the City's receipt of Contractor's written request, the City will provide the Contractor with all documents, data and other materials the City agrees are necessary and appropriate to the service 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.

5. **Contract Time**. The term of this Contract shall be for a period of 3 years commencing upon execution of this Agreement by the Mayor of the City of Waterbury, pending all necessary approvals, and terminate July 7, 2027 upon completion of the contracted services and work, unless sooner terminated as provided by this agreement ("Contract Time").

5.1. Time is and shall be of the essence for all Project milestones, completion date for the Project. The Contractor further agrees that the Work 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 Contract Time is reasonable for the completion of the Work. The Contractor shall be subject to City imposed fines and/or penalties in the event the Contractor breaches the foregoing dates.

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.

Compensation for the Contractor's services shall not exceed Sixty-Two Thousand Four Hundred Seventy-Five Dollars ($62,475.00).

The compensation shall be paid in conformity with Contractor's quote dated December 4, 2023 which is set forth in Attachment A of this Contract. Said Proposal is hereby made part of Section 6 of this Agreement as if fully set forth herein.

6.1. Limitation of Payment. Compensation payable to the Contractor is limited to those fees set forth in Section 6.1. above. Such compensation shall be paid by the City upon review and approval of the Contractor's invoices for payment and review of the work, services, deliverables, etc. required in this Contract and review as may be further required by the Charter and Ordinances of the City. Contractor's invoices shall describe the work, services, reports, plans, specifications, deliverables, etc. rendered and the compensation sought therefore in a form and with detail and clarity acceptable to the City.

6.1.1 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 becomes delinquent or in arrears on, regarding the Contractor's and/or its affiliate's real and personal tax obligations to the City.

6.3. Review of Work. The Contractor shall permit the City to review, at any time, all work performed under the terms of this Contract at any stage of the work. 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. The City shall not certify fees for payment to the Contractor until the City has determined that the Contractor has completed the work in accordance with the requirements of this Contract.

6.4. Proposal Costs. All costs of the Contractor in preparing its proposal 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 Contract.

6.5. Payment for Services, Materials, Employees. The Contractor shall be fully and solely responsible for the suitability, and compliance with the Contract, of all labor, services, equipment, materials, reports, plans, specifications, deliverables, incidentals, etc. furnished to the City under this Contract. The

Contractor shall promptly pay all employees as their pay falls due, shall pay promptly as they fall due all bills for labor, services, equipment, materials, reports, plans, specifications, deliverables, incidentals, etc., 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 payment is made, the Contractor shall furnish a legal statement to the City that all payments required under this subparagraph have been made.

7. **Passing of Title and Risk of Loss.** Title to each item of equipment, material, reports, plans, specifications, supplies, services, etc. required to be delivered to the City hereunder shall pass to City upon City payment to the Contractor for that item. Contractor and its insurer shall assume the risk of loss or damage up to and including the date title passes, except that City shall be responsible for loss or damage caused by City's negligence.

8. **Indemnification.**

8.1. 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 reasonable 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; **(iii)** enforcement action or any claim for breach of the Contractor duties hereunder or **(iv)** claim for intangible loss(es) including but not limited to business losses, lost profits or revenue

8.2. In any and all claims against the City or any of its boards, agents, employees or officers by the Contractor or any employee of the Contractor, any subcontractor, 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 8.1, 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.

8.3. 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 as provided in this Contract.

8.4. 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.

8.5. 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.

8.6. 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..

9. Contractor's Insurance.

9.1. The Contractor shall not commence work under this Contract until all insurance required under this Section 9 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 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.

9.2. At no 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.

9.3. 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.

9.4. 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:

9.4.1 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.

9.4.2 Professional Liability / Errors and Ommissions Insurance: $1,000,000.00 each wrongful act. **$1,000,000.00** aggregate limit
Professional liability (also known as, errors and omissions) insurance providing coverage to the Contractor.

9.5.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.

9.6. 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.

9.7. Certificates of Insurance: The Contractor's General Liability shall be endorsed to add the City and its Board of Education as additional insureds and provide a waiver of subrogation on all lines of coverage except Professional Liability. 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. At the time the Contractor executes this Contract, 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 its Board of Education is listed as an Additional Insured on a primary and non-contributory basis on all policies except Professional Liability. All policies shall include a Waiver of Subrogation except Professional Liability".** The City's request for proposal number must be shown on the certificate of insurance.

The Contractor 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.

9.8. 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, endorsements and riders.

10. 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 ACT; 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 and made a part hereof.

10.1. Permits, Laws, and Regulations. Permits and licenses necessary for the delivery and completion of the Contractor's work and services shall be secured in advance and paid by the Contractor. The Contractor shall give all notices and comply with all laws, ordinances, rules and regulations bearing on the conduct of the work and services as specified.

10.2. 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.

10.3. Labor and Wages. The Contractor and its subcontractors shall conform to the labor laws of the State of Connecticut, and all other laws, ordinances, and legal requirements affecting the work in Connecticut.

10.3.1 The Contractor is aware of the provisions of Title 31, §53 of the Connecticut General Statutes, latest revision (the "Act"), concerning the payment of minimum wages and other payments or contributions established by the State of Connecticut Labor Commissioner for work on public facilities. The provisions of the Act are 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.

10.3.2 The Contractor is aware of and shall comply with the provisions of both the Federal Davis-Bacon Act, the Federal American Recovery and Reinvestment Act of 2009, the Coronavirus Response and Relief Supplemental Appropriations Act of 2021 and the American Rescue Plan Act as those may apply. The specified Acts and the provisions of all Acts from which funding for this Agreement is derived are hereby incorporated by reference and made 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 rates apply to all ARRA funded contracts regardless of the contract's dollar value. The Coronavirus Response and Relief Act of 2021 governing ESSER II funding and the American Rescue Plan Act governing ARPA ESSER funding also provide that Federal wage rate laws apply to contracts funded under those legislative enactments.

This Agreement is subject to 2 C.F.R. Part 180, OMB Guidelines to Agencies on Government Debarment and Suspension and the U.S. Treasury Department is implementing regulations set forth at 31 C.F.R. Part 19 Government Debarment and Suspension.

11. 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 or any matter directly or indirectly related to employment, because of race, color, sex, 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 or 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.

11.1. 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.

11.2. 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.

12. Intentionally left blank.

13. Termination.

13.1. Termination of Contract for Cause. If 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 giving written notice to the Contractor 14 calendar days prior to the termination date and specifying the effective date thereof, of such termination.

13.1.1 In the event of such termination, all finished or unfinished documents, data, studies, reports, specifications, deliverables, etc., which shall not include third party license, prepared by the Contractor under this Contract shall, at the option of the City, become the City's property, and the Contractor shall receive just and equitable compensation for any satisfactory work completed for such.

13.1.2 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.

13.2. Termination for Convenience of the City. The City may terminate this Contract at any time upon not less than thirty (30) calendar days prior written notice 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.

13.3. 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 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 in the event sufficient funds to provide for City payment(s) under this Contract is not appropriated, not authorized or not made available pursuant to law, or such funding has been reduced pursuant to law. Notwithstanding the foregoing, - the City shall not be relieved from its obligation to reimburse Contractor for the cost of equipment and materials purchased, properly invoiced and accepted by the City, in advance of the services rendered hereunder in reliance on the City's covenants, duties and obligations set forth herein.

13.3.1 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.

13.3.2 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 fourteen (14) calendar 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.

13.3.3 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. Notwithstanding the foregoing, - the City not be relieved from its obligation to reimburse Contractor for the cost of equipment and materials purchased, properly invoiced and accepted by the City in advance of the services rendered hereunder in reliance on the City's covenants, duties and obligations set forth herein.

13.4. Rights Upon Cancellation or Termination.

13.4.1 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 documents, data, studies, reports, specifications, deliverables, etc., this shall not include the use of third party licenses, provide 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 to the City which the Contractor 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 documents, data, studies, reports, specifications, deliverables, etc. 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 agreement in whole or in part.

13.4.2 Termination for Lack of Funding or Convenience. In the event of termination of this Contract by the City for lack of funding or convenience, the City shall pay the Contractor for all documents, data, studies, reports, specifications, deliverables, etc. this shall not include the use of third party licenses, (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 documents, data, studies, reports, specifications, deliverables, etc. 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 Work.

13.4.3 Termination by the Contractor. The Contractor may, by written notice to the City, terminate this Contract if the City materially breaches, provided that the Contractor shall give the City thirty (30) calendar days prior written notice and an opportunity to cure by the end of said thirty (30) day period. In the event of such termination, the Contractor will be compensated by the City for work performed prior to such termination date and the Contractor shall deliver to the City all deliverables as otherwise set forth in this Contract.

13.4.4 Assumption of Subcontracts. In the event of termination of this Contract, 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, and may further pursue completion of the work under this Contract by replacement contract or otherwise as the City may in its sole judgment deem expedient.

13.4.5 Delivery of Documents. In the event of termination of this Contract, (i) the Contractor shall promptly deliver to the City, in a manner reasonably specified by the City, all labor, services, equipment, materials, reports, plans, specifications, deliverables, incidentals, etc. 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).

14. Ownership of Instruments of Professional Services. The City acknowledges the Contractor's documents, data, studies, reports, specifications, deliverables, etc. created and to be created pursuant to this Contract, including electronic files, are Instruments of Professional Services. Nevertheless, the final Instruments of Professional Services, including, but not limited to documents, data, studies, reports, specifications, deliverables, etc. prepared for the City under this Contract shall become the property of the City upon City payment for that Instrument of Professional Services and the City reserves the right to use the Instruments of Professional Services. Notwithstanding the foregoing or anything to the contrary contained herein, Contractor is and shall remain the sole and exclusive owner of all trademarks, trade secrets, trade names, service marks. copyrights or other intellectual property rights related to the services rendered pursuant to this Agreement ("Contractor IP"). Under no circumstances shall the City acquire any ownership interests whatsoever in any Contractor IP apart from such Instruments of Professional Services. The City acknowledges that the Contractor IP is proprietary material and information of Contractor.

15.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:

15.1. Acts of God, fire, explosion, epidemic, pandemic (or similar viral outbreak) cyclone, flood, war, strikes, revolution, civil commotion, or acts of public enemies.

15.2. Change of law and order, proclamation, regulation, ordinance, or governmental requirement.

Upon cessation of work for reason of force majeure delays, the Party(ies) whose obligations are affected shall use their best efforts to meet the their obligations under this Agreement / to meet their schedule set forth in.

16. Subcontracting. The Contractor shall not, without the prior written approval of the City, subcontract, in whole or in part, any of the Contractor's services which approval shall not be unreasonably withheld. 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 work and services provided or required hereunder shall comply with all Federal, State and Local, laws, regulations and ordinances.

16.1. The Contractor shall be as fully responsible to the City for the acts and omissions of the Contractor's 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.

17. 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.

18. 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 as may be required by the Funding Sources, including the State of Connecticut U.S. Treasury Department Federal Single Audit Act, Connecticut General Statutes, City of Waterbury Ordinances or in the event of a dispute. In the event the City elects to make such an audit, the Contractor shall promptly make available to the City all records pertaining to this Contract, including, but not limited to, payroll records, bank statements and canceled checks.

19. Risk of Damage and Loss. The Contractor shall be solely responsible for causing the timely repair to and/or replacement of, City property or item(s) intended to become City property hereunder, where the need for repair or replacement was caused by the Contractor, by someone under the care and/or control of the Contractor, by any subcontractor of the Contractor, or by any shipper or delivery service. The Contractor shall be solely responsible for all costs and expenses, including but not limited to shipping, delivery, insurance, etc. associated with the foregoing repair and replacement obligation. Further, the Contractor shall be solely responsible for securing the City's written acceptance of all completed repairs and replacements required hereunder. The City hereby retains sole discretion to determine whether a repair or a replacement is the proper remedy.

20. 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.

21. Entire Agreement. 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.

22. **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. It is the express intention of the parties hereto, and the Contractor hereby agrees and covenants, that it and any and all third party(ies) and subcontractor(s) retained by the Contractor hereunder is/are not and shall not be deemed an employee of the City of Waterbury, but is/are and shall remain an independent contractor relative to the City and that nothing herein shall be interpreted or construed as creating or establishing the relationship of employer-employee between the City of Waterbury and the Contractor or between the City of Waterbury and any third party(ies) or subcontractor(s). Thus, the Contractor hereby covenants that it, its subcontractor(s) and third party(ies) shall not be entitled to the usual characteristics of employment, such as income tax withholding, deductions, pension or retirement privileges, Workers Compensation coverage, health benefits, etc. and that the Contractor shall be solely and entirely responsible for its acts and the acts of its agents, employees, servants, representatives, subcontractors and third party(ies).

23. **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.

24. **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.

25. **Contract Change Orders.**

25.1. At the sole discretion of the City, a Change Order may be issued solely by the City to modify an existing party obligation set forth in this Contract where the scope of the Change Order is:

25.1.1 within the scope of the original Contract OR is made pursuant to a provision in the original Contract, AND

25.1.2 the Change Order monetary cost is charged solely against those funds encumbered for and at the time the Contract was originally executed by the City, that is those funds set forth in the original Contract as a not to exceed payment amount OR within the original Contract's contingency / allowance / reserve amount (if any is stated therein), AND

25.1.3 the Final Completion Date has not been changed.

25.2. Notwithstanding the foregoing, a Change Order shall not include:

25.2.1 an upward adjustment to a Contractor's payment claim, or

25.2.2 a payment increase under any escalation clause set forth in the original contract, or any Change Order, or any amendment.

25.3. That the work and/or services contemplated are necessary does not, in itself, permit a Change Order. Should the need for a Change Order arise, the request shall be reviewed, and if agreed to, approved by the City's Using Agency and any City designated representative(s). To be binding and enforceable, a Change Order shall thereafter be signed by both the Contractor, any City designated representative(s), and a duly authorized representative of the City's Using Agency prior to the Contractor's delivery of the services, etc. contemplated in said Change Order. All Change Orders are governed by the provisions of this Contract. Any contract change NOT fully complying with this Section 25 shall be effectuated solely by an amendment to this Contract complying with Section 38.073 of the City's "Centralized Procurement System" ordinance.

26. Conflicts or Disputes. This Contract represents the full and complete 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, the historical documents are (i) the City's **Sole Source Procurement documents** and **(ii)** the Contractor's proposal responding to the **Sole Source Procurement documents.**

26.1. 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.

26.2. 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.

27. 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.

28. Binding Agreement. 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.

29. 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.

30. Governing Laws. This Contract, its terms and conditions and any claims arising there from shall be governed by the laws of the State of Connecticut.

31. 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's using Agency 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: eDynamic Holdings LP A/K/A eDynamic Learning
1256 Main Street, Suite 256
Southlake, Texas 76092

City: City of Waterbury
Department of Education
c/o Chief Operating Officer
235 Grand Street, 1st Floor
Waterbury, CT 06702

32. City Code of Ordinances, Ethics and Conflict of Interest Code, Provisions. The Person (the term "Person" shall herein be as defined in Section 3g of the City's Code of Ordinances) supplying the documents, data, studies, reports, specifications, deliverables, 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:

32.1. 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.

32.2. 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.

32.3. 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.

32.4. 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.

32.5. 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.

32.6. 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

32.6., 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 32.6. 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.

32.7. 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 owned 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 32.7 shall be deemed a material breach of this Contract and shall be a violation of the City's Code of Ordinances.

32.8. The definitions set forth in the City's Code of Ordinances shall be the primary source for interpretation of the forgoing subsections 32.1-32.7.

32.9. 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.

32.10. 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 "The City of Waterbury Code of Ordinances *Revised 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".

32.11. 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.

32.12. 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.

32.13. 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 Contract pertains shall have any personal interest, direct or indirect, in this Contract.

32.14. 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.

32.15. FREEDOM OF INFORMATION ACT NOTICE. Pursuant to State statute, in the event the total compensation payable to the Contractor set forth in Section 6 herein 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.

(signature page follows)

IN WITNESS WHEREOF, the parties hereto execute this Contract on the dates signed below

WITNESSES:

Sign:_____

Print name:

Sign:_____

Print name:

CITY OF WATERBURY

By:_____

Paul K. Pernerewski, Jr., Mayor

Date:_____

WITNESSES:

Sign: V. Athersmith

Print name: Vicky Athersmith

Sign: Robert Tenzillo

Print name: Robert Tenzillo

EDYNAMIC HOLDINGS LP

By:_____

Gerald Wooden

Its: CEO

Date: 2/5/24

ATTACHMENT A

1. Sole Source Procurement documents (attached hereto)
2. Contractor's quote dated December 4, 2023 (attached hereto)
3. Certificates of Insurance, incorporated by reference (attached hereto)
4. All applicable Federal, State and local statutes, regulations charter and ordinances, incorporated by reference
5. All Required Licenses

LIMITED PARTNERSHIP RESOLUTION

I, Brian Piccioni, hereby certify that I am the duly authorized General Partner of eDynamic Holdings LP, a Limited Partnership organized and existing under the laws of the State of Delaware, do hereby certify that the following facts are true and were taken from the records of said Limited Partnership.

The following resolution was adopted at a meeting of the Limited Partnership duly held on the 5th day of March, 2024.

"It is hereby resolved that Gerald Wooden is authorized to make, execute and approve, on behalf of this Limited Partnership any and all contracts or amendments thereof".

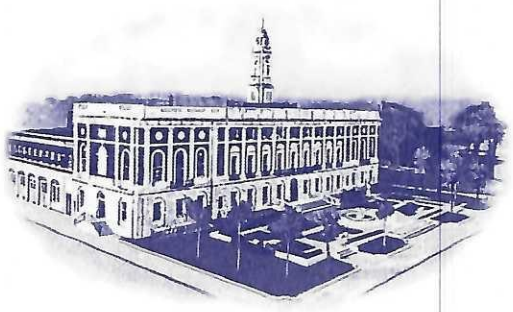
And I do further certify that the above resolution has not been in any way altered, amended, repealed and is now in full force and effect.

IN WITNESS WHEREOF, I hereunto set my hand and affix the company seal of said eDynamic Holdings LP, Limited Partnership this 6th day of March, 2024.

E-SIGNED by Brian Piccioni
on 2024-03-06 17:02:03 GMT

General Partner

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

Date: December 19, 2023

Subject: Sole Source Waiver request for eDynamic Learning Products

I have reviewed the attached letter from Mike Merati, Supervisor of Career &Technical Education along with the Sole Source letter from eDynamics. Since eDynamics holds all copyright, patent, trademark and other intellectual property rights I find that they are a true "sole source" for this material.

Therefore, it is my opinion that this purchase is a sole source and the following does apply.

§38.17 Sole Source Procurement

(B) Factors Considered by the Director of Purchases

(1) Equipment, Material, Services, or Supplies for which there is no comparable competitive product from more than one supplier.

235 GRAND STREET • WATERBURY, CONNECTICUT 06702 • PHONE (203) 574-6749 • FAX (203) 597-3437

[redacted]

WATERBURY
PUBLIC SCHOOLS

Michael Merati
Supervisor of Career & Technical Education
Office 203-574-5029
Email: mmerati@waterbury.k12.ct.us

To: Mr. Kevin McCaffery, Purchasing Director
From: Michael Merati, Supervisor of Career & Technical Education
Date: December 12, 2023
Re: eDynamic Learning Sole Source Approval

Mr. McCaffery,

This letter requests that eDynamic Learning Inc. be considered a sole source under section 38.026 for the proposed services we are asking including purchasing Game Design and Development curriculum/courses for the students of Waterbury Public Schools.

eDynamic Learning is the only publisher solely dedicated to developing programs of study in pathways which lead to industry recognized certifications. eDynamic holds all copyright, patent, trademark, and other intellectual property rights to the above products, licenses, services, and associated materials. These courses are one of a kind and provides quality curricular resources that will positively impact WPS students.

With your permission, we would like to purchase various Game Design and Development courses/curricula from eDynamic Learning Inc.

Thanks for your time,

Michael Merati

eDynamicLearning
CAREER & ELECTIVE COURSES

Sole Source Status of eDynamic Learning Products

March 15, 2023

In compliance with state procurement requirements for sole source purchases, we submit this letter in compliance with the purchasing process regarding the products and licenses in consideration from eDynamic Learning ("eDynamic"), the sole provider of these items.

This letter confirms that eDynamic is the sole source provider of the products and licenses comprising both the eDynamic Blended License, the eDynamic Enterprise License and all courses related to and included in the Career Ready Program.

eDynamic holds all copyright, patent, trademark, and other intellectual property rights to the above products, licenses, services, and associated materials.

As the largest publisher of Career Ready and Elective courses in North America, eDynamic Learning is the only publisher solely dedicated to developing programs of study in pathways which lead to industry recognized certifications. Our career, elective, and world language courses can be used in every instructional setting to promote personalized, blended and online learning.

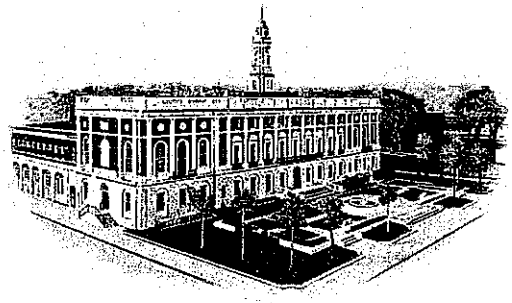
If you have any questions regarding the products of eDynamic or our licensing model, please feel free to contact me. We look forward to working with you on delivering an enriching personalized learning experience to your students.

Best Regards,

Gerald Wooden

President/CEO eDynamic Learning

MICHAEL LEBLANC
DIRECTOR OF FINANCE



PHONE: (203) 574-6840

OFFICE OF THE DIRECTOR OF FINANCE
THE CITY OF WATERBURY
CONNECTICUT

Certification of Funds

Education Department contract between the City of Waterbury and eDynamic Learning

This letter is to certify that, regarding the above referenced, proposed agreement or purchase order, pursuant to City of Waterbury Ordinance 38.004(A)(1)(c), sufficient funds will be included in the Education Department's Carl Perkins Grant for the 2024-2025, 2025-2026 and 2026-2027 fiscal years in an aggregate amount not to exceed $62,475. The contract provides for a termination for non-appropriation.

Total Contract Amount:	$62,475
Description:	Online Access to Gaming Curriculum
Source of Funds:	Education Department's Carl Perkins Grant

Signed: _____
Michael LeBlanc, Finance Director

Date: 2-1-24
February 1, 2024

CITY OF WATERBURY
ANNUAL STATEMENT OF FINANCIAL INTERESTS (Calendar Year 2024)
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 2024)
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 2024)
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 §§38.71 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.

eDynamic Holdings LP
(Name of Company, if applicable)

E-SIGNED by Brian Piccioni
on 2024-03-01 18:03:30 GMT

Signature of Individual (or Authorized Signatory)

March 01, 2024
Date

Brian Piccioni, CFO
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:

eDynamic Holdings LP
1256 Main Street, Suite 256
Southlake, TX 76092.

Print Name and Title of Authorized Representative:

Brian Piccioni, CFO

Signature of Authorized Representative:

E-SIGNED by Brian Piccioni on 2024-03-01 18:03:38 GMT

Date: March 01, 2024

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 Texas

SS.: 86-3907425
EIN

County of Tarrant

Gerald Wooden, being first duly sworn, deposes and says that:

1. I am the ***owner, partner, officer, representative, agent or*** CEO of eDynamic Holdings LP (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):

____ 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.

____ 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.

__✓__ 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

✓ 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

(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			
2			
3			
4			

(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

eDynamic Holdings LP
Name of Partnership/Business

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

By: _____ Gerald Wooden
Name of General Partner/ Sole Proprietor

1256 Main Street, Suite 256, Southlake, TX 76092
Address of Business

State of Texas)

) SS/EIN 86-3907425

County of Tarrant)

RACHEL HILZ
Notary Public, State of Texas
Comm. Expires 12-13-2027
Notary ID 130296393

Gerald Wooden being duly sworn,

Deposes and says that he/she is CEO of eDynamic Holdings LP and that he/she answers to the foregoing questions and all statements therein are true and correct.

Subscribed and sworn to before me this 5th day of March 2024.

_____
(Notary Public)

My Commission Expires: December 13, 2027

For Corporation

_____
Witness

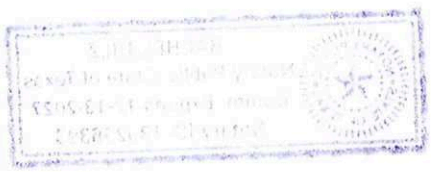
_____
Name of Corporate Signatory

_____
Address of Business

Affix
Corporate
Seal

By: _____
Name of Authorized Corporate Officer

Its: _____
Title



CITY OF WATERBURY

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

State of _____)

) SS

County of _____)

_____ being duly sworn,

deposes and says that he/she is _____ of _____ and that he/she answers to the foregoing questions and all statements therein are true and correct.

Subscribed and sworn to before me this _____ day of _____ 202__.

_____

(Notary Public)

My Commission Expires: _____

THE CITY OF WATERBURY

MEMORANDUM

From: Delinquent Tax Office **Date 3/6/2024**

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***.

eDynamic Holdings LP
1256 Main St., Suite256
Southlake, TX 76092

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

Very truly yours,

Nancy J. Olson

NJO/wmf

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

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 5/20/2024 | 1/17/2024

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 Lockton Companies 444 W. 47th Street, Suite 900 Kansas City MO 64112-1906 (816) 960-9000 kcasu@lockton.com	**CONTACT NAME:** **PHONE (A/C, No, Ext):** **FAX (A/C, No):** **E-MAIL ADDRESS:**
INSURED 1493163 EDYNAMIC HOLDINGS LP 1256 MAIN STREET, SUITE 256 SOUTHLAKE TX 76092	**INSURER(S) AFFORDING COVERAGE** — **NAIC #** **INSURER A :** Hartford Underwriters Insurance Company — 30104 **INSURER B :** Columbia Casualty Company — 31127 **INSURER C :** **INSURER D :** **INSURER E :** **INSURER F :**

COVERAGES **CERTIFICATE NUMBER:** 19451702 **REVISION NUMBER:** XXXXXXX

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	X **COMMERCIAL GENERAL LIABILITY** [ ] CLAIMS-MADE [X] OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: [X] POLICY [ ] PRO-JECT [ ] LOC [ ] OTHER:	Y	Y	37 SBA AL5V1Y	5/20/2023	5/20/2024	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG $	$ 1,000,000 $ 1,000,000 $ 10,000 $ 1,000,000 $ 2,000,000 $ 2,000,000 $
A	**AUTOMOBILE LIABILITY** [ ] ANY AUTO [ ] OWNED AUTOS ONLY [ ] SCHEDULED AUTOS [X] HIRED AUTOS ONLY [X] NON-OWNED AUTOS ONLY	Y	Y	37 SBA AL5V1Y	5/20/2023	5/20/2024	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident) $	$ 1,000,000 $ XXXXXXX $ XXXXXXX $ XXXXXXX $ XXXXXXX
A	X **UMBRELLA LIAB** X OCCUR **EXCESS LIAB** [ ] CLAIMS-MADE [ ] DED [X] RETENTION $ 10,000	Y	Y	37 SBA AL5V1Y	5/20/2023	5/20/2024	EACH OCCURRENCE AGGREGATE $	$ 5,000,000 $ 5,000,000 $ XXXXXXX
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? [ ] **(Mandatory in NH)** If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		NOT APPLICABLE			[ ] PER STATUTE [ ] OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	 $ XXXXXXX $ XXXXXXX $ XXXXXXX
B	CYBER/PROFESSIONAL LIABILITY	N	N	768764911	1/1/2024	1/1/2025	LIMIT: $5,000,000 RETENTION: $50,000	

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

THE CITY OF WATERBURY AND ITS BOARD OF EDUCATION IS ADDITIONAL INSURED ON GENERAL, AUTO AND UMBRELLA LIABILITY, ON A PRIMARY, NON-CONTRIBUTORY BASIS, AS REQUIRED BY WRITTEN CONTRACT. WAIVER OF SUBROGATION IN FAVOR OF THE ADDITIONAL INSURED APPLIES ON GENERAL, AUTO AND UMBRELLA LIABILITY, AS REQUIRED BY WRITTEN CONTRACT AND WHERE ALLOWED BY LAW. COVERAGE IS SUBJECT TO THE TERMS AND CONDITIONS OF THE POLICY.

CERTIFICATE HOLDER

19451702
CITY OF WATERBURY
WATERBURY BOARD OF EDUCATION
236 GRAND STREET
WATERBURY CT 06702

CANCELLATION

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

© 1988-2015 ACORD CORPORATION. All rights reserved.

#7a

GRANT LIST 2023-2024

ACCOUNTING UNIT:	Grant Name	Fiscal Year 24 Budget	Award Period
	FEDERAL GRANTS		
20422-2223	21st Century Academic Academy & Wallace (Carry Over)	$ 28,848.11	7/1/22 - 9/30/23
20423-2223	21st Century Bucks Hill & Chase (Carry Over)	$ 11,821.27	7/1/22 - 9/30/23
20424-2223	21st Century Walsh & Driggs (Carry Over)	$ 20,777.52	7/1/22 - 9/30/23
20421-2223	21st Century West Side (Carry Over)	$ 10,992.91	7/1/22 - 9/30/23
20422-2324	21st Cent Acad Acad/WMS 23-24	$ 200,000.00	7/1/23 - 9/30/24
20423-2324	21st Cent Bucks Hill & Chase 23-24	$ 200,000.00	7/1/23 - 9/30/24
20420-2324	21st Cent Bunker Hill 23-24	$ 110,000.00	7/1/23 - 9/30/24
20424-2324	21st Cent Driggs & Walsh 23-24	$ 200,000.00	7/1/23 - 9/30/24
20419-2324	21st Cent Regan 23-24	$ 57,000.00	7/1/23 - 9/30/24
20421-2324	21st Cent West Side 23-24	$ 121,000.00	7/1/23 - 9/30/24
20420-2223	21st Century Bunker Hill (Carry Over)	$ 6,216.74	7/1/22 - 9/30/23
20279-2324	ARP ESS Dual Credit Expan -23	$ 90,000.00	7/1/23 - 1/31/25
20300-2124	ARP ESSER Funds (Carry Over)	$ 70,141,492.49	7/1/20 - 9/30/24
20321-2224	ARP ESSER HCY I 22-24 (Carry Over)	$ 73,907.82	7/1/22 - 9/30/24
20303-2123	ARP ESSER Homeless 21-23 (Carry Over)	$ 31,461.08	7/1/21 - 6/30/24
20321-2224	ARP ESSER Homeless 22-24 (Carry Over)	$ 73,907.82	7/1/21 - 9/30/24
20245-2224	ARP ESSER Innovation After School (Carrington &Duggan) (Carry Over)	$ 169,626.63	7/1/22 - 6/30/24
20305-2224	ARP ESSER SPPT (Carry Over)	$ 385,326.60	7/1/22 - 6/30/24
20561-2123	ARP IDEA 21-23 (Carry Over)	$ 43,234.51	7/1/21 - 9/30/23
20541-2123	ARP IDEA 21-23 Non-Public (Carry Over)	$ 2,689.64	7/1/21 - 9/30/23
20541-2123	ARP IDEA 21-23 Public (Carry Over)	$ 37,969.55	7/1/21 - 6/30/23
20570-2224	ARPA - Expand Supp LEAP 22-24	$ 718,690.88	7/1/23 - 12/31/24
20047-2324	ARPA - Right to Read FY 23-24	$ 981,000.00	7/1/23 - 12/31/24
20248-2426	ARPA - Sch Ment Health 24-26	$ 120,000.00	7/1/23 - 6/30/26
20277-2323	Carl Perkin Supplemental FY 23	$ 50,000.00	7/1/22 - 9/30/23
28008-2324	Cong Access Points Block Grant	$ 259,000.00	7/1/23 - 6/30/24
28009-2324	Cong Chromebook Block Grant	$ 2,265,000.00	7/1/23 - 6/30/24
xxxxx-xxxx	Connecticut Stronger Connections	$ 673,236.00	9/30/23 - 9/30/26
20243-2324	CT ED Rising Crosby 23-24	$ 5,000.00	7/1/23 - 6/30/24
20243-2324	CT ED Rising Kennedy 23-24	$ 5,000.00	7/1/23 - 6/30/24
20243-2324	CT ED Rising WCA 23-24	$ 5,000.00	7/1/23 - 6/30/24
20243-2324	CT ED Rising Wilby 23-24	$ 5,000.00	7/1/23 - 6/30/24
24122-2324	CT-SEDS Stipend Non-Pub 23-24	$ 2,500.00	7/1/23 - 9/30/23
24122-2324	CT-SEDS Stipend Pub 23-24 (Carry Over)	$ 50,000.00	7/1/23 - 9/30/23
xxxxx-xxxx	Early Child Art Experience (Federal)	$ 1,137.00	7/1/23 - 6/30/24
20300-2123	ESSER II Funds (Carry Over)	$ 12,014,096.80	7/1/21 - 9/30/23
20302-2123	ESSER II Set Aside 21-23 (Carry Over)	$ 135,416.51	7/1/21 - 9/30/23
20278-2324	FAFSA Challenge (Crosby, Kennedy & Wilby) (Carry Over)	$ 24,545.00	7/1/22 - 6/30/24
28003-2324	FF&V Main Funds	$ 813,123.00	7/1/23 - 6/30/24
20540-2224	IDEA 611 22-24 Non-Public (Carry Over)	$ 156,228.00	7/1/22 - 6/30/24
20540-2224	IDEA 611 22-24 Public (Carry Over)	$ 3,176,649.96	7/1/22 - 6/30/24
20540-2325	IDEA 611 Part B 23-25 Non-Public	$ 136,227.00	7/1/23 - 6/30/25
20540-2325	IDEA 611 Part B 23-25 Public	$ 5,830,675.00	7/1/23 - 6/30/25
20560-2325	IDEA 619 - Non-Public 23-25	$ 10,995.00	7/1/23 - 6/30/25
20560-2325	IDEA 619 - Public 23-25	$ 160,746.00	7/1/23 - 6/30/25

20560-2224	IDEA 619 22-24 Non-Public (Carry Over)	$	10,595.00	7/1/22 - 6/30/24
20560-2224	IDEA 619 22-24 Public (Carry Over)	$	131,879.44	7/1/22 - 6/30/24
xxxxx-xxxx	IDEA Part B ESP (Extended Support)	$	5,000.00	7/1/23 - 9/30/24
xxxxx-xxxx	IDEA Part B TSA (Transition Support)	$	40,000.00	7/1/23 - 9/30/24
20920-2004	Impact Aid (NoEndDate)	$	127,110.11	NO-END
20320-2324	McKinney Vento Homeless 23-24	$	60,000.00	7/1/23 - 9/30/24
20260-2324	Perkins (Secondary Grant)	$	569,535.78	7/1/23 - 6/30/25
21409-2223	School Readiness - Priority Admin Funds Enhancement (Carry Over)	$	12,750.00	7/1/22 - 6/30/24
20296-2325	SIG 7 Crosby 23-25	$	165,944.00	7/1/23 - 6/30/25
20295-2325	SIG 7 Kennedy 23-25	$	127,014.00	7/1/23 - 6/30/25
20294-2325	SIG 7 North End 23-25	$	200,000.00	7/1/23 - 6/30/25
20292-2325	SIG 7 Wallace 23-25	$	200,000.00	7/1/23 - 6/30/25
20293-2325	SIG 7 West Side 23-25	$	200,000.00	7/1/23 - 6/30/25
20297-2325	SIG 7 Wilby 23-25	$	200,000.00	7/1/23 - 6/30/25
20602-2324	Smart Start Recovery Oper FY24	$	150,000.00	7/1/23 - 6/30/24
20220-2325	Title I Part A Districtwide 23-25 - Non-Public	$	643,770.04	7/1/23 - 6/30/25
20220-2325	Title I Part A Districtwide 23-25 - Public	$	10,565,284.54	7/1/23 - 6/30/25
20220-2224	Title I-A 22-24 Public & Non-Public (Carry Over)	$	500,962.29	7/1/22 - 6/30/24
20220-2224	Title I-A 22-24 Public (Carry Over)	$	4,105,007.89	7/1/22 - 6/30/24
20380-2224	Title II Part A 22-24 Non-Public (Carry Over)	$	78,676.79	7/1/22 - 6/30/24
20380-2224	Title II Part A 22-24 Public (Carry Over)	$	159,648.46	7/1/22 - 6/30/24
20380-2325	Title II Part A Districtwide 23-25 - Non-Public	$	86,339.79	7/1/23 - 6/30/25
20380-2325	Title II Part A Districtwide 23-25 - Public	$	971,050.21	7/1/23 - 6/30/25
20440-2325	Title III 23-25 Non-Public	$	1,617.17	7/1/23 - 6/30/25
20440-2325	Title III 23-25 Public	$	456,446.83	7/1/23 - 6/30/25
20440-2224	Title III EL 22-24 Public (Carry Over)	$	407,369.79	7/1/22 - 6/30/24
20420-2224	Title III ImmigrantYouth 22-24	$	8,649.00	7/1/23 - 6/30/24
20460-2224	Title IV Part A 22-24 Non-Public (Carry Over)	$	52,600.60	7/1/22 - 6/30/24
20460-2224	Title IV Part A 22-24 Public (Carry Over)	$	822,754.43	7/1/22 - 6/30/24
20460-2325	Title IV-Student Support 23-25 - Public	$	57,862.17	7/1/23 - 6/30/25
20460-2325	Title IV-Student Support 23-25 - Non-Public	$	80,971.22	7/1/23 - 6/30/25
20298-2224	Voice4Change - KHS FY 22-24 (Carry Over)	$	4,276.00	7/1/22 - 6/30/24
20298-2224	Voice4Change - WAMS FY 22-24 (Carry Over)	$	17,613.01	7/1/22 - 6/30/24
20298-2224	Voice4Change - WCA FY 22-24 (Carry Over)	$	17,733.75	7/1/22 - 6/30/24
20298-2224	Voice4Change - WHS FY 22-24 (Carry Over)	$	17,500.00	7/1/22 - 6/30/24
20298-2224	Voice4Change (Carry Over)	$	57,107.60	7/1/22 - 6/30/24
ACCOUNTING UNIT:	**Grant Name**	**Fiscal Year 24 Budget**		**Award Period**
	STATE GRANTS			
26200-2324	Adult Education - Cooperating Eligible Entity - CEE1	$	70,001.00	7/1/23 - 6/30/24
26080-2324	Adult Education - Provider	$	3,290,540.00	7/1/23 - 6/30/24
24115-2324	After School Grant (Hopeville)	$	134,014.00	7/1/23 - 6/30/24
24117-2324	After School Grant (North End)	$	134,014.00	7/1/23 - 6/30/24
27100-2324	Alliance District 23-24	$	50,491,123.00	7/1/23 - 6/30/24
20020-2324	Bilingual Grant 23-24	$	329,914.00	7/1/23 - 6/30/24
20251-2324	Commissioner's Network S1 (North End)	$	577,114.00	7/1/23 - 6/30/24
20250-2324	Commissioner's Network S2 (Wallace)	$	591,573.00	7/1/23 - 6/30/24
20252-2324	Commissioner's Network S3 (West Side)	$	577,114.00	7/1/23 - 6/30/24
20253-2324	Commissioner's Network S4 (wilby)	$	869,480.00	7/1/23 - 6/30/24
24122-2223	CT-SEDS Stipend 22-23 (Carry Over)	$	5,000.00	7/1/22 - 9/30/23
xxxxx-xxxx	Early Child Art Experience (State)	$	1,363.00	7/1/23 - 6/30/24

xxxxx-xxxx	Educator Diversity	$ 706,989.00	7/1/23 - 6/30/24
20080-2324	Extended School Hours 23-24	$ 327,959.00	7/1/23 - 6/30/24
20001-2324	Family Resource Center (Reed & Wilson)	$ 225,258.00	7/1/23 - 6/30/24
20180-2324	*** Interdistrict Magnet (Maloney)**	**$ 2,533,257.00**	**7/1/23 - 6/30/24**
20181-2324	*** Interdistrict Magnet (Rotella)**	**$ 2,553,894.00**	**7/1/23 - 6/30/24**
20182-2324	*** Interdistrict Magnet (WAMS)**	**$ 3,495,672.00**	**7/1/23 - 6/30/24**
20130-2224	LPS - Crosby 22-24	$ 273,490.00	7/1/22 - 6/30/24
20131-2224	LPS - Kennedy 22-24	$ 204,259.00	7/1/22 - 6/30/24
20132-2224	LPS - North End 22-24	$ 300,000.00	7/1/22 - 6/30/24
20133-2224	LPS - Wallace 22-24	$ 299,759.00	7/1/22 - 6/30/24
20134-2224	LPS - Wilby 22-24	$ 166,467.00	7/1/22 - 6/30/24
21381-2224	Multi Media Sch Security 22-24 (Carry Over)	$ 74,504.16	7/1/22 - 9/30/24
21180-2324	Primary Mental Health 23-24	$ 20,000.00	7/1/23 - 6/30/24
20046-2324	Priority Schools 23-24	$ 1,993,991.44	7/1/23 - 6/30/24
20100-2324	PSD-Summer School 23-24	$ 384,691.00	7/1/23 - 6/30/24
21400-2324	School Readiness - Priority	$ 9,671,947.00	7/1/23 - 6/30/24
21408-2324	School Readiness - Priority COLA	$ 650,556.00	7/1/23 - 6/30/24
20550-2324	School Readiness - Priority Quality Enhancement	$ 75,641.00	7/1/23 - 6/30/24
21380-2224	School Security V 22-24 (Carry Over)	$ 27,151.53	7/1/22 - 9/30/24
21409-2324	SR Prior AdmFundsEnhan 23-24	$ 148,719.00	7/1/23 - 6/30/24
21411-2324	SR Priority Enrollment 23-24	$ 1,135,616.00	7/1/23 - 6/30/24
ACCOUNTING UNIT:	**Grant Name**	**Fiscal Year 23 Budget**	**Award Period**
	OTHER GRANTS		
26605	Ad Ed Enrichment	$ 77,242.45	NO-END
26805	Ad Ed GED 22-23	$ 2,375.00	NO-END
26205	Ad Ed Nursing Asst Prog	$ 23,740.39	NO-END
28006-2324	Central CT - Teacher Residency	$ 4,000.00	NO-END
xxxxx-xxxx	CT Teach Residency Program (CREC)	$ 4,000.00	NO-END
xxxxx-xxxx	First Robotics Wilby	$ 3,000.00	NO-END
56205	Leavenworth Trust Fund	$ 74,414.09	NO-END
29003-2324	Letters are Characters 2324	$ 40,000.00	7/1/23 - 6/30/24
28010-2324	Parent Teacher Home Visit	$ 18,000.00	7/1/23 - 6/30/24
24112-2324	PEGPETIA 23-24	$ 44,822.00	7/1/23 - 6/30/24
28005-2324	Riverside Natural Foods Grant	$ 5,000.00	NO-END
22100-2223	SERC Off of Student Affairs	$ 32,500.00	NO-END
28007-2324	Ward Family Grant FY 23-24	$ 16,600.00	NO-END
	TOTAL GRANTS	**$ 203,615,373.81**	

***Magnet School Award is Preliminary**

#7b

ESSER/ARP Monthly Expenditure Report
Board of Education Workshop
April 4, 2024

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

$41,651,124 YTD Exp/Enc
$ 0 YTD Balance

ARP ESSER III

Beginning Date May 2021
Ending Date September 2024

Total Grant : $89,691,176

$79,564,558 YTD Exp/Enc
$10,126,618 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; Mechnical 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)
- Summer program STEM kits
- Boilers replacement (Driggs, Generali, Maloney and Washington)
- Removal and replacement of 3 playscapes (Chase, Regan, Rotella)
- Summer day Camp (Waterbury Youth Service)
- Commissioning Services (Noresco)
- Summer Camp field trip
- Duct & Vent Cleaning (WAMS, Maloney, Rotella)
- Furniture (Moved from Esser III to II)
- ESS (substitutes)
- Moved HVAC expenses from ARP Esser III to Esser II

WATERBURY PUBLIC SCHOOLS

ARP ESSER III

- (2) PT Crisis Youth Intervention Clinicians;
- Accountant III
- Facility Operation Manager
- Extra Class Stipends for Teachers covering shortage areas (High Schools);
- 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 Needs)
- Resources to Support Curriculum(Home Learning);
- Equity Training Services
- State Street Playground Equipment
- HVAC Projects/Repairs- Maloney Chiller Replacement, Wilby AC, Crosby Cooling Tower, Wams, Kennedy Fan Replacement.
- 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 leaders
- Linguistica International –translation services
- Cormier Consulting
- Varsity Tutors
- Removal and replacement of 6 playscapes (Bunker Hill, Driggs ,Sprague, Hopeville, Tinker, Washington)
- Radiator Covers
- Multi-tired system of supports for behavior (Branching Minds).
- Water cooled chiller for Wilby
- Design fees for VRF/DOA for 6 elementary schools
- Summer programs (PAL, YMCA,Seven Angels)
- Imagine learning (licenses for online learning)
- Furniture (Moved from Esser III to II)
- Quill (Middle & high school licenses)
- Moved HVAC expenses from ARP Esser III to Esser II
- Google workspace for Education
- Students Chromebooks

- Removal and replacement of playscape at Carrington
- Rubrik update
- Waterbury Bridge to Success
- HVAC construction fees at Wilby and NEMS
- Kitchen construction fees at Crosby and Wilby
- Lightspeed Audio solution
- HVAC Replacement at Crosby/Wallace
- Construction for conversion of Crosby weight room into PE
- HVAC replacement at Kennedy
- HVAC at 13 elementary schools (Bucks Hill,Chase, Driggs, Generali, Hopeville, Tinker, Bunker Hill, International, Kingsbury, Regan, Sprague, Washington, Wilson)
- HVAC construction fees at WAMS

#7c

Waterbury Board of Education

FY2023-2024

February
Expenditure Report

ACCOUNT	CLASSIFICATION	FY 24 ORIGINAL BUDGET	FY 24 ADJUSTED BUDGET	FEBRUARY EXPENDITURE	FEBRUARY ENCUMBRANCE	CURRENT BALANCE	PROJECTED EXP.	PROJECTED DIFFERENCE
Salaries								
511101	Administrators	$9,717,780	$9,717,780	$5,878,969	$0	$3,838,811	$9,564,778	$153,002
511102	Teachers	$51,253,563	$48,360,345	$22,632,953	$0	$25,727,392	$44,966,390	$3,393,955
511104	Superintendent	$444,926	$444,926	$279,647	$0	$165,279	$454,426	($9,500)
511106	Early Incentive Certifiied	$912,614	$912,614	$943,880	$0	($31,266)	$943,880	($31,266)
511107	Certified Coaches	$770,000	$770,000	$260,562	$0	$509,438	$770,000	$0
511108	School Psychologists	$1,244,266	$644,266	$271,574	$0	$372,692	$572,122	$72,144
511109	School Social Workers	$2,188,529	$2,188,529	$1,006,636	$0	$1,181,893	$2,045,450	$143,079
511110	Speech Pathologists	$2,375,493	$2,375,493	$1,393,352	$0	$982,141	$2,492,877	($117,384)
511111	Assistant Superintendent	$165,000	$165,000	$106,615	$0	$58,385	$173,250	($8,250)
511113	Extra Compensatory Stipend	$105,000	$105,000	$0	$0	$105,000	$105,000	$0
511201	Non-Certified Salaries	$2,704,766	$2,704,766	$2,084,715	$0	$620,051	$2,739,046	($34,280)
511202	Clerical Wages	$1,205,011	$1,205,011	$660,184	$0	$544,827	$1,052,885	$152,126
511204	Crossing Guards	$361,867	$361,867	$246,196	$0	$115,671	$361,867	$0
511206	Educational	$450,000	$450,000	$197,113	$0	$252,887	$332,020	$117,980
511212	Substitute Teachers	$150,000	$150,000	$379,993	$47,634	($277,626)	$427,193	($277,193)
511215	Cafeteria Aides	$80,000	$80,000	($5,562)	$0	$85,562	($5,562)	$85,562
511217	Library Aides	$191,191	$191,191	$85,213	$0	$105,978	$137,797	$53,394
511219	School Clerical	$2,311,182	$2,311,182	$1,233,724	$0	$1,077,458	$2,015,710	$295,472
511220	Fiscal Administration	$693,869	$693,869	$328,788	$0	$365,081	$505,375	$188,494
511222	Transportation Coordinator	$204,822	$204,822	$128,408	$0	$76,414	$203,562	$1,260
511223	Office Aides	$180,000	$180,000	$103,363	$0	$76,637	$177,782	$2,218
511225	School Maintenance Non-Certified	$2,821,584	$2,821,584	$1,474,605	$0	$1,346,979	$2,246,186	$575,398
511226	Custodians Non-Certified	$5,858,425	$5,758,425	$3,187,276	$0	$2,571,149	$5,012,663	$745,762
511227	Overtime - Outside Activities	$200,000	$200,000	$194,816	$0	$5,184	$230,000	($30,000)
511228	Paraprofessionals	$10,633,662	$10,633,662	$5,961,318	$0	$4,672,344	$10,274,699	$358,963
511229	Bus Duty	$265,000	$265,000	$1,250	$0	$263,750	$265,000	$0
511232	Attendance Counselors	$127,965	$127,965	$73,390	$0	$54,575	$128,575	($610)
511233	ABA Behaviorial Therapist	$1,755,992	$1,755,992	$617,367	$0	$1,138,625	$1,005,247	$750,745
511234	Interpreters	$199,353	$199,353	$86,219	$0	$113,134	$153,497	$45,856
511238	Swing Space	$0	$0	$1,602	$0	($1,602)	$1,602	($1,602)
511236	Snow Removal	$0	$0	$45,638	$0	($45,638)	$45,638	($45,638)
511237	Swing Space	$0	$0	$0	$0	$0	$0	$0
511650	Overtime	$640,000	$640,000	$825,517	$0	($185,517)	$1,207,916	($567,916)
511653	Longevity	$7,990	$7,990	$7,135	$0	$855	$7,135	$855
511700	Extra Police Protection	$686,607	$686,607	$196,910	$0	$489,697	$686,607	$0
511800	Vacation and Sick Term Payout	$120,055	$120,055	$56,019	$0	$64,036	$120,055	$0
522501	Health Insurance-General	$9,000,000	$9,000,000	$0	$0	$9,000,000	$9,000,000	$0
529001	Car Allowance	$70,000	$70,000	$68,090	$0	$1,910	$100,000	($30,000)
529003	Meal Allowances	$24,800	$25,040	$24,621	$400	$19	$24,800	$240
Subtotal Salaries		**$110,121,312**	**$106,528,334**	**$51,038,097**	**$48,034**	**$55,442,203**	**$100,545,468**	**$5,982,866**

ACCOUNT	CLASSIFICATION	FY 24 ORIGINAL BUDGET	FY 24 ADJUSTED BUDGET	FEBRUARY EXPENDITURE	FEBRUARY ENCUMBRANCE	CURRENT BALANCE	PROJECTED EXP.	PROJECTED DIFFERENCE
Purchased Services								
533000	Professional Services	$2,000,000	$3,500,000	$1,771,327	$1,607,279	$121,394	$4,000,000	($500,000)
533009	Evaluation	$5,000	$2,000	$0	$0	$2,000	$0	$2,000
533020	Consulting Services	$325,000	$347,248	$309,157	$37,393	$697	$475,000	($127,752)
533100	Auditing	$59,500	$59,500	$58,000	$1,500	$0	$59,500	$0
539005	Sporting Officials	$25,000	$25,000	$7,578	$0	$17,422	$18,000	$7,000
539008	Messenger Service	$30,000	$30,000	$11,644	$0	$18,356	$30,000	$0
543000	General Repairs & Maintenance	$1,388,000	$1,388,000	$869,655	$384,889	$133,457	$1,388,000	$0
543011	Maintenance - Service Contracts	$800,000	$800,000	$458,462	$315,920	$25,617	$800,000	$0
544002	Building Rental	$568,956	$568,956	$366,095	$190,860	$12,000	$568,956	$0
545002	Water	$250,000	$176,231	$129,907	$0	$46,324	$176,231	$0
545006	Electricity	$3,129,855	$3,129,855	$1,586,686	$0	$1,543,169	$3,228,997	($99,142)
545013	Security/Safety	$125,000	$125,000	$99,550	$11,111	$14,340	$125,000	$0
551000	Pupil Transportation	$17,993,591	$18,393,591	$10,667,702	$7,325,555	$400,334	$20,000,000	($1,606,409)
553001	Postage	$45,000	$45,000	$24,580	$0	$20,420	$45,000	$0
553002	Telephone	$175,000	$175,000	$141,286	$13,336	$20,378	$175,000	$0
553005	Wide-area Network (SBC)	$93,600	$93,600	$52,541	$27,553	$13,506	$93,600	$0
556055	Tuition - Outside	$12,100,000	$13,443,218	$8,757,851	$4,626,483	$58,884	$17,063,385	($3,620,167)
556056	Purchased Service - Outside	$3,000,000	$3,323,769	$1,711,073	$1,422,845	$189,851	$3,500,000	($176,231)
557000	Tuition Reimbursement	$6,000	$6,000	$24,176	$0	($18,176)	$30,000	($24,000)
558000	Travel Expenses	$5,000	$6,153	$3,509	$0	$2,644	$5,000	$1,153
559001	Advertising	$32,500	$32,500	$11,013	$9,204	$12,284	$32,500	$0
559002	Printing & Binding	$15,000	$15,425	$2,203	$13,221	$1	$15,425	$0
559104	Insurance - Athletics	$26,000	$26,000	$19,851	$0	$6,149	$26,000	$0
Subtotal Purchased Services		**$42,198,002**	**$45,712,046**	**$27,083,845**	**$15,987,150**	**$2,641,051**	**$51,855,593**	**($6,143,548)**
Supplies/Materials								
561100	Instructional Supplies	$1,620,000	$1,592,934	$951,965	$387,348	$253,621	$1,389,313	$203,621
561200	Office Supplies	$75,590	$75,590	$39,443	$22,999	$13,148	$60,590	$15,000
561204	Emergency/Medical Supplies	$2,000	$2,000	$0	$0	$2,000	$0	$2,000
561210	Intake Center Supplies	$3,500	$3,500	$3,180	$0	$320	$3,500	$0
561211	Recruitment Supplies	$50,000	$50,000	$34,276	$5,789	$9,934	$50,000	$0
561212	Medicaid Supplies	$8,000	$8,000	$4,363	$462	$3,175	$8,000	$0
561501	Diesel	$185,092	$185,092	$79,756	$86,917	$18,418	$166,672	$18,420
561503	Gasoline	$249,360	$249,360	$111,644	$77,822	$59,895	$235,000	$14,360
561504	Heating Oil	$0	$0	$0	$0	$0	$0	$0
561505	Natural Gas	$1,666,000	$1,666,000	$836,407	$0	$829,593	$1,794,861	($128,861)
561507	Janitorial Supplies	$275,000	$375,000	$205,334	$164,325	$5,341	$375,000	$0
561508	Electrical Supplies	$50,000	$50,000	$35,270	$14,516	$214	$50,000	$0
561509	Plumbing Supplies	$100,000	$100,000	$68,779	$28,316	$2,905	$100,000	$0
561510	Building & Ground Supplies	$220,000	$220,000	$149,410	$67,127	$3,463	$220,000	$0
561511	Propane	$406,094	$406,094	$376,295	$29,799	$0	$406,094	$0
567000	Clothing Supplies	$40,000	$40,000	$10,769	$22,170	$7,061	$40,000	$0
567001	Crossing Guard Uniforms	$2,000	$2,000	$1,990	$0	$10	$2,000	$0
569010	Recreational Supplies	$15,000	$15,000	$7,809	$2,420	$4,772	$10,229	$4,771
569029	Athletic Supplies	$130,000	$137,896	$84,182	$49,107	$4,608	$133,289	$4,607
Subtotal Supplies/Materials		**$5,097,636**	**$5,178,466**	**$3,000,872**	**$959,117**	**$1,218,478**	**$5,044,548**	**$133,918**

ACCOUNT	CLASSIFICATION	FY 24 ORIGINAL BUDGET	FY 24 ADJUSTED BUDGET	FEBRUARY EXPENDITURE	FEBRUARY ENCUMBRANCE	CURRENT BALANCE	PROJECTED EXP.	PROJECTED DIFFERENCE
Property								
575008	Furniture-Misc.	$15,000	$15,000	$8,288	$0	$6,712	$8,288	$6,712
575200	Office Equipment	$150,000	$150,000	$19,635	$24,251	$106,115	$130,000	$20,000
575408	Plant Equipment	$40,000	$40,000	$31,716	$7,432	$852	$40,000	$0
Subtotal Property		**$205,000**	**$205,000**	**$59,639**	**$31,682**	**$113,679**	**$178,288**	**$26,712**
Other/Miscellaneous								
589021	Mattatuck Museum	$13,000	$13,000	$7,000	$6,000	$0	$13,000	$0
589034	Board of Ed Commissioners	$20,700	$20,700	$13,900	$0	$6,800	$20,700	$0
589036	Emergency Fund	$9,350	$9,350	$9,299	$0	$52	$9,299	$52
589056	Waterbury Promise	$500,000	$500,000	$500,000	$0	$0	$500,000	$0
589201	Mileage	$10,000	$10,000	$4,285	$0	$5,716	$10,000	$0
589205	Coaches Reimbursements	$5,000	$5,000	$1,382	$0	$3,618	$5,000	$0
589900	Dues & Publications	$60,000	$66,000	$63,856	$405	$1,739	$66,000	$0
591002	Transfer to Sinking Fund	$0	$0	$0	$0	$0	$0	$0
591004	Athletic Revolving Fund	$135,000	$127,104	$72,999	$11,986	$42,119	$127,104	$0
Total Other/Miscellaneous		**$753,050**	**$751,154**	**$672,722**	**$18,391**	**$60,041**	**$751,103**	**$52**
GRAND TOTAL OPERATING BUDGET		**$158,375,000**	**$158,375,000**	**$81,855,175**	**$17,044,373**	**$59,475,452**	**$158,375,000**	**$0**
								$0
Other Additional Funding								
	Alliance Non-Reform/Reform	**$41,216,739**	**$41,216,739**	**$19,558,086**	**$0**	**$21,658,653**	**$41,216,739**	**$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		**$44,841,739**	**$44,841,739**	**$19,558,086**	**$0**	**$25,283,653**	$0	**$3,625,000**
GRAND TOTAL ALL FUNDING		**$203,216,739**	**$203,216,739**	**$101,413,261**	**$17,044,373**	**$84,759,105**	**$158,375,000**	**$3,625,000**

#7d

CITY OF WATERBURY
DEPARTMENT OF EDUCATION

4/4/2024

Board of Education
Board of Education Commissioners:

With the approval of the Committee on Finance, the Superintendent of Schools recommends the following transfer for fiscal year 2023/2024 from General Fund Operating Budget:

FROM:

Accounting Unit	Account	Activity	Description	Amount
81310001	511102		Hopeville - Teachers	($250,000)

TO:

87510302	533000		Curriculum Instruction - Professional Services	$250,000

Transfer is needed to cover cost of substitute teacher placements from our outside vendor ESS.

FROM:

Accounting Unit	Account	Activity	Description	Amount
83410001	511102		WAMS - Teachers	($950,000)
83010001	511102		Rotella - Teachers	($900,000)
81510001	511102		Maloney - Teachers	($700,000)

TO:

88510001	556055	Special Education - Tuition Outside	$1,500,000
88510001	556056	Special Education - Purchased Services	$300,000
89510007	551000	Transportation - Pupil Services (Special Ed)	$750,000

Transfer is needed to cover cost of Special Ed Tuition, Special Services & Transportation for an increase in Special Ed students being placed in Outside Activities.

TOTAL **$2,800,000** **($2,800,000)**

Respectfully Submitted,

Dr. Verna D. Ruffin
Superintendent of Schools

#9

COMMITTEE ON BUILDINGS AND SCHOOL FACILITIES

WORKSHOP: **Thursday, April 4, 2024**
BOARD MEETING: **Thursday, April 25, 2024**

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
l. Curley-Colon	Gilmartin café: Thurs., April 25th 3:00-8:00 pm (Family Bingo Night)
A Polanco	Wallace café: Mon., April 29th 4:30 – 6:30 pm (Math Night/ Bingo Night)
W. Johns	North End M/S. - 33 classrooms July 8th – Aug. 2nd Mon.-Fri. 8:30 am – 12:30 pm W. Cross - 25 classrooms July 8th – Aug. 2nd Mon. – Thurs. 8:30 am - 12:30 pm Generali - 12 classrooms July 8th – Aug. 2nd Mon – Fri. 8:30 am – 12:30 pm (extended school year for special education students)
D. Bakewell	Maloney gym: Fri., May 3rd 3:30 – 8:00 pm (Multicultural dinner celebration)
M. Depaiva	WAMS atrium : Sat., April 6th 12:30 – 5:00 pm (JDNM/Escape Alive Self Defense Class)
Adult Education A Musto	West Side aud.: Thurs., June 6th 5:30 – 8:00 pm (rehearsal) and Friday, June 7th 6:00 – 9:00 pm (Graduation Ceremony)
R. Pastore	Career Academy gym: Tues., April 30th 2:00-8:00pm (rehearsal) and Thurs., May 2nd 2:00-8:00pm (Talent Show)
Dr. Baker	Wilby café & gym: Tues., April 9th 5:00-9:00 pm (Family Fun Night) Wilby café: Thurs., May 30th 5:00 – 8:00 pm (School Dance)
I Alves	WAMS café: Monday, May 6th 5:00-7:00 pm (STEM Night)

Work

SCHOOL PERSONNEL USE ONLY

DATE: 3/21/24

TO: SCHOOL BUSINESS OFFICE

FROM: Gilmartin

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

NAME OF SCHOOL REQUESTED: Gilmartin Elementary School

☐ Auditorium ☑ Gymnasium ☐ Swimming Pool ☑ Café/Rooms

DATES REQUESTED: Thursday, April 25th, 2024

FROM: 3:00 am/(pm) TO: 8:00 am/(pm)

FOR THE FOLLOWING PURPOSES:

Bingo Night for family engagement

Laura Curley-Colón
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: 3/20/24

TO: SCHOOL BUSINESS OFFICE

FROM: Anabel Polanco-Parent Liaison

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: April 29-2024

FROM: 4:30 am/(pm) TO: 6:30 am/(pm)

FOR THE FOLLOWING PURPOSES:

Math Night -Bingo Night

Anabel Polanco
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: 3-11-24

TO: SCHOOL BUSINESS OFFICE

FROM: Special Education
Wendy Johns

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

NAME OF SCHOOL REQUESTED: North End Middle School

☐ Auditorium ☐ Gymnasium ☐ Swimming Pool ■ Café/Rooms

DATES REQUESTED: July 8th-August 2nd, 2024 (5 days a week)

FROM: 8:30 am am/pm TO: 12:30 pm am/pm

FOR THE FOLLOWING PURPOSES:

Extended school year classrooms for special education students - 33 classrooms

Wendy Johns
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: 3-11-24

TO: SCHOOL BUSINESS OFFICE

FROM: Special Education
Wendy Johns

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

NAME OF SCHOOL REQUESTED: Wendell Cross

☐ Auditorium ☐ Gymnasium ☐ Swimming Pool ■ Café/Rooms

DATES REQUESTED: July 8th-August 2nd, 2024 (4 days a week)

FROM: 8:30 am am/pm TO: 12:30 pm am/pm

FOR THE FOLLOWING PURPOSES:

Extended school year classrooms for special education students - 25 classrooms

Wendy Johns
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.

York

SCHOOL PERSONNEL USE ONLY

DATE: 3-11-24

TO: SCHOOL BUSINESS OFFICE

FROM: Special Education
Wendy Johns

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

NAME OF SCHOOL REQUESTED: Generali Elementary

☐ Auditorium ☐ Gymnasium ☐ Swimming Pool ☒ Café/Rooms

DATES REQUESTED: July 8th-August 2nd, 2024 (5 days a week)

FROM: 8:30 am am/pm TO: 12:30 pm am/pm

FOR THE FOLLOWING PURPOSES:

Extended school year classrooms for special education students – students with Autism
12 classrooms

Wendy Johns
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.

Yook

SCHOOL PERSONNEL USE ONLY

DATE: March 25, 2024

TO: SCHOOL BUSINESS OFFICE

FROM: D. Bakewell

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

NAME OF SCHOOL REQUESTED: Malmey Magnet

☐ Auditorium ☒ Gymnasium ☐ Swimming Pool ☒ Café/Rooms

DATES REQUESTED: Friday, May 3, 2024

FROM: 3:30 am/pm TO: 8:00 am/pm

FOR THE FOLLOWING PURPOSES:

Multicultural Dinner Celebration

Lori Bakewell
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.

Took

SCHOOL PERSONNEL USE ONLY

DATE: 3/21/24

TO: SCHOOL BUSINESS OFFICE

FROM: Molly Depaiva

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

NAME OF SCHOOL REQUESTED: WAMS

☒ Atrium 50 chairs 1 table (8' ft table) in Lobby

☐ Auditorium ☐ Gymnasium ☐ Swimming Pool ☐ Café/Rooms

DATES REQUESTED: Saturday 4/6/24

FROM: 12:30 am/(pm) TO: 5:00 am/(pm)

FOR THE FOLLOWING PURPOSES:

JDNM/Escape Alive Self-Defense Class

Molly Depaiva
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: 3-12-24

TO: SCHOOL BUSINESS OFFICE

FROM: Wtby. Adult Educ
Antonio Musto

THE UNDERSIGNED HEREBY MAKES APPLICATION FOR USE OF SCHOOL FACILITIES (AFTER REGULAR SCHOOL HOURS) AS FOLLOWS:

NAME OF SCHOOL REQUESTED: West Side

☑ AUDITORIUM ☐ GYMNASIUM ☐ SWIMMING POOL ☐ CAFE/ROOMS

DATES REQUESTED: June 6 - Rehearsal 5:30 - 8pm
June 7 - Graduation 6pm - 9pm

FROM _____ am/pm TO _____ am/pm

FOR THE FOLLOWING PURPOSES:

Adult Education Graduation Ceremony

A. M
APPLICANT

/gm

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

SCHOOL PERSONNEL USE ONLY

DATE: March 28, 2004

TO: SCHOOL BUSINESS OFFICE

FROM: Richard Pastore

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

NAME OF SCHOOL REQUESTED: Waterbury Career Academy

☐ Auditorium ☑ Gymnasium ☐ Swimming Pool ☐ Café/Rooms

DATES REQUESTED: April 30, May 2

FROM: 2 am/pm TO: 8 am/pm

FOR THE FOLLOWING PURPOSES:

4/30 ① TALENT SHOW REHEARSAL

5/2 Talent show

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: 3/1/2024

TO: SCHOOL BUSINESS OFFICE

FROM: Wilby / Ms. Taft

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

NAME OF SCHOOL REQUESTED: Wilby

☐ Auditorium ☑ Gymnasium ☐ Swimming Pool ☒ Café/Rooms

DATES REQUESTED: 4-9-2024

FROM: 5 am/pm TO: 9 am/pm

FOR THE FOLLOWING PURPOSES:

Family Fun night

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.

Grade

SCHOOL PERSONNEL USE ONLY

DATE: 4/1/2024

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: Wilby

☐ Auditorium ☐ Gymnasium ☐ Swimming Pool ☑ Café/Rooms

DATES REQUESTED: May 30, 2024

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

FOR THE FOLLOWING PURPOSES:

Dance

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.

Yoo k

SCHOOL PERSONNEL USE ONLY

DATE: 3/26/24

TO: SCHOOL BUSINESS OFFICE

FROM: Isa Alves - PL - WAMS

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

NAME OF SCHOOL REQUESTED: WAMS

☐ Auditorium ☐ Gymnasium ☐ Swimming Pool ☒ Café/Rooms

DATES REQUESTED: May 6, 2024

FROM: 5^00 am/pm TO: 7^00 am/pm

FOR THE FOLLOWING PURPOSES:

Parent Liaison event: STEM Night

Isa Alves
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.

#10

COMMITTEE ON BUILDINGS AND SCHOOL FACILITIES

WORKSHOP: **Thursday, April, 4, 2024**
BOARD MEETING: **Thursday, April, 25, 2024**

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
Heart & Sole Dance Studio J. Medina	Rotella aud. & rroom: June 19th 4-10 pm (rehearsal) June 21st 7-9 pm and June 22nd 1 – 5 pm (performances)

REQUESTING WAIVERS:

A Ireland Leadership Univ. Inc.	Crosby gym: June 17th – 20th and June 24th – 27th 9am – 3pm and July 1st 10am – 1pm (Community Basketball Camp) ($2,520.)

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

Gilmartin Community Club R. Barry	Gilmartin café: Tues., April 9th 7:00 – 9:00 pm (members monthly meeting)
Wtby. Bridge to Success A Brooks	W.Cross parking lot: Sat., April 13th 9am – 3pm (Food pop up for kids/families) Reed parking lot: Sat., August 10th 9am – 4pm (back to school resource fair/food pop-up)

MONIES COLLECTED TO DATE: **$ 13,694.00**

smccasland1@waterbury.k12.ct.us

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

Book

CONTRACT#

APPLICANT Jill Medina NAME OF ORGANIZATION Heart and Sole Dance Studio

ADDRESS 97 Rockledge Dr. (street) Wtby (city) Ct (state) 06706 (zip code) TELEPHONE # 203-228-7303

SCHOOL REQUESTED Rotella DATES June 19, 21, 22, 2024 ROOM(S) Wed. 19 4:00 - 10:00 / Fri 21 4:00 - 9:00 / Sat 22 1:00 - 5:00

OPENING TIME _____ CLOSING TIME _____ PURPOSE Dance Rehearsal & 2 Shows.

ADMISSION (if any) $20.00 CHARGE TO BE DEVOTED TO Heart and Sole Dance Studio

APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 250* CHILDREN 145 (performing)

SIGNATURE OF APPLICANT Jill Medina DATE March 19, 2024

PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION: * at each performance

Jill Medina 97 Rockledge Dr. Wtby, Ct 203-228-7303

In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings. _____ (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES: $42/HR plus 1 HR SERVICE PER CUST

RENTAL FEES: $1,000/4 HRS. & $200/EACH ADD HR.

MISCELLANEOUS FEES: $55/HR. Tech

SECURITY DEPOSIT $ 500.00 INSURANCE COVERAGE _____ YES _____ NO

PLEASE READ THE FOLLOWING CAREFULLY

APPLICATION MUST BE RECEIVED AT LEAST THREE (3) WEEKS PRIOR TO THE ACTIVITY.

A COPY OF YOUR INSURANCE MUST ACCOMPANY YOUR APPLICATION (IF APPLICABLE)

IF SCHOOL IS CANCELLED FOR SNOW OR ANY OTHER REASON - ALL ACTIVITIES ARE CANCELLED ALSO.

THERE WILL BE NO ACTIVITIES DURING SCHOOL OPEN HOUSE.

CANCELLATIONS MUST BE MADE AT LEAST 48 HOURS IN ADVANCE OR YOU WILL BE CHARGED.

POLICE AND FIRE PROTECTION MUST BE ARRANGED AND/OR CANCELLED BY THE RENTER. PLEASE CALL EACH DEPARTMENT FOR INFORMATION. POLICE DEPT. 574-6963 FIRE DEPT. 597-3452

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

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

PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.

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

APPROVAL DATE _____ _____
SCHOOL BUSINESS OFFICE

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

White-Permittee Goldenrod-School Business Office Pink-Principal Blue-Custodian

Book

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

APPLICANT Anthony Ireland NAME OF ORGANIZATION The Leadership University Inc.

ADDRESS 228 Meadow Street (street) Waterbury (city) CT (state) 06702 (zip code) TELEPHONE # 203-768-0933

SCHOOL REQUESTED Crosby DATES 6/17-6/20, 6/24-6/27, 7/1 ROOM(S) —

OPENING TIME 9am CLOSING TIME 3pm PURPOSE Community Basketball Camp

ADMISSION (if any) — CHARGE TO BE DEVOTED TO —

APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 50 CHILDREN 100

SIGNATURE OFAPPLICANT Cathy Ireland DATE 3/26/19

PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:
Anthony Ireland/CEO, 526 Woodbirk Road, 203-768-0933

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) ($2,520.00)

RENTAL FEES: —

MISCELLANEOUS FEES: —

SECURITY DEPOSIT $ 250.00 INSURANCE COVERAGE ____ YES ____ NO

PLEASE READ THE FOLLOWING CAREFULLY

APPLICATION MUST BE RECEIVED AT LEAST THREE (3) WEEKS PRIOR TO THE ACTIVITY.

A COPY OF YOUR INSURANCE MUST ACCOMPANY YOUR APPLICATION (IF APPLICABLE)

IF SCHOOL IS CANCELLED FOR SNOW OR ANY OTHER REASON - ALL ACTIVITIES ARE CANCELLED ALSO.

THERE WILL BE NO ACTIVITIES DURING SCHOOL OPEN HOUSE.

CANCELLATIONS MUST BE MADE AT LEAST 48 HOURS IN ADVANCE OR YOU WILL BE CHARGED.

POLICE AND FIRE PROTECTION MUST BE ARRANGED AND/OR CANCELLED BY THE RENTER. PLEASE CALL EACH DEPARTMENT FOR INFORMATION. POLICE DEPT. 574-6963 FIRE DEPT. 597-3452

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

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

PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.

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

APPROVAL DATE _____ _____
SCHOOL BUSINESS OFFICE

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

White-Permittee Goldenrod-School Business Office Pink-Principal Blue-Custodian

USE OF SCHOOL FACILITIES
WAIVER REQUEST

(to be submitted with Use of Building Permit)

APPLICANT/ORGANIZATION: Anthony Cleveland / The Leadership University Inc.

Please check below specific item(s):

Building Usage Fees ☐ Custodial Fees ☐

SCHOOL/ROOMS REQUESTED: Crosby High School

DATE(S): 6/17 - 6/20	TIMES: 9am - 3pm
DATE(S): 6/24 - 6/27	TIMES: 9am - 3pm
DATE(S): 7/1	TIMES: 10am - 1pm
DATE(S):	TIMES:
DATE(S):	TIMES:
DATE(S):	TIMES:

3/26/24
Date

Signature

OFFICE USE ONLY

List total cost of fees being requested to be waived:

$	$ 2,520.	$
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

4 of 4

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# Gilmartin

APPLICANT Ruth Barry NAME OF ORGANIZATION Community Club

ADDRESS 109 Long Meadow Drive (street) 06706 (city) (state) (zip code) TELEPHONE # 755-1652

SCHOOL REQUESTED Gilmartin DATES April 9th ROOM(S) Cafe

OPENING TIME 7pm CLOSING TIME 9pm PURPOSE Meeting

ADMISSION (if any) — CHARGE TO BE DEVOTED TO _____

APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 15-20 CHILDREN —

SIGNATURE OF APPLICANT Ruth Barry DATE 3-20-24

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

SAME

In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings. RB (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES: _____

RENTAL FEES: _____

MISCELLANEOUS FEES: _____

SECURITY DEPOSIT $ _____ INSURANCE COVERAGE _____ YES _____ NO

PLEASE READ THE FOLLOWING CAREFULLY

APPLICATION MUST BE RECEIVED AT LEAST THREE (3) WEEKS PRIOR TO THE ACTIVITY.

A COPY OF YOUR INSURANCE MUST ACCOMPANY YOUR APPLICATION (IF APPLICABLE)

F 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 EPARTMENT FOR INFORMATION. POLICE DEPT. 574-6963 FIRE DEPT. 597-3452

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

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

EASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.

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

PROVAL DATE _____ _____
SCHOOL BUSINESS OFFICE

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

Tuesday
April 9th

White-Permittee Goldenrod-School Business Office Pink-Principal Blue-Custodian

2024

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

APPLICANT Althea Marshall Brooks NAME OF ORGANIZATION Waterbury Bridge to Success

ADDRESS 83 Prospect Street Waterbury, CT 06702 TELEPHONE # 203.754.0040
(street) (city) (state) (zip code)

SCHOOL REQUESTED Wendell Cross DATES 4/13/24 ROOM(S) Exterior of the Building and parking lot

OPENING TIME 9am - set up CLOSING TIME 3pm - clean up PURPOSE food pop up for kids and families

ADMISSION (if any) 0 CHARGE TO BE DEVOTED TO 0

APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 150 CHILDREN 100

SIGNATURE OFAPPLICANT Althea Brooks DATE 4.2.2024

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

In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings. AMB (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES:

RENTAL FEES:

MISCELLANEOUS FEES:

SECURITY DEPOSIT $ INSURANCE COVERAGE ✓ YES NO

PLEASE READ THE FOLLOWING CAREFULLY

APPLICATION MUST BE RECEIVED AT LEAST THREE (3) WEEKS PRIOR TO THE ACTIVITY.

A COPY OF YOUR INSURANCE MUST ACCOMPANY YOUR APPLICATION (IF APPLICABLE)

IF SCHOOL IS CANCELLED FOR SNOW OR ANY OTHER REASON - ALL ACTIVITIES ARE CANCELLED ALSO.

THERE WILL BE NO ACTIVITIES DURING SCHOOL OPEN HOUSE.

CANCELLATIONS MUST BE MADE AT LEAST 48 HOURS IN ADVANCE OR YOU WILL BE CHARGED.

POLICE AND FIRE PROTECTION MUST BE ARRANGED AND/OR CANCELLED BY THE RENTER. PLEASE CALL EACH DEPARTMENT FOR INFORMATION. POLICE DEPT. 574-6963 FIRE DEPT. 597-3452

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

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

PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.

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

APPROVAL DATE

SCHOOL BUSINESS OFFICE

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

White-Permittee Goldenrod-School Business Office Pink-Principal Blue-Custodian

Book

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

APPLICANT Althea Marshall Brooks NAME OF ORGANIZATION Waterbury Bridge to Success

ADDRESS 83 Prospect Street Waterbury, CT 06702 TELEPHONE # 203.754.0040
(street) (city) (state) (zip code)

SCHOOL REQUESTED Reed School DATES 8/10/2024 ROOM(S) Exterior of the Building and parking lot

OPENING TIME 9am - set up CLOSING TIME 4pm - clean up PURPOSE back to school resource fair - food pop up, back packs, services and family activities and engagement

ADMISSION (if any) 0 CHARGE TO BE DEVOTED TO 0

APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 200 CHILDREN 300

SIGNATURE OFAPPLICANT Althea Brooks DATE 4.2.2024

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

In the event that the Board of Education should need to resort to legal proceedings to collect any outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's fees and court costs associated with said proceedings. AMB (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES:

RENTAL FEES:

MISCELLANEOUS FEES:

SECURITY DEPOSIT $ INSURANCE COVERAGE YES NO

PLEASE READ THE FOLLOWING CAREFULLY

APPLICATION MUST BE RECEIVED AT LEAST THREE (3) WEEKS PRIOR TO THE ACTIVITY.

A COPY OF YOUR INSURANCE MUST ACCOMPANY YOUR APPLICATION (IF APPLICABLE)

IF SCHOOL IS CANCELLED FOR SNOW OR ANY OTHER REASON - ALL ACTIVITIES ARE CANCELLED ALSO.

THERE WILL BE NO ACTIVITIES DURING SCHOOL OPEN HOUSE.

CANCELLATIONS MUST BE MADE AT LEAST 48 HOURS IN ADVANCE OR YOU WILL BE CHARGED.

POLICE AND FIRE PROTECTION MUST BE ARRANGED AND/OR CANCELLED BY THE RENTER. PLEASE CALL EACH DEPARTMENT FOR INFORMATION. POLICE DEPT. 574-6963 FIRE DEPT. 597-3452

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

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

PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.

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

APPROVAL DATE

SCHOOL BUSINESS OFFICE

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

White-Permittee Goldenrod-School Business Office Pink-Principal Blue-Custodian

ITEM #13.3 – COMMITTEE OF THE WHOLE

#12

DESCRIPTION: Motion to approve the job specifications for, and new position of, Director of Multilingual Education.

MOTION BY: Commissioner Brown

SECONDED BY: Commissioner O'Brien

MOTION PASSES

ωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωω

All Commissioners present except for those stricken:
Commissioners Brown, Frias, Hernandez, Ireland, Jackson, Navarro, O'Brien, Orso, Serrano-Adorno, and Van Stone

ωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωω

ACCEPTED, ADOPTED, AND ORDERED ON FILE, ORDERED RECORDED BY THE BOARD OF EDUCATION

March 21, 2024 (DATE OF MEETING) ATTEST: Carrie A. Swain *Carrie A. Swain, Clerk*

ωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωω

~~APPROVED~~ VETOED – MARCH 28, 2024 In accordance w/ attached letter.

_______________________________ *Mayor Paul K. Pernerewski, Jr.*

ωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωωω

OPERATIVE _______________________ 2024, by reason of no action having been taken by the Mayor (this section is used if Mayor does not sign resolution within ten days, per City Charter)

PAUL K. PERNEREWSKI, JR.
MAYOR



OFFICE OF THE MAYOR
THE CITY OF WATERBURY
CONNECTICUT

March 28, 2024

Carrie A. Swain
Clerk
Board of Education
City of Waterbury

RE: Vote of the Board of Education, Dated March 21, 2024, regarding the new position of Director of Multilingual Education - Item #13.3 – Committee of the Whole

Dear Clerk Swain:

Pursuant to § 8B-1(c) of the Charter of the City of Waterbury, I hereby disapprove the above captioned vote of the Board of Education dated March 21, 2024, approving the job specifications for, and new position of, Director of Multilingual Education.

My objections are as follows:
The creation and funding of this position, with a salary range of $150,000 to $170,000, requires additional scrutiny, including evaluation of an appropriate salary range; how it will be funded; whether there are existing positions which could perform its essential functions; how it will be filled; and how it is expected to have a meaningful impact on improving student performance.

For these reasons, I believe that approval of the position of Director of Multilingual Education is imprudent at this time, and I therefore veto the vote of the Board of Education approving the job specifications for, and new position of, Director of Multilingual Education.

Sincerely,

Paul K. Pernerewski, Jr.
Mayor

ITEM #13.5 – COMMITTEE OF THE WHOLE **#13**

DESCRIPTION: Motion to recommend approval and support of the January 11, 2024 request from Dr. Verna D. Ruffin for a contract renewal for a term of three years. Further, requests that Mayor Pernerewski begin discussions with Dr. Verna D. Ruffin for the development of a three-year contract.

MOTION BY: Commissioner Brown

SECONDED BY: Commissioner Serrano-Adorno

ROLL CALL VOTE: **Yeas:** Commissioners Brown, Frias, Ireland, Jackson, Navarro, O'Brien, Orso, Serrano-Adorno, and President Hernandez (9)
Nays: Commissioner Van Stone (1)

MOTION PASSES by roll call vote of nine to one.

@@@

All Commissioners present except for those stricken:
Commissioners Brown, Frias, Hernandez, Ireland, Jackson, Navarro, O'Brien, Orso, Serrano-Adorno, and Van Stone

@@@

ACCEPTED, ADOPTED, AND ORDERED ON FILE, ORDERED RECORDED BY THE BOARD OF EDUCATION

March 21, 2024 ATTEST: Carrie A. Swain *Carrie A. Swain, Clerk*
(DATE OF MEETING)

@@@

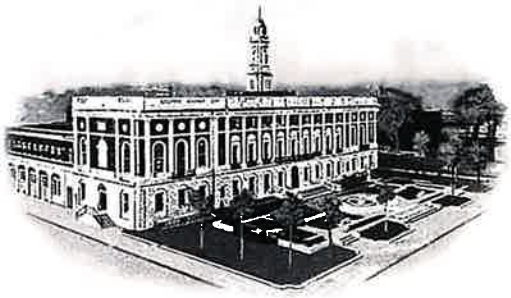
~~APPROVED~~ VETOED - MARCH 28, 2024 In accordance w/ attached letter.

______________________ *Mayor Paul K. Pernerewski, Jr.*

@@@

OPERATIVE ______________________ 2024, by reason of no action having been taken by the Mayor (this section is used if Mayor does not sign resolution within ten days, per City Charter)

PAUL K. PERNEREWSKI, JR.
MAYOR



OFFICE OF THE MAYOR

THE CITY OF WATERBURY

CONNECTICUT

March 28, 2024

Carrie A. Swain
Clerk
Board of Education
City of Waterbury

RE: Vote of the Board of Education, Dated March 21, 2024, regarding the Superintendent of Schools Employment Contract - Item #13.5 – Committee of the Whole

Dear Clerk Swain:

Pursuant to § 8B-1(c) of the Charter of the City of Waterbury, I hereby disapprove the above captioned vote of the Board of Education dated March 21, 2024, recommending approval of a contract renewal for the Superintendent for a term of three years.

My objections are as follows.
It has been made abundantly clear to me over the past several months that serious issues of trust and communication exist between Dr. Verna Ruffin and the teachers and administrators of this district. This was further highlighted by the surveys released by the WTA and SAW prior to the meeting on March 21, 2024, copies of which are attached hereto. Reading the results of these surveys is disheartening. Unfortunately, the treatment accorded the Deputy Superintendent at the meeting on the 21st is further evidence of the concerns identified in the surveys and relayed to me over the past few months.

It is also abundantly clear that a large number of our students struggle to achieve, as demonstrated by test scores well below State goals and State averages. Such results are not satisfactory, and we cannot be complacent about them. I find it troubling that a majority of the Board of Education did not consider this more seriously on March 21st.

For these reasons, I believe that a three-year contract extension for Dr. Ruffin is unwarranted, and I therefore veto the vote of the Board of Education recommending approval of a contract renewal for a term of three years.

Sincerely,

Paul K. Pernerewski, Jr.
Mayor

Constant Contact Survey Results

Campaign Name: District Wide Climate Survey March 2024

[redacted]

Survey Submits: 704

Export Date: 03/21/2024 03:45 PM

MULTIPLE CHOICE

The Superintendent fosters a positive working environment for teachers and promotes a friendly, collaborative environment for all professional staff.

Answer Choice	0% 100%	Number of Responses	Responses Ratio
A		18	2%
B		50	7%
C		167	23%
D		211	29%
F		258	36%
	Total Responses	**704**	**100%**

MULTIPLE CHOICE

Is the Superintendent an effective communicator who promptly and effectively addresses District-wide safety related issues?

Answer Choice	0% 100%	Number of Responses	Responses Ratio
Yes		137	19%
No		560	80%
	Total Responses	**697**	**100%**

MULTIPLE CHOICE

Do you feel safe in your building (including hallways, lunchrooms, classrooms):

Answer Choice	0% 100%	Number of Responses	Responses Ratio
Yes		347	49%
No		354	50%
	Total Responses	**701**	**100%**

MULTIPLE CHOICE

My employee morale as a Waterbury educator is:

Answer Choice	0% 100%	Number of Responses	Responses Ratio
High		40	5%
Average		234	33%
Low		427	60%
	Total Responses	**701**	**100%**

MULTIPLE CHOICE

Do you view the Waterbury Public Schools as a toxic work/learning environment.

Answer Choice	0% 100%	Number of Responses	Responses Ratio
Yes		443	63%
No		256	36%
	Total Responses	**699**	**100%**

MULTIPLE CHOICE

Has the Superintendent created a work environment that makes you want to stay in Waterbury as a teacher?

Answer Choice	0% 100%	Number of Responses	Responses Ratio
Yes		89	12%
No		611	87%
	Total Responses	**700**	**100%**

MULTIPLE CHOICE

The Superintendent fosters an environment that allows school administrators to handle student discipline issues in an effective manner and to capably ensure teacher and student protection in the classroom

Answer Choice	0% 100%	Number of Responses	Responses Ratio
Yes		95	13%
No		601	86%
	Total Responses	**696**	**100%**

MULTIPLE CHOICE

Do you believe that current student discipline policies and protocols ensure that you and your students are safe in the classroom

Answer Choice	0% 100%	Number of Responses	Responses Ratio
Yes		91	13%
No		604	86%
	Total Responses	**695**	**100%**

MULTIPLE CHOICE

Do you feel that teacher protection and student safety is a priority of the Superintendent and the School District?

Answer Choice	0% 100%	Number of Responses	Responses Ratio
Yes		100	14%
No		596	85%
	Total Responses	**696**	**100%**

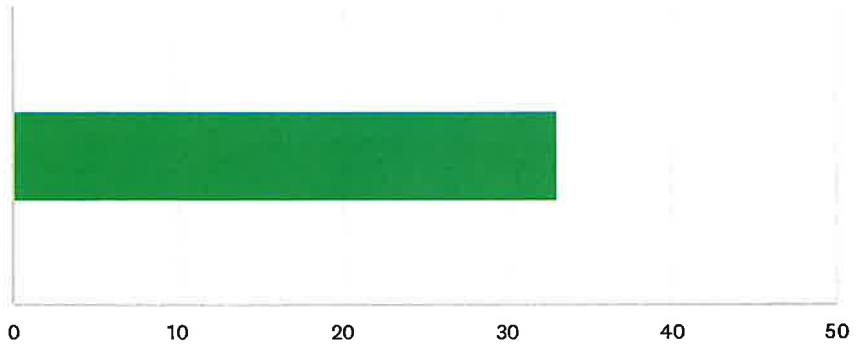
MULTIPLE CHOICE

I would assign the following letter grade to the Superintendent's overall performance. Choose one: A,B,C,D,F

Answer Choice	0% 100%	Number of Responses	Responses Ratio
A		16	2%
B		42	5%
C		145	20%
D		233	33%
F		266	37%
	Total Responses	**702**	**100%**

Q1 Thinking about the Waterbury School District and its varying responsibilities to all of its stakeholders, on a scale of 1 to 100 with ten being the best and one being the worst, how would you rate the current leadership of the District?

Answered: 77 Skipped: 2



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	33	2,542	77
Total Respondents: 77			

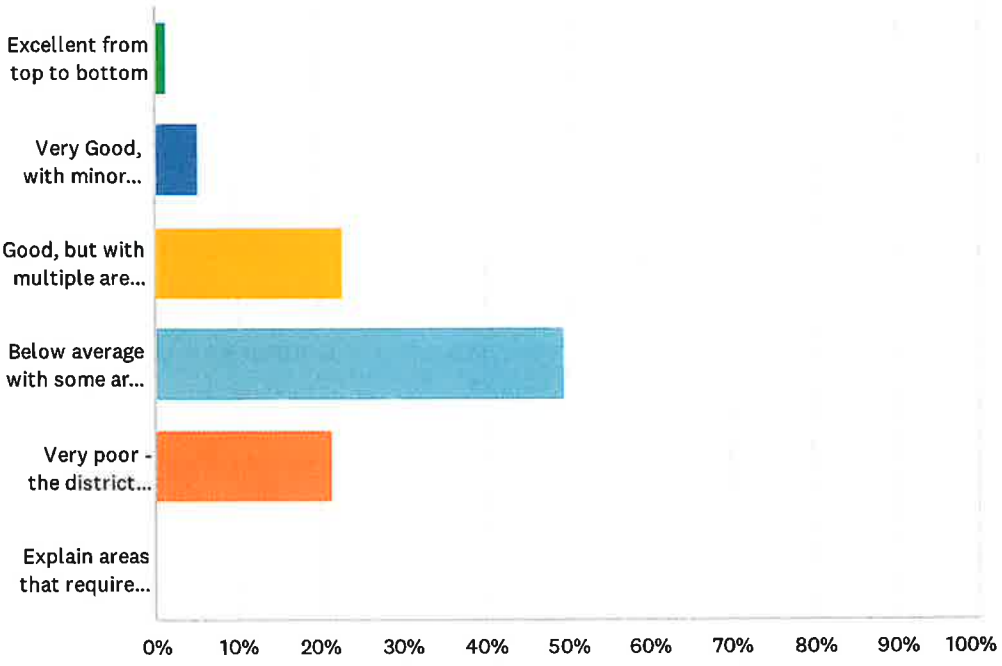
#		DATE
1	25	3/20/2024 11:59 AM
2	25	3/20/2024 11:55 AM
3	30	3/20/2024 11:50 AM
4	8	3/20/2024 10:55 AM
5	1	3/20/2024 10:54 AM
6	1	3/20/2024 8:09 AM
7	50	3/20/2024 8:05 AM
8	4	3/20/2024 7:45 AM
9	28	3/20/2024 7:45 AM
10	27	3/20/2024 7:27 AM
11	48	3/20/2024 6:13 AM
12	75	3/20/2024 6:04 AM
13	54	3/20/2024 4:58 AM
14	25	3/20/2024 4:24 AM
15	25	3/19/2024 10:25 PM
16	100	3/19/2024 9:26 PM
17	40	3/19/2024 9:25 PM

18	50	3/19/2024 9:24 PM
19	50	3/19/2024 9:21 PM
20	15	3/19/2024 9:02 PM
21	75	3/19/2024 8:31 PM
22	1	3/19/2024 7:52 PM
23	25	3/19/2024 7:39 PM
24	40	3/19/2024 7:20 PM
25	55	3/19/2024 7:14 PM
26	70	3/19/2024 7:12 PM
27	50	3/19/2024 7:08 PM
28	50	3/19/2024 6:42 PM
29	40	3/19/2024 6:40 PM
30	42	3/19/2024 6:39 PM
31	30	3/19/2024 6:37 PM
32	32	3/19/2024 6:30 PM
33	45	3/19/2024 6:21 PM
34	30	3/19/2024 6:18 PM
35	50	3/19/2024 6:08 PM
36	100	3/19/2024 6:03 PM
37	75	3/19/2024 5:38 PM
38	45	3/19/2024 5:37 PM
39	30	3/19/2024 5:27 PM
40	15	3/19/2024 5:27 PM
41	20	3/19/2024 5:26 PM
42	25	3/19/2024 4:56 PM
43	2	3/19/2024 4:49 PM
44	1	3/19/2024 4:45 PM
45	20	3/19/2024 4:44 PM
46	15	3/19/2024 4:40 PM
47	15	3/19/2024 4:38 PM
48	60	3/19/2024 4:32 PM
49	50	3/19/2024 4:25 PM
50	30	3/19/2024 4:15 PM
51	49	3/19/2024 4:15 PM
52	25	3/19/2024 4:15 PM
53	2	3/19/2024 4:05 PM
54	1	3/19/2024 3:47 PM
55	20	3/19/2024 3:45 PM

56	0	3/19/2024 3:36 PM
57	1	3/19/2024 3:27 PM
58	10	3/19/2024 3:19 PM
59	1	3/19/2024 3:05 PM
60	30	3/19/2024 3:03 PM
61	0	3/19/2024 1:11 PM
62	51	3/19/2024 12:14 PM
63	30	3/19/2024 12:10 PM
64	0	3/19/2024 12:05 PM
65	0	3/19/2024 11:50 AM
66	41	3/19/2024 11:14 AM
67	96	3/19/2024 11:00 AM
68	70	3/19/2024 10:40 AM
69	80	3/19/2024 10:39 AM
70	22	3/19/2024 10:16 AM
71	21	3/19/2024 10:05 AM
72	50	3/19/2024 10:03 AM
73	5	3/19/2024 10:02 AM
74	25	3/19/2024 9:45 AM
75	20	3/19/2024 9:20 AM
76	50	3/19/2024 9:20 AM
77	23	3/19/2024 9:16 AM

Q2 In assessing the climate of the Waterbury School District in terms of meeting its responsibilities to its students, how would you categorize its performance?

Answered: 79 Skipped: 0



ANSWER CHOICES	RESPONSES	
Excellent from top to bottom	1.27%	1
Very Good, with minor improvements required	5.06%	4
Good, but with multiple areas requiring improvement or attention	22.78%	18
Below average with some areas poorly managed	49.37%	39
Very poor - the district is not serving its community	21.52%	17
Explain areas that require improvement if any, and identify those persons or positions that you believe could be most helpful in causing the necessary improvements, and describe how they could do so.	0.00%	0
TOTAL		79

#	EXPLAIN AREAS THAT REQUIRE IMPROVEMENT IF ANY, AND IDENTIFY THOSE PERSONS OR POSITIONS THAT YOU BELIEVE COULD BE MOST HELPFUL IN CAUSING THE NECESSARY IMPROVEMENTS, AND DESCRIBE HOW THEY COULD DO SO.	DATE
	There are no responses.	

Q3 You may provide an explanation to Question #2 here.

Answered: 41 Skipped: 38

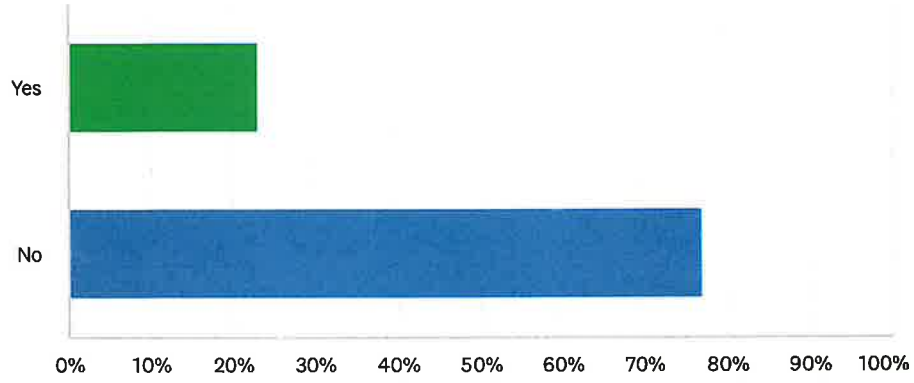
#	RESPONSES	DATE
1	Students needs do not come first, rather this poorly run/funded district (with a focus on becoming ever more top heavy) expects students to fit into existing boxes based on funding and archaic programming/beliefs. Because this is just "how it has always been in Waterbury "	3/20/2024 11:59 AM
2	Schools are not safe. We are told not suspend or to notify the police even when warranted. Police will not arrest for fights with visible injury. The process to remove a student with unsafe behaviors is long and student remains in the school IF process takes place at all. Students are disruptive causing others not to learn. Dr. Ruffin puts public statistics over the safety of all. We have been told to revoke suspensions, not call police, change codes in PowerSchool so it reflects lower number of incidents, so it appears to the public that schools are safe and that disruptive behaviors and fights aren't happening. Insufficient number of required teachers at each grade level which is leaving students unprepared for the next grade. Some schools have small class sizes and others are filled to capacity or over the contractual limits, leaving teachers feeling unsafe and creating low morale. central office staff is frequently unavailable when needed for emergency situations. We are told they are in a cabinet meeting. leaving us to make decisions which are often criticized and told to reverse which leaves staff feeling unsupported. Parents threaten, scream and yell staff and nothing is done. No policies in place and the ones we have aren't enforced or vary from school to school and administrator to administrator the lack of consistency across the district creates tension amongst my peers. There is no transparency about what's really going on in schools to parents and the public.	3/20/2024 10:54 AM
3	District leadership posts last minute requests put upon building administration without guidance or support. Punitive measures are frequently indirectly and directly threatened.	3/20/2024 8:09 AM
4	Administration hands are tied because Central Office doesn't want to make waves. Administration is told to be creative.	3/20/2024 7:45 AM
5	All students are affected by the multiple teacher vacancies especially those who receive special education services. Tv	3/20/2024 7:45 AM
6	The teacher shortage really hurts students and upper leadership doesn't seem willing to be creative about improving the situation. There is good work happening in some places but it is driven more by teachers and building teams than the district.	3/20/2024 4:24 AM
7	Central Office does not support the Special Education Department in properly placing students. There are many students who do not received required services, and those who need out-placement are not always placed, and instead kept within the district. As a result, students are not receiving the proper level of care and services, and staff members are getting hurt. Furthermore, there isn't adequate staffing, programming, nor training to meet the special needs of aggressive and violent students, or students with autism.	3/19/2024 10:25 PM
8	This Superintendent successfully brought this district from financial hardships, racial inequity and a pandemic with ease.	3/19/2024 9:26 PM
9	Equity as it relates to our most fragile populations, teacher retention, school climate	3/19/2024 9:25 PM
10	Students requiring special programs - many not receiving IEP compliance & compensentatory time services delivered inconsistently or not at all instructional environment of the general ed classroom is constantly disrupted by behaviors not being addressed by adequate provision of specialists or support staff trained to manage - this deficit ultimately interferes with optimal learning for all students in the class. Parent accountability for compliance to school district rules, policies & school/state reguirements & civil conduct in the school public school environment - with supporting - backing school based leadership in matters involving parents lack of metal detectors at the schools	3/19/2024 9:02 PM
11	Alternative placement for students with behavioral issues on a much wider scale is needed.	3/19/2024 8:31 PM
12	Special education students are not being serviced , constant talk of equity but We are	3/19/2024 7:52 PM

	constantly being told there is no space in specialized programs , no paraprofessionals and no sped staff to fulfill the IEP goals, objectives and service hours. Students who are gifted are overlooked for the academic academy because of attendance or Log entries. No ML supervisor still and ML teachers who have enormous caseloads .	
13	I chose below average because there hasn't been a clear vision shared for how we are going to address our achievement gap. I would like to have a clear message conveyed to all members of our community that the district is prioritizing the readiness of students to take on the challenges that they are going to face.	3/19/2024 7:20 PM
14	Too many new programs without giving attention to the areas in need of improvement that were in existence before the new programs.	3/19/2024 7:14 PM
15	Inequitable conditions and resources to buildings, especially older ones in need.	3/19/2024 7:12 PM
16	Very few resources to support students and give them what they need	3/19/2024 6:42 PM
17	Lack of paraprofessionals, special education teachers, specialized programs to meet the needs of all of our students. IEP's not being met, severe behavior problems with students that are not in their least restrictive setting.	3/19/2024 6:40 PM
18	Too many last minute decisions that requirement immediate attention. New initiatives from departments in Central Office with no imput from SAW members.	3/19/2024 6:39 PM
19	Students with special needs and social emotional needs are not being given adequate services due to short staffing and departmental decision making without admin input just one example is our young students without proper interventions outline as needed in IEP and lack of programming or placement options such as ABA	3/19/2024 6:37 PM
20	Special education students - no support or staff- placed in regular ed classroom student's not being placed in special programs due to lack of space or staff	3/19/2024 6:21 PM
21	Out of touch with ongoing daily matters in schools and classrooms. No long term solutions are given just quick fixes.	3/19/2024 6:18 PM
22	Sped department	3/19/2024 6:08 PM
23	Special education department needs more specialized classrooms to support students.	3/19/2024 5:38 PM
24	SPED students are poorly managed.	3/19/2024 5:37 PM
25	Systems and teams do not collaborate and align to create coherence across the district. There are more silos now than ever before.	3/19/2024 5:26 PM
26	Downtown people say run your building but then micro manage everything. You discuss what is needed for your building to get the best for and out of your students. School was told make it happen with what you have. Schools were left severely understaffed. We still don't have things in place to identify students with weapons. They don't put their weapons down to come to school.	3/19/2024 4:45 PM
27	We are consistently asked to implement initiatives without waiting to see if they work. We are allowing disruptive students to take away educational opportunities of other students.	3/19/2024 4:40 PM
28	Staffing remains the number 1 priority, especially for special populations. Teaching and learning have shown improvement. More support and responsiveness is needed from central office. at times, emails and phone calls go unanswered or returned, yet we are often asked to respond on short notice.	3/19/2024 4:32 PM
29	Resources not allocated properly, removing certified teachers and replacing with substitutes, not enough social workers.	3/19/2024 3:27 PM
30	People do the best of their abilities, but when you are not valued and morale is low..that impacts your work. I feel that there is a lack of transparency and accountability that has impacted my trust and confidence in the district's leadership. This has impacted moral in the district and has more and more teachers and admin leaving our district.	3/19/2024 3:19 PM
31	There needs to be an expansion/change in alternative education for students in need of a change of setting. The excuse always is, there are not enough teachers and there is no room.	3/19/2024 3:05 PM
32	Some schools and some academic departments are in way better shape than others.	3/19/2024 12:10 PM

33	We are not taking the teacher shortage seriously. Schools are figuring out ways to make it work for our students which in return makes central office think everything is ok and it is not!	3/19/2024 12:05 PM
34	Lack of resources, time for collaboration or personnel to deal student discipline. They just tell us to cut down on suspension but give no alternatives or training.	3/19/2024 11:14 AM
35	We need a staff retention plan at all levels	3/19/2024 11:00 AM
36	Waterbury is far from a one size fits all district, and in many ways, resources, supports and oversight are treated as such.	3/19/2024 10:40 AM
37	The Special Education Dept. Students are inappropriately placed in regular education settings because we are constantly being told by the sped dept. "there isn't any room in certain programs".	3/19/2024 10:16 AM
38	Our students are struggling academically and emotionally. There is always "one more thing" to add to teaches plates, So they are struggling to provide their students with the attention and support that they need to be emotionally and mentally healthy. This stifles our students ability to achieve academic success	3/19/2024 10:05 AM
39	We are doing well with moving forward in math, reading, and science but SPED is really lacking. We need to provide other programs or options for students who are really struggling with behavior.	3/19/2024 9:45 AM
40	There are too many new initiatives implemented without a clear plan. Far too often things are rushed without thought given to them. Admins are asked to do things with quick turn around time without any real forethought to the expectations and time commitment.	3/19/2024 9:20 AM
41	We do not have enough self-contained programs to support the students. The students needs are much more severe now then they have been. We need more special education teachers in the elementary school. It isn't ethical that students in HS are getting co-taught science when students in elementary aren't getting any help. I have been saying for the past 2 years that we need to make changes so we can support the students.	3/19/2024 9:20 AM

Q4 Do you have faith in the superintendent's leadership of the district?

Answered: 78 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	23.08%	18
No	76.92%	60
TOTAL		78

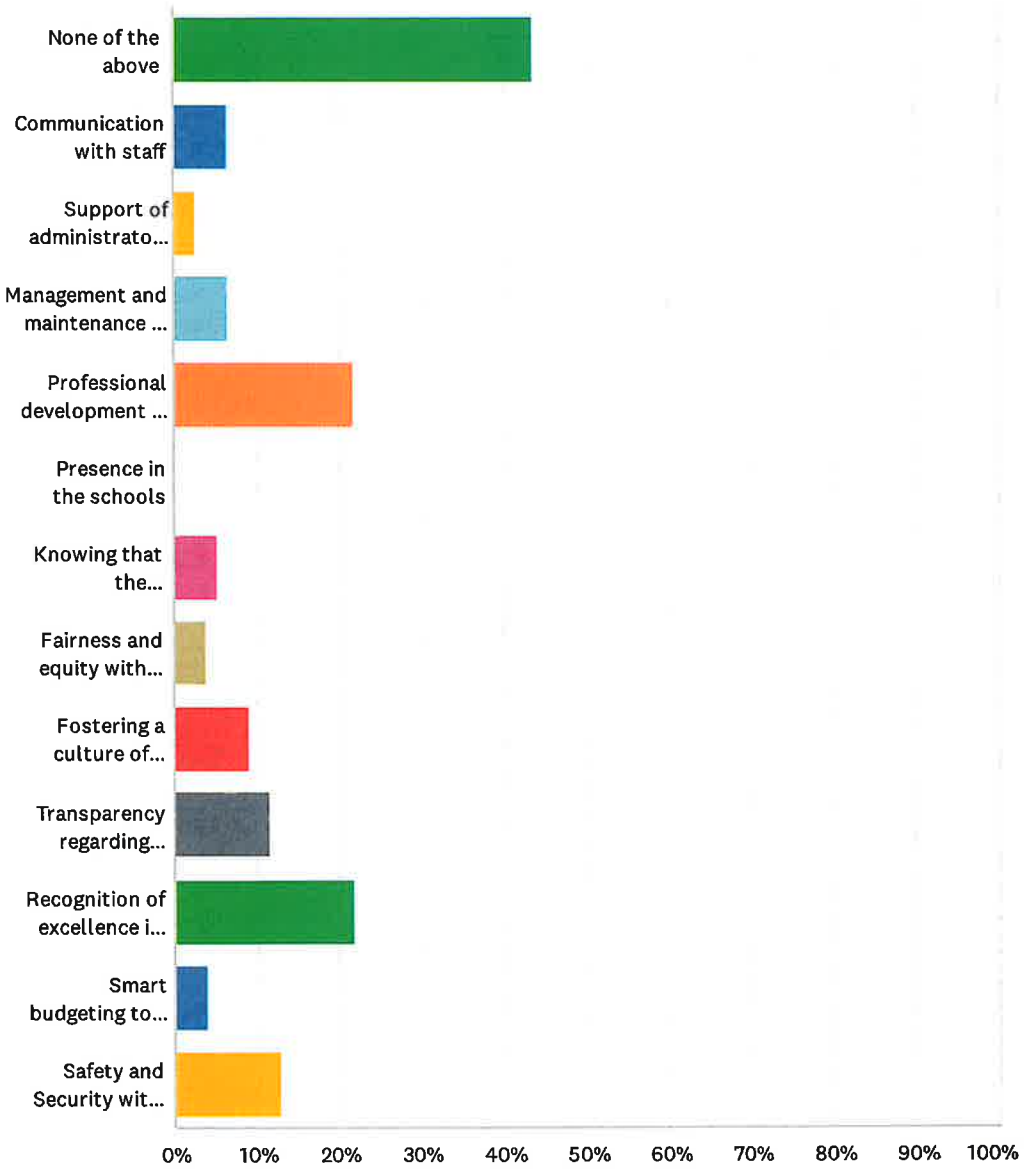
#	PROVIDE ANY OTHER INFORMATION THAT MAY BE HELPFUL IN EXPLAINING YOUR ANSWER	DATE
1	Disconnected from what each of her administrators does. Divisive. We operate as individuals rather than in concert with one another to increase a sense of community, climate and efficiency.	3/20/2024 11:59 AM
2	Dr. Ruffin does not communicate to administrators- teachers and parents are informed at the same time about important issues or events. She retaliates if you speak the truth. No support for administrators. We are often to create our own letters to notify parents in certain situations. The lack of uniformity creates numerous issues as many families have students in different schools. This lack of consistency often has parents questioning and accusing administrators of targeting them or their child. Central office encourages principals to make their own letters as it allows them plausible deniability when parents complain.	3/20/2024 10:54 AM
3	The superintendent seems to have very little respect for the experience of educators who directly work with students. This makes it difficult to address the issues facing students and families.	3/20/2024 4:24 AM
4	The Superintendent seems to target individuals, including principals, and has made decisions without explanation, except to say, "it is in the best interest of the district." Instead, principals need an administration, including the deputy and assistant superintendents, that are supportive, transparent, open, and honest.	3/19/2024 10:25 PM
5	She is very accessible can call her when I'm a crisis.	3/19/2024 9:26 PM
6	I believe Dr. Ruffin cares about the students. I wish she were better able to inspire more buy-in for the work that needs to get done.	3/19/2024 7:20 PM
7	She has good intentions but cannot meet all the issues in the district currently.	3/19/2024 6:42 PM
8	Dr. Ruffin seems to be making the hard choices for the district, but there are too many other people downtown making decisions and making daily changes that impact schools in a negative way.	3/19/2024 6:39 PM

9	Dr. Ruffin has done incredible things in Waterbury and has been an amazing model of leadership. Her tenure seems to have aged her and in many of her public appearances she has come off as slower to the punch, rehearsed, and can ramble off on tangents. It's time for us to celebrate the work she has done and invite new perspectives of leadership to continue the momentum of change she started.	3/19/2024 6:37 PM
10	Out of touch with what's happening with the schools and departments in the district	3/19/2024 6:18 PM
11	I believe she has decent intentions but I don't know she has the ability to follow through.	3/19/2024 5:38 PM
12	While the superintendent has some good ideas, she has yet to establish a culture and climate across the district to attract and retain talent. Good ideas are meaningless if you do not have talented people on board to see them through. The lack of trust has also created a toxic work environment.	3/19/2024 5:26 PM
13	I have only seen downtown grow with personel and all they do is create more work for the people already overwhelmed. I don't believe they care about us or do anything to support us. An example would be having the supervisors create reports for the schools with important data rather then expect building admin to pull for them.	3/19/2024 4:45 PM
14	Too many times we are asked to do things last minite or are "strongly encouraged" to attend events after work hours.	3/19/2024 4:40 PM
15	The same issues are brought to her attention with no change even when suggestions are offered by SAW. Although we have so many central office leaders, our jobs seem to be getting more complicated with more tasks given. There is a lack of communication and when you try to seek the answer, you are re-routed to numerous different people with different answers. We rely on each other to get solutions. We are given tasks that administrators in other districts are not expected to complete and take away from the ability to be present in our buildings. Procedures are not streamlined and change at a moments notice with no input from S.A.W.	3/19/2024 4:38 PM
16	I feel that there is no professionalism here and that our expertise is not valued, respected, appreciated, and taken into consideration when relevant. I also feel that if I do speak up, that I will be retaliated against. And when there is anything that has to do with feel good/celebratory occasions, the Superintendent is there. And when a difficult decision needs to be made, it is pushed off onto someone else to make that decision or you receive no answer at all. Because of this, I do not feel valued or respected at all and has prompted me to apply outside of the district.	3/19/2024 3:19 PM
17	The district needs a new direction, new energy and a new voice in its leadership, primarily in a new superintendent.	3/19/2024 3:05 PM
18	It's all show.	3/19/2024 12:10 PM
19	She has no idea what is going on in our schools. She stated at the Convocation she wanted to know the staff and schools better and she was going to make a point to visit more. Haven't seen her yet. Again, she is not helping with the hiring of SPED staff, our students and staff are suffering because of it. The assistant Super is no better, she doesn't care about the administrators either.	3/19/2024 12:05 PM
20	She is aloof, more worried about image vs. results	3/19/2024 11:14 AM
21	While I have faith in the leadership, I do not feel that the action steps are meeting the ever-changing needs of our district fast enough, and it's at the expense of many of our students not receiving the tools they need to be successful. The supply is so far removed from the demand.	3/19/2024 10:40 AM
22	There is a culture of fear, especially among Black female administrators. We are all wondering, "who is next"	3/19/2024 10:05 AM
23	At times	3/19/2024 10:03 AM
24	She always says open door or contact her but she is not helpful or available!	3/19/2024 9:45 AM
25	There is a complete disconnect between the roles of SAW leadership and the superintendent. The superintendent has zero knowledge of what the different roles in SAW do. There's also no understanding of how to work with unions. There is a complete and utter lack of communication and transparency. Everything feels like the "woman behind the curtain." The superintendent attempts to seem accessible when it benefits her, but not regularly.	3/19/2024 9:20 AM
26	She isn't around in schools and hasn't done anything to address the concerns of the special	3/19/2024 9:20 AM

education department- allocating more money so we can hire ABA therapists, BT's etc

Q5 If you had to choose up to three areas of excellence with respect to the Superintendent's leadership of the District, what would they be? (Choose between zero and 3 areas)

Answered: 78 Skipped: 1



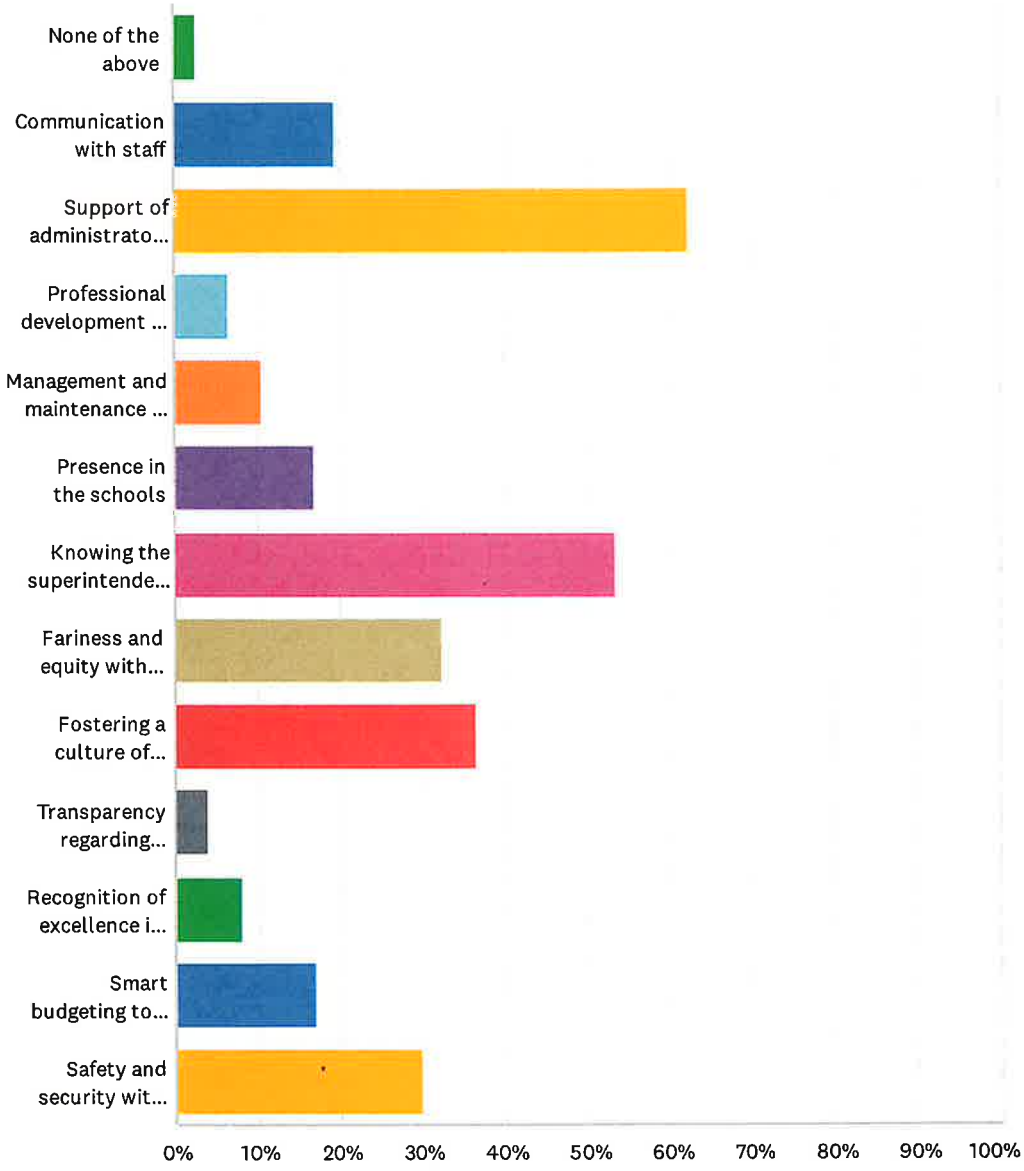
ANSWER CHOICES	RESPONSES	
None of the above	43.59%	34
Communication with staff	6.41%	5
Support of administrators in the performance of their functions	2.56%	2
Management and maintenance of facilities	6.41%	5
Professional development of staff and creating advancement opportunities	21.79%	17
Presence in the schools	0.00%	0
Knowing that the superintendent cares about her administrators and "has their back"	5.13%	4
Fairness and equity with staff	3.85%	3
Fostering a culture of openness and collaboration	8.97%	7
Transparency regarding expectations and learning outcomes	11.54%	9
Recognition of excellence in performance	21.79%	17
Smart budgeting to meet the needs of the schools and their stakeholders	3.85%	3
Safety and Security within district facilities	12.82%	10
Total Respondents: 78		

#	PROVIDE AN EXPLANATION OF YOUR ANSWER	DATE
1	This speaks for itself	3/20/2024 11:59 AM
2	Dr. Ruffin has a lack of presence in my school other than for award ceremonies. I feel Dr. Ruffin lacks all of the areas in the above list. There is no support for administrators to allow them to perform daily functions to keep the school running smoothly, safely and with high quality results. We are tasked with more and more things which takes away from supporting teacher, staff and students. Money has been wasted to pay exurbanite amounts for class overages and extra caseloads. Most of these expenses could have been eliminated with proper placements and some restructuring.	3/20/2024 10:54 AM
3	Only one area of excellence	3/20/2024 7:45 AM
4	I have not seen the superintendent demonstrate commitment to any of these areas.	3/20/2024 4:24 AM
5	Could have selected others but was limited to three.	3/19/2024 9:26 PM
6	On a personal level, I enjoy Dr. Ruffin. Professionally, I have not really interacted with her much.	3/19/2024 7:20 PM
7	We are in a better place financially than many in the state post covid due to the approach with Esser funds and COVID grants thanks to a strategic approach	3/19/2024 6:37 PM
8	While I feel none of the above apply, the superintendent has several ideas to create new programs though they are not implemented appropriately. The superintendent is also excellent at managing the district's narrative through the communications department. Additionally, the superintendent excels at controlling communications between administrators and the BOE. As a result, the BOE lack an awareness of current conditions across the district.	3/19/2024 5:26 PM
9	I feel that downtown is very calculated and causes divide between our community. I don't feel like anyone would have my back, you are on an island all by yourself. I thinking changing how money was allocated in the CN was wrong. There was a plan with what the budget was originally assigned to. Requests that are made of buildings are not given the staff or time to be very effective.	3/19/2024 4:45 PM
10	Talk, talk, talk. Much of what is dispensed to the public is less than accurate.	3/19/2024 4:44 PM

11	I have been given several opportunities for growth but have also been looked over for many others so I feel it is not equitable	3/19/2024 4:15 PM
12	I feel that the recognition of excellence in performance is the only one because she is there to be a part of, or even take the unspoken credit for the honor. This honor/celebration could be results of standardized testing. increased scores, or a student wins a scholarship just because she entered her name in a raffle.	3/19/2024 3:19 PM
13	Communication is fine, but what ever PLCs we do have focused on discipline data, nothing else is what partners do we have regarding mental health for our students. We have students on "suicide watch" and have to 1:1 staff follow them all day but no additional help for special ed students	3/19/2024 11:14 AM
14	Communication and leadership has been strong. The challenges are mostly getting more people in vacant roles	3/19/2024 11:00 AM
15	While I do find PD to be a relative strength, it is not differentiated to meet the needs of various schools/programs throughout the district.	3/19/2024 10:40 AM
16	The current climate discourages administrators to ask for support or even voice your opinion as that is seen as a sign of weakness. We are always in defence mode because we fear retaliation for exercising your basic rights.	3/19/2024 10:05 AM
17	All other areas are not present.	3/19/2024 9:45 AM
18	I can't in good faith mark any of these as positive.	3/19/2024 9:20 AM
19	The only communication we got is when we don't have a day off but students do or with early dismissals. I have not seen her in any of the schools I have been in. When the DOJ came - she didn't reach out and offer her support that week to those of us that were involved.	3/19/2024 9:20 AM

Q6 If you had to choose three areas where the Superintendent could improve to allow you to perform to a higher level in your duties and functions, what would they be. (Choose between zero and 3 boxes).

Answered: 77 Skipped: 2



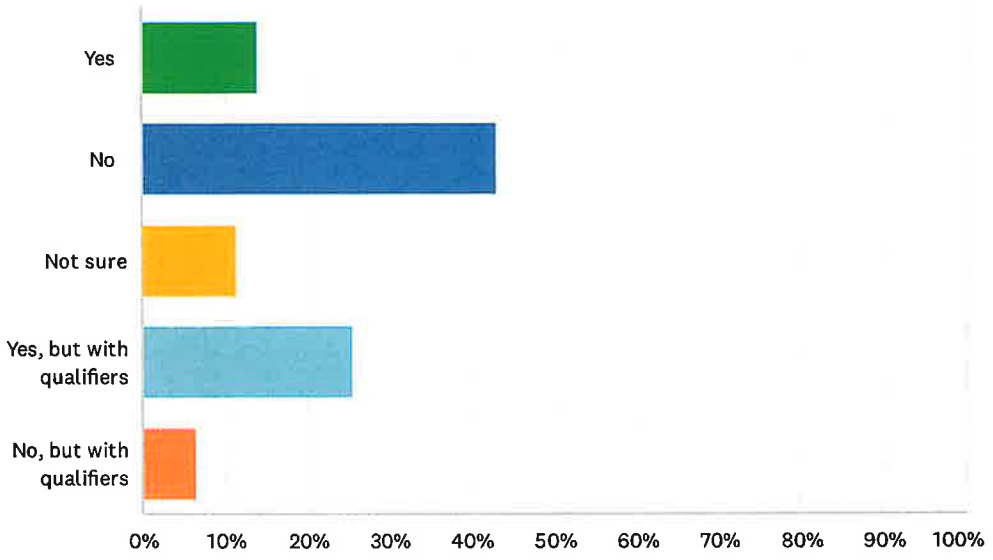
ANSWER CHOICES	RESPONSES	
None of the above	2.60%	2
Communication with staff	19.48%	15
Support of administrators in the performance of their functions	62.34%	48
Professional development of staff and advancement opportunities	6.49%	5
Management and maintenance of facilities	10.39%	8
Presence in the schools	16.88%	13
Knowing the superintendent cares about administrators and "has their back."	53.25%	41
Fariness and equity with staff	32.47%	25
Fostering a culture of openness and collaboration	36.36%	28
Transparency regarding expectations and learning outcomes	3.90%	3
Recognition of excellence in performance	7.79%	6
Smart budgeting to meet the needs of schools and their stakeholders	16.88%	13
Safety and security within district facilities	29.87%	23
Total Respondents: 77		

#	PROVIDE AN EXPLANATION OF YOUR ANSWER.	DATE
1	Speaks for itself	3/20/2024 11:59 AM
2	Dr. Ruffin is a bully. She doesn't respect or support administrators. We are scared of retaliation. She favors some and punishes others.	3/20/2024 10:54 AM
3	All of the above	3/20/2024 8:09 AM
4	Schools aren't maintained efficiently. There is no fairness or equity nir does the budget meet the needs of the schools.	3/20/2024 7:45 AM
5	Safety and security continue to be an issue and a matter of great concern. We need more support staff (counselors and school social workers) to assist with student behavior.	3/20/2024 6:04 AM
6	People are scared to be honest about what they think and worry about retaliation if they express any idea that doesn't align with the superintendents beliefs. This keeps us from having honest conversations about improving outcomes for our kids and families and is really discouraging.	3/20/2024 4:24 AM
7	I must appreciate how Dr. Ruffin successfully navigated such a difficult and extremely political district. Additionally, she lost her mom as well and still kept District afloat.	3/19/2024 9:26 PM
8	There is very little collaboration going on. Regarding communication, it would be appreciated if Dr. Ruffin could hold some round tables with small groups of admin to discuss her vision and hear from us about ideas we may have to address problems we're facing.	3/19/2024 7:20 PM
9	We need more specialized programs in the schools to service students and more staff to teach our students.	3/19/2024 6:42 PM
10	Admin should have more input within central office departments regarding how initiatives "roll out" and affect their building. One size fits all is not appropriate for a district of over 30 schools with different needs	3/19/2024 6:37 PM
11	Not all administrators are treated fairly. Many are undervalued, up to and including the Deputy. Does he still work for Waterbury?	3/19/2024 5:26 PM
12	Tired of some buildings getting everything done but when it comes for our school all of a	3/19/2024 4:45 PM

	sudden there is no money. There is no fairness in the treatment of schools.	
13	There is a lot of talk but little, if any, action. Money spent on positions, and in other ways, that do not positively impact students. Very divisive leadership.	3/19/2024 4:44 PM
14	Multiple administrators on special assignment Multiple administrators in interim positions because others are on special assignments so those positions can not become permanent.	3/19/2024 4:40 PM
15	Fairness and equity with staff: I feel that not all admin are treated the same. We have observed instances where certain staff members seem to receive preferential treatment or face disproportionate consequences compared to others. This lack of consistency undermines morale and trust among the staff, leading to a perception of unfairness within the organization and a negative work environment. Communication Disparities: Important information or decisions are sometimes communicated inconsistently or selectively, resulting in a lack of transparency and clarity that can contribute to feelings of frustration and feelings of favoritism/bias. Smart budgeting to meet the needs of schools and their stakeholders: It is apparent that the superintendent's budgetary allocations do not address the needs of our schools and stakeholders. Contracts to correct issues in buildings are not renewed in time for there to be no lapse in coverage. Despite the diverse and crucial needs within our district, the superintendent seems to prioritize certain events and resources over the needs of the district as a whole. What is the return on the investment when sending the superintendent and her chosen few to a 10-day "trip" to Portugal, Puerto Rico, and other locations/trips? Did the district improve after these trips? Were learned initiatives put in place in Waterbury and we have noticeable improvements? What about the thousands of dollars that were spent on training administrators, pulling them out of schools during the school year) for NISL Program? Has that improved the district at all? Are past attendees raving how great it was, or was it a waste of time and money? And then we repeat it with two additional cohorts? And why was THIS organization picked?	3/19/2024 3:19 PM
16	She doesn't have a clue what many of the admins actually do.	3/19/2024 12:10 PM
17	She need to work on all of the above	3/19/2024 12:05 PM
18	Having empathy and a clear understanding of the unique needs of every school/program is critical to success. Yes, this occurs through data, but more importantly through school visits, ongoing dialogue, transparency, and clear action steps with timelines that are adhered to.	3/19/2024 10:40 AM
19	Most of us operate out of fear. The fear that we will not be supported and can loose our jobs at the drop of a hat.	3/19/2024 10:05 AM
20	I wanted to choose more!	3/19/2024 9:45 AM
21	See my previous comments for an explanation that aligns with these.	3/19/2024 9:20 AM
22	I honestly don't think she knows what my day looks like, what I deal with..	3/19/2024 9:20 AM

Q7 Given the current climate of the Waterbury Public Schools, do you feel that you are able to perform your duties to the level to which you aspire under the current superintendent's leadership?

Answered: 79 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	13.92%	11
No	43.04%	34
Not sure	11.39%	9
Yes, but with qualifiers	25.32%	20
No, but with qualifiers	6.33%	5
TOTAL		79

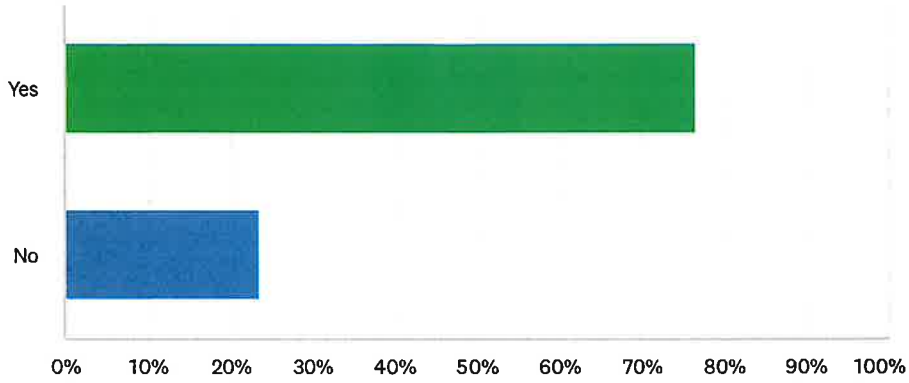
#	PROVIDE AN EXPLANATION IF NECESSARY.	DATE
1	I have never experienced so many road blocks/obstacles in wanting to help children in my life. I am a talented and driven advocate for children and not being able to help keeps me awake at night. Given these reasons and so many more...I would not put the faith of my own children's futures in the hands of this city.	3/20/2024 11:59 AM
2	We are set up to fail and have little support, yet we are questioned why we have student discipline issues, student scores aren't meeting state goals and teachers are leaving to go to other districts. My staff and I have high levels of anxiety and stress on a daily basis.	3/20/2024 10:54 AM
3	Retaliation by members of the cabinet team is consistent!	3/20/2024 8:09 AM
4	Honestly, the job feels impossible most days. We do the best we can but the directives from the superintendent and her designees feel impulsive, not fully developed, disconnected from the needs expressed, and even conflicting with each other. We also receive no real support.	3/20/2024 4:24 AM
5	This also includes the Superintendent's team of deputy and assistant superintendents. Very	3/19/2024 10:25 PM

	negative, dishonest, non-transparent, and untrustworthy.	
6	Dr. Ruffin has secured a substantial amount of funding to support educational development and supports to meet the needs of the staff and students far more than her predecessors.	3/19/2024 9:26 PM
7	Fights have skyrocketed since no arrest policy and day to day operations are beginning to feel unsafe.	3/19/2024 8:31 PM
8	Work great with the admin team at the school level	3/19/2024 7:59 PM
9	While I understand that things are "political" in Waterbury, I can't help but wonder how any superintendent can be a successful leader so long as political interference, political agendas, and political appointments are allowed to infiltrate the running of our school system. We are operating in a culture of fear. No one wants to be honest because "somebody" might find out. In the last year alone, I have lost track of how many times I have wanted to speak up only to be told to watch my back because "somebody" knows "somebody" in City Hall. It's like working in a B-level mob movie. I don't know how much longer I am willing to put up with this.	3/19/2024 7:20 PM
10	We are underpaid as compared to other districts we also need more full time behavioral support and social emotional support in elementary buildings I.e. full time behavior techs and social workers so admin may have more time for instructional leadership. Every research point clearly indicates early intervention as key to a child's development.	3/19/2024 6:37 PM
11	There is a need need for more support staff in buildings - attendance counselors, BTs, full time social workers so that administrators can be instructional leaders.	3/19/2024 5:37 PM
12	The superintendent sets the tone for the district. The current climate is ugly. It lacks trust and support. It is very difficult to be impactful as a leader when staff continue to leave the district or avoid coming in the first place due to a toxic climate.	3/19/2024 5:26 PM
13	We request tutors and are denied. Our population has all the specialized special education programs which tanks our graduation Rate. Since covid expectations are never ending, this does not allow for a healthy work/life balance. Downtown is burning out school administration by constantly dumping more and more in the schedule and throwing things last minute that need to be done right then. This is why we have so much turnover in this district.	3/19/2024 4:45 PM
14	I feel like all of my efforts are made on the part of students and staff, despite a lack of real support. Thankfully I am part of a good team at the school level. We dream of what would be possible with real support.	3/19/2024 4:44 PM
15	yes, but administrator time does not seem valued - at times, requests to central office do not get responses and time is wasted making multiple requests, there are often last minute directives from central office, and pulling administrators out of schools during the day puts a strain on supporting our staff.	3/19/2024 4:32 PM
16	No changes have been made thus far, very low expectations	3/19/2024 4:15 PM
17	Given the current climate within our district, I can not fulfill my duties to the standard I aspire to under the present superintendent's leadership. The environment within the district, shaped by the superintendent's decisions and management style, presents obstacles that hinder my effectiveness in executing my responsibilities to the fullest extent. The leadership approach of the superintendent has contributed to a negative /hostile work environment that is not conducive to productivity and professional growth. This atmosphere undermines morale and motivation, making it difficult for me to perform at my best.	3/19/2024 3:19 PM
18	Dealing with discipline, contacting parents inhibits my ability for classroom observations, training new teachers in the building.	3/19/2024 11:14 AM
19	I am putting out more fires than evaluations and spending time in classroom	3/19/2024 11:00 AM
20	It can only be done with the proper safety measures, resources and supports to support sustainability of our unique programmatic needs.	3/19/2024 10:40 AM
21	I feel that we have to do want central office wants us to do, say what they want us to say...or deal with the " consequences". We cannot be our authentic selves as leaders.	3/19/2024 10:05 AM
22	At times, support and guidance is not given even when requested.	3/19/2024 10:03 AM
23	I do what I need to do, but with the feeling of no value	3/19/2024 10:02 AM

24	The climate is ...always feeling like we are not doing enough or doing something wrong. Always demands never finding the positives things administrators do!	3/19/2024 9:45 AM
25	I need more support in order to do my job to the max	3/19/2024 9:20 AM

Q8 Given the current climate within the district, are you seriously considering seeking employment in another district?

Answered: 77 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes	76.62%	59
No	23.38%	18
TOTAL		77



COMMUNICATIONS



March 20, 2024 through
April 2, 2024

Connecticut Association of Boards of Education

Jody I Goeler, Senior Staff Associate for Policy Service

PRESENTS

POLICY HIGHLIGHTS

March 14, 2024

guide the responsible use of AI to enhance learning while also protecting privacy and promoting educational equity. (November 10, 2023) Released in October 2023, the Software & Information Industry Association (SIIA) released Principles for the Future of AI in Education, which is expected to help the ed tech industry support educators' efforts to infuse AI effectively and safely in their classrooms. As boards and superintendents consider adopting and/or updating AI and responsible use policies, these seven principles may provide useful guidance to balance privacy concerns with instructional opportunities:

1. AI technologies in education should address the needs of learners, educators, and families.
2. AI technologies used in education should account for educational equity, inclusion and civil rights as key elements of successful learning environments.
3. AI technologies used in education must protect student privacy and data.
4. AI technologies used in education should strive for transparency to enable the school community to effectively understand and engage with AI tools.
5. Companies building AI tools for education should engage with education institutions and stakeholders to explain and demystify the opportunities and risks of new AI technologies.
6. Education technology companies and AI developers should adopt best practices for accountability, assurance, and ethics, calibrated to mitigate risks and achieve the goals of these principles.
7. The education technology industry should work with the greater education community to identify ways to support AI literacy for students and educators.

Sara Kloek, Vice President, Education and Children's Policy for SIIA, noted, "As the trade organization representing the leading companies in ed tech, it is our mission to advance the responsible use of AI to enhance a learner's educational experiences while at the same time protecting their privacy, promoting educational equity, upholding civil rights, and developing important skills for the future." Not a bad opening line for a responsible use policy.

In January 29's Policy Highlight, I shared CABE's updated policy, which spelling out the board's obligation to submit their district's Educator Diversity Plans to the State Department of Education by March 15th. Policy no. 4111.3, Educator Diversity Plan, which replaces the policy previously titled Minority Recruitment Plan, is not a mandated policy.

Boards of Education are not required to have a policy for increasing educator diversity. However, CABE has developed this model policy and regulations to support boards of education and superintendents as they carry out this multifaceted and critical work. The policy speaks to the

board's commitment and recognition that there will need to be a sustainable effort to close the gap between the increasing diversity of our students and the current under-representation among the educator workforce.

The regulations provide a broad overview of the important elements of successful planning. Perhaps more importantly, they include links to excellent resources for the teams developing these plans and leading the work forward.

To lend support for this critical initiative, the legislature passed in 2023 a $10 million allocation for the Aspiring Educators Diversity Scholarship Program. Available to Connecticut's 16 Priority Districts, students can receive up to $10,000.00 to pursue a career in education. In a recent Op-Ed piece published in the Hartford Courant (March 12, 2024), a member of the Windsor Board of Education and Chair of the CABE Board of Directors, Leonard Lockhart, requested the General Assembly "keep its promises." One of those commitments noted in his piece is to "Invest in programs that promote the training, hiring, and retention of educators of diverse backgrounds and increase opportunities for district's and RESC's grow-your-own programs."

While the Educator Diversity Plan calls attention to this important initiative and provides a meaningful and broad framework and useful resources for districts, investing in our young people of color to pursue careers in teaching remains a critical lynchpin in meeting our goal as a State to diversify the educator workforce.

In the CT Mirror article, *CT Urges Students to Apply for $10K Educator Diversity Scholarship* (Jessika Harkay, March 11, 2024), Senator Doug McCrory, co-chair of the Education Committee, noted about this scholarship program, "It was one of the most important pieces of legislation that passed last year." Calling urgency to the matter of increasing educator diversity, he added, "Right now, about 53% of the children that attend public schools in the state of Connecticut are children of color. Yet, about 11% of the teachers are teachers of color. That has to change."

The second application period for the Aspiring Educators Diversity Scholarship Program closes March 15th, the date districts are required to submit their plans for increasing educator diversity. With the appropriate level of urgency related to initiatives addressing the lack of educator diversity and the overall teacher shortage our State is confronting, perhaps this scholarship opportunity can be extended to students of color in all of our districts.

In a recent update provided to superintendents, the Connecticut State Department of Education is now making available its CSDE Financial Literacy Course Kit, which they describe as a resource "to support the design, development, and implementation of financial literacy and financial management courses or learning experiences to support the accumulation of credit in grades 9-12."

The statement continues, "This unique resource provides guidance for certification, learning models, updating local curricula, access to instructional resources, and alignment to Career and Technical Student Organizations. The CSDE Personal Financial Management and Financial Literacy (ct.gov) webpage has additional resources as well. All inquiries can be sent to Chief Academic Officer Irene Parisi at Irene.Parisi@ct.gov."

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 4, 2024

Johnny Planas
88 Francis St., Apt. 3
Waterbury, CT 06708

Dear Mr. Planas:

Welcome to employment with the City of Waterbury. Your name is being certified to the Education Department for the position of Maintainer I (Req. #20240735) at $17.24 per hour. Please contact Michal Konopka, School Inspector at (203) 574-8000 ext 11221 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, March 14, 2024 at 9:00 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 7, 2024 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 9 months in duration. The department head will be responsible for executing your probationary evaluation no later than 9 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
Michal Konopka, School Insp
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 6, 2024

Daniel Pagoaga
19 Anderson St., Apt. 3
Naugatuck, CT 06770

Dear Mr. Pagoaga:

Welcome to employment with the City of Waterbury. Your name is being certified to the Department of Education for the position of General Utility Mechanic (Req. #2023681A) at $24.24 per hour. Please contact Michal Konopka, School Inspector at (203) 574-8000 ext 11221 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, March 14, 2024 at 9:00 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 7, 2024 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 9 months in duration. The department head will be responsible for executing your probationary evaluation no later than 9 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
Mike Konopka, School Insp
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 8, 2024

Manuel Quinones Ortiz
28 Waverly St.
Waterbury, CT 06710

Dear Mr. Quinones Ortiz:

This is to inform you that your request for a voluntary demotion to a Maintainer I (Req. #20240771) in the Department of Education has been approved. Your rate of pay in this new assignment will be $19.76 per hour.

Your official start date in this position was March 7, 2024 and your work new location will be Wallace Middle School.

I hope that you are happy in your new assignment.

Sincerely,

Nicholle West

Nicholle West
Human Resources Generalist

NW/sd

cc: Board of Education
Dr. Ruffin, Supt. of Schools
Mike Konopka, School Inspector
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 8, 2024

Waldemar Hernandez
47 Randolph Ave., Fl 1
Waterbury, CT 06710

Dear Mr. Hernandez

This is to inform you that you are being transferred from Tinker Elementary School to the position of Maintainer I in the Department of Education – Food Service (Req #20240752). Your rate of pay will be the same.

Your start date in this new department was March 7, 2024.

I hope that you are happy in your new assignment.

Sincerely,

Nicholle West

Nicholle West
Human Resources Generalist

NW/sd

cc: Board of Education
Dr. Ruffin, Supt of Schools
Linda Franzese, Director of Fd 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 11, 2024

Anthony Okeoma
26 Angel Dr., Apt. B
Waterbury, CT 06708

Dear Mr. Okeoma:

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. #2023906) at $18.20 per hour. Please contact Wendy Johns, 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 28, 2024 at 9:00 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 21, 2024 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
Wendy Johns, 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, 2024

Johane Metellus-Surpris
16 Evergreen Terr
Seymour, CT 06483

Dear Ms. Metellus-Surpris:

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. #20240579) at $18.20 per hour. Please contact Wendy Johns, 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 28, 2024 at 9:00 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 April 1, 2024 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
Wendy Johns, 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, 2024

Derek Yates
464 Sylvan Ave.
Waterbury, CT 06706

Dear Mr. Yates:

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. #20240338) at $18.20 per hour. Please contact Wendy Johns, 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 28, 2024 at 9:00 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 21, 2024 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
Wendy Johns, 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 14, 2024

Wendy Lima
128 Washington St.
Waterbury, CT 06706

Dear Ms. Lima:

Congratulations on your new position with the City of Waterbury. Your name is being certified to the Education Department for the position of Food Service Helper, Req. # (2024001) at $15.96 per hour. Please contact Linda Franzese, Director of Food Service at (203) 574-8035 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, March 28, 2024 at 9:00 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 21, 2024 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 9 months in duration. The department head will be responsible for executing your probationary evaluation no later than 9 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,
Linda Franzese, Director of Food Service,
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 14, 2024

Sharon Morales
1400 Meriden Rd., Bldg 3, Unit 5
Waterbury, CT 06705

Dear Ms. Morales:

Congratulations on your new position with the City of Waterbury. Your name is being certified to the Education Department for the position of Food Service Helper, Req. # (2024001) at $15.96 per hour. Please contact Linda Franzese, Director of Food Service at (203) 574-8035 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, March 28, 2024 at 9:00 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 21, 2024 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 9 months in duration. The department head will be responsible for executing your probationary evaluation no later than 9 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,
Linda Franzese, Director of Food Service,
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 14, 2024

Clarice Daniels
73 Revere St.
Waterbury, CT 06708

Dear Ms. Daniels:

We are pleased to receive your acceptance of our offer of employment for the position of Office Aide for the Education Department – Bunker Hill Elementary School (Requisition #20240461) at $15.69 per hour.

We have scheduled your orientation for Thursday, April 11, 2024 at 9:00 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 April 4, 2024 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.

This is a part-time position working in the Waterbury School System 10 months a year during school hours up to 19 hours per week.

This position does not provide health insurance benefits. Please refer to the SEIU contract for other available fringe benefits by visiting our website at www.waterburyct.org.

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

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
Maryann Thompson, Int Principal, Bunker Hill
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 19, 2024

Rhonda Greene
26 Ridgewood St., Apt. 1
Waterbury, CT 06710

Dear Ms. Greene:

We are pleased to receive your acceptance of our offer of employment for the position of Food Service Worker for the Department of Education – Food Service (Requisition #20240661) at $16.81 per hour.

This is a part-time position working in the Waterbury School System 10 months a year during school hours up to 19 hours per week.

This position does not provide health insurance benefits. Please refer to the CSEA – LOCAL 2001 contract for other available fringe benefits by visiting our website at www.waterburyct.org.

We have scheduled your orientation for Thursday, March 28, 2024 at 9:15 a.m. at the Board of Education Training Room located in the Chase Municipal Building, 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 29, 2024 at your regular scheduled time.

Please call Judith Booth at 203-574-8195 with any questions you may have in regards to this position.

At the orientation, we will provide you with a brief overview of the City, review its employment practices and complete all required paperwork.

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

We look forward to working with you.

Again, welcome to the City of Waterbury.

Sincerely,

Nicholle West

Nicholle West
Human Resource Generalist

NW/sd
cc: Board of Education
Dr. Ruffin, Supt. of Schools
Linda Franzese, Food Serv. Director
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 20, 2024

Jacqueline Anderson
140 Fulkerson Dr., Apt. 17-C
Waterbury, CT 06708

Dear Ms. Anderson:

We are pleased to receive your acceptance of our offer of employment for the position of Food Service Worker for the Department of Education – Food Service (Requisition #20240663) at $16.81 per hour.

This is a part-time position working in the Waterbury School System 10 months a year during school hours up to 19 hours per week.

This position does not provide health insurance benefits. Please refer to the CSEA – LOCAL 2001 contract for other available fringe benefits by visiting our website at www.waterburyct.org.

We have scheduled your orientation for Thursday, March 28, 2024 at 9:15 a.m. at the Board of Education Training Room located in the Chase Municipal Building, 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 April 1, 2024 at your regular scheduled time.

Please call Judith Booth at 203-574-8195 with any questions you may have in regards to this position.

At the orientation, we will provide you with a brief overview of the City, review its employment practices and complete all required paperwork.

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

We look forward to working with you.

Again, welcome to the City of Waterbury.

Sincerely,

Nicholle West

Nicholle West
Human Resource Generalist

NW/sd
cc: Board of Education
Dr. Ruffin, Supt. of Schools
Linda Franzese, Food Serv. Director
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 20, 2024

REVISED

Rhonda Greene
26 Ridgewood St., Apt. 1
Waterbury, CT 06710

Dear Ms. Greene:

We are pleased to receive your acceptance of our offer of employment for the position of Food Service Worker for the Department of Education – Food Service (Requisition #20240661) at $16.81 per hour.

This is a part-time position working in the Waterbury School System 10 months a year during school hours up to 19 hours per week.

This position does not provide health insurance benefits. Please refer to the CSEA – LOCAL 2001 contract for other available fringe benefits by visiting our website at www.waterburyct.org.

We have scheduled your orientation for Thursday, March 28, 2024 at 9:15 a.m. at the Board of Education Training Room located in the Chase Municipal Building, 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 **April 1, 2024** at your regular scheduled time.

Please call Judith Booth at 203-574-8195 with any questions you may have in regards to this position.

At the orientation, we will provide you with a brief overview of the City, review its employment practices and complete all required paperwork.

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

We look forward to working with you.

Again, welcome to the City of Waterbury.

Sincerely,

Nicholle West

Nicholle West
Human Resource Generalist

NW/sd
cc: Board of Education
Dr. Ruffin, Supt. of Schools
Linda Franzese, Food Serv. Director
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 20, 2024

Jennifer Tirella
11 Larkey Rd.
Oxford, CT 06478

Dear Ms. Tirella:

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. #2023953) at $18.20 per hour. Please contact Wendy Johns, 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 28, 2024 at 9:00 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 April 1, 2024 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
Wendy Johns, Director of Pupil Serv.
file

From: ROBERT JOHNSTON
To: Carrie Swain
Subject: SAW Professional Climate Survey
Date: Wednesday, March 20, 2024 5:50:34 PM
Attachments: pastedImage.png
SAW Professsional Climate Survey March 2024.pdf

Hi Carrie,

SAW recently conducted a professional climate survey of its members. The results of the brief survey are attached. Please pass along a copy of these results to the members of the Board of Education. Thank you.

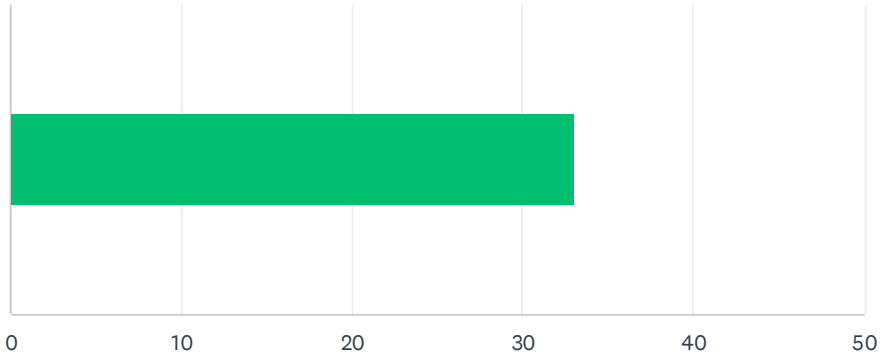
Rob

Robert Johnston
Principal
John F. Kennedy High School
Waterbury Public Schools
RJohnston@waterbury.k12.ct.us
422 Highland Ave | Waterbury, CT 06708
O: 203-574-8150

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.

Q1 Thinking about the Waterbury School District and its varying responsibilities to all of its stakeholders, on a scale of 1 to 100 with ten being the best and one being the worst, how would you rate the current leadership of the District?

Answered: 77 Skipped: 2



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	33	2,542	77
Total Respondents: 77			

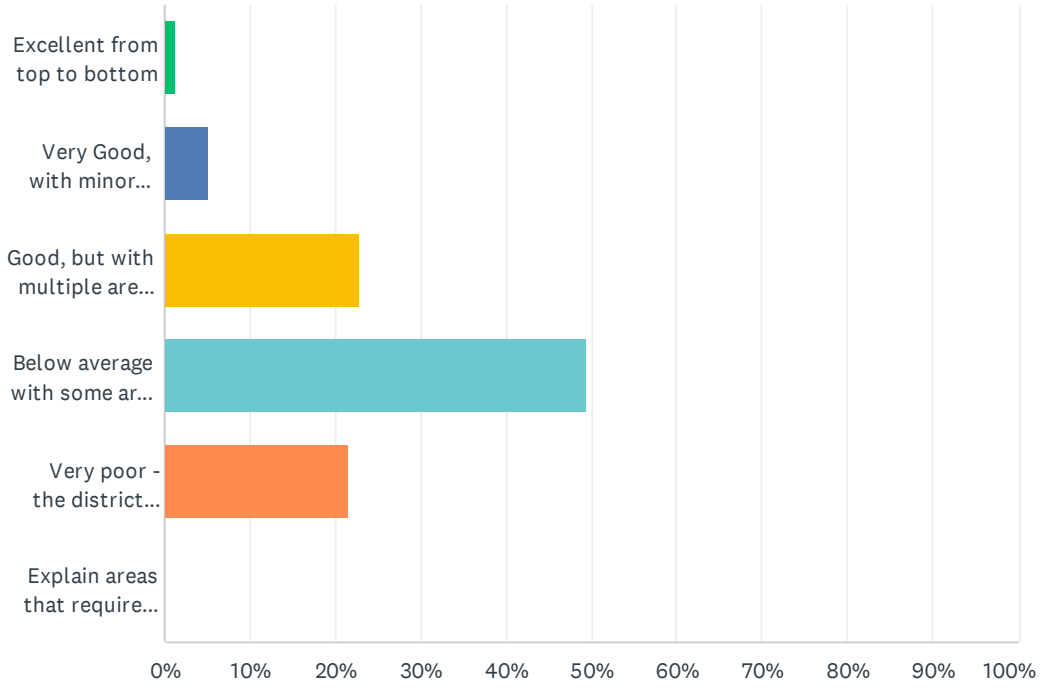
#		DATE
1	25	3/20/2024 11:59 AM
2	25	3/20/2024 11:55 AM
3	30	3/20/2024 11:50 AM
4	8	3/20/2024 10:55 AM
5	1	3/20/2024 10:54 AM
6	1	3/20/2024 8:09 AM
7	50	3/20/2024 8:05 AM
8	4	3/20/2024 7:45 AM
9	28	3/20/2024 7:45 AM
10	27	3/20/2024 7:27 AM
11	48	3/20/2024 6:13 AM
12	75	3/20/2024 6:04 AM
13	54	3/20/2024 4:58 AM
14	25	3/20/2024 4:24 AM
15	25	3/19/2024 10:25 PM
16	100	3/19/2024 9:26 PM
17	40	3/19/2024 9:25 PM

18	50	3/19/2024 9:24 PM
19	50	3/19/2024 9:21 PM
20	15	3/19/2024 9:02 PM
21	75	3/19/2024 8:31 PM
22	1	3/19/2024 7:52 PM
23	25	3/19/2024 7:39 PM
24	40	3/19/2024 7:20 PM
25	55	3/19/2024 7:14 PM
26	70	3/19/2024 7:12 PM
27	50	3/19/2024 7:08 PM
28	50	3/19/2024 6:42 PM
29	40	3/19/2024 6:40 PM
30	42	3/19/2024 6:39 PM
31	30	3/19/2024 6:37 PM
32	32	3/19/2024 6:30 PM
33	45	3/19/2024 6:21 PM
34	30	3/19/2024 6:18 PM
35	50	3/19/2024 6:08 PM
36	100	3/19/2024 6:03 PM
37	75	3/19/2024 5:38 PM
38	45	3/19/2024 5:37 PM
39	30	3/19/2024 5:27 PM
40	15	3/19/2024 5:27 PM
41	20	3/19/2024 5:26 PM
42	25	3/19/2024 4:56 PM
43	2	3/19/2024 4:49 PM
44	1	3/19/2024 4:45 PM
45	20	3/19/2024 4:44 PM
46	15	3/19/2024 4:40 PM
47	15	3/19/2024 4:38 PM
48	60	3/19/2024 4:32 PM
49	50	3/19/2024 4:25 PM
50	30	3/19/2024 4:15 PM
51	49	3/19/2024 4:15 PM
52	25	3/19/2024 4:15 PM
53	2	3/19/2024 4:05 PM
54	1	3/19/2024 3:47 PM
55	20	3/19/2024 3:45 PM

56	0	3/19/2024 3:36 PM
57	1	3/19/2024 3:27 PM
58	10	3/19/2024 3:19 PM
59	1	3/19/2024 3:05 PM
60	30	3/19/2024 3:03 PM
61	0	3/19/2024 1:11 PM
62	51	3/19/2024 12:14 PM
63	30	3/19/2024 12:10 PM
64	0	3/19/2024 12:05 PM
65	0	3/19/2024 11:50 AM
66	41	3/19/2024 11:14 AM
67	96	3/19/2024 11:00 AM
68	70	3/19/2024 10:40 AM
69	80	3/19/2024 10:39 AM
70	22	3/19/2024 10:16 AM
71	21	3/19/2024 10:05 AM
72	50	3/19/2024 10:03 AM
73	5	3/19/2024 10:02 AM
74	25	3/19/2024 9:45 AM
75	20	3/19/2024 9:20 AM
76	50	3/19/2024 9:20 AM
77	23	3/19/2024 9:16 AM

Q2 In assessing the climate of the Waterbury School District in terms of meeting its responsibilities to its students, how would you categorize its performance?

Answered: 79 Skipped: 0



ANSWER CHOICES	RESPONSES	
Excellent from top to bottom	1.27%	1
Very Good, with minor improvements required	5.06%	4
Good, but with multiple areas requiring improvement or attention	22.78%	18
Below average with some areas poorly managed	49.37%	39
Very poor - the district is not serving its community	21.52%	17
Explain areas that require improvement if any, and identify those persons or positions that you believe could be most helpful in causing the necessary improvements, and describe how they could do so.	0.00%	0
TOTAL		79

#	EXPLAIN AREAS THAT REQUIRE IMPROVEMENT IF ANY, AND IDENTIFY THOSE PERSONS OR POSITIONS THAT YOU BELIEVE COULD BE MOST HELPFUL IN CAUSING THE NECESSARY IMPROVEMENTS, AND DESCRIBE HOW THEY COULD DO SO.	DATE
	There are no responses.	

Q3 You may provide an explanation to Question #2 here.

Answered: 41 Skipped: 38

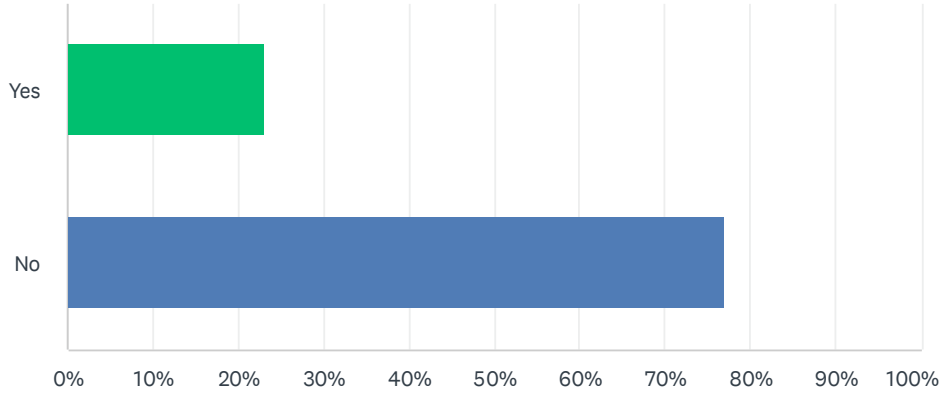
#	RESPONSES	DATE
1	Students needs do not come first, rather this poorly run/funded district (with a focus on becoming ever more top heavy) expects students to fit into existing boxes based on funding and archaic programming/beliefs. Because this is just "how it has always been in Waterbury "	3/20/2024 11:59 AM
2	Schools are not safe. We are told not suspend or to notify the police even when warranted. Police will not arrest for fights with visible injury. The process to remove a student with unsafe behaviors is long and student remains in the school IF process takes place at all. Students are disruptive causing others not to learn. Dr. Ruffin puts public statistics over the safety of all. We have been told to revoke suspensions, not call police, change codes in PowerSchool so it reflects lower number of incidents, so it appears to the public that schools are safe and that disruptive behaviors and fights aren't happening. Insufficient number of required teachers at each grade level which is leaving students unprepared for the next grade. Some schools have small class sizes and others are filled to capacity or over the contractual limits, leaving teachers feeling unsafe and creating low morale. central office staff is frequently unavailable when needed for emergency situations. We are told they are in a cabinet meeting. leaving us to make decisions which are often criticized and told to reverse which leaves staff feeling unsupported. Parents threaten, scream and yell staff and nothing is done. No policies in place and the ones we have aren't enforced or vary from school to school and administrator to administrator the lack of consistency across the district creates tension amongst my peers. There is no transparency about what's really going on in schools to parents and the public.	3/20/2024 10:54 AM
3	District leadership posts last minute requests put upon building administration without guidance or support. Punitive measures are frequently indirectly and directly threatened.	3/20/2024 8:09 AM
4	Administration hands are tied because Central Office doesn’t want to make waves. Administration is told to be creative.	3/20/2024 7:45 AM
5	All students are affected by the multiple teacher vacancies especially those who receive special education services. Tv	3/20/2024 7:45 AM
6	The teacher shortage really hurts students and upper leadership doesn’t seem willing to be creative about improving the situation. There is good work happening in some places but it is driven more by teachers and building teams than the district.	3/20/2024 4:24 AM
7	Central Office does not support the Special Education Department in properly placing students. There are many students who do not received required services, and those who need out-placement are not always placed, and instead kept within the district. As a result, students are not receiving the proper level of care and services, and staff members are getting hurt. Furthermore, there isn't adequate staffing, programming, nor training to meet the special needs of aggressive and violent students, or students with autism.	3/19/2024 10:25 PM
8	This Superintendent successfully brought this district from financial hardships, racial inequity and a pandemic with ease.	3/19/2024 9:26 PM
9	Equity as it relates to our most fragile populations, teacher retention, school climate	3/19/2024 9:25 PM
10	Students requiring special programs - many not receiving IEP compliance & compensentatory time services delivered inconsistently or not at all instructional environment of the general ed classroom is constantly disrupted by behaviors not being addressed by adequate provision of specialists or support staff trained to manage - this deficit ultimately interferes with optimal learning for all students in the class. Parent accountability for compliance to school district rules, policies & school/state reguirements & civil conduct in the school public school environment - with supporting - backing school based leadership in matters involving parents lack of metal detectors at the schools	3/19/2024 9:02 PM
11	Alternative placement for students with behavioral issues on a much wider scale is needed.	3/19/2024 8:31 PM
12	Special education students are not being serviced , constant talk of equity but We are	3/19/2024 7:52 PM

	constantly being told there is no space in specialized programs , no paraprofessionals and no sped staff to fulfill the IEP goals, objectives and service hours. Students who are gifted are overlooked for the academic academy because of attendance or Log entries. No ML supervisor still and ML teachers who have enormous caseloads .	
13	I chose below average because there hasn't been a clear vision shared for how we are going to address our achievement gap. I would like to have a clear message conveyed to all members of our community that the district is prioritizing the readiness of students to take on the challenges that they are going to face.	3/19/2024 7:20 PM
14	Too many new programs without giving attention to the areas in need of improvement that were in existence before the new programs.	3/19/2024 7:14 PM
15	Inequitable conditions and resources to buildings, especially older ones in need.	3/19/2024 7:12 PM
16	Very few resources to support students and give them what they need	3/19/2024 6:42 PM
17	Lack of paraprofessionals, special education teachers, specialized programs to meet the needs of all of our students. IEP's not being met, severe behavior problems with students that are not in their least restrictive setting.	3/19/2024 6:40 PM
18	Too many last minute decisions that requirement immediate attention. New initiatives from departments in Central Office with no imput from SAW members.	3/19/2024 6:39 PM
19	Students with special needs and social emotional needs are not being given adequate services due to short staffing and departmental decision making without admin input just one example is our young students without proper interventions outline as needed in IEP and lack of programming or placement options such as ABA	3/19/2024 6:37 PM
20	Special education students - no support or staff- placed in regular ed classroom student's not being placed in special programs due to lack of space or staff	3/19/2024 6:21 PM
21	Out of touch with ongoing daily matters in schools and classrooms. No long term solutions are given just quick fixes.	3/19/2024 6:18 PM
22	Sped department	3/19/2024 6:08 PM
23	Special education department needs more specialized classrooms to support students.	3/19/2024 5:38 PM
24	SPED students are poorly managed.	3/19/2024 5:37 PM
25	Systems and teams do not collaborate and align to create coherence across the district. There are more silos now than ever before.	3/19/2024 5:26 PM
26	Downtown people say run your building but then micro manage everything. You discuss what is needed for your building to get the best for and out of your students. School was told make it happen with what you have. Schools were left severely understaffed. We still don't have things in place to identify students with weapons. They don't put their weapons down to come to school.	3/19/2024 4:45 PM
27	We are consistently asked to implement initiatives without waiting to see if they work. We are allowing disruptive students to take away educational opportunities of other students.	3/19/2024 4:40 PM
28	Staffing remains the number 1 priority, especially for special populations. Teaching and learning have shown improvement. More support and responsiveness is needed from central office. at times, emails and phone calls go unanswered or returned, yet we are often asked to respond on short notice.	3/19/2024 4:32 PM
29	Resources not allocated properly, removing certified teachers and replacing with substitutes, not enough social workers.	3/19/2024 3:27 PM
30	People do the best of their abilities, but when you are not valued and morale is low..that impacts your work. I feel that there is a lack of transparency and accountability that has impacted my trust and confidence in the district's leadership. This has impacted moral in the district and has more and more teachers and admin leaving our district.	3/19/2024 3:19 PM
31	There needs to be an expansion/change in alternative education for students in need of a change of setting. The excuse always is, there are not enough teachers and there is no room.	3/19/2024 3:05 PM
32	Some schools and some academic departments are in way better shape than others.	3/19/2024 12:10 PM

33	We are not taking the teacher shortage seriously. Schools are figuring out ways to make it work for our students which in return makes central office think everything is ok and it is not!	3/19/2024 12:05 PM
34	Lack of resources, time for collaboration or personnel to deal student discipline. They just tell us to cut down on suspension but give no alternatives or training.	3/19/2024 11:14 AM
35	We need a staff retention plan at all levels	3/19/2024 11:00 AM
36	Waterbury is far from a one size fits all district, and in many ways, resources, supports and oversight are treated as such.	3/19/2024 10:40 AM
37	The Special Education Dept. Students are inappropriately placed in regular education settings because we are constantly being told by the sped dept. “there isn’t any room in certain programs”.	3/19/2024 10:16 AM
38	Our students are struggling academically and emotionally. There is always "one more thing" to add to teaches plates, So they are struggling to provide their students with the attention and support that they need to be emotionally and mentally healthy. This stifles our students ability to achieve academic success	3/19/2024 10:05 AM
39	We are doing well with moving forward in math, reading, and science but SPED is really lacking. We need to provide other programs or options for students who are really struggling with behavior.	3/19/2024 9:45 AM
40	There are too many new initiatives implemented without a clear plan. Far too often things are rushed without thought given to them. Admins are asked to do things with quick turn around time without any real forethought to the expectations and time commitment.	3/19/2024 9:20 AM
41	We do not have enough self-contained programs to support the students. The students needs are much more severe now then they have been. We need more special education teachers in the elementary school. It isn't ethical that students in HS are getting co-taught science when students in elementary aren't getting any help. I have been saying for the past 2 years that we need to make changes so we can support the students.	3/19/2024 9:20 AM

Q4 Do you have faith in the superintendent's leadership of the district?

Answered: 78 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	23.08%	18
No	76.92%	60
TOTAL		78

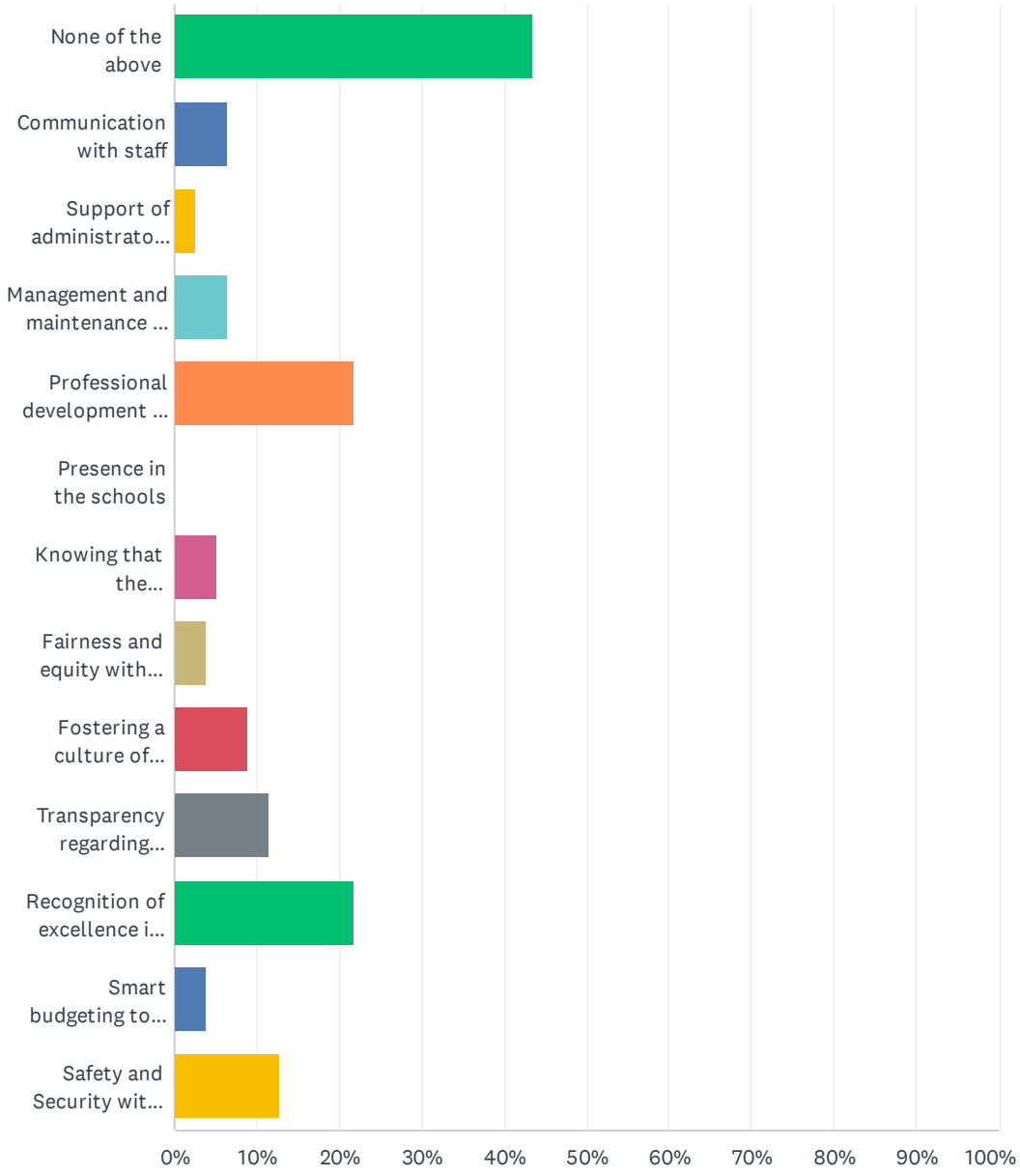
#	PROVIDE ANY OTHER INFORMATION THAT MAY BE HELPFUL IN EXPLAINING YOUR ANSWER	DATE
1	Disconnected from what each of her administrators does. Divisive. We operate as individuals rather than in concert with one another to increase a sense of community, climate and efficiency.	3/20/2024 11:59 AM
2	Dr. Ruffin does not communicate to administrators- teachers and parents are informed at the same time about important issues or events. She retaliates if you speak the truth. No support for administrators. We are often to create our own letters to notify parents in certain situations. The lack of uniformity creates numerous issues as many families have students in different schools. This lack of consistency often has parents questioning and accusing administrators of targeting them or their child. Central office encourages principals to make their own letters as it allows them plausible deniability when parents complain.	3/20/2024 10:54 AM
3	The superintendent seems to have very little respect for the experience of educators who directly work with students. This makes it difficult to address the issues facing students and families.	3/20/2024 4:24 AM
4	The Superintendent seems to target individuals, including principals, and has made decisions without explanation, except to say, "it is in the best interest of the district." Instead, principals need an administration, including the deputy and assistant superintendents, that are supportive, transparent, open, and honest.	3/19/2024 10:25 PM
5	She is very accessible can call her when I'm a crisis.	3/19/2024 9:26 PM
6	I believe Dr. Ruffin cares about the students. I wish she were better able to inspire more buy-in for the work that needs to get done.	3/19/2024 7:20 PM
7	She has good intentions but cannot meet all the issues in the district currently.	3/19/2024 6:42 PM
8	Dr. Ruffin seems to be making the hard choices for the district, but there are too many other people downtown making decisions and making daily changes that impact schools in a negative way.	3/19/2024 6:39 PM

9	Dr. Ruffin has done incredible things in Waterbury and has been an amazing model of leadership. Her tenure seems to have aged her and in many of her public appearances she has come off as slower to the punch, rehearsed, and can ramble off on tangents. It's time for us to celebrate the work she has done and invite new perspectives of leadership to continue the momentum of change she started.	3/19/2024 6:37 PM
10	Out of touch with what's happening with the schools and departments in the district	3/19/2024 6:18 PM
11	I believe she has decent intentions but I don't know she has the ability to follow through.	3/19/2024 5:38 PM
12	While the superintendent has some good ideas, she has yet to establish a culture and climate across the district to attract and retain talent. Good ideas are meaningless if you do not have talented people on board to see them through. The lack of trust has also created a toxic work environment.	3/19/2024 5:26 PM
13	I have only seen downtown grow with personel and all they do is create more work for the people already overwhelmed. I don't believe they care about us or do anything to support us. An example would be having the supervisors create reports for the schools with important data rather then expect building admin to pull for them.	3/19/2024 4:45 PM
14	Too many times we are asked to do things last minite or are "strongly encouraged" to attend events after work hours.	3/19/2024 4:40 PM
15	The same issues are brought to her attention with no change even when suggestions are offered by SAW. Although we have so many central office leaders, our jobs seem to be getting more complicated with more tasks given. There is a lack of communication and when you try to seek the answer, you are re-routed to numerous different people with different answers. We rely on each other to get solutions. We are given tasks that administrators in other districts are not expected to complete and take away from the ability to be present in our buildings. Procedures are not streamlined and change at a moments notice with no input from S.A.W.	3/19/2024 4:38 PM
16	I feel that there is no professionalism here and that our expertise is not valued, respected, appreciated, and taken into consideration when relevant. I also feel that if I do speak up, that I will be retaliated against. And when there is anything that has to do with feel good/celebratory occasions, the Superintendent is there. And when a difficult decision needs to be made, it is pushed off onto someone else to make that decision or you receive no answer at all. Because of this, I do not feel valued or respected at all and has prompted me to apply outside of the district.	3/19/2024 3:19 PM
17	The district needs a new direction, new energy and a new voice in its leadership, primarily in a new superintendent.	3/19/2024 3:05 PM
18	It's all show.	3/19/2024 12:10 PM
19	She has no idea what is going on in our schools. She stated at the Convocation she wanted to know the staff and schools better and she was going to make a point to visit more. Haven't seen her yet. Again, she is not helping with the hiring of SPED staff, our students and staff are suffering because of it. The assistant Super is no better, she doesn't care about the administrators either.	3/19/2024 12:05 PM
20	She is aloof, more worried about image vs. results	3/19/2024 11:14 AM
21	While I have faith in the leadership, I do not feel that the action steps are meeting the ever-changing needs of our district fast enough, and it's at the expense of many of our students not receiving the tools they need to be successful. The supply is so far removed from the demand.	3/19/2024 10:40 AM
22	There is a culture of fear, especially among Black female administrators. We are all wondering, " who is next"	3/19/2024 10:05 AM
23	At times	3/19/2024 10:03 AM
24	She always says open door or contact her but she is not helpful or available!	3/19/2024 9:45 AM
25	There is a complete disconnect between the roles of SAW leadership and the superintendent. The superintendent has zero knowledge of what the different roles in SAW do. There's also no understanding of how to work with unions. There is a complete and utter lack of communication and transparency. Everything feels like the "woman behind the curtain." The superintendent attempts to seem accessible when it benefits her, but not regularly.	3/19/2024 9:20 AM
26	She isn't around in schools and hasn't done anything to address the concerns of the special	3/19/2024 9:20 AM

	education department- allocating more money so we can hire ABA therapists, BT's etc	

Q5 If you had to choose up to three areas of excellence with respect to the Superintendent's leadership of the District, what would they be? (Choose between zero and 3 areas)

Answered: 78 Skipped: 1



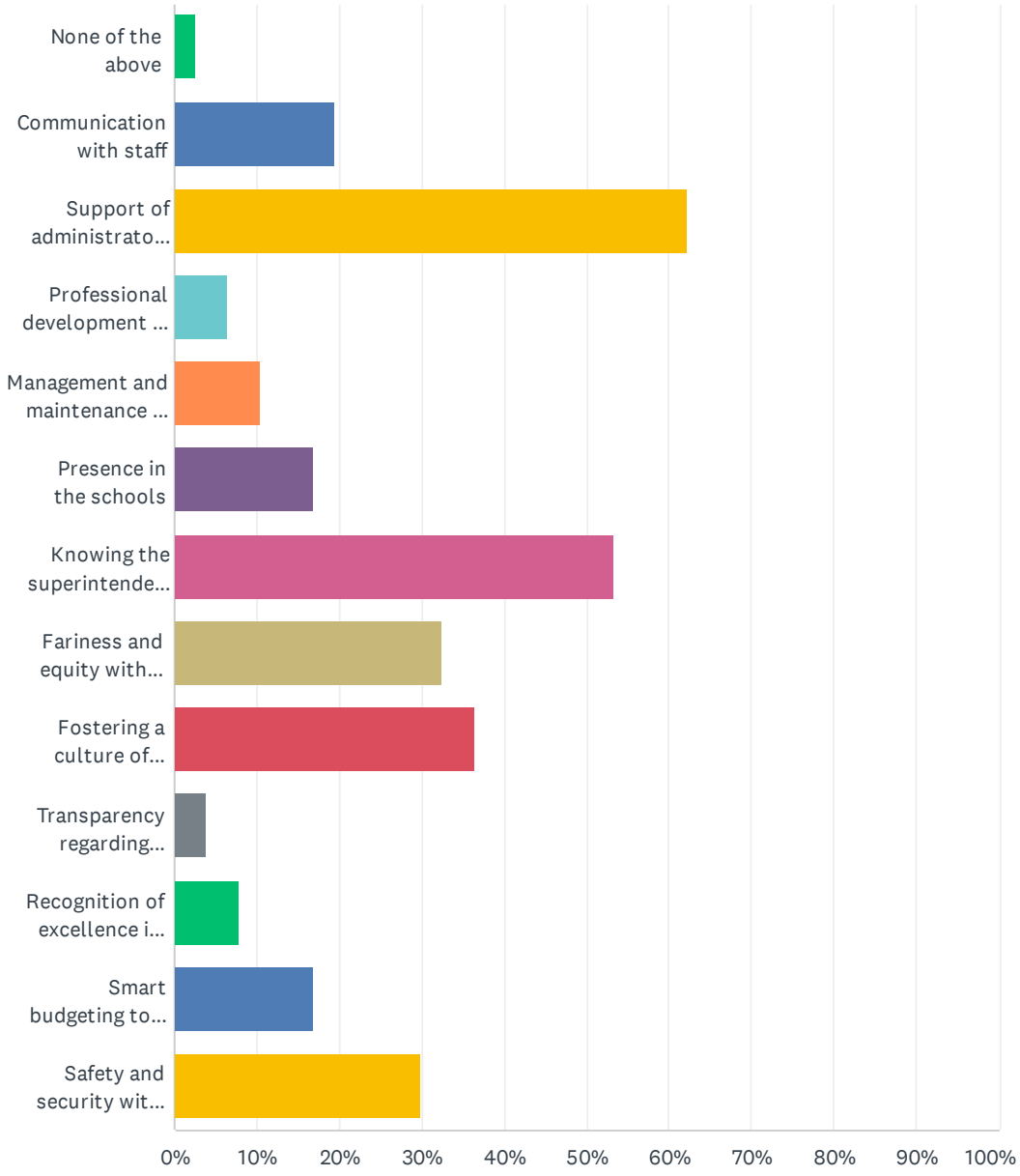
ANSWER CHOICES	RESPONSES	
None of the above	43.59%	34
Communication with staff	6.41%	5
Support of administrators in the performance of their functions	2.56%	2
Management and maintenance of facilities	6.41%	5
Professional development of staff and creating advancement opportunities	21.79%	17
Presence in the schools	0.00%	0
Knowing that the superintendent cares about her administrators and "has their back"	5.13%	4
Fairness and equity with staff	3.85%	3
Fostering a culture of openness and collaboration	8.97%	7
Transparency regarding expectations and learning outcomes	11.54%	9
Recognition of excellence in performance	21.79%	17
Smart budgeting to meet the needs of the schools and their stakeholders	3.85%	3
Safety and Security within district facilities	12.82%	10
Total Respondents: 78		

#	PROVIDE AN EXPLANATION OF YOUR ANSWER	DATE
1	This speaks for itself	3/20/2024 11:59 AM
2	Dr. Ruffin has a lack of presence in my school other than for award ceremonies. I feel Dr. Ruffin lacks all of the areas in the above list. There is no support for administrators to allow them to perform daily functions to keep the school running smoothly, safely and with high quality results. We are tasked with more and more things which takes away from supporting teacher, staff and students. Money has been wasted to pay exurbanite amounts for class overages and extra caseloads. Most of these expenses could have been eliminated with proper placements and some restructuring.	3/20/2024 10:54 AM
3	Only one area of excellence	3/20/2024 7:45 AM
4	I have not seen the superintendent demonstrate commitment to any of these areas.	3/20/2024 4:24 AM
5	Could have selected others but was limited to three.	3/19/2024 9:26 PM
6	On a personal level, I enjoy Dr. Ruffin. Professionally, I have not really interacted with her much.	3/19/2024 7:20 PM
7	We are in a better place financially than many in the state post covid due to the approach with Esser funds and COVID grants thanks to a strategic approach	3/19/2024 6:37 PM
8	While I feel none of the above apply, the superintendent has several ideas to create new programs though they are not implemented appropriately. The superintendent is also excellent at managing the district's narrative through the communications department. Additionally, the superintendent excels at controlling communications between administrators and the BOE. As a result, the BOE lack an awareness of current conditions across the district.	3/19/2024 5:26 PM
9	I feel that downtown is very calculated and causes divide between our community. I don't feel like anyone would have my back, you are on an island all by yourself. I thinking changing how money was allocated in the CN was wrong. There was a plan with what the budget was originally assigned to. Requests that are made of buildings are not given the staff or time to be very effective.	3/19/2024 4:45 PM
10	Talk, talk, talk. Much of what is dispensed to the public is less than accurate.	3/19/2024 4:44 PM

11	I have been given several opportunities for growth but have also been looked over for many others so I feel it is not equitable	3/19/2024 4:15 PM
12	I feel that the recognition of excellence in performance is the only one because she is there to be a part of, or even take the unspoken credit for the honor. This honor/celebration could be results of standardized testing. increased scores, or a student wins a scholarship just because she entered her name in a raffle.	3/19/2024 3:19 PM
13	Communication is fine, but what ever PLCs we do have focused on discipline data, nothing else is what partners do we have regarding mental health for our students. We have students on "suicide watch" and have to 1:1 staff follow them all day but no additional help for special ed students	3/19/2024 11:14 AM
14	Communication and leadership has been strong. The challenges are mostly getting more people in vacant roles	3/19/2024 11:00 AM
15	While I do find PD to be a relative strength, it is not differentiated to meet the needs of various schools/programs throughout the district.	3/19/2024 10:40 AM
16	The current climate discourages administrators to ask for support or even voice your opinion as that is seen as a sign of weakness. We are always in defence mode because we fear retaliation for exercising your basic rights.	3/19/2024 10:05 AM
17	All other areas are not present.	3/19/2024 9:45 AM
18	I can’t in good faith mark any of these as positive.	3/19/2024 9:20 AM
19	The only communication we got is when we don't have a day off but students do or with early dismissals. I have not seen her in any of the schools I have been in. When the DOJ came - she didn't reach out and offer her support that week to those of us that were involved.	3/19/2024 9:20 AM

Q6 If you had to choose three areas where the Superintendent could improve to allow you to perform to a higher level in your duties and functions, what would they be. (Choose between zero and 3 boxes).

Answered: 77 Skipped: 2



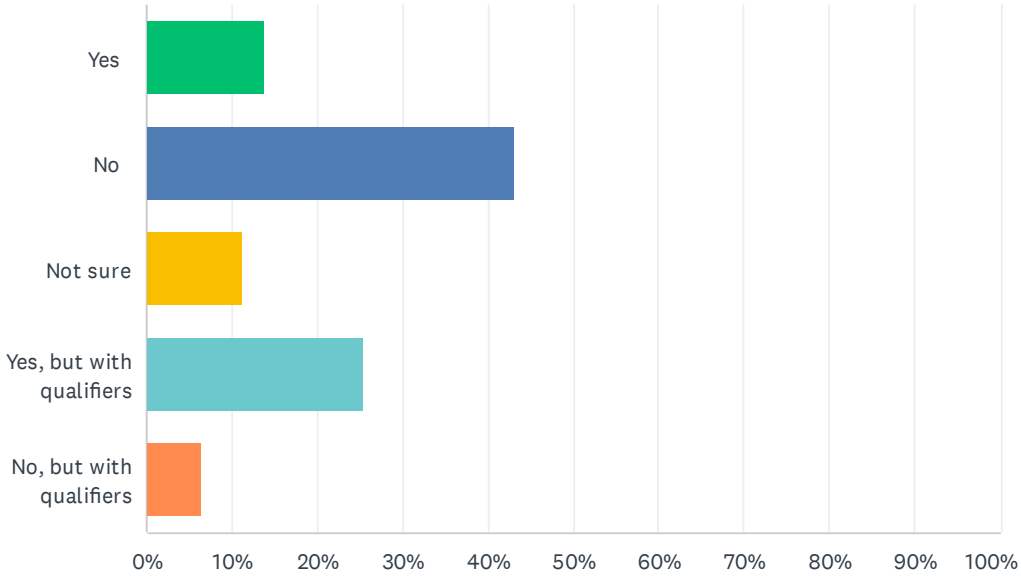
ANSWER CHOICES	RESPONSES	
None of the above	2.60%	2
Communication with staff	19.48%	15
Support of administrators in the performance of their functions	62.34%	48
Professional development of staff and advancement opportunities	6.49%	5
Management and maintenance of facilities	10.39%	8
Presence in the schools	16.88%	13
Knowing the superintendent cares about administrators and "has their back."	53.25%	41
Fariness and equity with staff	32.47%	25
Fostering a culture of openness and collaboration	36.36%	28
Transparency regarding expectations and learning outcomes	3.90%	3
Recognition of excellence in performance	7.79%	6
Smart budgeting to meet the needs of schools and their stakeholders	16.88%	13
Safety and security within district facilities	29.87%	23
Total Respondents: 77		

#	PROVIDE AN EXPLANATION OF YOUR ANSWER.	DATE
1	Speaks for itself	3/20/2024 11:59 AM
2	Dr. Ruffin is a bully. She doesn't respect or support administrators. We are scared of retaliation. She favors some and punishes others.	3/20/2024 10:54 AM
3	All of the above	3/20/2024 8:09 AM
4	Schools aren’t maintained efficiently. There is no fairness or equity nir does the budget meet the needs of the schools.	3/20/2024 7:45 AM
5	Safety and security continue to be an issue and a matter of great concern. We need more support staff (counselors and school social workers) to assist with student behavior.	3/20/2024 6:04 AM
6	People are scared to be honest about what they think and worry about retaliation if they express any idea that doesn’t align with the superintendents beliefs. This keeps us from having honest conversations about improving outcomes for our kids and families and is really discouraging.	3/20/2024 4:24 AM
7	I must appreciate how Dr. Ruffin successfully navigated such a difficult and extremely political district. Additionally, she lost her mom as well and still kept District afloat.	3/19/2024 9:26 PM
8	There is very little collaboration going on. Regarding communication, it would be appreciated if Dr. Ruffin could hold some round tables with small groups of admin to discuss her vision and hear from us about ideas we may have to address problems we’re facing.	3/19/2024 7:20 PM
9	We need more specialized programs in the schools to service students and more staff to teach our students.	3/19/2024 6:42 PM
10	Admin should have more input within central office departments regarding how initiatives "roll out" and affect their building. One size fits all is not appropriate for a district of over 30 schools with different needs	3/19/2024 6:37 PM
11	Not all administrators are treated fairly. Many are undervalued, up to and including the Deputy. Does he still work for Waterbury?	3/19/2024 5:26 PM
12	Tired of some buildings getting everything done but when it comes for our school all of a	3/19/2024 4:45 PM

	sudden there is no money. There is no fairness in the treatment of schools.	
13	There is a lot of talk but little, if any, action. Money spent on positions, and in other ways, that do not positively impact students. Very divisive leadership.	3/19/2024 4:44 PM
14	Multiple administrators on special assignment Multiple administrators in interim positions because others are on special assignments so those positions can not become permanent.	3/19/2024 4:40 PM
15	Fairness and equity with staff: I feel that not all admin are treated the same. We have observed instances where certain staff members seem to receive preferential treatment or face disproportionate consequences compared to others. This lack of consistency undermines morale and trust among the staff, leading to a perception of unfairness within the organization and a negative work environment. Communication Disparities: Important information or decisions are sometimes communicated inconsistently or selectively, resulting in a lack of transparency and clarity that can contribute to feelings of frustration and feelings of favoritism/bias. Smart budgeting to meet the needs of schools and their stakeholders: It is apparent that the superintendent's budgetary allocations do not address the needs of our schools and stakeholders. Contracts to correct issues in buildings are not renewed in time for there to be no lapse in coverage. Despite the diverse and crucial needs within our district, the superintendent seems to prioritize certain events and resources over the needs of the district as a whole. What is the return on the investment when sending the superintendent and her chosen few to a 10-day "trip" to Portugal, Puerto Rico, and other locations/trips? Did the district improve after these trips? Were learned initiatives put in place in Waterbury and we have noticeable improvements? What about the thousands of dollars that were spent on training administrators, pulling them out of schools during the school year) for NISL Program? Has that improved the district at all? Are past attendees raving how great it was, or was it a waste of time and money? And then we repeat it with two additional cohorts? And why was THIS organization picked?	3/19/2024 3:19 PM
16	She doesn’t have a clue what many of the admins actually do.	3/19/2024 12:10 PM
17	She need to work on all of the above	3/19/2024 12:05 PM
18	Having empathy and a clear understanding of the unique needs of every school/program is critical to success. Yes, this occurs through data, but more importantly through school visits, ongoing dialogue, transparency, and clear action steps with timelines that are adhered to.	3/19/2024 10:40 AM
19	Most of us operate out of fear. The fear that we will not be supported and can loose our jobs at the drop of a hat.	3/19/2024 10:05 AM
20	I wanted to choose more!	3/19/2024 9:45 AM
21	See my previous comments for an explanation that aligns with these.	3/19/2024 9:20 AM
22	I honestly don't think she knows what my day looks like, what I deal with..	3/19/2024 9:20 AM

Q7 Given the current climate of the Waterbury Public Schools, do you feel that you are able to perform your duties to the level to which you aspire under the current superintendent's leadership?

Answered: 79 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	13.92%	11
No	43.04%	34
Not sure	11.39%	9
Yes, but with qualifiers	25.32%	20
No, but with qualifiers	6.33%	5
TOTAL		79

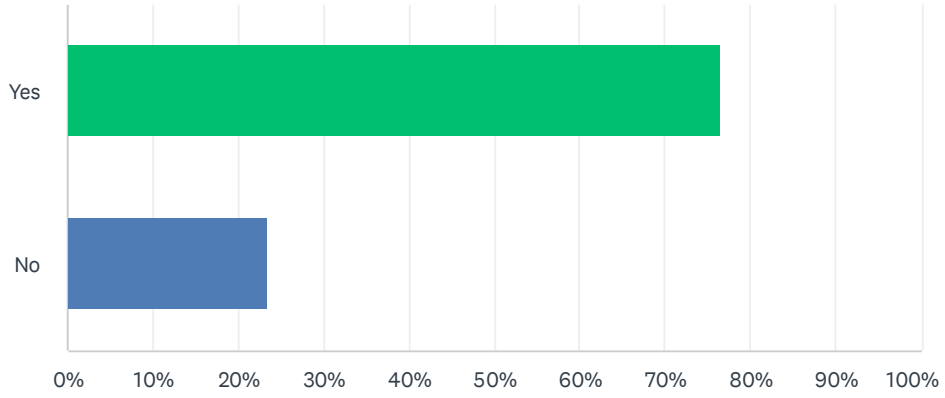
#	PROVIDE AN EXPLANATION IF NECESSARY.	DATE
1	I have never experienced so many road blocks/obstacles in wanting to help children in my life. I am a talented and driven advocate for children and not being able to help keeps me awake at night. Given these reasons and so many more...I would not put the faith of my own children's futures in the hands of this city.	3/20/2024 11:59 AM
2	We are set up to fail and have little support, yet we are questioned why we have student discipline issues, student scores aren't meeting state goals and teachers are leaving to go to other districts. My staff and I have high levels of anxiety and stress on a daily basis.	3/20/2024 10:54 AM
3	Retaliation by members of the cabinet team is consistent!	3/20/2024 8:09 AM
4	Honestly, the job feels impossible most days. We do the best we can but the directives from the superintendent and her designees feel impulsive, not fully developed, disconnected from the needs expressed, and even conflicting with each other. We also receive no real support.	3/20/2024 4:24 AM
5	This also includes the Superintendent's team of deputy and assistant superintendents. Very	3/19/2024 10:25 PM

	negative, dishonest, non-transparent, and untrustworthy.	
6	Dr. Ruffin has secured a substantial amount of funding to support educational development and supports to meet the needs of the staff and students far more than her predecessors.	3/19/2024 9:26 PM
7	Fights have skyrocketed since no arrest policy and day to day operations are beginning to feel unsafe.	3/19/2024 8:31 PM
8	Work great with the admin team at the school level	3/19/2024 7:59 PM
9	While I understand that things are “political” in Waterbury, I can’t help but wonder how any superintendent can be a successful leader so long as political interference, political agendas, and political appointments are allowed to infiltrate the running of our school system. We are operating in a culture of fear. No one wants to be honest because “somebody” might find out. In the last year alone, I have lost track of how many times I have wanted to speak up only to be told to watch my back because “somebody” knows “somebody” in City Hall. It’s like working in a B-level mob movie. I don’t know how much longer I am willing to put up with this.	3/19/2024 7:20 PM
10	We are underpaid as compared to other districts we also need more full time behavioral support and social emotional support in elementary buildings I.e. full time behavior techs and social workers so admin may have more time for instructional leadership. Every research point clearly indicates early intervention as key to a child's development.	3/19/2024 6:37 PM
11	There is a need need for more support staff in buildings - attendance counselors, BTs, full time social workers so that administrators can be instructional leaders.	3/19/2024 5:37 PM
12	The superintendent sets the tone for the district. The current climate is ugly. It lacks trust and support. It is very difficult to be impactful as a leader when staff continue to leave the district or avoid coming in the first place due to a toxic climate.	3/19/2024 5:26 PM
13	We request tutors and are denied. Our population has all the specialized special education programs which tanks our graduation Rate. Since covid expectations are never ending, this does not allow for a healthy work/life balance. Downtown is burning out school administration by constantly dumping more and more in the schedule and throwing things last minute that need to be done right then. This is why we have so much turnover in this district.	3/19/2024 4:45 PM
14	I feel like all of my efforts are made on the part of students and staff, despite a lack of real support. Thankfully I am part of a good team at the school level. We dream of what would be possible with real support.	3/19/2024 4:44 PM
15	yes, but administrator time does not seem valued - at times, requests to central office do not get responses and time is wasted making multiple requests, there are often last minute directives from central office, and pulling administrators out of schools during the day puts a strain on supporting our staff.	3/19/2024 4:32 PM
16	No changes have been made thus far, very low expectations	3/19/2024 4:15 PM
17	Given the current climate within our district, I can not fulfill my duties to the standard I aspire to under the present superintendent's leadership. The environment within the district, shaped by the superintendent's decisions and management style, presents obstacles that hinder my effectiveness in executing my responsibilities to the fullest extent. The leadership approach of the superintendent has contributed to a negative /hostile work environment that is not conducive to productivity and professional growth. This atmosphere undermines morale and motivation, making it difficult for me to perform at my best.	3/19/2024 3:19 PM
18	Dealing with discipline, contacting parents inhibits my ability for classroom observations, training new teachers in the building.	3/19/2024 11:14 AM
19	I am putting out more fires than evaluations and spending time in classroom	3/19/2024 11:00 AM
20	It can only be done with the proper safety measures, resources and supports to support sustainability of our unique programmatic needs.	3/19/2024 10:40 AM
21	I feel that we have to do want central office wants us to do, say what they want us to say...or deal with the " consequences". We cannot be our authentic selves as leaders.	3/19/2024 10:05 AM
22	At times, support and guidance is not given even when requested.	3/19/2024 10:03 AM
23	I do what I need to do, but with the feeling of no value	3/19/2024 10:02 AM

24	The climate is …always feeling like we are not doing enough or doing something wrong. Always demands never finding the positives things administrators do!	3/19/2024 9:45 AM
25	I need more support in order to do my job to the max	3/19/2024 9:20 AM

Q8 Given the current climate within the district, are you seriously considering seeking employment in another district?

Answered: 77 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes	76.62%	59
No	23.38%	18
TOTAL		77

Connecticut Association *of* Boards of Education

Jody I Goeler, Senior Staff Associate for Policy Service

PRESENTS
POLICY HIGHLIGHTS

April 1, 2024

Information to Support Increasing Educator Diversity Plans
Guidance on Civil Rights Protections and Supports for Transgender or Gender-Diverse Students
Tabletop Exercises to Support Safety Plans
Policy-Related CSDE Updates

With *Increasing Educator Diversity Plans* recently due to the Connecticut State Department of Education, it's likely district leaders have been engaged in conversations directed toward strategies to address this long-standing concern.

In a recent article in Education Week, "The First Step to Hiring a Diverse School Staff: Believing It's Possible," Mark Lieberman reports on his interview with educational leaders finding success in their efforts to diversify their staff. While it is generally understood how a diverse staff favorably impacts a diverse student body, Sharif El-Mekki, founder and CEO of the Center for Black Educator Development, notes that increasing the number of educators of color in classrooms benefits not only students of color but even white teachers. "They're becoming more well-informed about their students on things that they can't just get from being in a book club," like how to communicate with families from different backgrounds. (Lieberman, March 20, 2024)

Embedded in the short article is the actual interview, where these educators provide interesting insights into their own experiences and may assist districts in their planning. Comments that caught my attention include:

- Believing it's possible and looking past the barriers.
- Nurturing a climate that welcomes and celebrates diversity
- Recognizing the importance of student/teacher relationships
- Building a professional culture where diverse staff members can help each other develop communication tools and cultural proficiency to help become more effective in working with diverse parents.
- Presenting the initiative in a way that would make staff want to participate
- Examining and working through the systemic issues that create roadblocks
- Going to the places where you know there are people you can encourage to pursue teaching

As it was expressed so well, we can't just "wait for the ball to come." Young people won't just gravitate to teaching. They need to be invited into the profession. They don't necessarily have this idea on their own.

A key point made regarding teacher retention centers on teachers needing to feel respected and professionally fulfilled. "Listening is the floor to showing respect." More information on "If You Listen, They Will Stay" can be found at https://edtrust.org/resource/if-you-listen-we-will-stay.

This article and the embedded interview can be found here:

https://www.edweek.org/leadership/the-first-step-to-hiring-a-diverse-school-staff-believing-its-possible/2024/03?utm_source=nl&utm_medium=eml&utm_campaign=eu&M=9365222&UUID=3bc63fcc4ed64805b4bcd177626d0659&T=12381383.

Perhaps one of the most challenging considerations for boards developing *Transgender and Gender Non-Conforming Youth* policies remains how to address matters related to parent notification.

Updated January 2024, the CSDE released Guidance on Civil Protections and Supports for Transgender or Gender-Diverse Students. Specific to this topic, these "Guidelines" speak to *Parental Notice, Communication*, and *Objections*. It states that *except* in the context of student records, "there is currently no law that requires notice from a parent or guardian for a school to recognize the student's gender identity or expression. In the absence of notice from a parent or guardian, however, a related question is whether a school district is obligated to inform a student's parents or guardians of the student's request to be referred to by name, pronouns, and gender markers that do not correspond to the sex that was assigned to the student at birth."

It's important to note the "Guidelines" refer to an important exception. The "exception in the context of student records" points to new guidance on procedures for altering student records: How does one initiate the process for changing a student's permanent record? Who can initiate this process? Who determines whether or not a change is made?

The passage goes on to note, "While there is no law that specifically requires districts or schools to inform parents or guardians of a student's gender identity or expression, the legislature has recognized the importance of fostering both 'effective communication' between schools and parents and parental involvement in their children's schools."

Whether or not to notify parents regarding a student's gender identity or expression in school is a matter currently left up to the board through its policy or administration in the absence of policy. CABE's policy reflects the primary concern for protecting student privacy. (Policy on Transgender and Non-Conforming Youth, #5145.53)

The Guidelines on Civil Protections and Supports for Transgender or Gender-Diverse Students can be found through this link:

https://portal.ct.gov/-/media/SDE/Title-IX/transgender_guidance.pdf

In an informative article in Campus Safety Magazine, Executive Editor Amy Rock advocates the use of tabletop exercises to ensure district safety plans and policies remain updated and offer the most effective procedures to ensure everyone's well-being. As she notes, "Practicing your campus' response to various emergencies is vital to keeping constituents safe." (March 22, 2024)

This link to the article provides a brief explanation of the tabletop exercise process and a wide array of useful topics for consideration.

https://www.campussafetymagazine.com/safety/k-12-tabletop-exercise-6/?utm_medium=email&utm_content=Ih9YORIqdfbBlsJoHUPLv2eE0vkfnTW3lKPU2v9EplVH_nEDxtUmLsffFgrGV0tm

Finally, the CSDE provided superintendents with the following policy-related updates:

The CSDE is releasing a new **Attendance Dashboard on EdSight**. Districts are being provided with advance notification before this dashboard is formally linked on EdSight. This new Attendance Dashboard provides
counts and rates for chronic absence, average daily attendance, and truancy. It includes new visualizations and summary charts. Both yearly and monthly attendance data are available within this report. Data are available at the state, district, and school levels and can be disaggregated by various student groups. On Monday, this dashboard will be accessible to districts under Students > Attendance from the EdSight menu. The data for this report were submitted by districts through the Public School Information System (PSIS) June Collection and the Monthly Attendance Data Collection. For questions about the report, please contact the EdSight helpdesk at edsight.sde@ct.gov.

During the 2021-22 year, the CSDE began collecting student-level results for the students who took assessments in Grades 10, 11, or 12 in a language other than English to demonstrate their proficiency in those languages. The data for 2022-23 have been processed and are now visible in the **Seal of Biliteracy secure report on Edsight secure**.

Authorized users in Edsight Secure can view test results for students who attempted to become eligible for the Seal of Biliteracy upon high school graduation. The report disaggregates test results by student characteristics such as race, gender, English learner/multilingual learner, students with disabilities, and high needs status. As with other assessment data in EdSight Secure, the test results will transfer if the student enrolls in a new district/school; the results will be viewable both by the district that administered the test (i.e., tested district) and the district where the student is currently enrolled (i.e., current district). For questions about the report, please contact the EdSight helpdesk at edsight.sde@ct.gov.

Waterbury Public Schools

Office of Competitive Grants

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

April 1, 2024

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

RE: Adult Education Program Enhancement Projects (PEP) Grants (CSDE)

Dear President Hernandez and Commissioners:

The Connecticut State Department of Education has announced a new competitive grant opportunity for funds to provide specific enhancements to adult education programming. At Dr. Ruffin's request, I am writing to notify you that I am working with the Adult Education Office and other community stakeholders to develop a grant proposal for two of the nine enhancement grant opportunities.

The first priority area for which the Adult Education Office is working to develop a project is *Integrated English Literacy and Civics Education*; the second priority area for which the district is working to develop a project is *Corrections Education*. We are working diligently to develop comprehensive proposals that can be included in timely grant applications.

Matching funds of 20% are required for each new grant sought. We are also in the process of exploring how in-kind costs related to the proposed projects specifically, might be identified as a match.

The grant application deadline is May 3, 2024. If it is feasible for our district to apply with a comprehensive plan worked out for each of these two priority areas, including a plan for match funding, your honorable board will receive a request for your approval of the submission of an application(s).

Thank you for your consideration.

Very truly yours,

Louise Allen Brown

Louise Allen Brown, Grant Writer

cc: Dr. Verna D. Ruffin
Doreen Biolo
Antonio Musto

Waterbury Public Schools

Office of Competitive Grants

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

April 1, 2024

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

RE: Educators Rising Mini-Grants (CSDE)

Dear President Hernandez and Commissioners:

By way of notification, the district plans to apply for Connecticut Educators Rising Program Mini-Grants to expand the Educators Rising Program to four Waterbury high schools and nine Waterbury schools that serve students in the middle school grades (grades 6-8).

The Connecticut State Department of Education recently announced the opportunity for districts to apply for middle and high schools to receive Connecticut Educators Rising Program Mini-Grants for the 2024-25 year. In the program publications, Educators Rising is described by CSDE as a 'grow your own' partnership between school districts and CSDE to promote students giving consideration to careers in education.

Dr. Ruffin has encouraged greater participation by WPS in this program. Chief Academic Officer Janet Frenis and CTE Supervisor Michael Merati have also advocated for a district application on behalf of the middle and high schools.

Districts may apply for up to $5,000 per school to expand an existing program in the district. The application deadline is April 15, 2024. No matching funds are required.

Very truly yours,

Louise Allen Brown

Louise Allen Brown, Grant Writer

cc: Dr. Verna D. Ruffin
Doreen Biolo
Janet Frenis
Michael Merati