



MEMORANDUM

FROM: Carrie A. Swain, Clerk
Board of Education

DATE: December 3, 2024

TO: Michael J. Dalton, City Clerk

SUBJECT: Notice of Workshop/Committee Meetings, December 5, 2024, Kingsbury School

The Committees of the Board of Education will meet on Thursday, December 5, 2024, 5:30 p.m., Kingsbury School, Gymnasium, 220 Columbia Boulevard, 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/Vk1xbJb1BYI>.

AGENDA

SILENT PRAYER

PLEDGE ALLEGIANCE TO THE FLAG

PUBLIC SPEAKING

PRINCIPAL'S REPORT – Hannah Sam

1. Committee of the Whole/10 minutes ~ Update: Superintendent Search – C. Lamb.
2. Committee of the Whole/15 minutes ~ State Department of Education Next Generation Accountability Update – T. Battistoni, Frenis.
3. Committee of the Whole/5 minutes ~ Request approval of the 2025/2026 School Year Calendar – N. Albini, W. Zhuta.
4. Committee of the Whole/10 minutes ~ Update: Chromebook Policy & Procedure – N. Albini, W. Zhuta.
5. Committee of the Whole/3 minutes ~ Request approval of the Educational Specifications for the following proposed projects – N. Albini:
 - a) Driggs Elementary School Elevator
 - b) Generali Elementary School Elevator
 - c) Tinker Elementary School Elevator
 - d) Wilson Elementary School Elevator
6. Committee of the Whole/5 minutes ~ Request approval of Rotella Interdistrict Magnet Schools Operation Plan – J. Johnson.
7. Committee on School Personnel/3 minutes ~ FYI: Jobs specifications for the new position of District Attendance Coordinator – J. Mendoza, G. Thazhampallath.
8. Committee on Policy & Legislation/15 minutes ~ Discussion: Proposed revisions to Policy #5114 – Discipline/School Climate Policy – W. Johns.
9. Committee on Finance/5 minutes ~ Request approval of the revised Tuition Rate Schedule – D. Biolo, W. Johns.

10. Committee on Finance/5 minutes:
 - a) FYI - ARP/ESSER Update – D. Biolo.
 - b) FYI – Monthly Expenditure Report – D. Biolo.
11. Committee on Finance/2 minutes ~ Request approval of Amendment One (1) to the Construction Contract with Action Air Systems, Inc. (RFP #7804) for HVAC Replacements at Wilby High School and North End Middle School – N. Albini.
12. Committee on Finance/2 minutes ~ Request approval of Amendment One (1) to the Construction Contract with All State Construction, Inc. (RFP #7859) for mechanical upgrades at Multiple School Gymnasiums and Cafeterias – N. Albini.
13. Committee on Finance/2 minutes ~ Request approval of Amendment Two (2) to the Construction Contract with All State Construction, Inc. (RFP #7894) for HVAC Replacements at Seven Elementary Schools (Bunker Hill, R.C. International, Kingsbury, Regan, Sprague, Washington and Wilson) – N. Albini.
14. Committee on Finance/2 minutes ~ Request approval of Amendment Three (3) to the Construction Contract with All State Construction, LLC (RFP #7497) for HVAC Upgrades/Replacements at Gilmartin and Duggan Elementary Schools – N. Albini.
15. Committee on Finance/2 minutes ~ Request approval of Amendment Two (2) to the Construction Contract with Ferguson Mechanical Company, Inc. (RFP #7752) for Certain Mechanical Upgrades to Waterbury Arts Magnet School and The Palace Theater – N. Albini.
16. Committee on Finance/2 minutes ~ Request approval of Amendment One (1) to the Construction Contract with Ferguson Mechanical (RFP #7858) for HVAC Replacement at John F. Kennedy High School – N. Albini.
17. Committee on Finance/2 minutes ~ Request approval of Amendment Two (2) to the Construction Contract with Sarracco Mechanical Services, Inc. (RFP #7815) for HVAC Replacements at Crosby High School and Wallace Middle School – N. Albini.
18. Committee on Building & School Facilities/2 minutes ~ Use of school facilities by school organizations and/or City departments – N. Albini.
19. Committee on Building & School Facilities/2 minutes ~ Use of school facilities by outside organizations and/or waiver requests – N. Albini.
20. Interim Superintendent’s Update ~ Dr. Schwartz.
21. Interim Superintendent’s Notification to the Board/5 minutes:

a. Grant funded appointments:

<u>Name</u>	<u>Position/ Location</u>	<u>FT/ PT</u>	<u>Rate</u>	<u>Union</u>	<u>Funding Source</u>	<u>Effective</u>
DiCamillo, Donna (re-hire)	Tutor Children’s Comm.	PT	\$35/hr	NONBOE	Title I-A 23-25	12/02/24
Dinis, Erica (position change)	Parent Liaison Kingsbury	FT	\$21.98/hr	UPSEU 69	Title I-DW 24-26	11/21/24
Martinelli, Carla	HR Generalist – BOE Grants	FT	\$60,000/ annually	FMAA	Title II-A 24-26	12/12/24

b. 21st Century and SDE After School Program Appointments effective immediately:

<u>School</u>	<u>Program</u>	<u>Position</u>	<u>Name</u>
Chase	21 st Century	Recreation Specialist	Arroyo, Ivet

c. Extended School Hour (ESH) Appointments effective immediately:

<u>School</u>	<u>Last Name</u>	<u>First Name</u>	<u>Assignment</u>
Bucks Hill	Morales	Dana	Secretary
Kingsbury	McNamara	Morgan	Substitute Teacher
Driggs	Pastore-Quezada	Paula	Teacher
Duggan	D'Alessio	Jennifer	Substitute Administrator

d. Rotella Magnet School Session 2 After School appointments:

<u>Name</u>	<u>Position</u>	<u>Name</u>	<u>Position</u>
Parker, Marly	Grade K	DeJesus, Jennifer	Enrichment
Monroe, Mary	Grades 2 & 3	Hanlon, Rebecca	Enrichment
Lee, Alexis	Grade 4	Martin, Riley	Enrichment
Philips, Cheryl	Grade 5	Sperry, Lyndsy	Enrichment
Colon, Stephanie	Enrichment	Zaccagnini, Krista	Enrichment

e. Miscellaneous appointments:

<u>Employee</u>	<u>Position/Location</u>
McNamara, Morgan	Teacher/Kingsbury Title IV After School Program
Muratori, Katie	Teacher/Kingsbury Title IV After School Program
Bayliss, Michelle	480 Club Instructor/Crosby
Cybart-Persenaire, Alena	480 Club Instructor/Kennedy
DeFrancesco, Nora	480 Club Instructor/Waterbury Career
Franks Blanchard, Lauren	480 Club Instructor/Wilby
Zappone, Evette	480 Club Instructor/Waterbury Arts Magnet
McDonnell, Cassi	Mastery Based Panel Administrator/CHS
Donohue, Kelly	Mastery Based Panel Scorer/CHS
Forte, Diane	Mastery Based Panel Scorer/CHS
Graffam, Korena	Mastery Based Panel Scorer/CHS
Lombardi, Kiley	Mastery Based Panel Administrator/WAMS
Gibson, Jaclyn	Mastery Based Panel Scorer/WAMS
Gwiazdoski, Helena	Mastery Based Panel Scorer/WAMS
Rivera, Michael	Mastery Based Panel Scorer/WAMS

f. Teacher transfers effective 2025-2026 school year:

<u>CLEAN OPENING VOLUNTARY OCTOBER 2024 POSTING</u>			
<u>Last</u>	<u>First</u>	<u>FROM (previous location)</u>	<u>TO (new location)</u>
Capobianco	Olivia	Gilmartin Special Ed - SCOPE Gr K-5	Chase Special Ed Elem.
DeFeo	Dawn	Duggan PreK Special Ed Co- Taught	Duggan PreK Regular Ed Co-Taught
Karr	Devora	Driggs Special Ed Elem.	Parochial Schools Special Ed - IDEA Gr K-12
Marchak	Nancy	Generali Gr K	Generali Gr 2
Rinaldi	Joseph	Gilmartin Special Ed - SCOPE Gr 3-5	Duggan Special Ed Elem.
Summerfield	Veronica	Rotella Gr 4	NEMS Library Media
Vernon	Tavoyah	Gilmartin School Guidance Counselor	Academic Academy School Guidance Counselor
<u>CLEAN OPENING VOLUNTARY OCTOBER 2024 POSTING</u>			
<u>Last</u>	<u>First</u>	<u>FROM (previous temporary assignment)</u>	<u>TO (new permanent assignment)</u>
Adams	Stacey	DW School Psychologist	DW School Psychologist
Alvarado	Stephany	Bucks Hill Gr 2	Bucks Hill Gr 2
Archambault	Erica	Wilby Science Biology	Wilby Science Biology
Augelli	Martin	Reed Special Ed Gr 4-5	Reed Special Ed Gr 4-5
Augustin	Daveisha	Wallace Science Gr 8	Wallace Science Gr 8
Baez	Clarissa	Bucks Hill Gr 1	Bucks Hill Gr 1

Baker	Adam	Crosby School Guidance Counselor	Crosby School Guidance Counselor
Bandelloni	Barbara	Generali Special Ed ABA	Generali Special Ed ABA
Barry	Macee	DW School Psychologist	DW School Psychologist
Baumann	Nicole	Wallace Social Studies Gr 8	Wallace Social Studies Gr 8
Beierle	Karen	WSMS FCS - Culinary	WSMS FCS - Culinary
Bell	Kylie	Driggs Gr K	Driggs Gr K
Bell	Michelle	Duggan Gr 7 Math/Science	Duggan Gr 7 Math/Science
Bello Martinez	Gisela	Bucks Hill Bilingual Gr 1	Bucks Hill Bilingual Gr 1
Besemer	Katie	Duggan Gr 2 Math/Science	Duggan Gr 2 Math/Science
Boucher	Nadia	Wallace Special Ed - Resource	Wallace Special Ed - Resource
Brady	James	Wilby Math HS	Wilby Math HS
Brown	Timothy	Washington PE/Health	Washington PE/Health
Brophy	Tiffani	Crosby ESL	Crosby ESL
Bruch	Franklyn	Enlightenment ELA Gr 6-8	Enlightenment ELA Gr 6-8
Burgess	Jared	Duggan ELA GR 8	Duggan ELA Gr 8
Bushka	Kiley	Driggs/Washington Split ESL	Driggs/Washington Split ESL
Cappabianca	Nicole	Wendell Gr 3	Wendell Gr 3
Caruk	David	NEMS Special Ed MS	NEMS Special Ed MS
Cavallo	Andrew	Crosby Math HS	Crosby Math HS
Cegelka	Benjamin	WAMS Visual Art	WAMS Visual Art
Chamberlin	Anna	Generali Art	Generali Art
Chasse	Douglas	Tinker Gr 5	Tinker Gr 5
Chatfield	JoAnne	NEMS ELA Gr 7	NEMS ELA Gr 7
Chouinard	Alyssah	Reed PE/Health	Reed PE/Health
Clemente	Nera	Bucks Hill Special Ed CBL	Bucks Hill Special Ed CBL
Colavolpe	Matti	Bunker Hill Gr 4	Bunker Hill Gr 4
Colon	Aida	Bucks Hill Bilingual Gr 1	Bucks Hill Bilingual Gr 1
Comstock	Steven	Crosby Social Studies HS	Crosby Social Studies HS
Costanzo	Vincent	Kennedy PE/Health	Kennedy PE/Health
Costello	Christian	NEMS ELA Gr 8	NEMS ELA Gr 8
Crane	Evan	Walsh Gr 5	Walsh Gr 5
Crane	Richard	Kennedy PE/Health	Kennedy PE/Health
Cusano	Vincent	Crosby Math	Crosby Math
Dabkowski	Matthew	International/Regan Split Art	International/Regan Split Art
D'Amico	Audrey	NEMS Math Gr 8	NEMS Math Gr 8
Dapra	Catherine	Wilby Math HS	Wilby Math HS
Dauti	Elvira	Washington Gr K	Washington Gr K
DeFusco	Anna	State Street Special Ed MS	State Street Special Ed MS
Dema	Mirelinda	DW PreK-8 Literacy Facilitator	DW PreK-8 Literacy Facilitator
DeSantis	Jennifer	Reed Music	Reed Music
Desrochers	Namoi	WAMS ELA Gr 8	WAMS ELA Gr 8
Drewry	Paul	WSMS Literacy Facilitator	WSMS Literacy Facilitator
Drost	Mary	Wallace Special Ed	Wallace Special Ed
Drumm	Andrew	Wilby Business	Wilby Business
Feeney-Wallace	Michele	Enlightenment FCS-Economics	Enlightenment FCS-Economics
Fernando	Mihidukuasurys	Washington Special Ed Elem.	Washington Special Ed Elem.
Ferreira	Zachary	Duggan PE/Health MS	Duggan PE/Health MS
Ferreira	Megan	Wendell Social Studies Gr 6-8	Wendell Social Studies Gr 6-8
Ferreira	Justine	Reed Special Ed Essential Skills	Reed Special Ed Essential Skills
Fino	Eileen	WSMS PE/Health	WSMS PE/Health
Gagliardi	Brett	NEMS PE/Health	NEMS PE/Health

Gannon	Ryan	Wendell Special Ed Resource	Wendell Special Ed Resource
Gartman	Donald	Wallace ELA Gr 8	Wallace ELA Gr 8
Gilmore	Jordan	DW School Psychologist	DW School Psychologist
Giordano	Maureen	Walsh Special Ed SCOPE	Walsh Special Ed SCOPE
Goodrich	Sydney	Sprague Gr 4	Sprague Gr 4
Greene	Gary	Bucks Hill Gr 5	Bucks Hill Gr 5
Grossman	Melissa	Wallace Special Ed	Wallace Special Ed
Gwiazdoski	Andrew	Hopeville ESL	Hopeville ESL
Hill	Connor	Crosby PE/Health	Crosby PE/Health
Hood	Morgan	Wilby ELA HS	Wilby ELA HS
Houle	Marissa	Kingsbury Special Ed IDEA	Kingsbury Special Ed IDEA
Howes	Zachary	NEMS Social Studies Gr 7	NEMS Social Studies Gr 7
Howes	Jamie	Crosby ELA	Crosby ELA
Kampfman	William	Wilby Social Studies HS	Wilby Social Studies HS
Klein	Lauren	Wallace Art	Wallace Art
Kloc	Madison	Generali Gr 3	Generali Gr 3
Kolukisa	Susan	Bucks Hill Annex PreK Special Ed	Bucks Hill Annex PreK Special Ed
Kouakou	Sherene	Washington Gr 1	Washington Gr 1
Kraut	Susan	Wallace Science Gr 7	Wallace Science Gr 7
Kruijs	Ashley	Regan Gr K	Regan Gr K
Kruse	Margaret	Bucks Hill Annex PreK Special Ed	Bucks Hill Annex PreK Special Ed
Kupec	Meghan	Kingsbury Gr 4	Kingsbury Gr 4
LaFavor	Brandon	Wilby World Lang. Spanish	Wilby World Lang. Spanish
Lajara	Anairis	Wilby World Lang. Spanish	Wilby World Lang. Spanish
LeMoult	Amanda	Duggan Gr K Regular Ed Co-Taught	Duggan Gr K Regular Ed Co-Taught
Leonard	Nicole	NEMS ELA Gr 6	NEMS ELA Gr 6
Lewis	James	Crosby Science HS	Crosby Science HS
Liu	Ryan	Wilby ELA HS	Wilby ELA HS
Lloga	Era	WAMS Music HS	WAMS Music HS
Lopez	Melissa	Hopeville Bilingual Gr 1	Hopeville Bilingual Gr 1
Luby	Shannon	Walsh Special Ed Elem.	Walsh Special Ed Elem.
Machol	Cynthia	WAMS ELA Gr 8	WAMS ELA Gr 8
Maloney	Erin	Regan/Washington Split Library Media	Regan/Washington Split Library Media
Marchitto	Cassidy	International Dual Language Gr 2 English	International Dual Language Gr 2 English
Marte	Yaquira	Bucks Hill Bilingual Gr 4	Bucks Hill Bilingual Gr 4
Martin	Melissa	Washington School Guidance Counselor	Washington School Guidance Counselor
Mayo	Karen	DW Social Worker	DW Social Worker
McGuigan	Kaitlyn	Hopeville Special Ed Elem.	Hopeville Special Ed Elem.
McNamara	Morgan	Kingsbury Gr 5	Kingsbury Gr 5
Milano	Regina	WAMS Science Biology	WAMS Science Biology
Morrison	Grant	WAMS Music HS	WAMS Music HS
Morrison Sr.	Montrel	DW Social Worker	DW Social Worker
Nazario	Jonathan	International/Reed Split Music	International/Reed Split Music
Padua	Maria	Maloney Special Ed Elem.	Maloney Special Ed Elem.
Paholsky	Justyna	Driggs Gr 5	Driggs Gr 5
Pastor	Brenda	Carrington Art	Carrington Art
Pelletier	Colleen	Generali Gr 3	Generali Gr 3
Pennacchio	Krista	Generali Gr 2	Generali Gr 2
Perez	Oscar	Wallace Tech Ed Woodshop	Wallace Tech Ed Woodshop
Piacentini	Marc	Duggan Special Ed MS	Duggan Special Ed MS
Potenziani	Elizabeth	Driggs School Guidance Counselor	Driggs School Guidance Counselor

Qosja	Blerina	Bucks Hill/Regan Split ESL Gr K-5	Bucks Hill/Regan Split ESL Gr K-5
Quimby	Thomas	Crosby Math HS	Crosby Math HS
Regan	Diane	Bunker Hill Special Ed Elem.	Bunker Hill Special Ed Elem.
Regimbald	Jeremiah	Chase Music	Chase Music
Rodriguez	Beatriz	Walsh Bilingual Gr K	Walsh Bilingual Gr K
Rodriguez	Jessica	Carrington Special Ed Resource	Carrington Special Ed Resource
Roman	Kaleb	Crosby Science HS	Crosby Science HS
Rosa	James	NEMS Special Ed MS	NEMS Special Ed MS
Rucinski	Matthew	WAMS ELA HS	WAMS ELA HS
Ruel	Cynthia	Washington PreK Special Ed Co-Taught	Washington PreK Special Ed Co-Taught
Salazar	Ashley	Bucks Hill Bilingual Gr 5	Bucks Hill Bilingual Gr 5
Santaniello	Lori	Walsh Music	Walsh Music
Scarduzio	Aimee	Wilby Special Ed CBT	Wilby Special Ed CBT
Schacht	Andrew	Wilby Social Studies HS	Wilby Social Studies HS
Schneider	Rosalinda	Wilson PreK Reg. Ed Co- Taught	Wilson PreK Reg. Ed Co- Taught
Shafer	Melissa	Generali Special Ed Elem.	Generali Special Ed Elem.
Shea	Rebecca	Tinker Special Ed Elem.	Tinker Special Ed Elem.
Sierra	Mileydis	WSMS ELA Gr 7	WSMS ELA Gr 7
Smith-Price	Marceon	Sprague Gr 5	Sprague Gr 5
Soley	Todd	Crosby Science Biology	Crosby Science Biology
Stevenson	Melissa	Hopeville Gr 1	Hopeville Gr 1
Taylor- DiFederico	Sharon	Bunker Hill Pre-K Reg. Ed	Bunker Hill Pre-K Reg. Ed
Therault	Alexis	Wendell Gr 6	Wendell Gr 6
Tilton	Liam	Gilmartin Social Studies Gr 7-8	Gilmartin Social Studies Gr 7-8
Torres- Jimenez	Soribel	International Dual Language Gr 4 English	International Dual Language Gr 4 English
Tracy	Jennifer	Wendell Gr 5	Wendell Gr 5
Troop	Natasha	Enlightenment ELA HS	Enlightenment ELA HS
Turner	Bethany	WCA Science Chemistry	WCA Science Chemistry
Viera	Caseyenne	Kingsbury Art	Kingsbury Art
Zabin	Tracy	Reed ELA Gr 8	Reed ELA Gr 8
Zinno	Jake	Duggan Math Gr 7-8	Duggan Math Gr 7-8
Zhuta	Arianna	WCA Math HS	WCA Math HS

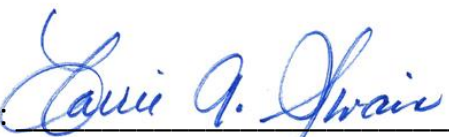
g. Teacher New Hires:

<u>Last</u>	<u>First</u>	<u>Assignment</u>
Andronaco	Isabelle	Carrington Math Gr 7-8
Callahan	Kevin	Enlightenment PE/Health
Cavallo	Andrew	Crosby Math
Conchado	Corey	Reed Art
Dabkowski	Matthew	International/Regan Split Art
Desrochers	Namoi	WAMS ELA Gr 8
Drewry	Paul	WSMS Literacy Facilitator
Drumm	Andrew	Wilby Business
Goodrich	Sydney	Sprague Gr 4
Hill	Connor	Crosby PE/Health
Houle	Marissa	Kingsbury Special Ed PreK
Kampfman	William	Wilby Social Studies
Liu	Ryan	Wilby ELA
Mayo	Karen	Districtwide Social Worker
Qosja	Blerina	Regan/Bucks Hill Split ESL
Robinson-Lawrence	McKenzie	Sprague Gr 5
Thorpe	Noelle	Wendell ELA Gr 6-8

h. Resignations:

<u>Name</u>	<u>Assignment</u>	<u>Effective</u>
Eckler, Michelle	Supervisor of Technology & Learning	12/30/24
Gromko, Jill	Bunker Hill Special Ed	12/20/24
Nowek, Michael	WSMS English Grade 8	12/24/24

ADJOURNMENT

ATTEST: 
Carrie A. Swain, Clerk
Board of Education



Next Generation Accountability

December 2024

Overview

Next Generation Accountability

- Holistic perspective on school and district performance
- All schools and districts in the state are provided an overall accountability index rating based on a broad set of indicators, as calculated by the Connecticut State Department of Education (CSDE)

Academic Achievement

Academic Growth

Participation Rates

Chronic Absenteeism

College and Career Readiness Coursework

College and Career Readiness Exams

On-Track in Grade 9

Four-Year Graduation Rate

Six-Year Graduation Rate

Postsecondary Entrance

Physical Fitness

Arts Access

District Level

District Level Highlights

Improvement in most indicators compared to the 2022-2023 school year:

- ***Overall Accountability Index***
- Academic Achievement - ELA, Math, and Science
- Academic Growth - ELA, Math, English Language Proficiency (Literacy)
- Chronic Absenteeism
- College and Career Readiness Coursework (maintained max points)
- College and Career Readiness Exams
- On-Track in Grade 9
- Six-Year Graduation Rate
- Postsecondary Entrance

Urban Peer Group

- Previously identified by CSDE as District Reference Groups (DRGs), local public school districts were grouped together based on similar socioeconomic status (SES) and need
- Waterbury's urban peers are:
 - ❖ Bridgeport
 - ❖ Hartford
 - ❖ New Britain
 - ❖ New Haven
 - ❖ New London
 - ❖ Windham

Urban Peer Group

WPS RANKINGS IN URBAN PEER GROUP

2023-2024

#1

Academic Growth - ELA

Participation - ELA, Math, and Science

On-Track in Grade 9

Four-Year Graduation Rate

Six-Year Graduation Rate

#2

Overall Accountability Index

Academic Achievement - ELA and Math

Chronic Absenteeism

Physical Fitness

School Level

School Level Highlights

- Wallace Middle School was removed from the state turnaround list
 - Improved from Category 5 to Category 3
 - One of three turnaround schools in the state to exit turnaround status in 2023-2024, out of 38 turnaround schools
- West Side and Wilby earned a year of credit to exit turnaround status
 - Two consecutive years are necessary, along with continued improvement

School Level Highlights

- Kingsbury, Maloney, and Regan all improved from Category 3 to Category 2
- Chase, Kingsbury, and Regan were identified as Schools of Distinction
 - Chase - Academic growth (ELA high needs)
 - Kingsbury - Academic growth (ELA and math all students and high needs)
 - Regan - Academic growth (ELA high needs)
 - Waterbury is the only district in our urban peer group to have **THREE** schools of distinction!
 - Hartford (1), New Britain (1), Windham (1)

SCHOOL ASSIGNMENT CATEGORIES BASED ON PERCENTAGE OF POINTS EARNED

Category 1
Accountability Index = 85 - 100

Category 2
Accountability Index = 70 - 84.9

Category 3
Accountability Index = 0 - 69.9

Category 4 (Turnaround/Focus)

Category 5 (Turnaround/Focus)

SCHOOL	% POINTS EARNED	CATEGORY	SUPPORT	INCREASED % POINTS EARNED	IMPROVED ONE OR MORE CATEGORIES	SCHOOL OF DISTINCTION
International	79.56	2		✓		
Rotella	74.87	2		✓		
Regan	72.11	2		✓	✓	✓
WAMS	72.05	2				
Maloney	71.28	2		✓	✓	
Kingsbury	70.48	2		✓	✓	✓
WCA	69.98	3		✓		
Chase	67.92	3		✓		✓
Bucks Hill	66.38	3		✓		
Tinker	64.33	3		✓		
Washington	61.33	3		✓		
District	61.18			✓		
Hopeville	60.14	3		✓		
Duggan	58.46	3		✓		
Carrington	58.09	3				
Wendell Cross	57.80	3				
Wallace	56.43	3		✓	✓	
Wilson	54.76	3		✓		
Bunker Hill	54.12	3				
North End	54.05	3		✓		
Generali	53.61	3		✓		
Sprague	53.51	3				
Walsh	52.60	3				
Gilmartin	51.74	3		✓		
Driggs	49.96	3				
Reed	46.80	3				
West Side	52.86	5	Turnaround	✓		
Crosby	52.42	5	Turnaround	✓		
Kennedy	50.78	5	Turnaround			
Wilby	50.19	5	Turnaround	✓		

School Level Data

20 schools had improvement in the overall accountability index from the prior year:

School	Overall Accountability Index	Change Prior Year	School	Overall Accountability Index	Change Prior Year	School	Overall Accountability Index	Change Prior Year
International	79.6	+7.9	Bucks Hill	66.4	+7.9	North End	54.1	+0.6
Rotella	74.9	+0.1	Tinker	64.3	+7.2	Generali	53.6	+2.1
Regan	72.1	+8.6	Washington	61.3	+0.1	West Side	52.9	+3.4
Maloney	71.3	+4.7	Hopeville	60.1	+4.3	Crosby	52.4	+1.2
Kingsbury	70.5	+12.3	Duggan	58.5	+2.5	Gilmartin	51.7	+5.3
WCA	70.0	+4.8	Wallace	56.4	+11.4	Wilby	50.2	+2.4
Chase	67.9	+3.7	Wilson	54.8	+5.5			

School Level Data

9 schools had a decline in the overall accountability index from the prior year:

School	Overall Accountability Index	Change Prior Year	School	Overall Accountability Index	Change Prior Year	School	Overall Accountability Index	Change Prior Year
WAMS	72.0	-1.5	Bunker Hill	54.1	-5.0	Kennedy	50.8	-2.0
Carrington	58.1	-2.1	Sprague	53.5	-0.5	Driggs	50.0	-3.7
Wendell Cross	57.8	-1.5	Walsh	52.6	-5.7	Reed	46.8	-1.5

Improvement Plan

Improvement Strategies

- All schools developed School Improvement Plans targeting specific indicators
- Plans and associated data are being monitored for fidelity of implementation of strategies
- Improved SAT and Smarter Balanced aligned assessments in middle and high school math, science, and ELA
- Math 530 and ELA 480 Clubs (HS SAT)
- Curriculum Implementation Walks (data collection)

Improvement Strategies

- Professional learning on highly effective instructional strategies being implemented in all schools
- Defining a Framework for High Quality Instruction
- Examining and enhancing our data systems

Questions

2025-2026



2025-2026

July				
Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	
DRAFT 2025-2026 School Calendar DRAFT				
October				
Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
1st - Yom Kippur - Jewish Holiday				
1st - CN Early Dismissal / PD Day				
8th - Professional Development - 7hr. - No School				
13th - Columbus Day/ Indigenous Peoples' Day - No School				
15th - CN Early Dismissal / PD Day				
22nd - CN Early Dismissal / PD Day				
29th - CN Early Dismissal / PD Day				
29th - End of the 1st MP: HS/MS/Elementary				
21 Days				

January				
Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
1st - New Year's Day - No School				
2nd - School Resumes				
6th - Three Kings Day - No School				
7th - CN Early Dismissal / PD Day				
12th - 16th - Midterm Exams - Early Dismissal - H.S. Only				
16th - End of the 2nd MP: HS/MS/Elementary				
19th - Martin Luther King Jr. Day - No School				
14th, 21st, 28th - CN Early Dismissal / PD Day				
27th - HS/MS/Elementary Grade Submission Ends - 9am				
19 Days				

April				
Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	
3rd - Good Friday - No School				
6th - 10th Spring Recess - No School				
13th - Grade Submission Ends - 9am				
15th - Parent Conference HS & Elementary 5-7pm - Early Dismissal				
15th - M.S. - Teacher Collab./PD - Early Dismissal				
17th - Distribute 3rd MP Report Cards				
22nd - Parent Conference M.S. 5-7pm - Early Dismissal				
22nd - H.S. & Elementary - Teacher Collab/PD - Early Dismissal				
29th - CN Early Dismissal / PD Day				
16 Days				
Full Day Professional Development Day- No School				
Early Dismissal Professional Development Day				
Commissioner's Network (CN) Early Dismissal/PD Day				

August				
Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
13th - 15th - Administration Professional Learning				
18th - 19th - New Teacher Orientation - 7hr.				
20th - Professional Development Day - 7hr.				
21st - Professional Development Day - 7hr.				
22nd - Professional Development Day - 7hr.				
25th - First Day of School				
5 Days				
November				
Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
4th - Election Day - No School				
5th - CN Early Dismissal / PD Day				
7th - HS/MS/Elementary Grade Submission Ends - 9am				
11th - Veterans Day - No School				
12th - CN Early Dismissal / PD Day				
19th - CN Early Dismissal / PD Day				
21st - Pre-K & Kindergarten - End of the 1st MP				
26th - Thanksgiving Recess - Early Dismissal				
27th & 28th - Thanksgiving Recess - No School				
16 Days				

February				
Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
3rd - Distribute 2nd MP Report Cards - HS/MS/Elementary				
4th - Professional Development Day - Early Dismissal				
11th - CN Early Dismissal / PD Day				
16th - Presidents Day - No School				
17th - Lincoln's Day (Observed) - No School				
18th, 25th - CN Early Dismissal / PD Day				
18 Days				

May				
Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
6th - Professional Development Day - Early Dismissal				
13th - CN Early Dismissal / PD Day				
20th - CN Early Dismissal / PD Day				
25th - Memorial Day - No School				
27th - CN Early Dismissal / PD Day				
20 Days				
School Closed				
School Day				
Modified 10-23-2024				

September				
Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			
1st - Labor Day - No School				
3rd - CN Early Dismissal / PD Day				
10th - Open House H.S. / Elementary 5-7 pm - Early Dismissal				
10th - M.S. Teacher Collaboration / PD - Early Dismissal				
17th - Open House M.S. 5-7pm - Early Dismissal				
17th - H.S./Elementary Teacher Collab. / PD - Early Dismissal				
22nd - Rosh Hashanah - Jewish Holiday				
24th - CN Early Dismissal / PD Day				
21 Days				
December				
Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		
3rd - Pre-K & Kindergarten - 1st MP Grade Submission Ends - 9am				
3rd - Parent Conference Elementary 5-7pm - Early Dismissal				
3rd - Parent Conference H.S. 5-7pm - Early Dismissal				
3rd - M.S. Teacher Collaboration /PD - Early Dismissal				
10th - Pre-K & Kindergarten - Distribute 1st MP Report Cards				
10th - Parent Conference M.S. 5-7pm - Early Dismissal				
10th - H.S. & Elementary - Teacher Collab/PD - Early Dismissal				
17th - CN Early Dismissal / PD Day				
24th - 31st - Winter Recess - No School				
17 Days				

March				
Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			
4th - Professional Development Day - Early Dismissal				
4th - Pre-K & Kindergarten - End of the 2nd MP				
6th - Professional Development - 7hr. No School				
11th, 18th - CN Early Dismissal / PD Day				
12th - Pre-K & Kindergarten - Grade Submission Ends - 9AM				
19th - Pre-K & Kindergarten - Distribute 2nd MP Report Cards				
20th - Eid al-Fitr Muslim Holiday - No School				
25th - CN Early Dismissal / PD Day				
26th - End of the 3rd MP: HS/MS/Elem				
20 Days				

June				
Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			
** Pre-K - 8th - Grades due 5 days before last day				
** Pre-K - 8th - Distribute Report Cards on last day				
** H.S. Grade submission ends on last day				
10th - Last Day of School - Depending on Weather- Early Dismissal				
8 Days				
Prepared by the Computer Technology Center				
**April Recess may be adjusted to align with surrounding towns				
181 School Days				

Memorandum

To: Dr. Darren Schwartz, Interim Superintendent of Schools

From: Will Zhuta, Director of Technology
Department of Education Computer Technology Center

Date: November 26, 2024

Re: Chromebook Procedure and Policy Change

I asked the Technology Committee to review and recognize that the existing Chromebook procedures and processes were unsustainable, leading to significant inefficiencies and challenges. Strategic meetings and discussions ensued, culminating in a new approach to distributing student devices. This goal aimed to optimize the management, sustainability, and cost-effectiveness of Chromebook utilization by assigning devices to classrooms or schools rather than individual students. This shift was intended to streamline device management processes, ensure equitable access to technology, and mitigate issues like damage and loss of Chromebooks.

Below is a timeline outlining the process:

- In April 2024, The Technology Committee met to review the Chromebook data and discuss new processes and procedures that will help mitigate the damage and lost/stolen Chromebooks.
- In April 2024, the Technology Committee recommended to the Superintendent that the current Chromebook policy was unsustainable and that we must change how student devices are distributed.
 - The goal was to optimize the management and utilization of Chromebook devices within our school district.
 - Assigning Chromebook devices to classrooms or schools rather than individual students offers numerous efficiency, sustainability, and cost-effectiveness benefits. By implementing this policy, we streamlined device management processes and ensured equitable access to technology for all students.
- In April 2024, every school had a template memo to send to families outlining the new procedure and explaining why the district was updating our Chromebook policy.
- In April 2024, Schools were instructed to notify families and provided a sample memo to ensure clear communications.
- May and June 2024, All Elementary, Middle, and PRE-K-8 school devices were collected and reassigned to schools and classrooms before the end of the school year
 - High Schools needed their devices to complete end-of-year projects, end-of-year testing, and take final exams; collecting them earlier would have affected the learning environment.

- In July 2024, High School principals were instructed to collect devices in the summer, if possible, so that we could be as prepared as possible for the start of school.
- August 2024 - High Schools paused device collection for the first few weeks of school due to the Yondr cell phone bag rollout
- September 2024, High School Devices were collected and assessed for working condition and repair
- September 2024- Schools were informed of the Chromebook loaner program before the start of school
- October 2024, All High Schools were instructed to complete a spreadsheet and identify any rooms that need Chromebooks
- November 2024, Meet with High School Principals to identify if any rooms still need devices
 - No new requests for devices were submitted

The Current Process was unsustainable and maintainable.

	2020-2022	2022-2023	2023-2024	2024-2025	Total	Replacement Costs
Damaged Beyond Repair	1,396	1,085	2,917	392	5,790	\$ 2,443,380.00
Lost/Reported Stolen	2,480	1,216	3,994	743	8,433	\$ 3,558,726.00
Damaged-Screen	n/a	n/a	2,216	133	2,349	\$ 352,350.00
Damaged-KeyBoard	n/a	n/a	999	106	1,105	\$ 93,925.00
Damaged-Housing	n/a	n/a	242	44	286	\$ 52,910.00
Damaged-Other	4,965	4,049	543	201	9,758	
Other issues	n/a	n/a	788	44	832	
Total	8,841	6,350	11,699	1,663	28,553	\$ 6,148,941.00

The transition from individual to classroom-based Chromebook distribution has proven to be a necessary evolution in our district's technology management strategy. By addressing the previous system's unsustainable nature, we've reduced costs and waste and enhanced our ability to provide consistent, equitable access to technology across all schools. This procedure and process change, implemented throughout 2024, reflects our commitment to adapting to the needs of our educational community while ensuring that technology is an effective tool for learning.

Waterbury Public Schools

FORM SCG-1031 - EDUCATIONAL SPECIFICATION

For

Driggs Elementary School

Code Update-Elevator Addition

1. PROJECT RATIONALE

The installation of a handicapped accessible elevator addition at the Driggs Elementary School will allow the City of Waterbury to provide a safe and appropriate learning environment accessible to all members of the student body and staff. It is necessary for the City of Waterbury to install an elevator at the Driggs Elementary School as the City of Waterbury plans to continue to utilize the Driggs Elementary School, as an elementary school, for the next twenty years.

2. LONG-RANGE PLAN

The long-range plan for the school buildings in Waterbury calls for full code compliance at all school buildings. While Driggs Elementary School is not designated as an accessible elementary school, a code update will be completed. This will allow Waterbury to move toward compliance at all facilities in accordance with the long-range plan.

Waterbury plans to continue to utilize Driggs Elementary School in its current capacity, and with appropriate maintenance, as an elementary school for the next twenty years.

The long range plan for the Driggs Elementary School in Waterbury calls for the installation of an elevator. The existing school was constructed in 1889. The original design did not incorporate any handicapped accessible features. While some handicapped modifications, which comply with the American with Disabilities Act (ADA), have been put in place, the major impediment to a fully handicapped accessible school facility is the lack of a handicapped accessible elevator.

3. THE PROJECT

The City of Waterbury proposes the following components for the elevator project. This project will address violations of the ADA Code. The areas adjacent to the elevator will be affected by minor construction. Details of the project are presented below.

THE PROJECT – Entire Facility

There are several aspects of the code update which will impact the facility. This work will include the following:

- 1) Survey the existing facility and determine an appropriate and cost effective location for an addition containing a four stop, handicapped accessible elevator complying with the Americans with Disabilities Act (ADA). The elevator addition is anticipated to increase the existing building footprint.
- 2) Inspect for hazardous containing materials in the area of the addition by an environmental consultant.
- 3) Abatement of hazardous containing materials, if required.
- 4) Identify existing building components including mechanical and electrical systems to be demolished in the area of the elevator addition.
- 5) Identify mechanical and electrical services and systems which will be required for the elevator addition.
- 6) Determine where electrical and mechanical services/systems are required to support the new elevator are located, identify requirements for extending those services/systems to the location of the new elevator.
- 7) Perform necessary work to install an elevator.
- 8) Any finishes will be of a type similar to that of the existing building.

THE PROJECT – Select Areas

The Code Update-Elevator which will impact only select areas of the existing facility. This work will include the following:

Current space:	TBD
Construction:	After the best location for the elevator is found construct the necessary elements to install the elevator.
Final space:	Four stop elevator.
FF&E:	Not applicable.

4. BUILDING SYSTEMS

Security:	As required at any new entry vestibules required as part of the project.
Public Address:	Not applicable.
Technology:	Not applicable.
Phone System:	Not applicable.
Clocks:	Not applicable.

5. INTERIOR BUILDING ENVIRONMENT

Acoustics:	Ceilings: Ceilings in the construction area will be replaced to accommodate elevator installation and for fire code reasons if necessary. Walls: Interior walls will be patched and repaired as necessary only where construction related to interior accessible route directly impacts existing structure.
Lighting:	Lights in the modified areas for the elevator may need to be reconfigured.
HVAC:	Heating, ventilation, and air conditioning modifications may be required to accommodate the elevator.

Plumbing:	Reconfiguration of fire protection sprinklers may be required to accommodate the installation of the new elevator.
Windows/Doors:	Removal of existing windows and doors may be required to accommodate the installation of the new elevator.

6. **SITE DEVELOPMENT**

Site Acquisition:	Not applicable.
Parking:	Not applicable.
Drives:	Not applicable.
Walkways:	As required to provide ADA access to new elevator location.
Outdoor Athletic Facilities:	Not applicable.
Landscaping:	Not applicable.
Site Improvements:	Not applicable.

7. **CONSTRUCTION BONUS REQUESTS**

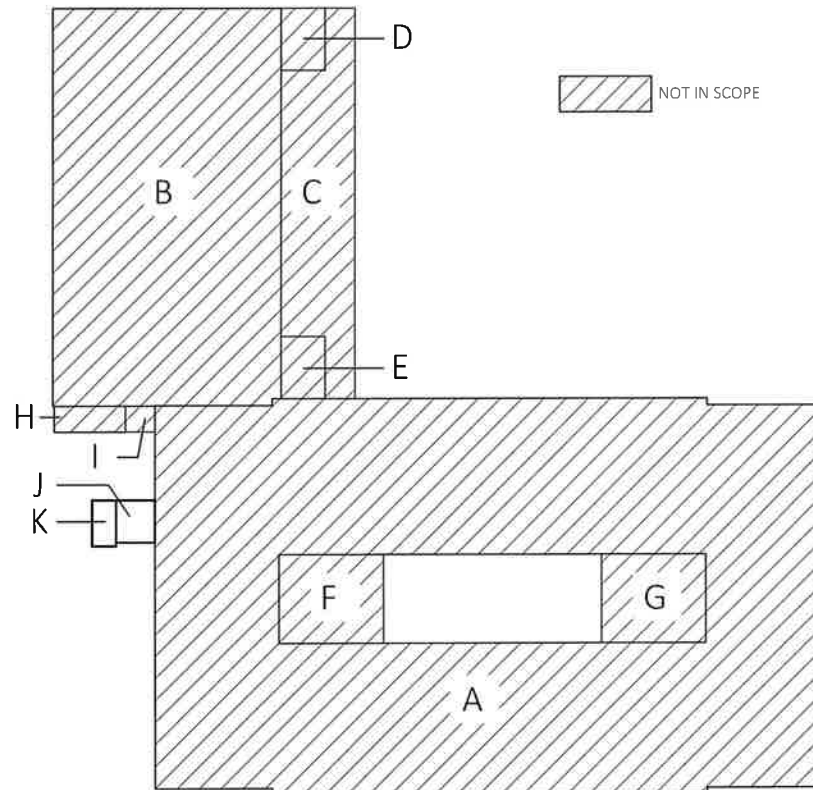
Driggs Elementary School does not house any of the special programs eligible for a school construction bonus.

School Readiness:	C.G.S. 10-285a(e)--Not applicable.
Lighthouse Schools:	C.G.S. 10-285a(f)--Not applicable.
CHOICE:	C.G.S. 10-285a(g), as amended--Not applicable.
Full-day Kindergarten:	C.G.S. 10-285a(h)--Not applicable.
Reduced Class Size:	C.G.S. 10-285a(h)--Not applicable.
Regional Vo-Ag Center:	C.G.S. 10-65--Not applicable.
Interdistrict Magnet School:	C.G.S. 10-264h--Not applicable.
Interdistrict Cooperative School:	C.G.S. 10-158a--Not applicable.
Regional Special Education Center:	C.G.S. 10-76e--Not applicable.

8. **COMMUNITY USES**

Driggs Elementary School will be designed to facilitate activities during the school hours, before and after school hours, and throughout the calendar year.

- PTO will use the media center and conference rooms for meetings before and after school; as well as, they have an office and storage space within the building.
- The Recreation Department will use the gymnasium for evening activities when it is not being used by the students.
- Summer Enrichment Programs are held at the school.
- Neighborhood and City-wide Community Meetings will take place in the evenings.



ELEVATOR ADDITION
DRIGGS ELEMENTARY

77 WOODLAWN TERRACE
WATERBURY, CT

ROOF KEY PLAN

DATE:	SHEET NO.
REV.	D-1

LEGEND									
ROOF AREA DESIGNATION	SQUARE FOOTAGE	PITCH/RADIUS	EXISTING ROOF ON EXISTING BUILDING	NEW ROOF ON EXISTING BUILDING	NEW ROOF ON NEW ADDITION	TYPE OF ROOFING	ORIGINAL CONSTRUCTION DATE	DATE OF LAST REPAIR / REPLACEMENT	PROGRAMMATIC AREA BELOW NEW ROOF AREAS
A	18,744		X			METAL	1889	2010	CLASSROOMS
B	6,455		X			BIT. MOD.	2000	2010	MULTIPURPOSE
C	1,670		X			BIT. MOD.	2000	2010	CAFETERIA
D	195		X			BIT. MOD.	2000	2010	STAIR
E	195		X			BIT. MOD.	2000	2010	CONNECTOR
F	667		X			BIT. MOD.	1889	2010	STAIR
G	667		X			BIT. MOD.	1889	2010	STAIR
H	130		X			BIT. MOD.	2000	2010	STAIR
I	54		X			BIT. MOD.	2000	2010	VESTIBULE
J	115	1/4" : 1'-0"			X	EPDM	2025		ELEVATOR
K	78	1/4" : 1'-0"			X	EPDM	2025		ELEVATOR LOBBY

ELEVATOR ADDITION
DRIGGS ELEMENTARY

77 WOODLAWN TERRACE
WATERBURY, CT

ROOF KEY PLAN
LEGEND

DATE:	SHEET NO.
REV.	D-2

Waterbury Public Schools

FORM SCG-1031 - EDUCATIONAL SPECIFICATION

For

Generali Elementary School

Code Update-Elevator Addition

1. PROJECT RATIONALE

The installation of a handicapped accessible elevator addition at the Generali Elementary School will allow the City of Waterbury to provide a safe and appropriate learning environment accessible to all members of the student body and staff. It is necessary for the City of Waterbury to install an elevator at the Generali Elementary School as the City of Waterbury plans to continue to utilize the Generali Elementary School, as an elementary school, for the next twenty years.

2. LONG-RANGE PLAN

The long-range plan for the school buildings in Waterbury calls for full code compliance at all school buildings. While Generali Elementary School is not designated as an accessible elementary school, a code update will be completed. This will allow Waterbury to move toward compliance at all facilities in accordance with the long-range plan.

Waterbury plans to continue to utilize Generali Elementary School in its current capacity, and with appropriate maintenance, as an elementary school for the next twenty years.

The long range plan for the Generali Elementary School in Waterbury calls for the installation of an elevator. The existing school was constructed in 1942. The original design did not incorporate any handicapped accessible features. While some handicapped modifications, which comply with the American with Disabilities Act (ADA), have been put in place, the major impediment to a fully handicapped accessible school facility is the lack of a handicapped accessible elevator.

3. THE PROJECT

The City of Waterbury proposes the following components for the elevator project. This project will address violations of the Americans with Disabilities Act (ADA) Code. The areas adjacent to the elevator will be affected by minor construction. Details of the project are presented below.

THE PROJECT – Entire Facility

There are several aspects of the code update which will impact the facility. This work will include the following:

- 1) Survey the existing facility and determine an appropriate and cost effective location for an addition containing a five stop, handicapped accessible elevator complying with ADA. The elevator addition is not anticipated to increase the existing building footprint. A wheelchair lift is also anticipated to provide access to the Nurse's Suite.
- 2) Inspect for hazardous containing materials in the area of the addition by an environmental consultant.
- 3) Abatement of hazardous containing materials, if required.
- 4) Identify existing building components including mechanical and electrical systems to be demolished in the area of the elevator addition.
- 5) Identify mechanical and electrical services and systems which will be required for the elevator.
- 6) Determine where electrical and mechanical services/systems are required to support the new elevator are located, identify requirements for extending those services/systems to the location of the new elevator.
- 7) Perform necessary work to install an elevator.
- 8) Confirm egress capacity of the building and demolish existing stair for installation of new elevator.
- 9) Any finishes will be of a type similar to that of the existing building.

THE PROJECT – Select Areas

The Code Update-Elevator and lift which will impact only select areas of the existing facility. This work will include the following:

Current space:	Internal stair and cafeteria
Construction:	After the best location for the elevator is found construct the necessary elements to install the elevator.
Final space:	Five stop elevator.
FF&E:	Not applicable.

4. BUILDING SYSTEMS

Security:	As required at any new entry vestibules required as part of the project.
Public Address:	Not applicable.
Technology:	Not applicable.
Phone System:	Not applicable.
Clocks:	Not applicable.

5. INTERIOR BUILDING ENVIRONMENT

Acoustics:	Ceilings: Ceilings in the construction area will be replaced to accommodate elevator and lift installation and for fire code reasons if necessary. Walls: Interior walls will be patched and repaired as necessary only where construction related to interior accessible route directly impacts existing structure.
Lighting:	Lights in the modified areas for the elevator may need to be reconfigured.

HVAC:	Heating, ventilation, and air conditioning modifications may be required to accommodate the elevator.
Plumbing:	Reconfiguration of fire protection sprinklers may be required to accommodate the installation of the new elevator.
Windows/Doors:	Removal of existing windows and doors may be required to accommodate the installation of the new elevator and lift.

6. SITE DEVELOPMENT

Site Acquisition:	Not applicable.
Parking:	Provide accessible parking space at the front of the building near the elevator entrance.
Drives:	As required to provide for accessible parking.
Walkways:	As required to provide ADA access to new elevator location.
Outdoor Athletic Facilities:	Not applicable.
Landscaping:	As required after parking and drive changes.
Site Improvements:	As required for retaining wall and fencing to provide ADA access to new elevator.

7. CONSTRUCTION BONUS REQUESTS

Generali Elementary School does not house any of the special programs eligible for a school construction bonus.

School Readiness:	C.G.S. 10-285a(e)--Not applicable.
Lighthouse Schools:	C.G.S. 10-285a(f)--Not applicable.
CHOICE:	C.G.S. 10-285a(g), as amended--Not applicable.
Full-day Kindergarten:	C.G.S. 10-285a(h)--Not applicable.
Reduced Class Size:	C.G.S. 10-285a(h)--Not applicable.
Regional Vo-Ag Center:	C.G.S. 10-65--Not applicable.
Interdistrict Magnet School:	C.G.S. 10-264h--Not applicable.
Interdistrict Cooperative School:	C.G.S. 10-158a--Not applicable.
Regional Special Education Center:	C.G.S. 10-76e--Not applicable.

8. COMMUNITY USES

Generali Elementary School will be designed to facilitate activities during the school hours, before and after school hours, and throughout the calendar year.

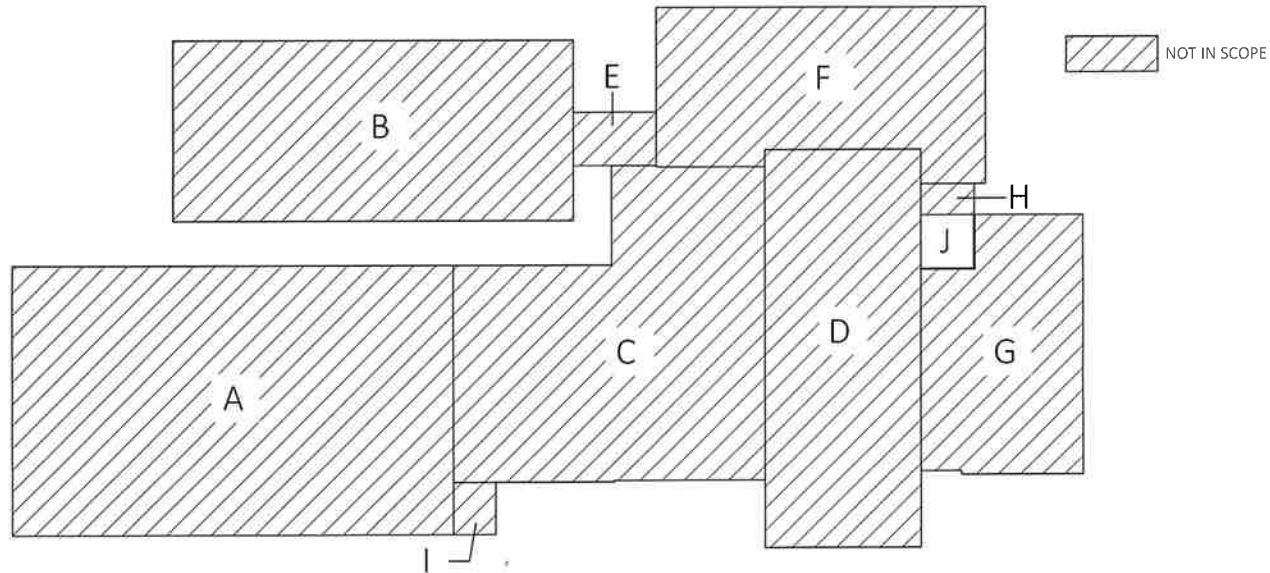
- PTO will use the media center and conference rooms for meetings before and after school; as well as, they have an office and storage space within the building.
- The Recreation Department will use the gymnasium for evening activities when it is not being used by the students.
- Summer Enrichment Programs are held at the school.
- Neighborhood and City-wide Community Meetings will take place in the evenings.

ELEVATOR ADDITION
GENERALI ELEMENTARY
3196 E MAIN STREET
WATERBURY, CT

ROOF KEY PLAN

DATE: SHEET NO.
REV. G-1

2022-049



LEGEND									
ROOF AREA DESIGNATION	SQUARE FOOTAGE	PITCH/RADIUS	EXISTING ROOF ON EXISTING BUILDING	NEW ROOF ON EXISTING BUILDING	NEW ROOF ON NEW ADDITION	TYPE OF ROOFING	ORIGINAL CONSTRUCTION DATE	DATE OF LAST REPAIR / REPLACEMENT	PROGRAMMATIC AREA BELOW NEW ROOF AREAS
A	8,449		X			MOD. BIT.	UNKNOWN	2022	GYMNASIUM
B	5,590		X			MOD. BIT.	UNKNOWN	2022	CLASSROOMS (PORTABLE)
C	6,035		X			MOD. BIT.	UNKNOWN	2022	KITCHEN/CAFETERIA
D	4,449		X			MOD. BIT.	1923	2022	CLASSROOMS
E	308		X			MOD. BIT.	UNKNOWN	2022	VESTIBULE
F	3,770		X			MOD. BIT.	UNKNOWN	2022	CLASSROOMS
G	2,783		X			MOD. BIT.	1923	2022	CLASSROOMS
H	144		X			MOD. BIT.	UNKNOWN	2022	VESTIBULE
I	234		X			MOD. BIT.	UNKNOWN	2022	ENTRY OVERHANG
J	206	1/4" ± 1'-0"		X		EPDM	2025		ELEVATOR

Waterbury Public SchoolsFORM SCG-1031 - EDUCATIONAL SPECIFICATIONForB.W. Tinker Elementary School

Code Update-Elevator Addition

1. PROJECT RATIONALE

The installation of a handicapped accessible elevator addition at the Tinker Elementary School will allow the City of Waterbury to provide a safe and appropriate learning environment accessible to all members of the student body and staff. It is necessary for the City of Waterbury to install an elevator at the Tinker Elementary School as the City of Waterbury plans to continue to utilize the Tinker Elementary School, as an elementary school, for the next twenty years.

2. LONG-RANGE PLAN

The long-range plan for the school buildings in Waterbury calls for full code compliance at all school buildings. While Tinker Elementary School is not designated as an accessible elementary school, a code update will be completed. This will allow Waterbury to move toward compliance at all facilities in accordance with the long-range plan.

Waterbury plans to continue to utilize Tinker Elementary School in its current capacity, and with appropriate maintenance, as an elementary school for the next twenty years.

The long range plan for the Tinker Elementary School in Waterbury calls for the installation of an elevator. The existing school was constructed in 1925. The original design did not incorporate any handicapped accessible features. While some handicapped modifications, which comply with the American with Disabilities Act (ADA), have been put in place, the major impediment to a fully handicapped accessible school facility is the lack of a handicapped accessible elevator.

3. THE PROJECT

The City of Waterbury proposes the following components for the elevator project. This project will address violations of the ADA Code. The areas adjacent to the elevator will be affected by minor construction. Details of the project are presented below.

THE PROJECT – Entire Facility

There are several aspects of the code update which will impact the facility. This work will include the following:

- 1) Survey the existing facility and determine an appropriate and cost effective location for an addition containing a three stop, handicapped accessible elevator complying with the Americans with Disabilities Act (ADA). The elevator addition is anticipated to increase the existing building footprint.
- 2) Inspect for hazardous containing materials in the area of the addition by an environmental consultant.
- 3) Abatement of hazardous containing materials, if required.
- 4) Identify existing building components including mechanical and electrical systems to be demolished in the area of the elevator addition.
- 5) Identify mechanical and electrical services and systems which will be required for the elevator addition.
- 6) Determine where electrical and mechanical services/systems are required to support the new elevator are located, identify requirements for extending those services/systems to the location of the new elevator.
- 7) Perform necessary work to install an elevator.
- 8) Any finishes will be of a type similar to that of the existing building.

THE PROJECT – Select Areas

The Code Update-Elevator which will impact only select areas of the existing facility. This work will include the following:

Current space:	TBD
Construction:	After the best location for the elevator is found construct the necessary elements to install the elevator.
Final space:	Three stop elevator.
FF&E:	Not applicable.

4. BUILDING SYSTEMS

Security:	As required at any new entry vestibules required as part of the project.
Public Address:	Not applicable.
Technology:	Not applicable.
Phone System:	Not applicable.
Clocks:	Not applicable.

5. INTERIOR BUILDING ENVIRONMENT

Acoustics:	Ceilings: Ceilings in the construction area will be replaced to accommodate elevator installation and for fire code reasons if necessary. Walls: Interior walls will be patched and repaired as necessary only where construction related to interior accessible route directly impacts existing structure.
Lighting:	Lights in the modified areas for the elevator may need to be reconfigured.
HVAC:	Heating, ventilation, and air conditioning modifications may be required to accommodate the elevator.

Plumbing: Reconfiguration of fire protection sprinklers may be required to accommodate the installation of the new elevator.

Windows/Doors: Removal of existing windows may be required to accommodate the installation of the new elevator.

6. SITE DEVELOPMENT

Site Acquisition: Not applicable.

Parking: Not applicable.

Drives: Not applicable.

Walkways: As required to provide ADA access to new elevator location.

Outdoor Athletic Facilities: Not applicable.

Landscaping: Not applicable.

Site Improvements: Not applicable.

7. CONSTRUCTION BONUS REQUESTS

Tinker Elementary School does not house any of the special programs eligible for a school construction bonus.

School Readiness: C.G.S. 10-285a(e)--Not applicable.

Lighthouse Schools: C.G.S. 10-285a(f)--Not applicable.

CHOICE: C.G.S. 10-285a(g), as amended--Not applicable.

Full-day Kindergarten: C.G.S. 10-285a(h)--Not applicable.

Reduced Class Size: C.G.S. 10-285a(h)--Not applicable.

Regional Vo-Ag Center: C.G.S. 10-65--Not applicable.

Interdistrict Magnet School: C.G.S. 10-264h--Not applicable.

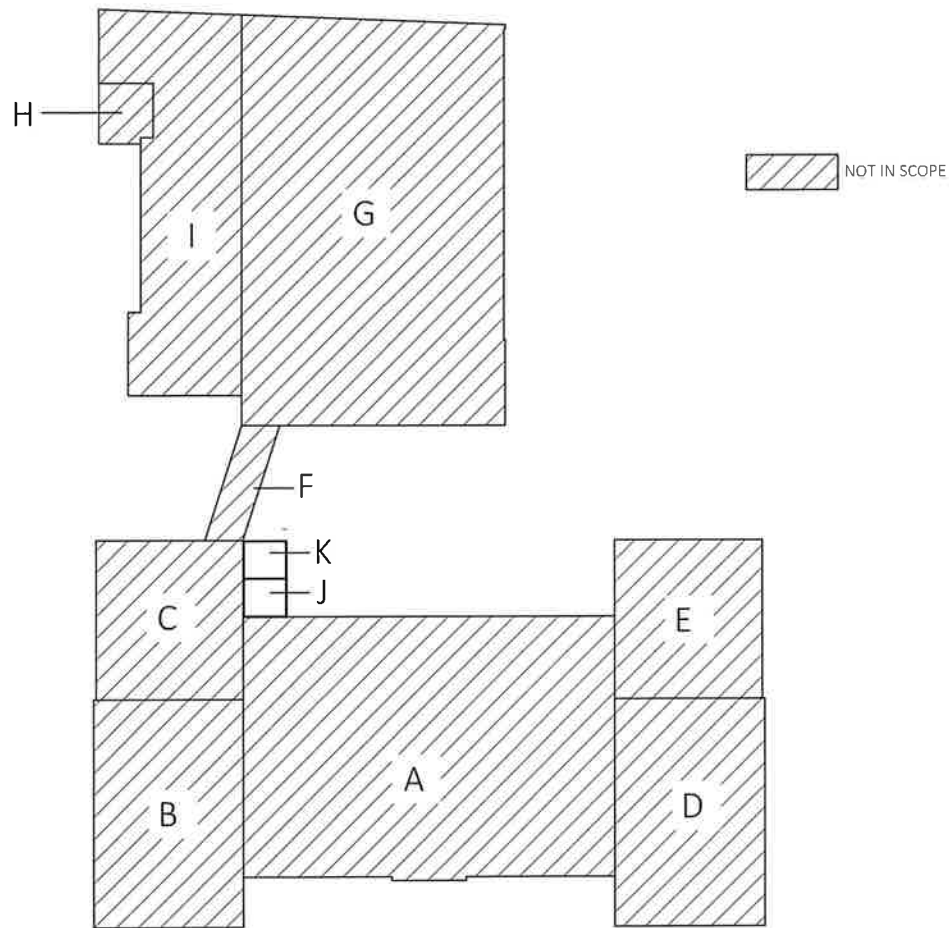
Interdistrict Cooperative School: C.G.S. 10-158a--Not applicable.

Regional Special Education Center: C.G.S. 10-76e--Not applicable.

8. COMMUNITY USES

Tinker Elementary School will be designed to facilitate activities during the school hours, before and after school hours, and throughout the calendar year.

- PTO will use the media center and conference rooms for meetings before and after school; as well as, they have an office and storage space within the building.
- The Recreation Department will use the gymnasium for evening activities when it is not being used by the students.
- Summer Enrichment Programs are held at the school.
- Neighborhood and City-wide Community Meetings will take place in the evenings.



ELEVATOR ADDITION
TINKER ELEMENTARY

809 HIGHLAND AVENUE
WATERBURY, CT

ROOF KEY PLAN

DATE:	SHEET NO.
REV.	T-1

LEGEND									
ROOF AREA DESIGNATION	SQUARE FOOTAGE	PITCH/RADIUS	EXISTING ROOF ON EXISTING BUILDING	NEW ROOF ON EXISTING BUILDING	NEW ROOF ON NEW ADDITION	TYPE OF ROOFING	ORIGINAL CONSTRUCTION DATE	DATE OF LAST REPAIR / REPLACEMENT	PROGRAMMATIC AREA BELOW NEW ROOF AREAS
A	6,906	UNKNOWN	X			MOD. BIT.	1925	2024	CLASSROOMS
B	2,433	UNKNOWN	X			MOD. BIT.	1925	2024	CLASSROOMS
C	1,678	UNKNOWN	X			MOD. BIT.	1925	2024	CLASSROOMS
D	2,438	UNKNOWN	X			MOD. BIT.	1925	2024	CLASSROOMS
E	1,682	UNKNOWN	X			MOD. BIT.	1925	2024	CLASSROOMS
F	311	UNKNOWN	X			MOD. BIT.	UNKNOWN	2024	CONNECTOR
G	7,590	UNKNOWN	X			MOD. BIT.	1974	2024	GYMNASIUM
H	232	UNKNOWN	X			MOD. BIT.	1974	2024	ENTRY OVERHANG
I	2,998	UNKNOWN	X			MOD. BIT.	1974	2024	MULTIPURPOSE
J	115	1/4" : 1'-0"			X	EPDM	2025	-	ELEVATOR
K	115	1/4" : 1'-0"			X	EPDM	2025	-	ELEVATOR LOBBY

ELEVATOR ADDITION

TINKER ELEMENTARY

809 HIGHLAND AVENUE
WATERBURY, CT

ROOF KEY PLAN

LEGEND

DATE:	SHEET NO.
REV.	T-2

Waterbury Public Schools
FORM SCG-1031 - EDUCATIONAL SPECIFICATION
For
Wilson Elementary School

Code Update-Elevator Addition

1. PROJECT RATIONALE

The installation of a handicapped accessible elevator addition at the Wilson Elementary School will allow the City of Waterbury to provide a safe and appropriate learning environment accessible to all members of the student body and staff. It is necessary for the City of Waterbury to install an elevator at the Wilson Elementary School as the City of Waterbury plans to continue to utilize the Wilson Elementary School, as an elementary school, for the next twenty years.

2. LONG-RANGE PLAN

The long-range plan for the school buildings in Waterbury calls for full code compliance at all school buildings. While Wilson Elementary School is not designated as an accessible elementary school, a code update will be completed. This will allow Waterbury to move toward compliance at all facilities in accordance with the long-range plan.

Waterbury plans to continue to utilize Wilson Elementary School in its current capacity, and with appropriate maintenance, as an elementary school for the next twenty years.

The long range plan for the Wilson Elementary School in Waterbury calls for the installation of an elevator. The existing school was constructed in 1928. The original design did not incorporate any handicapped accessible features. While some handicapped modifications, which comply with the American with Disabilities Act (ADA), have been put in place, the major impediment to a fully handicapped accessible school facility is the lack of a handicapped accessible elevator.

3. THE PROJECT

The City of Waterbury proposes the following components for the elevator project. This project will address violations of the ADA Code. The areas adjacent to the elevator will be affected by minor construction. Details of the project are presented below.

THE PROJECT – Entire Facility

There are several aspects of the code update which will impact the facility. This work will include the following:

- 1) Survey the existing facility and determine an appropriate and cost effective location for an addition containing a four stop, handicapped accessible elevator complying with the Americans with Disabilities Act (ADA). The elevator addition is anticipated to increase the existing building footprint.
- 2) Inspect for hazardous containing materials in the area of the addition by an environmental consultant.
- 3) Abatement of hazardous containing materials, if required.
- 4) Identify existing building components including mechanical and electrical systems to be demolished in the area of the elevator addition.
- 5) Identify mechanical and electrical services and systems which will be required for the elevator addition.
- 6) Determine where electrical and mechanical services/systems are required to support the new elevator are located, Identify requirements for extending those services/systems to the location of the new elevator.
- 7) Perform necessary work to install an elevator.
- 8) Any finishes will be of a type similar to that of the existing building.

THE PROJECT – Select Areas

The Code Update-Elevator which will impact only select areas of the existing facility. This work will include the following:

Current space:	TBD
Construction:	After the best location for the elevator is found construct the necessary elements to install the elevator.
Final space:	Four stop elevator.
FF&E:	Not applicable.

4. BUILDING SYSTEMS

Security:	As required at any new entry vestibules required as part of the project.
Public Address:	Not applicable.
Technology:	Not applicable.
Phone System:	Not applicable.
Clocks:	Not applicable.

5. INTERIOR BUILDING ENVIRONMENT

Acoustics:	Ceilings: Ceilings in the construction area will be replaced to accommodate elevator installation and for fire code reasons if necessary. Walls: Interior walls will be patched and repaired as necessary only where construction related to interior accessible route directly impacts existing structure.
Lighting:	Lights in the modified areas for the elevator may need to be reconfigured.
HVAC:	Heating, ventilation, and air conditioning modifications may be required to accommodate the elevator.

Plumbing:	Reconfiguration of fire protection sprinklers may be required to accommodate the installation of the new elevator.
Windows/Doors:	Removal of existing windows is required to accommodate the installation of the new elevator.

6. SITE DEVELOPMENT

Site Acquisition:	Not applicable.
Parking:	Not applicable.
Drives:	Not applicable.
Walkways:	As required to provide ADA access to new elevator location.
Outdoor Athletic Facilities:	Not applicable.
Landscaping:	Not applicable.
Site Improvements:	Not applicable.

7. CONSTRUCTION BONUS REQUESTS

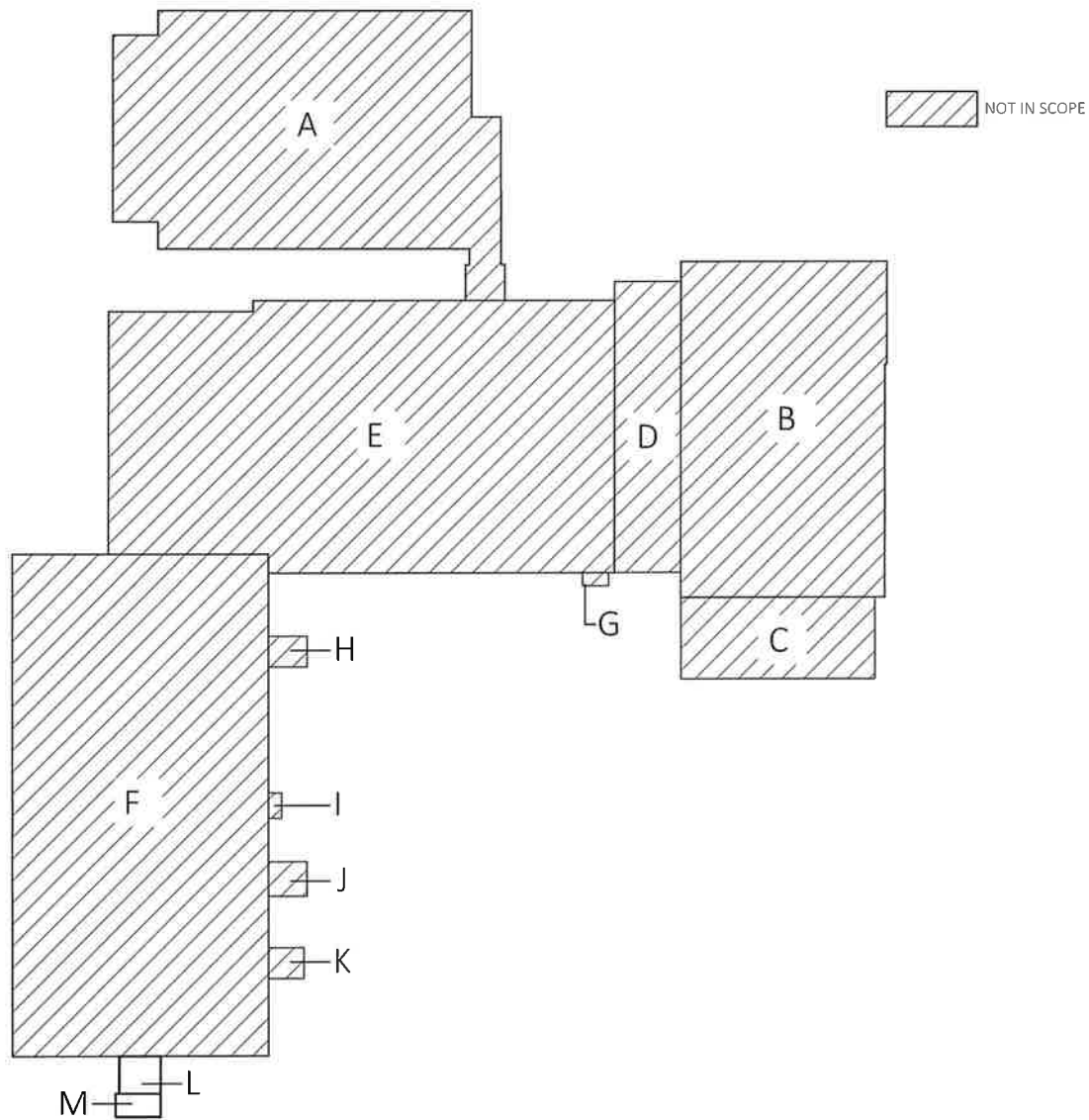
Wilson Elementary School does not house any of the special programs eligible for a school construction bonus.

School Readiness:	C.G.S. 10-285a(e)--Not applicable.
Lighthouse Schools:	C.G.S. 10-285a(f)--Not applicable.
CHOICE:	C.G.S. 10-285a(g), as amended--Not applicable.
Full-day Kindergarten:	C.G.S. 10-285a(h)--Not applicable.
Reduced Class Size:	C.G.S. 10-285a(h)--Not applicable.
Regional Vo-Ag Center:	C.G.S. 10-65--Not applicable.
Interdistrict Magnet School:	C.G.S. 10-264h--Not applicable.
Interdistrict Cooperative School:	C.G.S. 10-158a--Not applicable.
Regional Special Education Center:	C.G.S. 10-76e--Not applicable.

8. COMMUNITY USES

Wilson Elementary School will be designed to facilitate activities during the school hours, before and after school hours, and throughout the calendar year.

- PTO will use the media center and conference rooms for meetings before and after school; as well as, they have an office and storage space within the building.
- The Recreation Department will use the gymnasium for evening activities when it is not being used by the students.
- Summer Enrichment Programs are held at the school.
- Neighborhood and City-wide Community Meetings will take place in the evenings.



LEGEND									
ROOF AREA DESIGNATION	SQUARE FOOTAGE	PITCH/RADIUS	EXISTING ROOF ON EXISTING BUILDING	NEW ROOF ON EXISTING BUILDING	NEW ROOF ON NEW ADDITION	TYPE OF ROOFING	ORIGINAL CONSTRUCTION DATE	DATE OF LAST ROOF REPAIR / REPLACEMENT	PROGRAMMATIC AREA BELOW NEW ROOF AREAS
A	6,477		X			EPDM	1998	2001	ABANDONED MODULAR
B	5,022		X			BITUMINOUS	1925	2001	GYMNASIUM/STAGE
C	1,152		X			BITUMINOUS	1925	2001	LOBBY/GENERAL
D	1,410		X			BITUMINOUS	1925	2001	CAFETERIA/GENERAL
E	9,761		X			BITUMINOUS	1925	2001	CLASSROOMS
F	9,350		X			BITUMINOUS	1925	2001	CLASSROOMS
G	25		X			ASPHALT SHINGLES	1925	2001	ENTRY OVERHANG
H	85		X				1925	2001	STAIR
I	25		X			ASPHALT SHINGLES	1925	2001	ENTRY OVERHANG
J	97					BITUMINOUS	1925	2001	STAIR
K	78					BITUMINOUS	1925	2001	STAIR
L	114	1/4" : 1'-0"			X	EPDM	2025		ELEVATOR
M	78	1/4" : 1'-0"			X	EPDM	2025		ELEVATOR LOBBY

ELEVATOR ADDITION
WILSON ELEMENTARY

235 BIRCH STREET
WATERBURY, CT

ROOF KEY PLAN
LEGEND

DATE:	SHEET NO.
REV.	W-2

December 5, 2024

Dear Commissioner Russell-Tucker,

I am happy to write this letter to support the Operations Plan for Rotella Interdistrict Magnet School, where we educate all students to the highest levels of academic achievement so that they may be creative, compassionate, and caring citizens vital to our community! As one of our district's premier elementary schools, we aim to provide all students with comprehensive academic and social-emotional programs that integrate dance, music, theater, media, and visual arts, while in partnership with families, resident artists, and community members. We provide students with opportunities to learn in a positive atmosphere that promotes curiosity, leadership skills, and academic rigor, which will prepare our students to lead successfully in our global society.

Rotella's interdistrict status covers a broad area of geography and educates a variety of student demographics. Rotella reduces racial, ethnic, and economic isolation by serving the children and families of Waterbury and its surrounding suburban areas. Rotella actively markets to and recruits interdistrict families and students, who comprise 30% of its student population, while the remaining student body is from the city of Waterbury.

Rotella offers a unique, high-quality curriculum focused on the instructional core to prepare students for leadership and success while providing exceptional learning experiences. The themes that make Rotella Magnet School unique are its focus on artistic integration and social-emotional learning. All students from PreK through Grade 5 have access and exposure to music, dance, theater, media, and other art forms. Moreover, using the Harmony SEL Program, all students can access a social-emotional curriculum and activities that help them improve their emotional intelligence and contribute to our society.

However, the ultimate goal for Rotella Magnet School is to increase academic achievement for all students by implementing rigorous academic programming in language arts, mathematics, and science in particular. Rigor is operationalized and achieved by setting student academic growth and achievement goals, reviewing student benchmark data and Smarter Balanced Assessment results, conducting Instructional Data Team (IDT) meetings, identifying and implementing academic interventions, and engaging in constant professional development for teachers. Some of our educational goals for Rotella include increasing student growth in English language arts from 41% in 2021-22 to 85% by the end of the 2026-27 school year; improving student growth in math from 27% in 2022 to 85% by the end of the 2026-27 school year; and increasing student performance in science from 55% in 2021-22 to at least 80% by the end of the 2026-27 school year.



Dr. Darren M. Schwartz

Interim Superintendent of Schools

(203) 574-8000

dschwartz@waterbury.k12.ct.us

I am confident that Rotella will continue to be an exemplary interdistrict magnet school within the Waterbury Public Schools system and the state of Connecticut. The Operations Plan for Rotella Interdistrict Magnet School will be presented for approval to the Waterbury Board of Education on December 5th, 2024. Once approved, the operations plan will be submitted to the Connecticut State Department of Education.

Sincerely,

Dr. Darren M. Schwartz, Interim Superintendent
Waterbury Public Schools

Connecticut State Department of Education
Charlene M. Russell-Tucker
Commissioner of Education

Office of Strategic Planning and Partnerships (OSPP)



Magnet School Operation Plan
Interdistrict Magnet School

Waterbury Public Schools

Rotella Interdistrict Magnet School

Date submitted to the CSDE: September 12, 2024

Letter of Intent

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

Please see attached.

School Information, Planning Committee and Contributing Members

School Name and Address
Rotella Interdistrict Magnet School
380 Pierpont Road
Waterbury, CT 06705

Superintendent	
Name:	Dr. Darren M. Schwartz (Interim)
Job Title:	Superintendent
Phone Number:	203-574-8000
Mailing Address:	236 Grand Street Waterbury, CT 06702

District Contact Information	
Name:	Dr. Joseph H. Johnson
Job Title:	Assistant Superintendent
Phone Number:	203-574-8000
Mailing Address:	236 Grand Street Waterbury, CT 06702

Finance Contact Person		Additional Contact Person	
Name:	Doreen Biolo	Name:	Robin Henry
Job Title:	Chief Financial Officer	Job Title:	Principal
Phone Number:	203-574-8280	Phone Number:	203-574-8168
Mailing Address:	236 Grand Street Waterbury, CT 06702	Mailing Address:	380 Pierpont Road Waterbury, CT 06705

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

Operations Plan Contributing Members		
<u>Name</u>	<u>Job Title</u>	<u>Location</u>
Robin Henry	Principal	Rotella Interdistrict Magnet School
Dana Wallace	Vice Principal	Rotella Interdistrict Magnet School
Mary Monroe	Integrated Arts Specialist	Rotella Interdistrict Magnet School
Diana Dane	School Counselor	Rotella Interdistrict Magnet School
Tracy Giorgio	Magnet Grant Facilitator	Rotella Interdistrict Magnet School

SCHOOL SELF-ASSESSMENT

School Name:		District		RESC		
Rotella Interdistrict Magnet School		Waterbury Public Schools		SERC		
School Profile						
Grades Served	Pre-K-5	Student Enrollment:		614		
Student Demographics						
% Black:	25.9	%IEP:		9.7		
% Hispanic:	50.2	%ELL:		7.5		
%White	61.1	% RI:		27		
Climate Data:		2022	2023		2024YTD	2029TARG
Average Daily Student Attendance:		92.94%	93.84%		91.37%	94%
Student Chronic Absenteeism:		20.4%	11.7%		8.9%	5%
Number of In-School Suspension (ISS):		4	7		0	0
Number of Out-of-School Suspensions (OSS):		14	23		5	4
Number of Expulsions:		0	0		0	0

Part I: Talent

Summary of Strengths:	Summary of Growth Areas:
1.1 Instructional Practice Learning targets and success criteria are posted and referred to in student-friendly language. Rotella teachers collaborate regularly to plan for differentiated small group instruction. Rotella teachers use arts integration and artful thinking routines to build a student's ability to observe and interpret as a foundation for inquiry-based learning.	1.1 Instructional Practice Teachers are focusing on varying Bloom's and Webb's questions, providing think time, and providing opportunities for student discourse.
1.2 Leadership Effectiveness Rotella administrators have high expectations for all students and ensure the mission and vision of the school along with the magnet theme are evident in daily practice. Rotella administrators focus on establishing a welcoming and engaging culture and climate in the school.	1.2 Leadership Effectiveness Rotella administrators are focusing on recruitment, selection, and retention of teachers. Rotella administrators focus on continual improvement of reading, mathematics, and science proficiency and growth.

Part II: Academics				
Academic Data:	2022	2023	2024YTD	2029 TARG
Reading/English Proficiency	41%	39%	47.6	67.6
Math Proficiency	27%	36%	33.5	53.8
Science Proficiency	55%	56%	54.7	74.7
Summary of Strengths:	Summary of Growth Areas:			
2.1 Academic Rigor Rotella teachers analyze data regularly to support and enrich students' learning and ensure the appropriate level of instruction is provided.	2.1 Academic Rigor An area of growth that we continue to focus on is in math achievement and student growth. We have hired an additional math coach to provide tier 3 intervention. We have partnered with Greg Tang for professional learning this school year to implement new mathematical instructional strategies.			
2.2.Student Engagement Our arts-integration approach to learning allows students the opportunity to demonstrate their knowledge by engaging in various art forms.	2.2.Student Engagement Teachers are focusing on providing hands-on math centers that engage students and promote discourse.			

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1. SCHOOL'S DESIGN

1.1 School Description

Describe the school. Include:

- A. The districts, regions, and communities the school will serve.

Rotella Interdistrict Magnet School enrolls students from the City of Waterbury where it is located as well as several surrounding towns. Students who currently attend Rotella live in the following communities: Beacon Falls, Bristol, Cheshire, Meriden, Middlebury, Naugatuck, New Britain, Oakville, Oxford, Plymouth, Prospect, Shelton, Southbury, Southington, Terryville, Thomaston, Torrington, Waterbury, Watertown and Wolcott. Since its inception in 2000, Rotella partnered with the towns of Plymouth/Terryville, Thomaston and Wolcott. The partnership with the towns stipulates that each respective town is granted 9 seats for incoming Pre K students, in order to reduce, eliminate or prevent racial, ethnic or economic isolation at Rotella Interdistrict Magnet School.

- B. The school's theme(s) and description of how the school will offer unique, high-quality, educational opportunities to attract a diverse racial, ethnic, social economic and geographic student population.

Rotella's magnet theme of arts integration is integrated through the school in core classes and in classes with specialty teachers, special education teachers, ELL teachers, school counselor, library/media teacher, instructional technology teacher, and resident teaching artists. We have a full-time science teacher who co-teaches with classroom teachers to integrate the NGSS standards with various art forms. By nature, the magnet theme allows students of all backgrounds and abilities to demonstrate their learning through a variety of art forms. Arts are universal and allow students to tap into various learning styles.

- C. The school's grade configuration.

Rotella serves grades Pre-K through Grade 5. All grades have four classes except for Kindergarten which has five classes. There are 29 general education classrooms.

- D. The program status (full-time or part-time) of the school.

The magnet school is a full-time component of the school, including Pre-K.

Resources:

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

1.2 Days and Hours of Operation

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

- A. The bell times (start and end times).

Rotella's School Hours are 9:05 am to 3:20 pm

- B. Before school and/or after school programs.

Currently, Rotella does not have a before school program. However, Rotella offers academic after school programming for students who are in need of additional instruction to improve their goals in math and reading. Rotella also offers a musical theatre after school enrichment program for grades 3-5.

- C. The total number of days of school for students and faculty.

The total number of days of school for students is 181 days and the total number of days of school for faculty is 186 days. Based on learning goals set by the district in conjunction with state benchmarks, Rotella offers a summer academic program for students not making state benchmarks K-4 for 16 days.

1.3 Vision Statement

Rotella Vision Statement

The vision of Rotella Interdistrict Magnet School is to educate all students to the highest levels of academic achievement so that they may be creative, compassionate, and caring citizens vital to our community.

1.4 Mission Statement

Rotella Mission Statement

The mission of Rotella Interdistrict Magnet School, in partnership with families, resident artists, and community members, is to provide all students with comprehensive academic and social-emotional programs integrating dance, music, theater, media and visual arts into instruction.

1.5 Goals and Objectives

Describe the school's goals and objectives. Include:

A. Expectations for students and staff.

Rotella staff supports students in becoming twenty-first century leaders by promoting diversity through rigorous academic and artistic integration. Teachers are expected to infuse Social Emotional Learning using the Harmony SEL Program into their classrooms. This includes daily circles called "Meet Up". Teachers are expected to formally integrate a core academic subject with an art form during their Creative Arts Studio Time. Teachers and students are expected to keep a portfolio assessment of their work product over the course of the year. Teachers are expected to utilize data for math and reading and plan for instruction in each student's focus area. Students are expected to take ownership of their own learning and set goals for themselves through data chats conducted by teachers, administrators and support staff.

Student Achievement

GOALS:

The Instructional Leadership Team at Rotella creates a School Improvement Plan (SIP) annually. The SIP outlines the years' academic goals for student achievement in reading, math, and science. The School Wide Data Team meets monthly to review current student data and grade-level strategies to improve student growth. Rotella school staff continually reviews benchmark data, progress monitoring data, and Smarter Balanced Interim Assessment data in conjunction with Smarter Balanced Summative Assessment results. Additionally, administrators, teachers and instructional coaches will hold and attend Instructional Data Team (IDT) weekly meetings to review student work and data to support quality instructional practices for optimal student achievement. In reference to the above goals, Professional Development in ELA, Math, and Science is planned for teachers through central office on scheduled PD days which can be found on the school calendar. In addition, school-based professional development supporting our magnet theme and academics is delivered regularly to staff.

Additionally, Rotella strives to maintain 95% or higher student attendance from Grades Kindergarten through Fifth each school year through school year 2026-27. Rotella has a Chronic Absenteeism Team (CAT) that meets twice a month to review attendance including students considered truant and chronically absent. The CAT team coordinates with parents and local agencies to provide support and improve student attendance.

Marketing

Our enrollment goal is to maintain the ratio of 70% of Waterbury and 30% of interdistrict students.

Our goal is to continue to market and recruit to attract, enroll, and retain racial, ethnic, and economically diverse students. advance the educational environment and continue to meet the reduced isolation standards. We have created brochures, commercials and newspaper ads that reach all prospective students with extra emphasis on out of district students and families to maintain state magnet guidelines. Our recruitment goals for upcoming years are to reach out to prospective families in surrounding towns and beyond to build a positive relationship with the community organizations to recruit students, and to advocate Rotella through social media, websites, and community events.

B. Family and community involvement.

Our school-wide family and community involvement goal is to have 75% of parents attend at least one family event each year and to connect with two community agencies each year to increase parent engagement. Rotella has a Parent Liaison on staff who is instrumental in implementing our school and district Parent and Family Engagement Policy. For the third consecutive year, we have 100% of our parents connected to ParentSquare, an online platform for communication.

School Priority	School Goal
Rigorous Academic Instruction: Rotella School administrators ensure learning and development standards are integrated into daily lesson plans and translate into developmentally appropriate instructional approaches for students.	Increase the number of walkthroughs from an average of 5 per week in 2024 to 20 per week by 2029 to ensure that curriculum and suggestions from walkthroughs are implemented with fidelity.
Quality Instruction: Rotella School administration will increase the quality of instruction through targeted professional learning, weekly instructional data team meetings, walkthroughs, and observations.	Rotella teachers will review student data points in reading and math at bi-weekly instructional data team meetings and use data to drive decision-making in instruction and lesson planning.
Increased Student Achievement in Reading, Mathematics, and Science	Rotella School will increase the percentage of students who perform at or above proficiency on Smarter Balanced and NGSS from 47.6% in 2024 to 67.6% in reading; from 33.8% in 2024 to 53.8% in math; and from 54.7% in 2024 to 74.7% in science by 2029.
Teacher Achievement: Rotella School administration will provide individualized support plans (tier 2 and tier 3) for teachers who do not meet district/school end of year proficiency guidelines according to the vision of student success.	As of 2024, all teachers are receiving tier 1 support through the teacher evaluation plan. As a result of frequent walkthroughs and two observations per year, administrators will use single-point competencies to provide feedback and additional tiered support and coaching for teachers as needed.
Increased Family and Community Engagement: Rotella School will partner with families and community agencies to support student success by hosting family nights, sending weekly updates (newsletters), utilizing social media, and communicating through conferences,	Rotella School will nurture partnerships with families and work to increase parent involvement by providing ten parent/family activities, trainings, and meetings throughout the school year. Additionally, Rotella aims to increase attendance of school events from 75% of

phone calls, and emails to inform all stakeholders of the school's successes, programs, activities, and/or needs.	parents attending one event in 2024 to 95% of parents attending one event in 2029.
Decreased Behavior Infractions	Rotella School will decrease the number of students who receive a disciplinary referral from 94 referrals in 2024 to 74 referrals in 2029.
Infuse the Magnet Theme of Arts Integration into the Core Classes	Rotella School teachers will integrate visual and media arts, dance, drama, and music into the core classes for one 45-minute class period per week. Students will be assessed using a 0-4 rubric scale specific to the art form upon the completion of each unit.

2. SCHOOL COMPOSITION, ENROLLMENT, AND CAPACITY

2.1 Composition

A. Describe the school's relationships with surrounding towns and/or school districts

Rotella Magnet administrators have a positive working relationship with the participating towns as well as the surrounding towns in which students reside. Yearly meetings take place with superintendents or their designees to discuss matters related to the magnet program offerings as well as the lottery process. Administration stays in close contact with the Special Services departments for students residing in surrounding towns to plan for and schedule PPT meetings for our students.

Table 1. Sending Town Composition

School Year:	2023-2024			
Data Source(s):	PSIS			
Resident Town	District Reference Group (DRG)	Total Student Enrollment	Free/Reduced-Priced Meals Eligibility Percent	Reduced-Isolation Percent
Waterbury	I	452	N/A	21
Wolcott	F	48	N/A	58
Thomaston	E	8	N/A	37.5
Plymouth/Terryville	F	24	N/A	54.2
Naugatuck	G	49	N/A	34.7
Beacon Falls/Prospect (Region 16)	E	6	N/A	0
Bristol	G	1	N/A	100
Cheshire	B	1	N/A	0
Meriden	H	3	N/A	66.7
Middlebury/Southbury (Region 15)	B	3	N/A	33.3
New Britain	I	2	N/A	0
Oakville/Watertown	D	9	N/A	33.3
Oxford	C	1	N/A	0
Shelton	D	1	N/A	100
Southington	D	4	N/A	50
Torrington	G	1	N/A	0

*We do not have Free/Reduced Meals information as all students receive lunch for free regardless of income (grant funded).

2.2 Student Enrollment

Provide the following information about student enrollment that includes:

- A. A demographic description of the current student enrollment.
 1. Currently we have 613 students enrolled at Rotella. It's a predominately Hispanic school with these students accounting for forty-seven percent (47%) of the total population. White students are the next largest population at twenty-three (23%), while Black students account for eighteen percent (18%) of the total population. The school's special education population is roughly ten percent (10%), while the multilingual population is just over four percent (4%). Finally, as a magnet school, seventy-one percent (71%) of our students are Waterbury residents, while the remaining population is from the surrounding suburbs.

- B. A description of the school's targeted plan for meeting and supporting diversity and desegregation goals in magnet schools.

Rotella engages in a robust marketing strategy to target and attract a student population that is diverse and aligned with the school's legislative mandates. Some of the strategies include television and/or radio promotions, roadway billboards, social media campaigns (e.g. Facebook, Instagram, Twitter, etc.), and traditional print flyers. More information can be found in section 3.1.

- C. The student enrollment process/policy for incoming and returning students, as well as the process/policy for students that move while enrolled at the school.

The application process is completed online using Novus Insight. Parents use an email address to access and complete the online application through the site. School staff are available to assist families with technical support as needed. Novus Insight prepares an online application to our specifications each year. The application process runs throughout the month of February. On the date of the lottery selection, the program randomly selects applicants. At the completion of the lottery, acceptance emails are sent out. Families have 24 hours to accept or decline the seat. If there is no response to the email, a phone call is made to the family. If the seat is accepted the student is marked in the online system and moved to the accepted list. Students who are not chosen are placed on a waitlist on the date of lottery selection. The waitlisted students in all grades are called when a seat opens. Students remain on the waitlist the entire school year, or until they are selected due to an open seat. These efforts have worked as the majority respond to the email.

The application process is completed online using Novus Insight. Parents use an email address to access and complete the online application through the site. School staff are available to assist families with technical support as needed. Novus Insight prepares an online application to our specifications each year. The application process runs throughout the month of February. On the date of the lottery selection, the program randomly selects applicants. At the completion of the lottery, acceptance emails are sent out. Families have 24 hours to accept or decline the seat. If there is no response to the (1.) email, then a (2.) phone call is made to the family. If the seat is accepted the student is marked in the online system and moved to the accepted list. Students who are not chosen are placed on a waitlist on the date of lottery selection. The waitlisted students in all grades are called when a seat opens. Students remain on the waitlist the entire school year, or until they are selected due to an open seat. These efforts have worked as the majority respond to the email.

- D. Indicate what your ideal student enrollment capacity is by grade level and residency. Use the chart to support your answer.

Ideal School Enrollment Capacity

Grade Level	Resident	Non Resident	Total
PreK-4	51	21	72
Kindergarten	70	30	100
1 st Grade	68	28	96
2 nd Grade	70	30	100
3 rd Grade	70	30	100
4 th Grade	79	37	116
5 th Grade	79	37	116
Total	487	213	700
Percentage	69.6%	30.4%	100%

- E. Complete Table 2. **Five Year Projected Total School Enrollment.** This will identify current enrollment and the projected enrollment for the upcoming school years and serve as a map to reach your ideal enrollment listed in D above.

Table 2. Student Enrollment by Grade Level, Residency and School Year						
Five Year Projected Total School Enrollment						
Grades	Residency	2024xx- 2025xx	2025xx- 2026xx	2026xx- 2027xx	2027xx- 2028xx	2028xx- 2029xx
Pre-K 4	Resident	25	31	38	45	51
	Non-Resident	47	41	34	27	21
	Total	72	72	72	72	72
Kindergarten	Resident	78	76	74	72	70
	Non-Resident	22	24	26	28	30
	Total	100	100	100	100	100
1	Resident	62	64	66	68	68
	Non-Resident	28	28	28	28	28
	Total	90	92	94	96	96
2	Resident	71	70	70	70	70
	Non-Resident	17	21	24	27	30
	Total	88	91	94	97	100
3	Resident	67	68	69	70	70
	Non-Resident	21	23	26	28	30
	Total	88	91	94	97	100
4	Resident	73	74	76	78	79
	Non-Resident	15	20	26	31	37
	Total	88	95	102	109	116
5	Resident	68	71	73	76	79
	Non-Resident	20	24	29	33	37
	Total	88	95	102	109	116

Total	Resident	444	454	466	479	487
	Non-Resident	170	182	192	201	213
	Total Enrollment	614	636	658	680	700
Percentage	Resident	72.3%	71.4%	70.8%	70.4%	69.6%
	Non-Resident	27.7%	28.6%	29.1%	29.5%	30.4%

Resources:**Sheff Operators**

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

Non-Sheff Operators

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

2.3 Classroom Structure

Describe the schools' classroom structure and complete Table 3 being sure to include Special Education classrooms and specials classrooms (art, music, et al.).

The school has four classrooms for every grade level except kindergarten, which has five classrooms. All the classrooms are general education classrooms, there are no self-contained classrooms at Rotella. Specials, such as music, art, and dance have separate rooms. Each classroom has one full-time teacher. There are also classroom aides and assistants in Pre-kindergarten, Kindergarten, and First grade.

Table 3. Classroom Structure				
Grade Level	Projected Student to Teacher Ratio	Teachers Contract Student to Teacher Ratio	Number of Classrooms	Average amount of students per classroom
PreK - 3	N/A	N/A	N/A	N/A
PreK-4	18	18	4	18
K Transition	N/A	N/A	N/A	N/A
Kindergarten	20	20	5	20
1 st Grade	24	24	4	24
2 nd Grade	25	25	4	25
3 rd Grade	25	25	4	25
4 th Grade	28	28	4	28
5 th Grade	28	28	4	28

3. MARKETING AND STUDENT RECRUITMENT

3.1 Marketing and Student Recruitment

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

A. The school's student recruitment and outreach process.

Rotella School is committed to attracting a racially and ethnically diverse student population. To meet this objective, we target surrounding towns in close proximity to the school building. The following marketing strategies have been implemented:

- Open Houses for Prospective Families held in the fall and winter with both morning and evening information sessions and tours
- Brochures and lottery information shared with Waterbury and surrounding towns' Boards of Education
- Facebook and Instagram posts highlighting Rotella's theme and sharing lottery information
- School staff sharing posts on local Facebook groups
- Family and staff volunteer to display lawn signs in participating towns
- Newspaper advertisements in Republican-American Special Edition and Wolcott Community News
- Mail brochures to local libraries, daycares, and post flyers in supermarkets and post offices
- Arts Integration Specialist handed out brochures and reusable grocery bags to customers of supermarkets in surrounding towns
- District and Rotella website with lottery information
- Lottery application translated into Spanish and Albanian
- Grants Facilitator assists with completion of lottery applications for interested parents, if needed
- Marketing and Recruitment team works collaboratively with Central Office during the recruitment process
- Families that withdraw their child from Rotella will complete a brief survey to learn why they are withdrawing
- Survey current families to inquire how they heard about our school and what makes them stay at Rotella

B. Complete Table 2. Marketing and Student Recruitment Timeline

Table 2. Marketing and Student Recruitment Timeline	
Activities	Month or Period of Time
Marketing/Recruitment Period	October through February
Application Period (start and end date)	February 1 st to March 1 st
Lottery Selection through Novus Choice	March
Acceptance confirmation emailed to parents	March and April
Wait list notification	March and April
New student and parent orientation sessions	June and August

4. ADMISSIONS PROCESS AND CRITERIA

4.1 Student Application Process

Describe the school's student application process. Include:

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

The application process is completed online. Parents use email addresses to access and complete online application through Novus Choice. Staff is always available to assist with technical assistance if needed.

B. The on-time application process.

The application process operates from February 1st at 8 am to March 1st at 3 pm.

C. The late applications process (if applicable).

Late applications are not accepted.

4.2 Placement Procedures

Describe the school's student placement procedures. Include:

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

Novus Insight is the company used to complete the lottery process. Novus Insight prepares an online application to our specific needs each year. They are available throughout the year to address any questions or concerns that arise and provide technical assistance and training. On the date of the lottery selection, the program randomly selects Pre-K applicants based on available seats. Kindergarten through grade 5 are also selected through the lottery system.

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

Once Novus Insight completes the lottery drawing, we create a database for accepted and waitlisted students by grade level and town. Students are then notified by email with a welcome letter or a waitlist number. Incoming Pre-K students receive a packet of important information that must be completed and returned by a deadline. They can accept or decline via the email that was sent by the deadline. If the seat is declined, it is entered into the online lottery system and the student is removed from the list. If the seat is accepted, the student is marked in the online system and moved to the accepted list. Families who accept the seat must submit all paperwork by the deadline. The student is assigned an identification number for the City of Waterbury and the student is placed on a class list. Bylaws allow for a 50% increased chance of placement of sibling students who currently attend Rotella.

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

Students are placed on a waitlist on the date of the lottery selection. The waitlisted students in all grades are contacted via email and/or phone when a seat becomes available. Students remain on the waitlist the entire school year. Students who are not selected must reapply the following year if they are still interested.

- D. Complete Table 3. Placement Priorities (if applicable).

Table 3. Placement Priorities			
Placement Priority	Grade Level (s)	Grade Capacity	Rationale
70% Waterbury 30% Out of District	Pre-Kindergarten	72	All seats open at this grade level every school year due to student promotion to the next grade.

4.3 Student Registration Process

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

- A. Incoming Students

Students who are not in the host district and already enrolled in a school are officially transferred from their school to Rotella. Parents must contact their local Board of Education to let the district know that the student will be attending Rotella. The Waterbury School district then enters the student into our PSIS, PowerSchool. If a student already attends a Waterbury school a transfer of the cumulative file is completed by sending school office personnel. For Pre-Kindergarten students who have not yet been enrolled in school, a parent must complete the required paperwork, provide the student's Birth Certificate, proof of residency and health records. We then begin the registration process as stated above.

- B. Returning Students

Parents must notify the school of their intention of their child to return the following school year. Parents update their child's information electronically each school year to support maintenance of accurate school records. We constantly strive to keep up to date and accurate records.

- C. Students that have moved (changed addresses) while enrolled.
Students that have moved out or within district must update student address information electronically. The school secretary then notifies district personnel to update records and arrange transportation if applicable.

4.4 Foreign Students (not applicable to Rotella)

Describe the school's foreign student program that includes:

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

5. ACADEMIC PROGRAM

5.1 Program Accreditation

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

Early Childhood Programs (PK-3 and/or PK-4) Accreditation: National Association for the Education of Young Children (NAEYC). NAEYC promotes high quality learning by connecting practice, policy, and research dedicated to ten different standards of excellence. These principles lay the foundation of NAEYC and professional standards and are pre-requisites to accreditation. Rotella Interdistrict Magnet School has been accredited since 2018. Its most recent renewal was during the 22-23 school year. Rotella consistently monitors all aspects of the preschool program and is expected to renew their accreditation from the governing body, NAEYC, by August 1, 2028. Rotella educators and administration continuously strive to provide high-quality education to all students who participate in the preschool program

- A. **Grade K- 12 Programs Accreditation:** New England Associated of Schools and Colleges (NEASC). As an elementary school, we do not go through the NEASC accreditation process.
- B. **Theme Accreditations (e.g. Montessori, I/B)** Arts School Network (ASN) and Magnet Schools of America (MSA) There are no specific accreditations required for our magnet theme. However, Rotella has applied for and been granted certification through Magnet School of America and holds exemplary school status through Arts Schools Network. Additionally, we were the 2024 recipient of ASN's Arts Integration Award. Rotella was named a Top Magnet School of Excellence by MSA in 2024.

Resources:

- [C.G.S. Sec. 10-16rr](#) Preschool program accreditation
- [C.G.S. Sec. 10-239j](#) Disclosure of NEASC accreditation reports

Appendix A.

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

5.2 Culturally Relevant Pedagogy and Educational Philosophy

A Describe the school's culturally relevant pedagogy and educational philosophy. Include:

Long-term academic achievement

The cornerstone of our belief system at Rotella Interdistrict Magnet School is that the integration of the arts into academics augments student achievement. We recognize that every child lives, develops, and learns differently. To ensure success, we utilize these differences and provide all students with a challenging, comprehensive academic program infused with instruction that incorporates dance, music, theater, and the visual arts. This arts-integrated approach to education is based on the philosophy that, when the skills of the artist--- creativity, problem-solving and self-expression--- are applied to learning in the academic disciplines, student achievement is maximized. As students experience the full range of artistic expression that flows from various world cultures, they will gain a deeper appreciation for the diversity of the human family. Our arts-integrated curriculum is regularly analyzed and refined to ensure that teaching methods help reach all our children. Within this philosophy is the embedded notion that students reflect on their own learning, collaborate with each other, think critically and creatively, problem solve regularly and progress towards a deeper understanding of themselves as a learner, an artist, and a global citizen.

Students' unique cultural strengths are identified by teachers through communication with families, participation in social-emotional learning activities, and robust conversations with culturally responsive literature. Rotella teachers recognize the importance of the funds of knowledge that students bring to their academic learning. Our teachers celebrate students' cultures by inviting them to share what is important to them and make cultural connections to their learning. One example of a way in which teachers incorporate students' cultures is to utilize a greeting in their native language. Every student in the classroom learns that greeting and uses it daily. When planning programming with resident artists, our Arts Integration Specialist ensures equitable access for students of varied abilities and backgrounds. Rotella's SELT (School Equity Leadership Team) meets monthly to facilitate staff dialogue on issues related to equity. SELT works to address the nationwide issues of implicit bias and cultural bias as teachers engage in professional learning and have difficult conversations to examine biases. We recently purchased a new playground that is adaptive and developmentally appropriate. Our library has over 15,000 titles including culturally relevant texts for cultures represented in our student body.

B. Socio-political consciousness

Rotella Interdistrict Magnet School recognizes the importance of raising students' socio-political consciousness by prioritizing the teaching of diversity, inclusion, and social justice issues. For example, students are regularly exposed to resident artists who integrate historical and current events and encourage students to think critically about inequality and injustice. One such residency was a combination of West African drumming and dance that fostered an appreciation of community, empathy and an understanding of cultural climate. Rotella's Student Leadership Team spearheads regular school-wide campaigns that benefit the community at large and work daily to promote inclusion. One such campaign involved anti-bullying poster contest for the school. The voting for this contest promoted democratic values by involving students in the decision-making process and learning about civic responsibility. Within our school library, students have access to texts about social inequities appropriate for their age and developmental level. Students are encouraged to ask questions about different perspectives and express this through various art forms. When students come across a policy or practice that they feel needs to be revised, or when students learn about a time in history that is problematic, teachers work with students in small groups to support the ways they can challenge past notions and increase their awareness of socio-political consciousness.

C. Classroom structure

Classrooms are structured to promote diversity, inclusion, empathy, problem solving, and collaboration through the Harmony SEL Program. Each classroom develops Harmony goals and expectations as well as a classroom motto which fosters community and establishes an inclusive climate. In addition, our PBIS expectations are woven throughout the school building and in each individual classroom valuing individual differences and perspectives. Teachers design lessons through a cultural lens to ensure students all have a voice and feel seen and appreciated for their unique backgrounds. This structure expands to involve families through cultural activities

such as our “One Art One School” lessons. These lessons include cultural collages, “We All Belong” dance and Culture Night. The classroom structure is warm and inviting, each with a calm down corner for students in need to emotional regulation. Strategies are posted in the calm down corner ensuring physical and emotional safety and consistency from Pre-K through Grade 5. Classrooms are arranged both in traditional rows of desks and with tables and flexible seating. Teachers are given autonomy in arranging their classroom environment for their students, but administrators expect classrooms to be clean, cozy, and organized. Class sizes remain consistent with a cap of 24 students. Teachers implement routines and structures to maximize instructional time.

Continuous commitment to develop school’s staff cultural competence or set of beliefs;

Our Arts Integration Committee regularly meets to review and develop arts integration with an emphasis on cultural responsiveness. Our magnet theme lends itself to our commitment to celebrate cultural diversity and create a skillset of prosocial behavior for all our students. Professional Development is key to developing and maintaining staff cultural competence. The staff receives Professional Development which focuses on establishing relationships based on mutual trust, active listening, and cultural awareness. The staff has taken part in district equity training provided by SERC. The training helps staff to deepen their understanding of cultural competence and bring their knowledge to the school environment. We have gender neutral bathrooms and refer to students as friends, rather than boys and girls. Our SELT team sponsored We All Belong at Rotella Night which invited families and members of community organizations where foods, dress, music, dance, and artifacts of various cultures are displayed and shared. Our SELT team provides professional learning to increase the staff’s cultural competence including keeping up-to-date with relevant terms and practices.

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

Staff participates in planning school wide events such as celebrating Hispanic Heritage, Black History, and Women’s History months, as well as other Multi-cultural celebrations in the school and community. Our school community supports our continued commitment to develop and maintain cultural competence. Establishing rapport with all students is an expected practice that supports effective interactions with students and a positive school atmosphere. Students are empowered as they engage in the Harmony SEL Program as well as the arts integration curriculum centered on multicultural celebrations.

Resources:

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

5.3 Curriculum and Instruction

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

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

Rotella’s magnet theme of arts integration is integrated throughout the school in core classes and in classes with specialty teachers, special education teachers, ELL teacher, school counselor, library/media teacher, instructional technology teacher, and resident teaching artists. We have a full-time science teacher that co-teaches with classroom teachers to integrate the NGSS standards with various art forms. One example of a STEAM integration is a grade 1 lesson that integrated the elements of high and low pitch from their sound unit and music. The students created their own pan flutes and composed their own music that incorporated high and low pitch sounds. Our school counselor is using dance to explore emotions. The counselor teaches dance skills while explaining several cool down techniques the students can use to diffuse intense emotional situations. The school counselor also works with the arts integration specialist on whole school integrations. One example of this is our One Art One School Program. The school counselor and the arts

integration specialist did a collage project with the whole school. Students learned about the technique of collage and the SEL objective of self and social awareness by respecting and sharing what is unique about ourselves. The instructional technology teacher incorporates media arts and design principles into lessons that teach students how to use the design principles to create their own projects. The most recent being the use of Wixie to create their own Calaveras for Dia de los Muertos. In addition to our general education teachers using arts integration daily in class, they also participate in C.A.S.T. (Creative Arts Studio Time). This is a designated time in their schedule that they work on an integrated learning activity with their class or grade level. For example, in a second-grade class they learned how to create them by making pop art pieces that depicted the life cycle of a pumpkin. In addition to certified staff, we also have resident teaching artists that work with students in a year-long residency integrating Dance and Drama. Rotella has devised and uses a universal arts integration lesson assessment rubric that is used by all teachers including resident artists. The rubric is both teacher and student friendly allowing for both audience and self-critique. There is a primary and intermediate version to cover all the grades. There is also an explanation sheet that students and/or teachers fill out explaining the standards in both content and arts areas that were taught during an arts integration lesson or unit. These documents are placed in the student's arts portfolio that is kept over the school year. At the end of the year, Rotella has an Arts Fair where students choose the product they are proudest of from their art portfolio and enter it into the fair. The portfolio follows the students throughout their time at Rotella. One hundred percent of students in kindergarten through grade five participate in the annual Arts Fair.

B. 21st Century Skills;

Rotella School works extensively to deliver daily instruction for the 21st century student. Through our Magnet Theme we are able to address the components of the 21st Century Skills. The top competencies of a 21st Century Learner are commonly referenced as the 4C's. Critical Thinking, Creativity, Collaboration, and Communication. Through artful thinking routines, Creative Arts Studio Time, One Art One School, Harmony SEL program, and our arts integrated lessons we are able to address and build on these skills with our students. For instance, our One Art One School integrated lessons for each SEL give students the time to collaborate and communicate with one another to create an artistic manifestation of the concepts being taught. Another practice that helps to develop a child is the See, Think, Wonder routine. Using visual art students can critically think about the art and express what they see within it, what they think about what they see, and question what they still wonder about it. These are just 2 examples of how our arts integration marries beautifully with our core academic and our Social Emotional Learning curriculum to develop the 4C's of the 21st Century Skills. Information, Media, and Technology Literacy are addressed through multiple exposures at Rotella. Our media arts teacher, library media specialist, science teacher, and classroom teachers work daily with students to build their skills in these areas through explicit and guided instruction. Our students learn design, coding, digital citizenship, and research. Through our STEAM lab the Rotella students are immersed in the design and engineering process.

The 21st Century Skills of flexibility, leadership, initiative, productivity, and social skills lend themselves perfectly to our arts integrated instruction and our SEL Sanford Harmony program.

C. Student Learning Goals/Objectives

School goals, objectives and all educational activities are based on our theme, and directly relate to the schools Mission and Vision. Our School Improvement Plan focuses on academic achievement, our integrated arts theme and curriculum, and the Harmony SEL program. Student work, field trips, showcases and celebrations all reflect our mission, vision, and school goals. Professional Development is planned and implemented with a focus on student achievement through our arts integration magnet theme.

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

The Early Indication Tool is used to identify students' areas of strengths and areas in need of additional support. The CSDE data warehouse EdSight is used to gather critical information. This information along with the district's data warehouse allows us to analyze data on Academic Achievement, Academic Growth, Participation Rate, Chronic Absenteeism, Physical Fitness and LAS Links. This information is critical in order to support life-long student success. Data is used to identify areas in need of improvement. It is used to inform goals, objectives and strategies to improve student engagement and student outcomes.

There are two main Early Intervention Tools utilized at the school. Each year students are assessed in the areas of Reading and Math. mCLASS Data is the universal data screener that measures the development of reading skills of all students in grades K through 5. The assessment component within mCLASS is DIBELS (Dynamic Indicators of Basic Early Literacy Skills), with grade specific subtests. The iReady Math Diagnostic is given three times each year to assess student competency in four domains: Numbers and Operations, Algebra and Algebraic thinking, Measurement and Data, and Geometry. Based on the data received from mCLASS and/or iReady assessments, students may qualify for additional small group, or tiered services. Tier 2 and Tier 3 instruction is given in the subject areas of Math and Reading. Students receive these services from instructional tutors and/or specialty teachers for the respective subject areas. Tier 2 students are progress monitored bi-weekly and Tier 3 students are progress monitored weekly. The data obtained from the progress monitoring assessments after 4-6 weeks assists teachers in determining next steps for the student. A student who shows a pattern of falling below the targeted threshold may then need to have instruction adjusted and/or their grouping changed from Tier 2 to Tier 3. If a child is already in Tier 3 instruction, and continues to be substantially deficient, an initial PPT may be held to determine if Special Education staff should implement further testing.

E. Teachers' instructional practice standards and indicators.

The Connecticut Common Core of Teaching (CCT) rubric for Effective Teaching is used to gather evidence of highly effective teaching. This tool is used in alignment with the implementation of the CT Common Core State standards to ensure quality core instruction. The CCT rubric enables administrators to be sure effective teaching is taking place. The four Domains and 12 Indicators support identification of teacher's performance and practice. This tool when combined with training to ensure consistency and reliability of evidence, leads to high quality feedback and informs professional learning opportunities to advance professional practice.

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

Rotella Magnet School utilizes co-teacher leaders in Math, Reading, and Science. These teachers demonstrate Best practice using the Common Core State Standards to implement weekly lessons in each classroom. Additionally, the math and reading teachers provide tier III support. This supports classroom teacher Professional Development and student achievement. The co-teacher leaders support our Wonders reading, iReady Math and Science Programs. Lessons are designed to support our themes and current concepts being taught. The teacher leaders also work collaboratively with classroom teachers to prepare students for Smarter Balanced Assessments.

New teachers in the district are assigned to TEAM mentors to offer support and coaching during the first two years of teaching.

G. College and Career Readiness.

The Waterbury School District programs for Reading, Math, and Science embed the Common Core State Standards. Rotella Teachers display and present the CCSS for each lesson so the students understand the expectations. Teachers ask higher-level questions to prepare them for college and career readiness. In addition to the Harmony SEL program and the arts integration theme, Rotella adheres to the city's core values.

The City of Waterbury's Core Values are as follows:

- Holds high expectations for excellence in teaching and learning
- Promotes equity in policy, practice, and resources
- Provides students a quality learning experience aligned to our Portraits of a Graduate
- Acts as stewards for community resources and managing our assets to ensure equity and excellence
- Recognizes that meaningful relationships are the foundation of a high-quality education
- Committed to embracing a diverse community
- Committed to civility, honesty, responsibility, and transparency

These core values directly relate to college and career readiness. The school provides an academic and an enrichment after-school program available to all students. Students are recommended for this additional academic support based on benchmark data in math and reading. Teachers differentiate instruction so that students can access the curriculum while still working at their developmental level. As a culmination to emphasize the importance of college and career readiness, our School Counselor organizes a Career Week with various activities. For example, students created developmentally appropriate resumes.

Resources:

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

5.4 Assessment

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

A. Interim Assessments

The interim assessments given support district curriculum and Common Core State Standards for instruction. The teachers evaluate students' progress to mastery of standards. Interim assessments provide teachers with valuable information that allows us to adjust instruction to meet students' learning needs. The information is analyzed at weekly Instructional Data Team Meetings and team members offer best practices so that teachers may adjust instruction accordingly.

B. Formative Assessments

- a. Complete Table 4. School's Formative Assessments.
- b. Include theme assessments, e.g., STEM, Arts, I/B, Global Studies.

Table 4. School's Formative Assessments

Content Area(s)	Description	Grade Level(s)	Goal	Outcomes	Next Steps
Math	Common Formative Assessments and Diagnostic Testing on I-Ready.	K-5	Analyze student data in order to plan and implement appropriate leveled instruction.	Student growth in Math.	Team Meetings to discuss standards implementation and adjust instruction as needed. Implement Tier II and III support.
Reading	mCLASS DIBELS 8 Assessments	K-5	Analyze student data in order to plan and implement appropriate leveled instruction.	Student growth in Reading.	Team Meetings to discuss standards implementation and adjust instruction as needed. Implement Tier

Table 4. School's Formative Assessments

Content Area(s)	Description	Grade Level(s)	Goal	Outcomes	Next Steps
					II and III support.
Reading, Math and Science	Smarter Balanced and NGSS Interim Assessments	3-5	Preparation for Summative Assessments	Student Growth and Achievement	Use Interim Results to Adjust Instruction.

C. Summative Assessments

- a. Complete Table 5. CSDE Mandated Summative Assessment, modify the [CSDE Assessments](#) to include the assessments that apply to the grade levels of this school.

Table 5. CSDE Mandated Summative Assessment

Content Area(s)	Summative Assessment	Grade Level(s)
English Language Arts (ELA) and Mathematics	Connecticut Smarter Balanced	3-5
	Connecticut Alternate Assessment (CTAA)	3-5
Science	Next Generation Science Standards Standard Assessment	5
	Connecticut Alternate Science Assessment (CTAS)	5
English Language Proficiency	LAS Links (For English Learners only)	K-5
Physical Fitness	Connecticut Physical Fitness Assessment	4

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

Resources:

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

5.5 Student Success Plans (SSP) (Grades 6-12) (not applicable to Rotella)

Description the SSP. Include:

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

Resources:

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

5.6 Grade Level Promotion/Graduation Requirements

5.6.1 Grade Level Promotion Requirements (Grades PreK -8)

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

- A. The requirements for grade promotion.

Elementary School Uniform Grading Policy- The formula to be used for grading students' performance in knowledge acquisition will be 100% based evenly in every subject as defined below:

10% Classwork/Participation: 1. Actively engaged in class. 2. Communicates learning in class. 3. Participates in groups.

5% Homework/Projects: 1. Completes all assigned homework and accuracy.

85% Content Knowledge: 1. Meets expectations of curriculum through standards based assessments 2. Meets expectations of curriculum through summative assessments. 3. Meets expectations of curriculum through standardized tests.

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

Assistance is available for students/families that need support to meet promotion requirements through parent/teacher conferences, student led conferences to discuss goals and objectives set, school counselor meetings, after school and summer school programming.

5.6.2 High School Grade Level and Graduation Requirements (Grades 9-12) (not applicable to Rotella)

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

- Complete Table 6. Grade Level Promotion.
- Complete Table 9. Graduation Requirements.
- The intervention/assistance available for students/families for grade level promotion (e.g., parent/teacher conferences, school counselor meetings, credit recovery, summer school, after-school tutoring)

Resources:

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

Table 6. Grade Level Promotion (Grades 9-12)

Grade Level	Promotion Requirements (e.g., completion of content)	Credit Requirements (if applicable)

Table 9. Graduation Requirements (Grades 9-12) (not applicable to Rotella)

Insert graduation requirements in Table 7. Graduation Requirements for this school that includes the CSDE minimum credit requirement for each content area. Commencing with the class graduating in **2023**, and for each graduating class thereafter, a student must complete a minimum of 25 credits (including not fewer than the CSDE minimum credits provided in this table) to graduate.

Table 7. Graduation Requirements (Grades 9-12)

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

Table 7. Graduation Requirements (Grades 9-12)

Content Area	CSDE Minimum Credits	This School's Graduation Requirements	School Credits
Electives	3		
Total	25		

6. STUDENT SUPPORTS

6.1 English Learners (EL)

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

The student's dominant language at home and country of origin is determined. If 1 of 3 questions is a language other than English, the student is assessed for English proficiency. The grade appropriate LAS measuring speaking, listening, reading, and writing in English is given. The data from the Pre-LAS will determine if the student is a Multi-lingual (ML) student and is eligible for service. Once eligible, the students receive ML services from the ML teacher. Services can be either push in or pull out. The focus is on speaking, listening, reading, and writing skills. The students are seen two times per week for 30 minutes. The ML component for Wonders (the district's reading program) is introduced prior to classroom instruction. Explicit vocabulary instruction is given through images, manipulatives, and videos. Background knowledge is essential for the students to understand the lesson. Instruction is tailored according to the testing data in all four areas. Students are serviced in small groups to accommodate needs and encourage speaking. Services provided are individualized based on LAS Links scores in English language proficiency and grade. In order to exit services, a student needs to score a 4 or 5 overall and a score of 4 on LAS reading and writing sections. Parents may opt out of services. In this case, students are then identified as Limited English Proficient.

Resources:

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

6.2 Education of Students with Exceptionalities

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

All students take part in Tier 1 instruction. Tier 1 is differentiated instruction of the core curriculum within the general education setting. Tier 1 instruction is provided in both whole group and small group formats. If a student does not meet performance expectations evidenced by varied data sources, the teacher will meet with the building literacy facilitator or math coach. They will plan appropriate instructional interventions. The teacher will implement the plan and monitor the student's progress.

If students do not meet benchmark goals of Tier 1 instruction, they will move to Tier 2 instruction. The SRBI team determines instructional focus areas and target data points along with a timeline for intervention and monitoring via progress monitoring with fidelity. Administrators and the literacy facilitator ensure that progress monitoring occurs according to the schedule. Reading progress can be viewed in mCLASS. Each student's progress will be evaluated above or below their aimline to determine the effectiveness of the intervention. This instruction will take place in small group daily with the teacher or building tutor. Teachers and tutors are supported by the reading teaching and literacy facilitator. Tier 2 instruction is 30 minutes of additional small group instruction based on Individual Reading Plans with a student to teacher ratio of 6 to 1. Tier 2 students are progress monitored twice a month.

If a student does not make sufficient progress in Tier 2 intervention after 8 to 10 weeks or whose needs (based on evidence) require intensive instruction, the SRBI team will identify a program that will address the skill areas in Tier 3. Tier 3 intervention occurs daily in a group of 4 or less with the reading teacher or instructional tutor. Tier 3 intervention is 45 minutes per day of additional targeted instruction. Tier 3 students are progress monitored weekly to determine the

effectiveness of the intervention. Instructional focus areas and target data points along with a timeline will be implemented. If there are concerns about a student who is not already receiving services, an initial PPT will occur. Parents are notified when a student enters tier 2 and/or tier 3. A student will only be referred to the Planning and Placement Team (PPT) if the performance expectations have not been met in Tier 3 as evidenced by varied data sources including weekly progress monitoring or if the parent makes a formal request. The school has implemented Data Based Intervention (DBI) where specialists meet once per month to examine records and data of students not making progress in tier 3 intervention. Parents are notified if a child is being considered for PPT through DBI. The Planning and Placement Team, including the parent, classroom teacher, special education teacher, administrator, as well as any other related services staff work collaboratively to plan for the student during a PPT meeting. If the parent has not formally requested a meeting, the school can initiate the meeting after speaking with the parent. The parent will then be formally invited, via email or letter mail, to the initial PPT meeting. If the team determines a psychoeducational evaluation is warranted, the student undergoes testing. Typically, the child will receive testing that includes academic, cognitive/rating scales, communication, and other support services if identified as an area of need based on classroom observations and varied data sources such as district benchmark test scores that are collected in the beginning, middle, and end of school year. When the evaluation is complete, a second PPT will be held to discuss if the student qualifies for special education services as well as to determine their primary disability. If the child qualifies for special education services, the team will develop goals and objectives, as well as service hours, accommodations/modifications, and paraprofessional hours if needed. All team members work together to design and implement this IEP. Special education teachers can offer support to classroom teachers if they need assistance with IEP instruction, accommodation, and/or intervention. The classroom teacher works with the special education team to be sure goals and objectives are understood and the proper accommodations are given to the child. It is important to note that during each PPT, each team member who works with the child reviews their progress. For a child who is already receiving special education services, a triennial evaluation must be completed every 3 years to determine if the student continues to qualify for special education services. This type of testing includes academic testing, cognitive/rating scales, communication, and fine and gross motor if needed. Each year, an annual PPT is held to discuss progress on goals and objectives, create new goals for the child, as well as create/adjust service hours and accommodations/modifications. During this process, the team also discusses plans for Smarter Balanced testing, as well as ESY/Summer School options.

When a child receives special education services, the special education teacher and related services staff plan for and implement services. The team determines whether students will receive services in Site1 (the regular education classroom) or Site 2 (a Resource Room setting) as well as planning for other support services.

Resources:

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

6.3 Relocated and Displaced Students

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

A. identified as homeless;

Our School Counselor and Parent Liaison work collaboratively with district personnel to support displaced families through the McKinney-Vento Homeless Assistance Act. Transportation is provided from the temporary location as needed.

B. in the care of the Department of Children and Families (DCF);

The School Counselor and Social Worker collaborate with DCF, to ensure that staff are implementing measures that will support students' Academic, Social and Emotional well-being.

C. enrolled in a Special Education Program/Center;

Students placed in a Special Education Program are transferred to the identified program/center, however if the student can return to Rotella, we will discuss and reevaluate at a Planning and Placement team meeting.

D. enrolled in an Alternate Education Center;

Students placed in an Alternate Education center are transferred to an identified Alternate Education Center. However, if the student can return to Rotella, we will discuss and reevaluate at a Planning and Placement team meeting.

E. in the custody of a Juvenile Detention Center;

Due to the age of our students this is not applicable.

F. in the custody of the Department of Corrections (DOC);

Due to the age of our students this is not applicable.

G. displaced by a natural disaster; or

Students displaced due to a natural disaster are supported in the same way as our students that are identified as homeless.

H. relocated by a branch of the military.

Our magnet school program allows students to live anywhere in CT. If a student can be transported by a parent or if busing is available, they can remain enrolled in our magnet program.

Resources:

- [CSDE Homeless Education](#)

6.4 Social and Emotional Learning (SEL)

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

- Harmony SEL provides educators with the tools to integrate social and emotional competencies within academic instruction (i.e. interactive pedagogy promotes the links between social, emotional, and academic learning. Rotella's theme of arts integration lends itself perfectly to the Sanford Harmony Program because it encourages collaboration and creative problem solving which is at the core of our magnet theme of arts integration. Harmony SEL is based on the following unit topics: building community, being my best self, valuing each other, communicating with each other, and learning from each other. These topics are aligned with CASEL standards of social awareness, self-awareness, self-management, responsible decision-making, and relationship skills. Within each Harmony unit, students are provided with stories and activities that allow them to learn about themselves and others. It helps them to develop intrinsic skills that lead to academic, behavioral, career, and personal growth.
- The evidence-based SEL programs (e.g. Responsive Classroom, Components of Social, Emotional and Intellectual Habits: Kindergarten through Grade 3, K-12 Mindsets and Behaviors, and CT's 36 Student Standards for School Counseling).

Rotella has an established and comprehensive approach to SEL. We have utilized the Harmony Social Emotional Learning program for almost a decade. Currently the Rotella teachers and staff are incorporating the third edition of the program. The third edition is comprised of four overarching themes - Theme 1 Being My Best Self, Theme 2 Valuing Each Other, Theme 3 Communicating with Each Other, and Theme 4 Learning from Each Other. Each

theme is differentiated based on the developmental readiness of each grade level Pre-K to 5. Within each theme there are various lessons that build on one another so that students get a broad range of skills for each theme.

Harmony goals are established by each class to monitor and reflect on student progress. Harmony SEL offers everyday practices such as Meet Up, Buddy Up and quick Connection Cards. Meet Up is a student-centered driven activity where the class gathers in a circle to be respectful, collaborative, and inclusive of everyone. The students use mindful practices to center themselves for the day. Buddy Up encourages students to actively listen and get to know their peers and to problem solve with a given situation. Quick Connection Cards are brief discussions and activities that allow students to share, think and collaborate with one another. The Harmony SEL curriculum offers stories, songs, and games for additional social emotional development. The four themes of Harmony enable students to utilize their skills that they build upon each year to be mindful and empathetic towards others. Harmony also has a home school component that explains the important ideas of each lesson from each theme to be reinforced at home.

C. A cross-sector collaboration (school, family, business and industry, community).

Rotella has a student leadership team. This team serves as a model for serving and helping others within the school and the community. The students organize community drives and encourage the rest of the student body to get involved in community outreach such as: winter coat drive, food pantries, Toys for Tots. Student leaders model expected “STAR” expectations in all areas of the school daily. The leadership team volunteers for open house tours and other events throughout the year. Additionally, each morning the student leaders deliver and collect vegetables and fruits to all classrooms in the building as part of a city-wide partnership.

Rotella partnered with Holy Cross High School students, the Ben’s Bells organization, and current Rotella parents, to create and install a “Be Kind” mural. This mural was created entirely by students with assistance from adults. Currently, we are planning a “We All Belong at Rotella” celebration night as a culmination of our one art, one school SEL project.

Resources:

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

6.5 College and Career Readiness

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

We hold a yearly Career Week where parents and community volunteers share their careers, with an emphasis on arts-based careers. Our students also dress up in their future career and create a self-portrait of the career they would like to pursue in the future. Teachers wear college gear to inspire students for college readiness. Students listen and interact with the Career Book “What Can I Be?” read by the School Counselor. All students participate with follow up classroom activities. Our Kindergarten students participate in a unit on community helpers. This year, Bob Maxon of WVIT NBC Connecticut visited our school and spoke to third graders about a career in meteorology.

6.5.1 College Courses/Credit (Grades 9 to 12) (not applicable to Rotella)

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

- College Career Pathways (CCP)
- Early College Experience (ECE).
- Complete Table 8. College Courses/Credits Partnerships.

Table 8. College Courses/Credits Partnerships

Higher Education Institution	Location of Instruction	Program/Course	Grade Level(s)	Semester(s) and Credit(s)	Prerequisite(s)

Appendix B.

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

6.5.2 Career and Technical Education (CTE) (Grades 9 to 12) (not applicable to Rotella)

Describe the school's CTE program. Include:

- A. Goals and expectations of the program
- B. Complete Table 9. CTE Programs

Table 9. CTE programs

Organization/Company	Location	Program Name	Grade Level(s)	Time & Frequency	Prerequisite(s)

Resources:

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

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

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

- A. The school-family-community engagement program goals and objectives.

The climate of the building is a positive one as staff enjoy coming to work and interacting with our students. The positive climate can be felt all around the building and visitors and staff often report such to administrators. The positive climate is part of who we are at Rotella School. Our students and staff are excited to come to school each day and interact with one another. The administration is present and visible each day in classrooms, hallways, and all other areas of the building. Teachers are expected to create safe and welcoming environments and to build positive relationships with both their students and families. These things are visible during walkthroughs and informal observations. Additionally, in the end of year survey parents report that they feel safe and welcome at our school. Our teachers and administrators work collaboratively and support each other in the work we do each day. This is evidenced by the various family nights that occur each year.

- B. Strategies that promote and encourage a comprehensive approach to school-family-community partnerships locally and outside of the school district.
Rotella School has a core group of parent volunteers who support the school in creating an overall positive school experience. Events such as author visits, ice cream treats, field trips, and residency programs are planned to enhance the overall positive school experience.

Strategies:

Fundraising efforts to support magnet themes and student events, field trips, community outreach and scholarship.

Collections for charity organizations such as autism, down syndrome, breast cancer, and multiple sclerosis. Students and staff provide donations in support of local and global relief efforts, for example the Jose Maria Bernard Reyes Foundation to benefit children in the Dominican Republic.

Incorporating PBIS incentives such as Pie in the face, ice cream truck, and unsung heroes' celebration.

C. Family-community activities and outreach.

Participate in The Gathering, a Waterbury cultural parade.

Support local charities through canned food drives, toy drives and Earth Day events such as school and community clean up and gardening partnerships.

Invite parents to participate in Pre-Kindergarten and Kindergarten orientations.

Inviting families and community members to read to students, attend student led events such as We All Belong at Rotella night.

Teachers are supported through weekly IDT meetings with coaches and facilitators to maintain the school's positive climate and culture that supports the academic and social development of students and the professional and social needs of staff. Support staff (school psychologist, school social worker, and paraprofessionals) work to assist teachers with managing classrooms. We have a teacher support team and a school crisis team that works to assist teachers to manage disruptive student behavior if needed. At our school, staff work closely and support one another. Common planning times along with IDT meetings allow them the opportunity to collaborate with one another. Teachers and administrators work closely together. Administrators attend weekly IDT meetings and are involved with planning and analyzing student work alongside them. Administrators seek teacher input and involve them in tasks that will directly affect them. The administration team looks to build capacity within the building by giving teachers leadership roles. Teachers reach out to parents at the start of each school year to introduce themselves and get to know the families and their needs. Our teachers have learned that making positive calls home helps when teachers need to reach out for a negative issue. Our teachers stay in weekly and sometimes daily communication with families through ParentSquare. There are always updates for families as to what topics are being learned and how they can assist their child.

Resources:

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

7.2 Safe School Climate

Describe the school's safe school climate. Include:

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

The following is the Waterbury Board of Education Priority statement regarding the district Safe School Climate Plan. The district Safe School Handbook is distributed each school year electronically. This includes all district policies set forth by the Board of Education, including the weapons policy. Families are asked to acknowledge that it has been received and read.

The Waterbury Board of Education (Board) is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from

bullying, harassment, and discrimination. The district has developed a Safe School Climate Plan to promote a secure and happy school climate, conducive to teaching and learning, create a consistency of approach and to create a climate in which all types of bullying are

regarded as unacceptable. Attitudes and practices can contribute to bullying, to lower levels of confidence, self-esteem and lack of achievement.

Rotella School conducts monthly crisis drills with the assistance of the district Director of Safety and Security. All staff and students are trained in responding to a fire drill, shelter in place, lock down and whole school evacuation. Plans are reviewed at the start of each school year and new staff have individual training for all drills. Substitute teachers also receive safety instructions upon assignment. The building's doors are locked at all times and visitors must ring the bell to speak with a secretary. The building also has a "man trap" installed where visitors can enter the building if the office staff allows visitors access through a second set of locked doors. The district has trained counselors and social workers to handle any trauma or crisis a student encounters. The situation is assessed and a safety plan is created. If needed the team will work with an outside agency. The family will also be involved to ensure the safety and care of the child. The school holds monthly Safety Meetings with an agenda set forth by the district. The Safety Committee has representation across the school and grade levels.

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

Rotella's Harmony SEL program is endorsed by CASEL as an evidence-based social-emotional learning program. The Harmony themes are embedded in all areas of the day, both academically and socially. Rotella utilizes PBIS as a framework. They support the climate and culture of the building and the welcoming environment building, felt when entering the school building. Students create a mission statement for their classroom each year. This statement encourages students to be a part of the decision making and culture of the classroom. The Rotella Student Leadership Team is a select group of 5th grade students whose service to the school community furthers our goal of a positive school climate. Student leaders serve as role models for the student body. In our weekly update to parents, we highlight SEL themes for parents to reinforce at home with their students.

The positive climate and culture of the building allow students, staff, and families to feel comfortable and to share their concerns with administration. Both academic and social emotional supports are available to all students. Support staff is available to assist teachers with classroom and behavior management as needed. Teacher-student relationships begin to build on the first day of school. Circle time/Meet Up allows teachers to form a positive relationship with their students. Students can see the counselor when needed. Also, the counselor follows the district curriculum and teaches lessons to all classes. Our school embraces and supports all students. Teachers took part in district equity training and a School Equity Leadership Team has been established.

Resources:

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

7.3 Student Attendance

Describe the school's student attendance policy. Include:

- A. A brief description of the student attendance policy.

Rotella School adheres to the district attendance policy. Attendance requirements state that no child may receive credit for a course after having been absent more than twenty (20) class periods during the school year. All absences will be counted except those incurred while a student participates in school-sponsored activities and/or for an absence that meets the definition of a disciplinary action.

For tardiness and early dismissal, "excused" is defined the same as "excused" absence. A pupil who is tardy or dismissed early must report to the office before reporting to his/her classroom. Regardless of whether the tardy or early dismissal is excused or unexcused, the student must be present in school for at least half of the regular school day to receive attendance credit for the day.

A student who has accumulated more absences than allowed by the policy, but feels that the situation warrants special consideration, may appeal to the administration for a waiver increasing the allowable number of absences for that student. At the discretion of administration, the parent may be requested to appear at the hearing to verify the legitimacy of the appeal. A student may be allowed an attendance appeal hearing on a yearly basis. However, a successful waiver for promotion or restoration of credit may only be granted twice in grades K-5. Decisions of the Appeals Board are final. Waivers granted or denied must become a part of the student's permanent cumulative file and recorded into the computer data base.

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

All students receive SEL support as part of tier 1 in their classrooms, which includes daily circle time. Circle time provides an opportunity for teachers to check in with their students to ensure their well-being. All students explicitly taught PBIS expectations. The school counselor also visits classrooms to conduct SEL lessons using the district curriculum. Staff has been trained in restorative practices which helps strengthen the social and emotional skills of students. Restorative conferencing helps to address the underlying reasons for students' behavior.

Those students who need more support take part in tier 2 interventions. Data from Level 1 Behavior log sheets that are created and collected by the classroom teacher for 4-6 weeks. Behavior plans are revisited as needed and are formally reviewed at the end of 4-6 weeks. We may also host lunch bunch groups or small groups that focus on a specific issue.

If students do not meet with success in tier 2 they will move to tier 3 which will involve more individualized support. A student can be placed in Check In/Check out with a staff member, one on one counseling with the school counselor or push in time by the school counselor during class lessons. The students are always welcomed by our counselor and they know they can see her for support at any time.

The School Governance Council reviews student attendance and offers strategies for improvement.

The Chronic Absenteeism Team (CAT) meets twice monthly to monitor attendance percentages and implement strategies and incentives for improvement. Communication about attendance is shared through monthly newsletters as well as letters updating families on the number of absences their child has accumulated. Tier 1 interventions consist of building and maintaining positive relationships with students and their families, educating parents about the importance of good attendance, and sharing the board policy with them, recognizing improved attendance and sharing attendance data with staff.

Strategies:

Monitoring the Principal dashboard daily to review chronic absenteeism percentages.

Communication with families is made via phone calls, written notices and ParentSquare, reviewing attendance daily and making phone calls home daily to students who are absent.

Tier 2 interventions consist of continuing personalized outreach to families that need more support and holding meetings for students with IEPs and Section 504 Plans.

Strategies:

Continue with Tier 1 strategies, counselor to make home visits as needed, daily check ins with students, creation of individual action plans, incentives for improved attendance and parent meetings.

Tier 3 interventions consist of utilizing the support of local agencies.

Strategies:

Continue with Tier 2 and 3 strategies, counseling sessions as needed, daily attendance checks, holding parent meetings and assigned staff mentors to chronically absent students.

Resources:

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

7.4 Student Support, Intervention and Discipline

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

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

Rotella School utilizes the PBIS framework along with restorative practices and the Social-Emotional Learning (SEL) program Harmony SEL. Building relationships with students is critical when offering support to our students. The Harmony SEL program has two Tier 1 components that take place daily in the classroom. These components are called "Meet Up" and "Buddy Up." Meet Up is a student-centered forum in which the class gathers in a circle to establish and monitor expectations for how to treat one another, share experiences, solve problems, and build community. Ideally, Meet Up takes place at the same time every day, for about 5 to 10 minutes. Buddy Up is a peer buddy system that intentionally creates opportunities for students to get to know one another, form connections, collaborate, and learn together. By pairing students with different buddies each week, Buddy Up promotes ongoing interaction between diverse peers and enhances students' sense of connection, shared motivation, and social responsibility toward each other. Buddy Up takes place every day for about 5 to 10 minutes, although buddy activities should be woven seamlessly into each day to reinforce that idea that interacting with peers is a valuable and an integral part of the daily routine.

These SEL components support positive social and emotional development throughout our school community. The conversations are focused around teaching every student themes from each of 5 units – building community, being my best self, valuing each other, communicating with each other, and learning from each other. It is a way to build a positive classroom community and build relationships with one another. Our School Counselor implements Developmental Guidance Lessons from Harmony SEL in each of our 29 classrooms, Pre-K through grade 5. These lessons focus on the 5 units previously mentioned. Restorative practices are implemented by the principal and vice principal when addressing discipline issues.

Students that require more support take part in interventions such as behavior plans tailored to student needs and a Check In/Check Out program with the school counselor. Staff members follow the district policies regarding student conduct. Teachers log level 1 behaviors along with the interventions that take place – restorative circles, reviewing routines and expectations, conferences with students, nonverbal cues and signals, proximity, tangible reinforcers, and parent conferences. The district handbook delineates leveled disruptive behaviors along with recommended consequences that are followed by administration.

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

All students receive SEL support as part of tier 1 in their classrooms. Additionally, our school utilizes PBIS as a framework for behavior. Rotella students follow STAR expectations – safe, team player, achiever, and respectful. These expectations are referred to and reinforced in all areas of the school building. The school counselor also visits classrooms to conduct SEL lessons using the Harmony curriculum. Staff has been trained in restorative practices which helps strengthen the social and emotional skills of students. Restorative conferencing helps to address the underlying reasons for students' behavior. Teachers rate every student at the beginning of the year using the Devereaux Student Strengths Assessment (DESSA). The DESSA is a universal screener that teachers use to rate students in social and emotional competencies.

Those students who need more support take part in tier 2 interventions. Students whose T-score ratings on the DESSA fall into the area of need will take part in SEL groups with the school counselor and school social worker.

Students with IEP goals for counseling or behavior also receive individual and/or group counseling as well as students with Section 504 Plans. Students with behavior plans are reviewed and revised as needed. A student can be placed in Check In/Check Out with the school counselor. Students also participate in lunch bunch or small group counseling that focus on a specific issue.

If students do not meet with success in tier 2, they will move to tier 3 which will involve more individualized support. Individual counseling will be provided by the school counselor or social worker for students who need more intensive support. At times, a Behavior Intervention Plan is developed after conducting Functional Behavior Analysis. Data will be collected with fidelity to determine the effectiveness of support strategies.

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

The district provides Alternative Education programs when necessary. State Street serves students who have an IEP and exhibit severe behavioral needs. The SCOPE program serves students K-8 who are intellectually deficient and severely cognitively impaired. The ABA program serves students K-12 with severe autism. The Essential Skills program serves students K-12 that are both medically fragile and severely cognitively impaired. The district also has several Behavior Disordered Learning Center classrooms within district schools for students with IEPs who exhibit severe behaviors.

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

As part of PBIS, students are expected to follow STAR expectations – safe, team player, achiever, and respectful. School wide expectations are taught and modeled for students at the start of the school year. Over the years our students have become intrinsically motivated to display appropriate behaviors. Performing the expected behaviors is rewarding to them along with praise by the adults and feeling good knowing that they have done the right thing. Our teachers have designed safe and welcoming environments with the visuals needed to support the learning that is taking place in the classroom. Teachers establish positive connections by greeting their students each morning. Teachers also establish positive connections with families by communicating daily and/or weekly with families on ParentSquare. Staff explicitly teaches expectations at the start of the school year for all areas of the building and provide a mid-year refresher on expectations. We have the Rotella Student Leadership Team, a group of select fifth graders, who model expectations and behaviors for the rest of the student body. Our teachers actively engage students in relevant learning through arts integration. This ensures that students are taking ownership of their learning and reduces misbehaviors. Providing immediate positive feedback is another important practice that our teachers engage in daily. Supporting and responding to students' academic, social and emotional needs is critical to their success.

Resources:

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

8. ORGANIZATIONAL STRUCTURE & TALENT MANAGEMENT

8.1 School Governance and Management

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

Rotella Magnet has a Principal and an Assistant Principal. The administration works collaboratively with teacher leaders, teachers, staff members, parents, and students to create learning conditions which enable all students to reach their fullest potential.

Weekly meetings are held with teacher leaders in ELA, Math, and Science and administrators to support Best Practices in our classrooms. Weekly Instructional Data Team meetings are held with teacher leaders, classroom teachers and administrators to assess student work and monitor progress to implement strategies needed for student success.

Our school has the following committees – PBIS, Integrated Arts, Safety, School Equity Leadership Team (SELT), and School-wide Data. There is representation across the school on each committee and parent representatives on the SELT.

Our Student-Family-Community Team which consists of teachers, parents, community members, and administrators meets four times a year to assess student attendance, analyze school achievement, review fiscal needs and review the implementation of Goals and Objectives of the School Improvement Plan.

Appendices C. and D.

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

8.2 Partnerships

Use the Partnerships Guidance below to Complete Table 10. School Partnerships.

Partnerships Guidance				
Partnership Type		Indicate the partnership type, e.g., - Local Education Agencies (LEAs), Regional Education Service Centers (RESCs), Higher Education Institutions - International Schools - Community Groups - Business/Industry		
Name and Location		Include the name and location of the LEA, RESCs, higher education institutions, community groups, business/industry, and international schools.		
Purpose		Briefly describe the purpose of the partnership		
Anticipated outcome		Indicate the anticipated outcomes		
Table 9. School Partnerships				
Partnership Type	Name	Location	Purpose	Outcomes
Business	Harmony Academy	La Jolla, CA	Implementation of Harmony SEL curriculum	Infuse SEL into the school climate and culture
Business	Mattatuck Museum	Waterbury, CT	Partnerships-guided tours of museum and in school Photography unit	Students learn local history, photography skills and lessons on visual peace (Projects are displayed at the museum)
Business	Arts Schools Network	Houston, TX	Non-profit with a mission to inspire and support arts schools	Enhance the delivery of the arts integration magnet theme through professional development and networking
Business	Magnet Schools of America	Washington, D.C.	Non-profit resource for magnet schools nationwide	Implement current best practices regarding magnet theme implementation
Business	InnerAct Theatre	Newtown, CT	Deliver drama lessons PK-5	Integrate drama within the content area

Table 9. School Partnerships

Partnership Type	Name	Location	Purpose	Outcomes
Business	Turbobo	Connecticut	A sensory-friendly stuffed animal for students' emotional support	Increased ability to self-regulate in the classroom setting
Business	Craig Norton	Cheshire, CT	Professional teaching artist instilling music education PK-5	Integrate music within the content area
Business	Universal Sound	Bridgeport, CT	Professional teaching artist instilling music education grades 3-5	Integrate music within the content area
Business	RI3E Dance	Prospect, CT	Deliver dance lessons PK-5	Integrate dance and movement within the content area
Business	Texas Roadhouse	Waterbury, CT	Mascot visits for student achievements in reading, staff morale boosters with food donation for staff appreciation	A vested interest in our school community and student success.
Business	New Opportunities	Waterbury, CT	Provide foster grandparents to support the academic and social development of students	Increased student achievement
Community Organization	Jack Paul Noujaim Foundation	Waterbury, CT	Partners with our Student leaders to support our local community through Toy drives and Food drives	Development of Student Community Service and Outreach
Community Organization	Bridge to Success	Waterbury, CT	Local community organization support student and parent success	Provide engagement and support through a network of community partners
Community Organization	Veterans Memorial Committee	Waterbury, CT	Local group of veterans whose mission is to honor veterans' affairs	Participate in patriotic ceremonies emphasizing the importance of good citizenship
Non-Profit Organization	Arts for Learning Connecticut	Hamden, CT	This organization helps us in securing Resident Artist to work with grade levels on an integration in a particular art form and to provide PD for staff.	Development and work within our magnet theme.
Non-Profit Organization	Young Audiences of America	New York City	National Organization for Arts for Learning	Development of our magnet theme.

Table 9. School Partnerships

Partnership Type	Name	Location	Purpose	Outcomes

Appendix E.

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

8.3 Talent Management

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

- A. The methods for recruiting and retaining high-quality and diverse school staff (e.g., administrators, teachers, and pupil support services).

Our district has a Human Capital Department whose focus is on recruiting and retaining high-quality staff members. In-person and virtual recruitment fairs are held several times a year. The Human Capital Department utilizes our website, social media platforms, billboards, and newspapers to advertise staff vacancies. Any interested candidate completes an application on applitrack.com

- B. The methods for recruiting and retaining minority school staff (e.g., administrators, teachers, and pupil support services).

The district's goal is to interview at least five candidates of various backgrounds for every teaching vacancy.

- C. A description of the school/district hiring process to ensure staff hold appropriate Connecticut certification, permits (e.g., Durational Shortage Area Permit (DSAP), coaching), and/or authorizations (e.g., substitutes, temporary assignments).

All applicants are required to upload their certification with application materials.

- D. A description of the human resource policies that includes hiring (include background checks/fingerprinting), discipline, dismissal, salaries and fringe benefits, personnel contracts, and affirmative action and benefit packages.

Administrators at the school level make the recommendation for hire. However, all hiring policies and salary and benefit negotiations are conducted by the Human Capital Department.

- E. Describe how the school will implement current Connecticut guidelines for educator evaluation.

The principal and assistant principal share responsibility of observing and evaluating all certified teachers and staff according to district policy and utilizing the CT SEED rubric.

- F. Complete Table 11. Full Time Equivalent (FTE) Staffing (by concentration/job description) and total the hours on the last line of the table. Include all school staff (e.g., administrators, support teachers, office support, certified teachers, para-professionals, cafeteria staff, custodians, school nurse, library-media specialist)

Table 11. Full Time Equivalent (FTE) Staffing

Staff Position/Job Title	FTE
Principal, Robin Henry	1.0
Vice Principal, Dana Wallace	1.0
School Secretary, Lisa Alexander	1.0

Table 11. Full Time Equivalent (FTE) Staffing

Staff Position/Job Title	FTE
Administrative Assistant, Shonda Wiggins	1.0
Office Aide, Nancy Urbanski	1.0
Grant Facilitator, Tracy Giorgio	1.0
Audio/Visual Antonio Coles	1.0
Café Manager, Pama Goggins	1.0
Café, Sharon Morales	1.0
Café, Donna Polselli	1.0
Café, Rafaelina Ramos-Torres	1.0
Café, Linda Walters	1.0
Café, Aaron Watson	1.0
Café, Elaine Remillard	1.0
Computer Tech, J. Carey Rosser	1.0
Custodian, James Horan	1.0
Custodian, Garnet Goulbourne	1.0
Custodian, Zachary Oyola	1.0
Custodian, Neal Mulhall	1.0
Nurse, Shannel Davis	1.0
Nurse Assistant, Pamela Bochicchio	0.5
Social Worker, Aisha Brown	0.5
School Counselor, Diana Dane	1.0
Speech Pathologist, Luljeta Gjini	0.5
Special Ed, Rebecca Hanlon	1.0
Special Ed, Nicole Rivera	1.0
ESL, Odet Simoes	0.5
Psychologist, Stacey Adams	0.2
Arts Integration, Mary Monroe	1.0
Math Facilitator, Dawn Biolo	1.0
Math Facilitator, Kara Wallace	1.0
Parent Liaison, Lauren Martin	1.0
Reading Facilitator, Jeanne Stevens	1.0
Reading Facilitator, Kate Stanco	1.0
Reading Tutor, Grace Parker	0.5
Art, Suzanne Daddona	1.0
Computer, Angela Heidgerd	1.0
Physical Education, Michael Dunn	1.0
Library, Carla Cruess, TVP	1.0
Library Tech, Victoria Lanouette	1.0
Music, Jedidiah Alziphat	1.0
Science, Laureen Gruner	1.0
Pre K, Lisa Ecke	1.0
Pre K, Bernadette Ouellette	1.0
Pre K, Crystal Russaw	1.0
Pre K, Michelle Spencer	1.0
Pre K, Stacey Daddona	1.0
Pre K Aide, Filloreta Kodra	1.0
Pre K Aide, Marcia Simms	1.0
Pre K Aide, Yllke Tytymce	1.0
Kindergarten, Ellen Barrett	1.0
Kindergarten, Nancyjean Ciprano	1.0

Table 11. Full Time Equivalent (FTE) Staffing

Staff Position/Job Title	FTE
Kindergarten, Mary Machado	1.0
Kindergarten, Marly Parker	1.0
Kindergarten, Heather Stasaitis	1.0
Kindergarten Aide, Valerie Brookins	1.0
Kindergarten Aide, Darice Leach	1.0
Kindergarten Aide, Nancy Mancini	1.0
Kindergarten Aide, Lisa Meehan	1.0
Kindergarten Aide, Melissa Salvatore	1.0
Grade 1, Raffaele Banner	1.0
Grade 1, Vanessa Greaney	1.0
Grade 1, Julia Matthews	1.0
Grade 1, Melissa Stango	1.0
Grade 1 Aide, Anna Florczyk	1.0
Grade 1 Aide, Jaqueline Hamel	1.0
Grade 1 Aide, Vanessa Olivero	1.0
Grade 1 Vanessa Wigglesworth	1.0
Grade 2, Rochelle Craft	1.0
Grade 2, Candida Muro	1.0
Grade 2, Sabrina Pierce	1.0
Grade 2, Monica Santovasi	1.0
Grade 3, Jennifer Dejesus	1.0
Grade 3, Stephanie Heckman Colon	1.0
Grade 3, Lyndsy Ignacio	1.0
Grade 3, Krista Zaccagnini	1.0
Grade 4, Molly Fitzgerald	1.0
Grade 4, Alexis Lee	1.0
Grade 4, Veronica Summerfield	1.0
Grade 4, Mikaela Vitale	1.0
Grade 5, Jessica Bouteiller	1.0
Grade 5, Erika Delk	1.0
Grade 5, Lauren Gundersen	1.0
Grade 5, Halley Cassidy	1.0
Para, Greta Monteiro	1.0
Para, Debra Ventura	1.0
Para, Rebecca James	1.0
Para, Michelle Ouellette	1.0
Para, Celestino Toucet	1.0
PT Lisa Breton	0.2
OT Melanie Aftowski	0.2
Building Sub, Georgia Unaris	1.0
Total	94.10

Resources:

- [Connecticut's Guidelines for Educator Evaluation](#)
- [CSDE Resource Guide for New Administrators](#)
- [C.G.S. Sec. 10-145](#) provides the types of employees (e.g., teacher, supervisor, administrator, and special service staff member or school superintendent) that must possess an appropriate state certification to be employed.
- [C.G.S. Sec. 10-145d](#) provides the types of certification requirements for subject area endorsements.

- [C.G.S. Sec. 10-149](#) provides the qualifications for athletic coaches of intramural and interscholastic athletics.

8.4 Professional Development and Learning

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

- A. The professional learning available for administrators, teachers and school staff to foster and promote positive student relationships and school culture for students' academic and social success.

All administrators and teachers participate in district-planned professional learning in each of the content areas as well as SEL and any mandated trainings. As an arts-integration themed magnet school, our Arts Integration Specialist plans professional learning for the theme. These include online Arts Accelerator through the Institutes for Arts Integration and STEAM, Arts for Learning residencies (RAISE grant), and SEAL from the Inspired Classroom to name a few. Our Arts Integration Specialist and School Counselor model how to structure standards, create learning targets and success criteria, and implement lessons for teachers. As a result of data review, we also procure additional content area support such as Greg Tang math.

- B. The curriculum/theme-based professional development and learning provided to administrators, teachers, and staff, and identify goals.

Both our principal and assistant principal are graduates of the National Institute of School Leadership. Administrators and select teachers attend national conferences where they are immersed in week-long professional learning. They then turn this knowledge over to all building teachers and staff. Our teacher leaders in literacy and math attend weekly district level trainings and meetings.

- C. Complete Table 12. Professional Development and Learning.

Date or Period of Time	Name of Training	Participants	Description	Magnet Component (if applicable)
October 2024	ASN Conference	Marly Parker, Diana Dane, Mary Monroe. Robin Henry	A collective group of arts leaders and thought partners joined together in their pursuit to be valuable contributors in the arts.	Arts integration
April 2025	MSA Conference	Mary Monroe and Dana Wallace	Provides leadership for high quality, innovative, and instructional programs that promote choice, equity, and diversity along with the magnet theme.	Arts Integration
23-24	Tang Math	PK-5 teachers	Professional development on various math standards and topics	

Table 12. Professional Development and Learning

Date or Period of Time	Name of Training	Participants	Description	Magnet Component (if applicable)
23-24	MTSS	Diana Dane, Dawn Biolo, and Dana Wallace	Utilizing tiered intervention to meet the individual needs of students, academically and behaviorally	N/A
2023-2024	The Institute for Arts Integration	PK-5 teachers; specials teachers	Online search engine that creates individual paths of professional learning, arts integration lessons, and online courses.	Arts Integration
2023-2026	The Master Teacher	Classroom assistants and paraprofessionals	Online courses that allow participants to select their own professional learning on academic, SEL, and personal growth	
2023-2026	R.A.I.S.E. Responsive Arts In School Education	Mary Monroe and Diana Dane	US Dept. of Ed. grant to develop trauma-informed arts based learning and counseling professional learning	Arts Integration
2023-2025	Turbobo	All staff	Training on self-regulation for use with weighted stuffed animal	

Resources:

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

9. SCHOOL FACILITY AND OPERATIONS

9.1 Budget and Finance

Describe the school's fiscal structure. Include:

- Complete the **Operations Plan Magnet Operating Budget** (Microsoft Excel)
- The annually projected transportation costs (separate the costs for in-district and out-of-district students).

Transportation costs are not deducted from the magnet operating budget.

- Describe the Pre-K tuition (RESCs only) collection process that includes the parent/guardian notification and include a copy in the appendix of the school/district policy and reference the page number(s).

N/A

- D. Describe K-12 Tuition (if applicable) process, that includes residency verification, timely communications with sending districts, and the collection process.

N/A

- E. If applicable, complete Table 13. Tuition Rate.

N/A

Table 13. Tuition Rate	
Grade Level or Grade Range	Tuition Rate (per pupil)
	\$ N/A
	\$

Resources:

Non-Sheff Operators

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

Sheff Operators

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

9.2 School Building and Facilities

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

- A. The status of the building (select one):

☒ Owned ☐ Lease (Short-Term) ☐ Lease (Long-Term) ☐ Other (Specify)

- B. A list and description of outside organization(s) that use the school building and/or facilities.

CT Valley Chordsman – quartet
 Ticket to Broadway – dance recital
 Dancers Inc – dance recital
 Bais Yaakov of Waterbury – Jewish dance company performance
 Heart and Sole Dance Co. – dance recital
 Waterbury Childrens theatre – children's play
 Sunshine Dance Co. – dance recital
 Golden Years Theatre Co. – play with all senior citizen cast

- C. A list of the program(s) that have permanent use of the building that is not associated with the school's interdistrict magnet program (e.g., Special Education, early education, alternative education programs).

N/A

9.3 School Construction or Renovations (if applicable)

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

Our auditorium has undergone a renovation where seats have been repaired, lights have been replaced, and the sound system has been upgraded.

- A. The responsible parties of the project (e.g., Office of School Construction Grants & Review (OSCG&R), board of education, city council, district staff). Renovations were done by the companies: Rosa Construction and Lupo Electric
- B. The funding source(s) for the project (e.g., local, State of Connecticut) This was paid for with grant funding secured by district.

Appendix F.

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

Resources:

- [OSCG&R Guidance](#)

9.4 Technology Infrastructure

Describe the school's technology infrastructure. Include:

- A. Technology resources, including, but not limited hardware, technology available to teachers and students.

All Students have 1:1 Chromebooks and in most classrooms, they also have access to iPads. Students have access to desktop computers running modern Windows in the Computer Lab, and iPads there as well. There are 3D printers located in the Computer Lab and the Science Room for special student projects.

Teachers utilize Laptop computers running modern Windows software for their daily instruction. Laptop docking stations were set up for the teachers to be able to run and control different technology peripherals through their laptops as needed. These peripherals include an extra display monitor so the teacher can monitor the student's activity on their devices, Smart Document Camera, and a classroom printer if applicable. There are also 65" Interactive SmartBoard displays in all the classrooms. Each classroom teacher has a yearly subscription to Education Smart Software to use with these interactive SmartBoards.

Rotella Interdistrict Magnet School has a dedicated on-site Network Specialist to maintain the school's technology devices and ensures minimal downtime so educational instruction is available to our students.

- B. The system(s) in place to ensure data security.

Students have an on-device content filter provided by Bark for Schools complying with CIPA and FERPA guidelines based on category-based blocking of sites with a block/allow override list.

Students and teachers are behind an on-premise content filter provided by Palo Alto which actively protects devices from security threats.

Windows devices are running Coretex XDR provided by Palo Alto as a next generation antivirus and anti-malware solution.

Resources:

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

9.5 Student Programs, Activities, and Events

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

- A. Before and/or after school day enrichment programs.
Rotella holds two sessions of an academic after-school program as well as an after-school musical theatre program.
- B. Extracurricular Activities (e.g., student clubs, student organizations, sports, etc.).

- We do not have any sports at Rotella.
- C. The cost of the programs/activities (e.g., fees, pay to play, etc.).
After-school programs are free to students.
- D. Events (e.g., plays, musicals, science fairs, etc.).
Third, fourth, and fifth grade students are invited to audition for the after-school musical.
- E. Agreements with other towns/districts/schools regarding sports, clubs, or organizational activities.
N/A
- F. Types of communications and information available to families regarding opportunities for sports, clubs, or other organizational activities.
We share information with our students regarding opportunities for clubs and sports in the community via flyer and ParentSquare.

9.6 School Safety and Security

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

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

Rotella administrators work under the guidance of the district Director of Safety and Security to streamline school safety plans and implement school safety drills monthly. Each staff member receives written instructions on lockdowns and shelter in place situations. Administrators train staff at the beginning of each year. The school holds monthly safety meetings to review and address current safety concerns. We recently updated our camera surveillance system to include interior and exterior cameras. The recent addition of a “man trap” increased safety for staff and students by decreasing visitors’ ability to gain entry to the school without authorization from school office staff. Fire drills are conducted monthly with reports submitted to the district Director of Safety and Security. Lockdown drills are overseen by the Waterbury Police Department, Waterbury Fire Department, and Director of Safety and Security. This ensures a quick response time with adherence to best practices.

Depending on the severity of the incident, students are given individual or group counseling to process incidents. Students and families are also referred to outside agencies for individual and family counseling. Some of the strategies used to ensure student safety after incidents include behavior contracts, parent meetings, peer mediation, or other restorative gestures or practices, which depend on the situation. As a district that practices restorative justice, we always aim to mend student relationships after a conflict by teaching them empathy and understanding. At this time, all administrators are trained in restorative practices. Soon, counselors, teachers, and other support staff will be trained as well.

The building has two locked front doors that require a key-card to enter. The school practices monthly fire drills with our Director of Safety & Security. The Director also conducts quarterly lock-down drills at the schools in conjunction with the Waterbury Police Department. Rotella, like most schools, is a weapon free zone. Students are not searched upon entry. Weapons are addressed when they are discovered.

Resources:

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

9.7 Transportation

Describe the student’s transportation plan. Include:

- A. The plan for students who are and who are not in this school’s designated transportation zone.
All students in Waterbury receive bussing to and from school regardless of address. Students residing in participating towns receive bussing from their district.
- B. The transportation accommodations for Special Education and Section 504 students to and from the school, resident and non-resident, as well as for students for extended-day and/or extended-year programs.
Resident students with special transportation as part of an IEP or Section 504 plan receive these accommodations through district funding.
- C. The method used to notify the parents/guardians annually of the transportation information, including changes as they occur during the school year.

The district posts bus routes on their website. School staff communicates these routes to parents. Any changes are communicated via direct phone call to the parent.

D. Complete Table 14. Towns/District that transport the students on buses.

Table 14. Towns/Districts that transportation				
Town/District	Is transportation provided to this town? (Yes or No)	Type(s) Transportation Offered (e.g., centralized stops; city/public transportation passes)	Average bus ride time for students transported to and from this town	Addition information (e.g., stipends, special arrangements)
Waterbury	Yes	School bussing and special education bussing	30 minutes	Special education bussing requires written documentation (IEP or 504 plan)
Wolcott	Yes	School bussing	30 minutes	N/A
Thomaston	Yes	School bussing, centralized stops	30 minutes	N/A
Plymouth	Yes	School bussing	30 minutes	N/A
Naugatuck	Yes	School bussing, centralized stops	30 minutes	N/A

10. PROGRAM EFFECTIVENESS

10.1 Data Analysis

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

A. The effectiveness of the school's/district's projects, policies and programs.

Effectiveness of projects and policies are analyzed at district level through committees. Programs are evaluated at the school level, gathering feedback through surveys. For example, at the completion of an artist in residence, teachers will provide feedback on the quality of the programming.

B. The school/district's methods used to measure and analyze student growth and achievement; quantitative and qualitative measures.

District assessments such as mCLASS and i-Ready are administered and analyzed for growth and achievement three times per year. Student summative data through state Smarter Balanced testing is analyzed by the district Supervisor of Research and Development.

10.2 Program Evaluation

Describe the school's performance. Include:

A. Academic achievement and/or growth.

Rotella's Accountability Index for the 22-23 school year was 75.1%. 22-23 Smarter Balanced scores are as follows: ELA 39% proficient or above and Math 36% proficient or above. 21-22 Smarter Balanced scores are as follows: ELA 41% proficient or above and Math 27% proficient or above. Scores on NGSS (Science) have remained at 55% for the past two school years.

B. Faculty and staff growth and development.

Rotella teachers participate in all district led professional development. In addition, the school provides supplemental professional learning in content areas and to support our arts integration theme. A couple of staff members attend, and sometimes present at, the Magnet Schools of America and Arts Schools Network national conferences. Information learned at these conferences is also shared with the entire staff. With these PD opportunities, staff continues to gain a deeper knowledge and is able to grow professionally in a way to meet the needs of our school community. Certified staff members take part in the district teacher evaluation process.

Resources:

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

11. BOARD APPROVAL AND COMMUNITY SUPPORT

11.1 Evidence of Approval and Support

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

The Waterbury Board of Education is the governing body of the school district. It is comprised of ten elected commissioners and the mayor who serves as ex-officio chair.

Appendix G.

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

12. CLOSING

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

This Operation Plan describes the Rotella Interdistrict Magnet School procedures and daily operations that have made it a successful elementary magnet that continues to thrive both academically and within the arts integration magnet theme after 24 years in operation. Students develop academic and leadership skills that allow for success as artists with the support of staff, families, community, our district staff and the Board of Education.

Our mission, vision and goals drive what we do each day for all of our students. We have a strong academic program with supports in place to address student needs, both academically and socially. Central office has a strong team in place to assist in carrying out Board policies that keep our students safe and encourage a strong home-school connection.

We are so proud to have been recognized by Magnet Schools of America as both a Top Magnet School of Excellence and an Exemplary School by Arts Schools Network.

13. APPENDICES TABLE OF CONTENTS

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

Content	Page(s)
A. Accreditation	41
B. Early college experience course descriptions and agreements, contracts, and/or letters of memorandum of understanding/agreement	N/A
C. District/Central Office Staff Organizational Chart	51
D. School Staff Organizational Chart	52
E. Partnership agreements	N/A
F. Construction/revocation plans	N/A
G. Board of Education or governing entity approval of this Operations Plan	56

ROTELLA INTERDISTRICT MAGNET SCHOOL APPENDICES

Appendix A – Early Childhood Accreditation



Appendix B – K-12 Accreditation NEASC

Not applicable

Appendix C – Theme Accreditation



Students 5113(a)

Attendance Requirements for Course Credit or Promotion

Attendance

Connecticut state law requires parents to cause their children, ages five through eighteen inclusive, to attend school regularly during the hours and terms the public school is in session. Parents or persons having control of a child five years of age have the option of not sending the child to school until ages six or seven. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age seventeen.

A student is considered to be “in attendance” if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent. A student not meeting the definition of “in attendance” shall be considered absent.

A student’s engagement in remote classes, remote meetings, activities on time-logged in electronic systems, and completion and submission of assignments, if such engagement accounts for not less than one-half of the school day during remote learning is in attendance and the remote learning is authorized.

Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity. The Board of Education requires that accurate records be kept of the attendance of each child, and students should not be absent from school without parental knowledge and consent.

1. DEFINITIONS (related to chronic absenteeism)

Chronically absent child: An enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

Absence: An excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to C.G.S. 10-198b.

District chronic absenteeism rate: The total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year.

School chronic absenteeism rate: The total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

Excuses: A student's absence from school shall be considered "excused" if written documentation of the reason for such absence has been submitted within ten (10) school days of the student's return to school and meets the following criteria:

Note: The use of the state approved definitions of "excused" and "unexcused" absences are for state purposes for the reporting of truancy. Districts are not precluded from using separate definitions of such absences for their internal uses such as involving decisions on areas such as promotion and grading.

Students 5113(b)

Attendance Requirements for Course Credit or Promotion, continued

A. For absences one through nine, a student's absences from school are considered "excused" when the student's parent/guardian approves such absence and submits appropriate documentation to school officials.

B. Absence resulting from a student enrolled in grades K-12, taking two mental health days during the school year. Such absence is to permit the student to attend to emotional and psychological well-being in lieu of attending school.

A student cannot take these mental health days during consecutive school days.

Such documentation includes a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate. Documentation should explain the nature of and the reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of absenteeism.

C. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:

1. Student illness (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence);
2. Student's observance of a religious holiday;
3. Death in the student's family or other emergency beyond the control of the student's

family;

4. Mandated court appearances (documentation required);

5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required);

6. Extraordinary educational opportunities pre-approved by District administration and to be in accordance with Connecticut State Department of Education guidance.

D. A student's absence from school shall be considered unexcused unless:

1. The absence meets the definition of an excused absence and meets the documentation requirements; or

2. The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and are excluded from these State Board of Education approved definitions.

When the school in which a child is enrolled receives no notification from a parent or other person having control of the child is aware of the child's absence, a reasonable effort shall be made by school personnel or volunteers under the direction of school personnel to notify by telephone and by mail such parent or other person having control of the child.

Responsibility for completion of missed classwork lies with the student, not the teacher. Unless a student has an extended illness, all make-up work will be completed within five days after the student returns to school.

Students 5113(c)

Attendance Requirements for Course Credit or Promotion, continued

Excused Absences for Children of Service Members

An enrolled student, age five to eighteen, inclusive, whose parent or legal guardian is an active duty member of the armed forces, as defined in section 27-103, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year and, at the discretion of the Board of Education, additional excused absences to visit such child's parent or legal guardian with respect to such leave or deployment of the parent or legal guardian. In the case of such excused absences such child and parent or legal guardian shall be responsible to obtaining assignments

from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by such child prior to his or her return to school from such period of excused absence.

Chronic Absenteeism

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

1. A team for the District must be established when the District chronic absenteeism rate is 10 percent or higher.
2. A team for the school must be established when the school chronic absenteeism rate is 15 percent or higher.
3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each established attendance review team shall meet at least monthly.

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education. Such plan must include the means for collecting and analyzing data relating to student attendance, truancy and chronic absenteeism. The data must be disaggregated by school district, school grades and subgroups such as race, ethnicity, gender, eligibility for free and reduced priced lunches, students whose primary language is not English, and students with disabilities.

The District shall annually include in information for the strategic school profile report for each school and the District that is submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

Students 5113(d)

Attendance Requirements for Course Credit or Promotion, continued

The Principal or his/her designee of any elementary or middle school located in a town/city designated as an alliance district may refer to the children's truancy clinic established by the Probate Court serving the town/city, a parent/guardian with a child defined as a truant or who is at risk of becoming a truant. (An attendance officer or a police officer shall deliver the citation and summons and a copy of the referral to the parent/guardian.)

Dismissal

No school, grade, or class may be dismissed before the regularly scheduled dismissal time without the approval of the Superintendent or his/her designee.

No teacher may permit any individual student to leave school prior to the regular hour of dismissal without the permission of the Principal.

No student may be permitted to leave school at any time other than at regular dismissal without the approval of the student's parent/guardian. If a court official with legal permission to take custody of a child, or if a police officer arrests a student, the parent/guardian should be notified of these situations by the administration.

The classroom or homeroom teacher or administrative assistant or administrative designee determines the legitimacy of an excused absence, and final determination will be made by building principal.

2. TWENTY ABSENCE LIMIT for any student enrolled in the Waterbury School

System in grades K – 12: No student may receive course credit for a full-year course after having been absent from that course more than twenty (20) class periods during the school year. These absences will be pro-rated for other than full-year courses and for courses meeting other than five (5) periods per week. All absences in a class will be counted except those incurred while a student participates in school-sponsored activities and/or essential administrative business and/or for an absence that meets the definition of a disciplinary action.

3. TARDINESS/EARLY DISMISSAL: For the purpose of tardiness and early dismissal, "excused" is defined the same as "excused" absence. A pupil who is tardy or

dismissed early must report to the office before reporting to his/her classroom.

Regardless whether the tardy or early dismissal is excused or unexcused, the student must be present in school for at least half of the regular school day in order to receive attendance credit for the day.

For High School and Middle School: Pupils are considered tardy or dismissed early if not in class when the bell rings. For every three unexcused tardies to school or for every three unexcused early dismissals from school, one unexcused day of absence will be assessed to the student's academic record for that class period specifically affected by the tardy or early dismissal

Students 5113(e)

Attendance Requirements for Course Credit or Promotion, continued

At the high school level, the unexcused tardy or unexcused absence applies to each individual class the student is late for or absent from. This may apply to more than one class. In addition, when homeroom is dissolved, the student's previous unexcused absences and unexcused tardies will be reflected in the student's first period class.

For Elementary Schools: Total unexcused tardy and unexcused early dismissal time accumulated throughout the year will be assessed to the student's academic record as determined by the school administrator.

4. The Board of Education's policy "Attendance Requirements for Students under 18 Years of Age with Respect to Truancy, #5113.2, will be strictly enforced.

5. The school administrator or administrative designee will be responsible for administering policy.

6. WAIVERS: A student who has accumulated more absences than allowed by the policy, may be issued a waiver by school administration if extenuating circumstances exist. At the discretion of the administration, the parent may be requested to appear at the hearing to verify the legitimacy of the extenuating circumstances.

A waiver will become a part of the student's permanent cumulative file and recorded into the computer database.

7. APPEALS

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

B. Each school will set up an Appeals Board to consider the appeal, consisting of the principal or designee and two teachers to informally hear all requests. Other pupil personnel faculty may be invited by the Appeals Board to participate when appropriate. All parties directly involved may attend the informal hearing. The Appeals Board will meet as soon as possible after individual students have exceeded their absences.

C. The Appeals Board will consider:

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

Students 5113(f)

Attendance Requirements for Course Credit or Promotion, continued

D. A student may be allowed an attendance appeal hearing on a yearly basis. However, a successful appeal for credit or promotion may only be granted twice in grades K-5, once in grades 6-8, and once in grades 9-12.

E. Decisions of the Appeals Board are final. Appeals granted or denied must become a part of student's permanent cumulative file and recorded into the computer database.
(cf 5113.2)

Legal Reference Connecticut General Statutes:

10-220(c) Duties of boards of education (as amended by PA 15-225)

10-184 Duties of parents (as amended by PA 98-243 and PA 00-157)

10-185 Penalty

10-198a Policies and procedures concerning truants (as amended by PA 11-136, An Act Concerning Minor

ROTELLA INTERDISTRICT MAGNET SCHOOL
APPENDICES

Revisions to the Education Statutes and PA 14-198, An Act Concerning Excused Absences from School for Children of Service Members, and PA 16-147, An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee)

10-198b State Board of Education to define “excused absence,” “unexcused absence,” and “disciplinary absence”

10-198c Attendance review teams.

10-198d Chronic absenteeism (as amended by PA 17-14 and PA 18-182)

45a-8c Truancy clinic. Administration. Policies and procedures. Report. (as amended by PA 15-225)

10-199 through 10-202 Attendance, truancy - in general

Action taken by State Board of Education on January 2, 2008, to define “attendance.”

Action taken by State Board of Education on June 27, 2012, to define “excused” and “unexcused” absences.

PA 17-14 An Act Implementing the Recommendations of the Department of Education

PA 21-46 An Act Concerning Social Equity and the Health, Safety and Education of Children

Policy adopted by the Waterbury Board of Education on September 5, 2013.

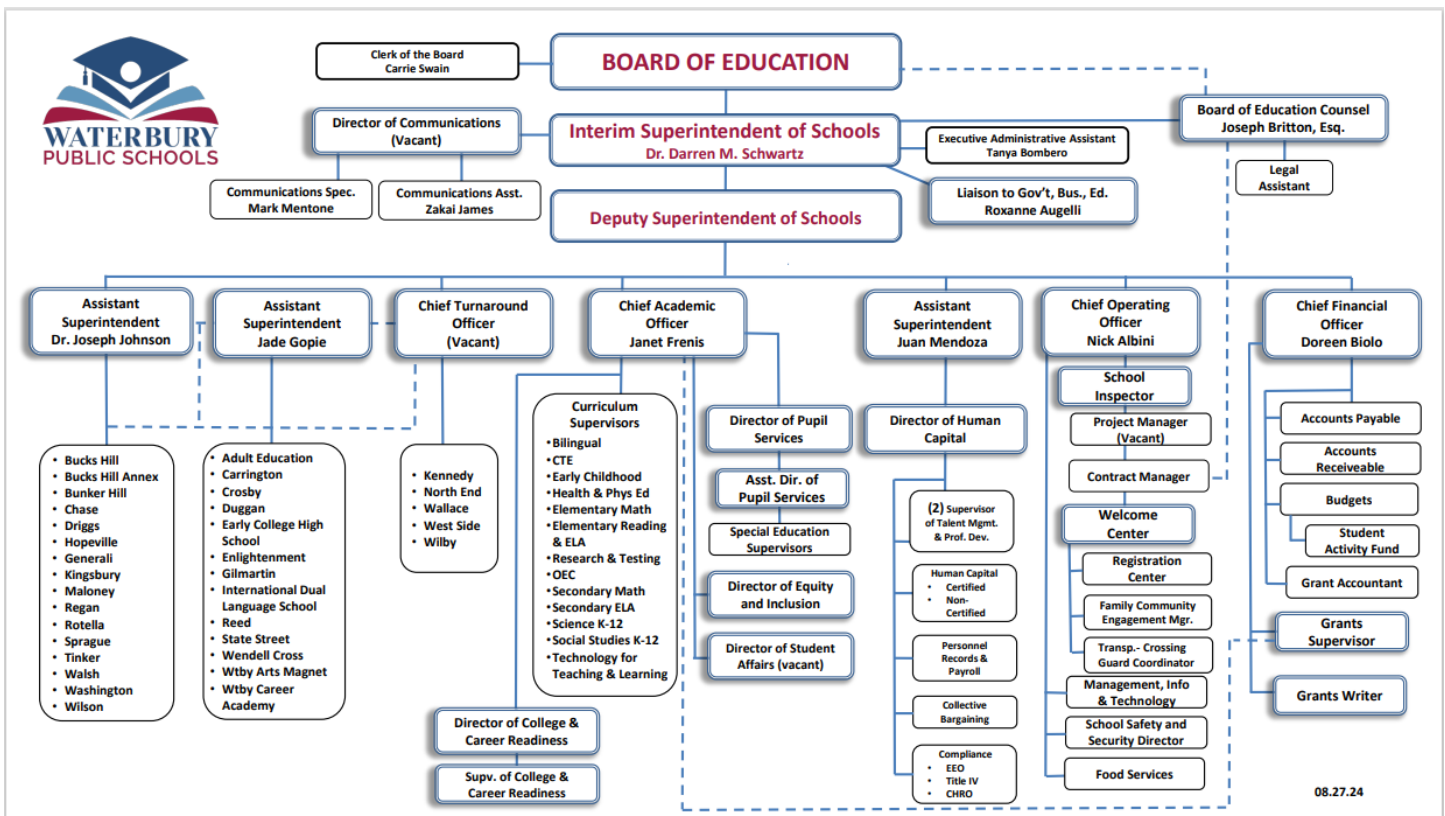
Revised on September 8, 2017, September 20, 2018

Policy suspended for the 2020/2021 SY on May 6, 2021

Revised on December 16, 2021 and April 26, 2022

ROTELLA INTERDISTRICT MAGNET SCHOOL APPENDICES

Appendix C



Appendix D

ROTELLA INTERDISTRICT MAGNET SCHOOL APPENDICES

ROTELLA SCHOOL STAFF 2023-2024



Robin Henry, Principal

Dana Wallace, Vice Principal

Office Staff

Lisa Alexander School Secretary
Shonda Wiggins Administrative Support Specialist
Nancy Urbanski Office Assistant
Tracy Giorgio Grants Facilitator

Student Services Personnel

Diana Dane School Counselor
Aisha Brown Social Worker
Stacey Adams School Psychologist
Luljeta Rashiti - Gjini Speech Pathologist
Patricia Ferrare Supervisor of Special Education

Pre-K

Lisa Ecke
Bernadette Ouellette
Crystal Russaw
Michelle Spencer

Kindergarten

Ellen Barrett
Nancyjean Cipriano
Mary Machado
Marly Parker
Heather Stasaitis

Grade 1

Raffaele Banner
Vanessa Greaney
Julia Matthews
Melissa Stango

Grade 2

Rochelle Craft
Candida Muro
Sabrina Pierce
Monica Santovasi

Grade 3

Jennifer DeJesus
Stephanie Colon
Lyndsy Ignacio
Krista Zaccagnini

Grade 4

Molly Fitzgerald
Alexus Lee
Veronica Summerfield
Mikaela Vitale

Grade 5

Jessica Bouteiller
Haley Cassidy
Erika Delk
Lauren Gundersen

Special Education

Rebecca Hanlon
Nicole Rivera
vacant

Classroom Assistants-Pre-K

Stacey Daddona
Filloretta Kodra
Marcia Simms
Yllke Tytymce

Classroom Assistants-Kdg.

Valerie Brookins
Darice Leach
Nancy Mancini
Lisa Meehan
Melissa Salvatore

Classroom Assistants-Grade 1

Anna Florczak
Jacqueline Hamel
Vanessa Olivero
Vanessa Wigglesworth

Special Ed Paraprofessionals

Rebecca James
Greta Monteiro
Michele Ouellette
Celestino Toucet
Debra Ventura

Art

Suzanne Daddona

STEM

Dawn Biolo
Kara Wallace

Reading

Kate Stanco
Jeanne Stevens

Music

vacant

Science

Laureen Gruner

Arts Integration Specialist

Mary Monroe

Physical Education

Michael Dunn

Computer Instruction

Angela Heidgerd

Audio/Video Tech

Antonio Coles

Network Specialist

J. Carey Rosser

School Nurse

vacant

Library Media Specialist

Carla Cruess

Literacy Tutors

Grace Parker

Building Substitute

Georgia Unaris

Custodial Staff

James Horan, Head Custodian
Garnet Goulbourne
Neil Mulhall
Zachary Oyola

Library Tech

Victoria Lanouette

Parent Liaison

Lauren Martin

Kitchen Staff

Pama Goggin, Cook/Manager

Important Phone Numbers

Main Office

203-574-8168

Fax

203-574-8045

APPLICATION FOR INTERDISTRICT MAGNET SCHOOL OPERATING FUNDS
C.G.S. Section 10-264f
Fiscal Year 2024
ED 114 -Projected Budget Form
Year 1

School Name: **Rotella Interdistrict Magnet School**

Projected Magnet School Grant Amount: \$ 2,646,384.00

CORE-CT CLASSIFICATION:

<u>FUND</u>	<u>SPID</u>	<u>Year</u>	<u>PROGRAM</u>	<u>CF1</u>
11000	17057	20XX	82062	170031

GRANT PERIOD: 07/01/18 - 06/30/19

CODES	DESCRIPTIONS	Interdistrict School Operating Grant Amount ¹
111A	NON-INSTRUCTIONAL	\$ 329,099
111B	INSTRUCTIONAL	\$ 1,238,852
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	\$ 798,253
321	TUTORS	\$ -
322	IN SERVICE	\$ -
323	PUPIL SERVICES	\$ -
324	FIELD TRIPS	\$ -
325	PARENT ACTIVITIES	\$ -
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	\$ -
340	OTHER PROFESSIONAL SERVICES	\$ 70,800
400	PURCHASED PROPERTY SERVICES	\$ -
500	OTHER PURCHASED SERVICES	\$ 45,419
600	SUPPLIES	\$ 153,795
700	PROPERTY	\$ 10,166
800	MISCELLANEOUS	\$ -
917	INDIRECT COSTS	\$ -
TOTAL		\$ 2,646,384

¹ Projected interdistrict school operating grant award.

Committee Meeting Agenda/Minutes

Committee: BOE School Personnel Committee			
Location: Waterbury Arts Magnet School Media Center 16 South Elm Street	Date of Meeting: Thursday November 21, 2024	Start Time: 5:00 p.m.	Finish Time: 5:16 pm

Team Norms:
1. All meetings will start on time 2. All team members will agree to stay on specific agenda topics 3. A specific agenda will be set for all meeting

Commissioners Present:	Staff Present:
<i>E. Brown, J. Hernandez, M. O'Brien, and R. Orso</i>	<i>J. Frenis and G. Thazhampallath</i>

AGENDA			MOTION
		Time Allotted	Motion by/seconded by Vote tally
1.	Job specification for the proposed new grant funded position of District Attendance Coordinator ~ G. Thazhampallath		<i>Ms. Frenis and Mr. Thazhampallath reviewed the specifications with the members.</i> <i>Motion to approve – Brown/Orso - unanimous</i>
2.	Adjournment		<i>O'Brien/Orso - unanimous</i>

Additional notes/minutes: *Move to full Board.*

Minutes prepared by: *Commissioner O'Brien*

To: Waterbury Board of Education

Re: Executive Summary for New Proposed District Attendance Coordinator Position

Date: November 4, 2024

The Academic Affairs Office kindly requests passage of the proposed Job Description for a new position titled **District Attendance Coordinator**. This new position will report to the Chief Academic Office and will provide the following service to the district:

- Coordinate and monitor all district CAT teams;
- Monitor and report school and district level attendance data;
- Collaborate with the Supervisor of Research, Development, and Student Testing to verify district attendance data and present attendance and truancy data to Senior cabinet, community partners, and building administrators;
- Collaborate with Assistant Superintendents and building administrators to set short term goals to work towards meeting average daily attendance and chronic absenteeism targets;
- Serve as the liaison between district, schools, and community partners and programs;
- Conducts and/or coordinates workshops in collaboration with parent liaisons, administrators and staff that are designed to increase student connection, attendance, and success.

This proposed grant position is vital as coordination of the district's efforts to reach at risk students based on chronic absenteeism is a priority. It is the district's hope to attract an individual to this role that would develop appropriate structures, forms and process to further the district's efforts. It is also the district's hope to attract an individual who would support deeper and further data analysis to the benefit of our front line staff, district leaders and ultimately our students.

The funding for this position is through the U.S. Department of Education CFCP (Congressionally Funded Community Projects Program) at \$85,000 for a period of one (1) year.

For these reasons we kindly request passage.

Waterbury Public Schools

JOB CLASSIFICATION DESCRIPTION

JOB CLASSIFICATION TITLE:

District Attendance Coordinator

BARGAINING UNIT CLASSIFICATION:

Non-Union

DEPARTMENT:

Teaching and Learning

REPORTS TO:

District Level Administrator

INCUMBENT NAME:

Grants

FLSA DESIGNATION:

Exempt; 12 months, 35 hours per week; \$55,000 annually. Note: This is a grant funded, non-Union position with benefits that exists as long as grant funds are available.

PART I - SUMMARY OF CLASSIFICATION

This class is accountable for providing support and oversight to CAT teams as well as to build the capacity of administrators and Chronic Absenteeism Teams in utilizing effective strategies and systems to decrease and monitor chronic absenteeism. This position advises building administrators on attendance and truancy matters. This position is also responsible for attendance data compilation and analysis and facilitating District compulsory attendance policy review and revision as necessary.

PART II - MINIMUM KNOWLEDGE, SKILLS AND ABILITIES

A. EDUCATION AND EXPERIENCE:

General Experience:

1. Bachelor's Degree from an accredited college or university in social work, behavioral sciences, counseling, education or other related fields;
2. Two (2) years of professional experience performing similar functions and duties, preferably in a school or district setting.

B. CREDENTIALS:

C. LICENSURES, CERTIFICATIONS AND OTHER REQUIREMENTS:

Incumbents in this class may be required to possess a current Connecticut Motor Vehicle Class D Operator License.

D. CONTINUING EDUCATION REQUIREMENTS:

E. KNOWLEDGE, SKILLS AND ABILITIES:

- Knowledge of and respect for the diverse backgrounds (cultural, linguistic, environmental) of students and how these characteristics affect the student's life and learning;

- Knowledge of applicable local, state, and federal rules, regulations and laws;
- Knowledge of District and state attendance/truancy policies and laws;
- Knowledge of District and state reporting procedures and requirements specific to truancy;
- Knowledge of Positive Behavioral Interventions and Supports (PBIS) and Scientific Research Based Interventions (SRBI);
- Knowledge of relevant Board of Education policies and District administrative procedures;
- Critical thinking and problem solving skills;
- Excellent organizational and time management skills;
- Excellent verbal and written communication skills, including public speaking;
- Skill in interpersonal relations, especially regarding working as a member of a team;
- Ability to utilize relevant assessment tools, and integrate the results of the assessments into the District truancy plan;
- Ability to facilitate problem solving sessions between schools, families, courts and service agencies;
- Ability to mediate and resolve conflict;
- Ability to work with individuals from diverse backgrounds.

PART III - POSITION SUPERVISES:

1. May provide work direction to Prevention Specialists, Truancy Prevention Specialists, Attendance-Truancy Coordinators and Attendance Counselors.

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.

- Adheres to Board of Education policies and regulations, school regulations and procedures, and contractual obligations;
- Coordinate and monitor all district CAT teams
- Monitor and report school and district level attendance data
- Collaborate with the Supervisor of Research, Development, and Student Testing to verify district attendance data
- Collaborate with Assistant Superintendents and building administrators to set short term goals to work towards meeting average daily attendance and chronic absenteeism targets
- Serve as the liaison between district, schools, and community partners and programs.
- Assists parent liaisons in creating attendance campaigns for parents and families
- Develop community collaborations to create and support programs that support students and families
- Conducts and/or coordinates workshops in collaboration with parent liaisons, administrators and staff that are designed to increase student connection, attendance, and success.
- Works with the district communications staff to create and provide materials such as event calendars, brochures, educational resources and digital media
- Collaborates with parent liaisons and other departments to create opportunities for parents who have limited English proficiency or a disability to participate in attendance initiatives and workshops
- Provides data reports and technical assistance relating to attendance as needed for central office, school building, or specific programs.
- Keeps excellent records and is able to present attendance and truancy data to Senior cabinet, community partners, and building administrators.
- Attend relevant school meetings, as well as any other meetings associated with this role.

- Confers regularly with the District level administrators, and Principals regarding student attendance matters;
- Coordinates and facilitates District attendance conferences with administrators, teachers, parents and students;
- Keeps current on state/federal mandates regarding student attendance;
- Performs related duties as required.

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		X			Temperature Changes	X			
Reaching		X			Wetness	X			
Handling		X			Humidity	X			
Grasping		X			Extreme Noise or Vibration	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: September 2024



Proposed Changes to Board Policy 5114- Discipline/ School Climate

Wendy Johns
Director of Pupil Services

WPS Board Policy 5114 Proposed Revisions

- Proposed changes were suggested from the July 29, 2024 CABA Legislative Update.
- CABA suggests that Boards condense their policies and rename them “Suspensions/ Expulsions/ Due Process” which would include Discipline (Policy #5144) and Conduct and Discipline (Policy #5131).
- The newly consolidated discipline model policy includes Public Act 24-45, *An Act Concerning Education Mandate Relief, School Discipline, and Disconnected Youth*, Section 13.

Legislation Alignment

Public Act 24-45, *An Act Concerning Education Mandate Relief, School Discipline, and Disconnected Youth*, Section 13, which reduces the maximum number of consecutive days for in-school suspensions from ten to five.

Section 14 of this public act changes the standard for out-of-school suspensions from preschool to grade two and shortens the maximum out-of-school suspension for these grades from ten to five.

Refined Definition(s)

- Exclusion
- Removal
- In-school suspension (no more than five consecutive days)
- Suspension
 - Grades 3-12 (not to exceed 10 days)
 - Pre-K-2 (not to exceed 5 days)
- Expulsion

Suspension Definition Extended

All suspensions must start as ISS in grades 3-12 unless:

- the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student (grades three to twelve) shall be excluded from school during the period of the suspension, or
- that an out-of-school suspension is appropriate based on evidence of previous disciplinary issues that have led to suspensions or expulsion of the student and efforts by the administration to address such disciplinary issues through means other than out-of-school suspension or expulsion, including positive support strategies.

Suspension Sanctioning Guidance

- Suspension in Grades Pre-K-2 CAN BE OSS if:
 - Student's conduct on school grounds is of a violent or sexual nature that endangers persons.
 - In addition, a person's duty as a mandated reporter to report suspected child abuse or neglect is not limited by this provision.
- Specific criteria for how administrators may/ may not sanction and guidance on how to first start with ISS
- Verbiage about trauma-informed practices and documentation of students being provided services must be evident (OSS)
- PPT, 504, intervention meetings must be held for on-going concerns
- Notification to parents in 24 hours and classwork must be provided

Additional Definitions added to the policy

- Emergency
- Days
- School-sponsored activity
- Possess
- Deadly weapon
- Firearm
- Vehicle
- Martial arts weapon
- Dangerous drugs and narcotics
- Alternate education
- Dangerous instrument
- Seriously disruptive of the educational process

Removal

- Notification from the school principal and documentation of on-going behaviors (paragraph 1)
- Teacher rights to request a meeting of the crisis intervention team (paragraph 2)

Discipline/Student Conduct Policy**STUDENT CONDUCT**

It is a privilege to be a part of the Waterbury School System. We expect all students to observe the basic rules for maintaining order and decorum while in the educational environment. The adherence to the rules and expectations will encourage the development of good citizenship skills throughout the lives of our students. The Waterbury School System will provide opportunities for all students to maximize their skills and talents in an atmosphere where teaching and learning flourish under the never-wavering belief that all students can be exemplary. The articles and behavioral expectations are set forth for all members of the Waterbury School System.

These expectations include:

- Norms, values, and expectations that support people feeling socially, emotionally, physically and intellectually safe
- Members of the school community are engaged and respected
- Students, families and educators work together to develop, live and contribute to a shared school vision
- Educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning
- Each person contributes to the operations of the school and the care of its social, emotional, intellectual and physical environment

National School Climate Standards

The Waterbury Public School System is committed to providing the best possible education in the best possible environment for all of its students in an effort to fulfill this commitment, the Waterbury Public Schools have integrated the Positive Behavioral Interventions and Support (PBIS) program as a framework to further develop positive school climates and positive relationships throughout the district. PBIS reinforces the National School Climate Standards.

The Board of Education supports the utilization of progressive discipline.

The development of good discipline practices is the concern of all persons involved in the education of youth. To this end, thoughtful and patient effort is required in order to reach pupils in a way which will help and guide them in achieving self-discipline. Such measures may involve, but are not limited to interventions, restorative measures, removal, suspension, or expulsion. Whatever measure is employed, it must always be fair, dignified, and consistent.

Inquiries and complaints concerning the applicability of the aforementioned laws and regulations may be referred to:

U.S. Department of Education
Office for Civil Rights (OCR)
Lyndon Baines Johnson Department of Education Bldg.
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: 800-421-3481
FAX: 202-453-6012; TDD: 877-521-2172
Email: OCR@ed.gov

Discipline/Student Conduct Policy, continued**ARTICLE 1
EXCLUSION FROM SCHOOL FOR DISCIPLINARY PURPOSES****SECTION 1****1. Definitions**

~~a. "Exclusion" means any denial of public school privileges to a pupil for disciplinary purposes.~~

1. **"Exclusion"** shall be defined as any denial of public school privileges to a student for disciplinary purposes.
2. **"Removal"** shall be defined as an exclusion from a classroom for all or a part of single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
3. **"In-School Suspension"** means an exclusion from regular classroom activity for no more than five consecutive days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. Such suspensions shall be served in any school building under the jurisdiction of the Board of Education.

~~c. "Suspension" means an exclusion from school privileges for no more than ten (10) consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed. Suspensions pursuant to this policy shall be in-school suspensions except (1) for students in grades three (3) to twelve (12), inclusive, if, (A) the administration determines that the pupil being suspended poses such a danger to persons or property or such a disruption of the education process that the pupil shall be excluded from school during the period of suspension or (B) the administration determines that an out of school suspension is appropriate for such pupil based on evidence of (i) previous disciplinary problems that have led to suspensions or expulsion of such pupil and (ii) efforts by the administration to address such disciplinary problems through means other than out of school suspensions including positive behavior support strategies or (2) for grades preschool to grade two (2), inclusive, if during the hearing held, the administration determines that an out-of-school suspension is appropriate for such pupil based on evidence that such pupil's conduct on school grounds is of a violent or sexual nature that endangers persons.~~

4. **"Suspension"** means an exclusion from school privileges or from transportation services, provided such exclusion shall not extend beyond the end of the school year in which suspension was imposed. An out-of-school suspension for students in grades 3-12 shall not exceed ten days. An out-of-school suspension imposed for children in preschool to second grade shall not exceed five days.

All suspensions shall be in-school unless the administration determines for any student in grades three through twelve that (1) the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student (grades three to twelve) shall be excluded from school during the period of the suspension, or (2) that an out-of-school suspension is appropriate based on evidence of previous disciplinary issues that have led to suspensions or expulsion of the student and efforts by the administration to address such disciplinary issues through means other than

out-of-school suspension or expulsion, including positive support strategies.

A student in grades preschool to two, inclusive, may be given an out-of-school suspension if it is determined by the administration that such suspension is appropriate based on evidence that the student's conduct on school grounds is of a violent or sexual nature that endangers persons. In addition, a person's duty as a mandated reporter to report suspected child abuse or neglect is not limited by this provision.

5. **"Expulsion"** shall be defined as an exclusion from school privileges for any student in grades three to twelve, inclusive, for more than ten (10) consecutive school days and shall be deemed to include but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken, provided that assignment to a regular classroom program in a different school in the district shall not constitute a suspension or an expulsion. Such period of exclusion may extend to the school year following the school year in which the exclusion was imposed, up to one calendar year. To be expelled, the student's conduct must be found to be both violative of a Board policy and either seriously disruptive of the educational process or endangering persons or property.

Unless an emergency exists, no student shall be expelled without a formal hearing provided whenever such student is a minor, the notice shall also be given to the parents or guardians of the student at least five business days before such hearing, not including the day of such hearing. If an emergency exists, such hearing shall be held as soon after the expulsion as possible. The notice shall include information concerning the parent's or guardian's and the student's legal rights and concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services. An attorney or other advocate may represent any student subject to expulsion proceedings. The parent or guardian of the student shall have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

6. **"Emergency"** shall be defined as a situation under which the continued presence of the student in the school imposes such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
7. **"Days"** is defined as days when school is in session.
8. **"School-sponsored activity"** is defined as any activity sponsored, recognized or authorized by the Board of Education and includes activities conducted on or off school property.
9. **"Possess"** means to have physical possession or otherwise to exercise dominion or control over tangible property.
10. **"Deadly weapon"** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles. A weapon such as a pellet gun and/or airsoft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm.
11. **"Firearm"** as defined in 18 U.S.C. §921, means 1) any weapon (including a starter gun) which will or is designed to or readily be converted to expel a projectile by the action of an explosive; 2) the frame or receiver of any such weapon; 3) any firearm

muffler or firearm silencer; or 4) any destructive device. Firearm does not include any antique firearm. For purposes of this definition “destructive device” means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or device similar to any of the weapons described herein. A “destructive device” does not include an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.

12. **“Vehicle”** means a **“motor vehicle”** as defined in Section 14-1 of the Connecticut General Statutes, snow mobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.
13. **“Martial arts weapon”** means a nunchakum kama, kasari-fundo, octagon sai, tonfa or chinese star.
14. **“Dangerous Drugs and Narcotics”** is defined as any controlled drug in accordance with Connecticut General Statutes §219-240.
15. **“Alternate education”** means a school or program maintained and operated by the Board of Education that is offered to students in a nontraditional setting and addresses their social, emotional, behavioral and academic needs. Such program must conform to SBE guidelines and conform to C.G.S. 10-15 and 16 (180 days/900 hours).
16. **“Dangerous Instrument”** means any instrument, article, or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a “vehicle” or a dog that has been commanded to attack.
17. **“Seriously disruptive of the educational process”** means, as applied to off-campus conduct, any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.

~~e. “Emergency” means a situation under which the continued presence of the pupil in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such pupil as possible.~~

~~f. “Probation” means a warning which has an automatic penalty if offense is repeated.~~

~~g. “School” means any school under the direction of the Board of Education.~~

~~h. “Off campus behavior” means behavior off school grounds which violates school policy and is seriously disruptive to the educational process.~~

SECTION 2

1. Removal

- a. The Board of Education authorizes teachers, with the approval of the building principal, or his/her designee, to remove a pupil, except those students covered under Article 6 below, from class when such pupil deliberately causes a serious disruption of the educational process within the classroom, provided no pupil shall be removed from class more than six times in any year nor more than twice in one week unless such pupil is granted an informal hearing by the building principal or his/her designee in accordance with the provisions below.

Discipline/Student Conduct Policy, continued

- b. Whenever any teacher removes a pupil from the classroom, such teacher shall send him/her to an area designated by the building principal with a designated staff member to supervise, and send the name of the pupil against whom such disciplinary action was taken and the reason therefore to the principal.
 - c. Each teacher shall maintain an individual pupil log of interventions in accordance with the designated form. The teacher shall provide the original copy of such log to the building principal when referring a pupil for disciplinary action. This log will be provided for disciplinary action in accordance with the designated form. If removal from a classroom does not result in disposition of the disciplinary case within ninety minutes, the building principal must consider the case a suspension and follow procedures in Section 4 following. (Maintenance of logs is required by the Office of Civil Rights.)
2. **Notification** – Parents shall be notified in order to solicit their cooperation in an effort to alter the student's behavioral pattern before more serious problems develop which will require disciplinary action at the suspension level.
- a. By telephone, the principal or designee may make attempts to immediately notify the parent or guardian of the student about the removal and state the cause(s) which led to the removal.
 - b. Whether or not telephone contact is made with the parent or guardian, the principal or designee shall forward a letter to such parent or guardian to the most current address within one school day of the removal action and offer the parent or guardian an opportunity for a conference to discuss same. All notices, written and/or oral, required by this policy shall be in English or in the primary language of the home if fluency in English is limited.
 - c. If a student is eighteen years of age or older, any notice required by this policy shall also be given to the student.
 - d. The principal or designee shall maintain a file of removal reports and copies shall be sent to the school counselor and one will be placed in the student's permanent record file.

3. Chronic Behavior Problems**Referral to Planning and Placement Team**

Each board of education shall accept and process referrals from appropriate school personnel, as well as from a child's parents; or from a physician, clinic or social worker, provided the parent so permits, in order to determine a child's eligibility for special education and related services. A board of education shall make available a standard referral form which shall be used in all referrals. Before a child is referred to a planning and placement team, alternative procedures and programs in regular education shall be explored and, where appropriate, implemented. Provision shall be made for the prompt referral to a planning and placement team of all children who have been suspended repeatedly or whose behavior, attendance or progress in school is considered unsatisfactory or at a marginal level of acceptance. (Effective September 1, 1980) See Conn State Reg.10-76d 7.

Discipline/Student Conduct Policy, continued

A process shall be developed by the building principal or Building Intervention Team, to systematically review all discipline and suspension records on a quarterly basis and begin the referral process (i.e., for any student whose behavior problems could be described as chronic or excessive).

SECTION 3
IN-SCHOOL SUSPENSION ROOM PROCEDURES

1. A student must report on time after homeroom with all assignments, or an additional day of In-school suspension may be assigned.
2. A student is required to follow all rules for In-school suspension and stay on task at all times. The In-school suspension room instructor will review the In-school suspension rules and the In-school suspension rubric and score sheet with the student at the commencement of the first day of In-school suspension.
3. A student must complete the character education assignment given them by the In-school teacher in the first period and all other assigned work must be completed satisfactorily.
4. A student who fails to follow In-school suspension rules and procedures may result in additional time in the In-school room or other consequence.
5. The in-school suspension room instructor shall follow the district wide model for In-school suspensions and may assign additional classroom work to the student when appropriate.
6. In-School suspension cannot be assigned for more than ten (10) consecutive days or more than fifteen (15) times or a total of fifty (50) days in one school year.
7. In-school suspension shall be held in a classroom in each school which room shall be kept closed, separated from the rest of the school and the room shall be quiet and orderly at all times.
8. If in-school suspension is completed successfully, the student will receive full credit for the school work completed therein and will be allowed to participate in after school activities.
9. The in-school suspension instructor shall follow school policy for the proper operation of the In-school suspension classroom and shall at all times implement the grading rubric designed for the City's in-school suspension classrooms and all other rules associated with it to insure that all in-school suspension classrooms and instructors are operated consistently and uniformly in the District.
10. For special education and Section 504 students, a copy of their IEP or Section 504 plan should be submitted to the In-school suspension instructor on or before the student's In-school suspension.

Discipline/Student Conduct Policy, continued**SECTION 4
SUSPENSION****1. Procedures Governing Suspension**

Unless an emergency situation requiring the student's immediate exclusion exists, the principal shall observe the following procedures in all actions which may lead to suspension except for those students covered under Article 6 below. In the event of an emergency, the procedure must be initiated as soon after the cessation of the emergency as possible, but no later than 72 hours after the exclusion.

~~No student shall be suspended, as suspension is defined in Section 1 above, more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing in accordance with the procedures governing Board hearings concerning Expulsion.~~

All suspensions shall be in-school suspensions, except the Board of Education may authorize the administration of schools under its direction to impose an out-of-school suspension on any student in **(as modified in Public Act 24-45, Sections 13 and 14):**

1. Grades three to twelve, inclusive, if, resulting from a due process hearing:
 - a. The administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension;
 - b. The administration determines that an out-of-school suspension is appropriate for such student based on evidence of:
 - i. Previous disciplinary problems that have led to suspensions or expulsion of such student, and
 - ii. Efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies; **or for grades preschool to two if during the due process hearing:**
2. The administration determines that an out-of-school suspension is appropriate for such student based on evidence that such student's conduct on school grounds is behavior that causes physical harm;
3. Requires that such student receives services that are trauma-informed and developmentally appropriate and align with any behavioral intervention plan, individualized education program, or plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, for such student upon such student's return to school immediately following the out-of-school suspension; and
4. Considers whether to convene a planning and placement team meeting for the purposes of conducting an evaluation to determine whether such student may require special education or related services.

An out-of-school suspension shall not exceed ten school days for students in grades 3-12.

An out-of-school suspension shall not exceed five school days for children in preschool

through 2 grade.

An in-school suspension may be served in the student's school or any school building under the jurisdiction of the local or regional board of education, as determined by such board.

The administration shall also have the authority to suspend a student from transportation services whose conduct while awaiting or receiving transportation violates the standards set forth in paragraph D, above. The administration shall have the authority to immediately suspend from school any student when an emergency exists as that term is defined in paragraph A, above.

If an emergency situation exists, the hearing outlined in paragraph G (3) shall be held as soon as possible after the exclusion of the student.

5. In the case of suspension, the administration shall notify the student's parents and the Superintendent of Schools not later than twenty-four (24) hours of the suspension as to the name of the student who has been suspended and the reason therefore. Any student who is suspended shall be given an opportunity to complete any class work including, but not limited to, examinations which such student missed during the period of his/her suspension.
6. Except in the case of an emergency, as defined in paragraph A, above, a student shall be afforded the opportunity to meet with the administration and to respond to the stated charges prior to the effectuation of any period of suspension or in-school suspension. If, at such a meeting the student denies the stated charges, he/she may at that time present his/her version of the incident(s) upon which the proposed suspension is based. The administration shall then determine whether or not suspension or in-school suspension is warranted. In determining the length of a suspension period, the administration may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, or expulsion.
7. For any student who is suspended for the first time and who has never been expelled, the school administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions. Such program shall be at no expense to the student or his/her parents/guardians.
8. No student shall be suspended more than ten times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.
9. No student shall be placed on in-school suspension more than fifteen times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.

a. Informal Hearings

- i. No student shall be suspended prior to having an informal hearing before the principal or his/her designee. The student will be informed of the charges which have been written.
- ii. The student shall be granted an opportunity to refute the charges against him/her.
- iii. The principal or designee shall inform the student of the disciplinary action to be imposed.

b. Notification

- i. By telephone, the principal or designee shall make all possible attempts to immediately notify the parent or guardian of the student about the suspension and state the cause(s) leading to the suspension.
- ii. Whether or not telephone contact is made with the parent or guardian, the principal or designee shall forward a letter to such parent or guardian to the most recent address

- reported on school records within one school day of the suspension action and offering the parent or guardian an opportunity for a conference to discuss same.
- iii. Notice of the original suspension shall be transmitted by the principal or designee to the Superintendent of Schools by the close of the school week following the commencement of the suspension.
 - iv. If a student is eighteen years of age or older, any notice required by this policy shall also be given to the student.
 - v. Any pupil who is suspended shall be given an opportunity to complete any classwork including, but not limited to, examinations which such pupil missed during the period of suspension.

SECTION 5

NOTIFICATION TO PARENTS

1. Within three weeks of the effective date of this policy, within three weeks of the beginning of each school year thereafter, and at other such times as it deems appropriate, this policy shall be distributed to students (Grades K–12) and parents (or legal guardians, if known to be other than parents) and to school employees printed in the English language with notices appended thereto in the Spanish language.

Discipline/Student Conduct Policy, continued

2. All notices, written or oral, required by this policy shall be in English and in the primary language of the home. All notices shall be made in simple and commonly understood words to the extent possible. All hearings and conferences required by this policy shall be conducted by persons fluent in the primary language of the student's home or with the assistance of an interpreter. The constitutional rights of all students and school staff will be upheld.
3. Each board shall further provide an effective means of notifying the parents or guardian of any minor pupil against whom the disciplinary action authorized by the provisions of this act has been taken. Such notice shall be given within twenty-four hours of the time such pupil has been excluded.

**ARTICLE 2
ASSAULT ON STAFF**

1. In the event of an assault committed on a member of the staff, the Board of Education authorizes that staff person to (a) retreat if possible, (b) defend himself/herself, utilizing only what force is reasonably necessary. All assaults on staff are to be reported immediately by the building principal or his/her designee to the police for prosecution, to the Superintendent (for disciplinary action if the perpetrator is a pupil) and to the Clerk of the Board. All staff members, both professional and non-professional, shall cooperate with police and prosecution authorities in prosecuting the perpetrator to the full extent of the law.
2. The victim of assault is encouraged by the Board to seek compensation from the offender and/or his/her parents by means of legal action.
3. The Board of Education shall hold harmless any member of the staff from loss and expense including legal fees and costs coming out of any claim by reason of that staff member defending himself/herself, another staff member, or pupil from assault in accordance with Section 10-235 of the Connecticut General Statutes.

**ARTICLE 3
SUSPENSION OF SCHOOL BUS PRIVILEGES**

The Board of Education authorizes the administration of the schools under its direction to suspend school bus privileges for any pupil whose conduct endangers persons or property or is seriously disruptive of the transportation process, or which conduct is violative of a publicized policy of the Board.

1. Unless an emergency exists, no pupil shall be suspended without an informal hearing before the principal of the school the pupil attends or his/her designee at which student shall be informed of the reasons for such action and given an opportunity to explain the situation. If an emergency exists such hearing shall be held as soon after the suspension as possible.
2. Prior to reinstatement of bus privileges if said suspension exceeds five (5) school days, the pupil, his/her parent or legal guardian may appeal for reinstatement at a hearing with the principal or his/her designee to show cause why said pupil shall be reinstated.

Discipline/Student Conduct Policy, continued

3. In the event of suspension of school bus privileges of a pupil, the responsibility of getting the pupil to and from school rests with the parent or guardian. In considering this option, it is advisable for school administrators to assure that alternative arrangements are made with the parent or guardian for safe transportation of the student to and from school and if no such arrangements can be made, to consider other alternatives to such disciplinary actions.
4. Unless an emergency exists, the parent or legal guardian of a child when school bus privileges have been suspended shall be notified one (1) day in advance of such suspension of the reason therefore and the duration thereof.
5. The duration of the suspension of school bus privileges is within the discretion of the principal or his/her designee and is to be rationally based upon the nature and severity of the disruption and the likelihood of repetition if and when busing privileges are restored.
6. For the purpose of the discipline policy, students' behavior on the bus, on a field trip or any school sponsored activity or/and at a school bus stop will be regarded as behavior at school. The Board authorizes the administration to suspend transportation services for any pupil whose conduct while waiting or receiving transportation to and from school endangers persons or property or is violative of a publicized policy of the Board of Education.

Hold Harmless Clause: The Board of Education will hold harmless from claims for damages any member of the professional staff against whom a claim for damages is made based upon the denial of school bus transportation whether by virtue of a suspension of school bus privileges or detention that causes a pupil to miss a school bus, as long as the proper notification was dispatched to the parent or guardian in accordance with these rules.

ARTICLE 4
DISCIPLINARY PROCEDURES AND GUIDELINES

All members of the professional staff shall enforce discipline in accordance with the following procedures:

1. When minor violations occur, level 1, these incidents will be handled proactively in the classroom. Disciplinary measures consistent with proven prior practices and known educational techniques consistent with the law may be used. Teacher will contact the parent/legal guardian and inform them of these minor violations.
2. Repeated minor occurrences will require a written referral to an administrator, contact with the parent/ legal guardian and a conference should be scheduled. (This can be done by phone, email or in person.)
3. When all teacher interventions and restorative measures prove ineffective, probation or exclusion (removal from classroom or suspension) may be warranted and imposed by the building principal as set forth in Section 1, Exclusion for Disciplinary Purposes.
4. However, the building principal is authorized to exclude (removal from classroom or suspension) a pupil to maintain an environment conducive to education as set forth in Section 1, Exclusion for Disciplinary Purposes.

Discipline/Student Conduct Policy, continued

5. When a major offense occurs, the building principal is authorized to use an in school suspension or out of school suspension as set forth in Section 1, Exclusion for disciplinary purposes, arrest or referral to court.
6. Unless an emergency exists, the parent or legal guardian of a child who has been suspended shall be notified one day in advance of such suspension of the reason for and the duration of the suspension.
7. The length of any exclusion is to be determined pursuant to statute, Board of Education Rules and Policy, and the Superintendent's regulations, as set forth herein.
8. After an exclusion period the parent and/or legal guardian shall return with the pupil for a conference and reinstatement, except where extenuating circumstances preclude parent's presence.
9. When any pupil is found vandalizing, damaging, or defacing school property, parents or legal guardians shall be held financially responsible for repair of such school property and the Board of Education shall pursue such claims through the Legal Department of the City of Waterbury.
10. In the event of vandalism, damage or defacement of school property, the building principal or his/her designee is empowered to assign the pupil or pupils involved, with proper supervision, to clean up and replace school property, where practical, in lieu of suspension when authorized in writing by the parents of the pupil.
11. Books and/or equipment and supplies are supplied for the use of pupils. It is the responsibility of each pupil to care for such school property. If damaged or lost, parents must pay for the replacement of such school property. The building principal is authorized to obtain written permission of a pupil's parents for specific work to be performed by a pupil or pupils under proper supervision, i.e., snow shoveling, weed pulling, picking up litter, etc., to meet the financial responsibility for replacement of school property.
12. Whenever the police are called in connection with a disciplinary action, every attempt should be made to notify the parent(s) of the pupil prior to the arrival of police authorities. When an emergency situation exists, the parent(s) should be notified as soon as possible. The principal or his/her designee will be present whenever the parent(s) are not at the scene.
13. Corporal punishment is not a part of the disciplinary procedure. However, school personnel may use reasonable and prudent physical force upon a student when necessary, pursuant to CGS 53a-18, to:
 - a. Protect themselves or others from immediate harm or injury;
 - b. Obtain a dangerous instrument or illegal item from a student;
 - c. Protect property;
 - d. Restrain or remove a student to maintain order.
14. The authority of the entire professional staff extends throughout the entire building, school grounds, school activities, and school transportation.

Discipline/Student Conduct Policy, continued**ARTICLE 5
DISCIPLINE**

1. Expulsion – The Board of Education may expel any pupil in grades three (3) to twelve (12) inclusive, except those students grades three (3) to twelve (12), inclusive, covered by Article 6 below, from school if, after a full hearing, the Board finds that his/her conduct endangers persons or property or is seriously disruptive of the educational process **and** is in violation of a publicized Board policy or whose conduct off school grounds is violative of such policy and is seriously disruptive of the educational process. Students who have been expelled may be eligible for an alternative educational program.

Since this is a very severe penalty it must be used with care and deliberation, and generally for one of two basic reasons: (1) to protect the school population from individuals whose behavior continually interrupts the learning process of other individuals, or (2) to help an individual understand that a constant behavior pattern is so inappropriate that the most serious disciplinary action possible must be taken.

For any student expelled for the first time and who has never been suspended: under the recommendation of a hearing officer, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board specified program and meets any other conditions required by the Board.

In making a determination as to whether conduct is seriously disruptive of the educational process, the board of education or impartial hearing officer [Section 10-233d(b)] may consider, but such consideration shall not be limited to:

- whether the conduct occurred within close proximity of a school,
- whether other students from the school were involved or whether there was any gang involvement,
- whether the conduct involved violence, threats of violence or the unlawful use of a weapon, as defined in section 29-38, and whether any injuries occurred, and
- whether the conduct involved the use of alcohol.

2. Actions Leading To Expulsion

- a. A principal must request expulsion in cases where a student, grades three (3) through twelve (12), inclusive, has already been or exclusion will result in the student's being suspended more than ten (10) times or fifty (50) days in a school year, whichever results in fewer days of exclusion, or in circumstances under which the student will be prevented from completing a normal course of study.
- b. A principal may request expulsion for students grades three (3) through twelve (12), inclusive, in cases where the principal has cause to believe:
 - i. That the student has committed conduct which has endangered persons or property or seriously disrupted the educational process **and** has violated a publicized policy of the Board of Education, and/or;
 - ii. That the student's past conduct at school is so serious as demonstrated by repeated violation of actions leading to suspensions to indicate that he/she will endanger persons or property or seriously disrupt the educational process if allowed to remain in school; or
 - iii. that the student's conduct while off school grounds violates a policy of the Board of Education and is seriously disruptive of the educational process.

Discipline/Student Conduct Policy, continued**3. Procedures Governing Expulsion**

- a. Upon receipt of an expulsion request and required school record, the Superintendent or his/her designee, shall conduct an inquiry within two (2) school days of the request. This inquiry may include an opportunity for an informal conference with the student and his/her parent or guardian.
- b. If after the inquiry, the Superintendent or designee determines that a student ought to be expelled, he/she shall forward such request to the Board of Education within five (5) days of the conclusion of the inquiry.
- c. The Board of Education shall, prior to expelling the student, conduct a hearing to be governed by the following procedures:
 - i. The student and his/her parent(s) or guardian(s) must be given reasonable notice prior to the date of the hearing.
 - ii. The notice shall contain: the date, time, and place of the scheduled hearing, the details of the grounds for the scheduled hearing, the details of the grounds for the proposed expulsion—including a narrative of the events leading to the expulsion—the names of any witnesses against the student, copies of any statements or affidavits of those witnesses, a detailed summary of any other information to be used in support of expulsion—including any record of past offenses or misbehavior, and whether any prior warnings or suspensions have been given, the proposed penalty, a statement of the student's rights as enumerated in Article 6 together with a copy of Article 6 and notice that the parents may be entitled to free or reduced legal services that are locally available through Connecticut Legal Services, 85 Central Avenue, Waterbury, CT.
 - iii. At the hearing, the student shall have the right to testify and produce witnesses and other evidence in his/her defense. The student shall have the right to demand that any witnesses against him/her appear in person to answer questions asked by the student or his/her representative.
 - iv. A student may be represented by any third party of his/her choice, including an attorney.
 - v. A student is entitled to the services of a translator, to be provided by the Board of Education, whenever the student or his/her parent(s) or guardian(s) does not speak the English language.
 - vi. The Board shall keep a verbatim record of the hearing, and the student or such student's parent or guardian shall be entitled to a copy of that record at his/her own expense unless the family of the student is indigent, in which case the record shall be provided free of charge.
 - vii. The Board shall report its final decision in writing to the student, stating finding of facts, the reasons on which the decision is based, and the penalty to be imposed. Said decision shall be based solely on evidence derived at the hearing.
 - viii. Within twenty-four (24) hours after its decision, the Board shall notify the parent(s) or guardian(s) of any minor pupil, of such action.
 - ix. The Board of Education shall mail a copy of its decision to the State Board of Education within five (5) days of the effective date of such action when required by statute.

Discipline/Student Conduct Policy, continued

- d. Whenever the Board of Education expels a student, it shall offer such student an alternative education program. The parent(s) or guardian(s) of such student has the legal right to reject such a program without being subject to the truancy law. The parent(s) or guardian(s) of such student may challenge the adequacy of this program at a hearing before the Board held subject to the requirements of Connecticut General Statutes.
- e. The Board of Education will not provide an alternative education program for a student who is expelled, if this individual case was decided on the conditions stated in C.G.S., Section 10-233d.(e).
- f. Whenever a pupil is expelled pursuant to the provisions of this section, notice of the expulsion and the conduct for which the pupil was expelled shall be included on the pupil's cumulative educational record.
- g. The Waterbury Board of Education may adopt the decision of a pupil expulsion hearing conducted by another school district. The pupil shall be excluded from school pending the expulsion period as identified by the student's previous educational facility and/or school. The excluded student may be offered an alternative educational opportunity.

5. Procedures Governing the Expungement of Expulsion Records

- a. Notice of an expulsion pursuant to C.G.S. §10-233d(f) and as set forth in section 3 of this policy, except for notice of an expulsion of pupils in grades nine through twelve, based on possession of a firearm or deadly weapon as described in subsection (a) of C.G.S. §10-233d as follows:
 - i. shall be expunged from the cumulative educational record by the local or regional board of education upon a pupil graduating from high school;
 - ii. may be expunged from the cumulative educational record by the local or regional board of education before a pupil graduates from high school if:
 - a. in the case of a pupil expelled for the first time and who has never been suspended, except for a pupil who has been expelled based on possession of a firearm or deadly weapon, for which the length of the expulsion period is shortened or the expulsion period is waived, such board determines that an expungement is warranted at the time such pupil completes the board-specified program and meets any other conditions required by such board, or
 - b. such pupil has demonstrated to such board that the conduct and behavior of such pupil in the years following such expulsion warrants an expungement.

6. Mandatory Expulsion Policy

- a. The Board of Education, in compliance with Connecticut General Statutes §10-233d, has adopted a policy under which whenever there is reason to believe that any student, grades kindergarten (K) to twelve (12), inclusive:
 - i. on school grounds or at a school sponsored activity was in possession of a firearm as defined by law or
 - ii. off school grounds to possess a firearm or did possess or use a firearm, instrument or weapon in the commission of a crime or
 - iii. on or off school grounds offered for sale or distribution of a controlled substance, or possessed with intent to sell

Discipline/Student Conduct Policy, continued

shall be expelled for a period of one calendar year. The Board of Education may modify the period of expulsion for a pupil on a case by case basis. These students shall also be referred to the Criminal Justice System. Waterbury will maintain records that include: (1) the name of the school concerned; (2) the number of students expelled from the school; and (3) the type of weapons concerned. The Board of Education agrees to provide this information to the state upon request.

- b. As to pre-K students enrolled in programs offered by the Board of Education, no preschool program provider shall expel any student enrolled except an expulsion hearing may be conducted whenever there is reason to believe that any child enrolled in such preschool program was in possession of a firearm as defined by Title 18 of the United States Code Section 921, on or off school grounds or at a preschool program-sponsored event. Such child shall be expelled for one calendar year if it is determined at the hearing that the child did possess a firearm. A preschool program may modify the period of expulsion for a child on a case by case basis.
- c. The Gun-Free Schools Act, which was re-codified as section 4141 of the No Child Left Behind Act, obligates state educational agencies that receive federal funds to require that local educational agencies expel students who bring a “weapon” to school for no less than one calendar year, subject to exceptions on a case-by-case basis. The law defines “weapon” as a firearm as defined as 18 U.S.C. §921 (a), summarized as follows:
 - i. *The term "firearm" means -*
 - a. any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
 - b. the frame or receiver of any such weapon;
 - c. any firearm muffler or firearm silencer; or
 - d. any destructive device. Such term does not include an antique firearm.
 - ii. *The term "destructive device" means -*
 - a. any explosive, incendiary, or poison gas,
 - b. bomb,
 - c. grenade,
 - d. rocket having a propellant charge of more than four ounces,
 - e. missile having an explosive or incendiary charge of more than one-quarter ounce,
 - f. mine, or
 - g. device similar to any of the devices described in the preceding clauses.

The statutory definition also includes any combination of parts designed or intended for use readily construction a “weapon” as defined above. The Act requires that students who bring such weapons to school be expelled for one calendar year. It permits the chief executive officer of the school district to make case by case exceptions in writing.

**ARTICLE 6
DISCIPLINARY POLICY FOR PUPILS WITH DISABILITIES**

1. Notwithstanding the foregoing, the following procedures shall apply to students who are eligible or have been identified as having one or more disabilities under the IDEA. (an “identified student”).

Notwithstanding any provision to the contrary, if suspension or expulsion is considered as a consequence of an identified student's conduct, if an issue exists as to whether the conduct was the direct result of the district's failure to implement the IEP, or, if the Board of Education is

Discipline/Student Conduct Policy, continued

contemplating a change of placement for more than ten (10) school days per school year for an identified student who has engaged in other behavior that violated any rule or code of conduct of the school district that applies to identified or non-identified students, the following procedures shall apply:

- a. If an identified student engages in conduct that would lead to a recommendation for disciplinary action not contemplated by a child's behavior plan:
 - b. the parents of the student must be notified of the decision to take disciplinary action not later than on the date on which the decision to take that action was made and must also receive notice of all special education procedural safeguards; and
 - c. in the case of a recommendation for expulsion, or a disciplinary action that would result in the suspension of an identified student for greater than ten (10) school days per school year, the district shall convene the student's planning and placement team (PPT) as soon as possible, but in no case later than ten (10) school days after the recommendation for such discipline was made, for the purpose reviewing the relationship between the student's disability and the behavior that led to the recommendation for such discipline and whether the conduct directly relates to any failure to provide special education services set forth in the student's IEP, in order to determine whether the student's behavior was a manifestation of his/her disability. During the process of manifestation review, a student may be suspended for up to ten (10) school days. An identified student must not be suspended for more than ten (10) days per school year, without the school district's conducting a manifestation PPT.
2. If the PPT finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion. The PPT shall consider the student's misconduct together with any unique circumstances and revise the IEP to prevent a recurrence of the misconduct and to provide for the safety of other students and staff. If the IEP of the identified student does not contain a current behavior intervention plan, the PPT must develop a behavior intervention plan to address the behavior that led to the disciplinary action. If the IEP of the identified student contains a current behavior intervention plan, the PPT must consider the use of positive behavioral interventions to address the child's behavior and convene as necessary to review and modify the behavior intervention plan to address the student's behavior.

If the PPT finds that the behavior was not a manifestation of the student's disabilities, the Administration may proceed with the recommended expulsion, to the extent that a non-identified student would be subject to such discipline. During any period of expulsion, or suspension of greater than ten (10) days per school year, an identified student shall receive an alternative education plan in accordance with the IEP as modified by the PPT in light of the student's exclusion. The special education records and disciplinary records of the student must be transmitted to the individual(s) who will make the final determination regarding a recommendation for exclusions of greater than ten (10) school days per year.

3. Notwithstanding the foregoing, the placement of an identified student may be changed as a disciplinary measure under the following circumstances:

Discipline/Student Conduct Policy, continued

- a. School personnel may transfer an identified student to an appropriate interim alternative educational setting, another setting, or suspension for not more than ten (10) school days per school year if such disciplinary action would also apply to non-identified students; or
 - b. School personnel may transfer an identified student to an appropriate interim alternative education setting for not more than forty-five (45) school days if the student was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(G)(2), as amended from time to time, on school grounds or at a school sponsored-activity, or
 - c. knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity; or
 - d. School personnel may take disciplinary action against an identified student that would be taken against similar behavior by a non-identified student, including expulsion, if a PPT review of the relationship between the student's disability and the behavior subject to disciplinary action and a review of the district's implementation of the IEP concludes that the student's behavior was not a manifestation of the student's disability or due to the district's failure to implement the IEP. Under such circumstances, the Board of Education must continue to provide a free appropriate public education to the identified student.
 - e. The Board of Education may report a crime committed by an identified student to the appropriate law enforcement authority. When the Board reports such a crime, copies of the student's special education and discipline records must be transmitted for consideration by the authorities who received the report of the crime.
 - f. As used in the following subsection, the term "dangerous weapon" means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.
4. Procedures concerning students who are eligible or who have been identified as having one or more disabilities under Section 504 of the Rehabilitation Act, which student does not fit the criteria under the IDEA as described in subsection 1 above (a "student with disabilities") are set forth below.: Notwithstanding the foregoing, the following additional procedures apply to a student with disabilities as defined in this subsection:
- a. Notwithstanding any provision to the contrary, if suspension or expulsion is considered as a consequence of a student with disabilities' conduct, if an issue exists as to whether the conduct was the direct result of the district's failure to implement the Section 504 plan, or if the Board of Education is contemplating a change of placement for more than ten (10) school days per school year for a student with disabilities who has engaged in other behavior that violated any rule or code of conduct of the school district that applies to students with or without disabilities, the following procedures shall apply:
 - i. If a student with disabilities engages in conduct that would lead to a recommendation for suspension or expulsion:
 - a. the parents of the student must be notified of the decision to suspend or expel not later than on the date on which the decision to take that action was made.

Discipline/Student Conduct Policy, continued

- b. the district shall convene the student's Section 504 Team (504 Team) as soon as possible but in no case later than ten (10) school days after the recommendation for such discipline was made, for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for such discipline and whether the conduct directly relates to any failure to provide Section 504 services set forth in the student's Section 504 plan, in order to determine whether the student's behavior was a manifestation of his/her disability.
- ii. If the Section 504 Team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion. The Section 504 Team shall consider the student's misconduct and revise the Section 504 Plan to prevent a recurrence of the misconduct and to provide for the safety of other students and staff. If the 504 Plan of the student with disabilities does not contain a current behavior intervention plan, the Section 504 Team must develop a behavior intervention plan to address the behavior that led to the disciplinary action. If the Section 504 Plan of the student with disabilities contains a current behavior intervention plan, the 504 Team must consider the use of positive behavioral interventions to address the child's behavior and convene as necessary to review and/or modify the behavior intervention plan.
- iii. If the Section 504 Team finds that the behavior was not a manifestation of the student's disabilities, the Administration may proceed with the recommended expulsion, to the extent that a student without disabilities would be subject to such discipline. Even if the behavior is a manifestation of the student's disability, the "student with disabilities" placement may change to an appropriate interim alternate setting as set forth under subsection 3a through 3e above.

Legal Reference:

Connecticut General Statutes

4-177 through 4-180. Contested Cases. Notice. Record.

10-233a through 10-233f Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, PA 98-139, PA 07-66, PA 07-122, PA 08-160, PA 09-82, PA 09-6 (September Special Session), PA 10-111, PA 14-229, PA 15-96, and PA 19091

21a-240(9) Definitions.

53a-3 Definitions.

PA 94-221 An Act Concerning School Discipline and Security.

PA 95-304 An Act Concerning, School Safety

PA 15-96 An Act Concerning Out-of-School Suspensions and Expulsions for Students in Preschool and Grades Kindergarten to Two

GOALS 2000: Educate America Act, Pub. L. 103-227.

18 U.S.C. 921 Definitions.

Title III - Amendments to the Individuals with Disabilities Act Sec. 314

Elementary and Secondary Schools Act of 1968, as amended by the Gun Free Schools Act of 1994

PL 105-17 The Individuals with Disabilities Act, Amendments of 1997

20 U.S.C. Section 7114, No Child Left Behind Act

Connecticut State Board of Education ED166 Report

Public Act 24-45 An Act Concerning Education Mandate Relief, School Discipline and Disconnected Youth, Sections 13-14

Public Act 24-93 An Act Concerning Various and Assorted Revisions to the Education Statutes, Section 11 and Section 12

**Policy adopted by the Waterbury Board of Education on July 26, 2012, revised on
December 18, 2014, revised on November 18, 2015, revised on May 5, 2016,
revised on June 15, 2017, October 19, 2017, October 17, 2019, and June 13, 2023 and **DRAFT****

Date: December 2, 2024**To:** Waterbury Board of Education Commissioners**From:** Wendy Johns, Director of Pupil Services; Doreen Biolo, Chief Financial Officer**Subject:** Raise in Tuition charged by Waterbury Public Schools for Special Education Costs

The Pupil Services Department, in collaboration with the Business Office, will be notifying surrounding towns and school districts of our intention to raise Special Education Tuition Rates for students attending Waterbury Public Schools. As you know, we have magnet schools in our district which service students that live in surrounding towns/ districts. The prices for the special education services we provide need to increase due to the rising costs of outside contracted providers (i.e. Speech, OT/PT, School Psychologists, RBT's, and BCBA's, para-educator, etc.), as well as an increase in our collective bargaining agreement salaries.

In comparison to local towns (see attached tuition rates from Bristol Public Schools), our prices are more than 50% less than neighboring districts. The current price structure for our services is below, with the proposed increase for the current school year and moving forward.

Special Education Service(s)	Price	UOM	Proposed Increase for remainder of 2024-25
Audio Evaluation	\$400.	each	\$600.
Educational Evaluation	\$1200.	each	\$1500.
OT/PT Evaluation	\$1250.	each	\$1600.
Psychological Evaluation	\$1250.	each	\$2000.
Psychiatric Evaluation	\$2500.	each	\$4000. (each)
Speech & Language Evaluation	\$1250.	each	\$1500. (each)
Co-Teaching	\$6.00	hour	\$34. (hour)

Counseling	\$73.65	hour	\$120. (hour)
Homebound	\$32.	hour	\$40. (hour)
OT/ PT services	\$77.25	hour	\$90. (hour)
Paraprofessional/ special education	\$25.	hour	\$35. (hour)- change label to Paraeducator (<i>new legislation</i>)
Resource room	\$66.95	hour	\$72. (hour)
Special education	\$62.	hour	\$72 (hour)
Speech services	\$77.25	hour	\$110. (hour)
Teacher for Visually Impaired Services	\$32.	hour	\$50. (hour)
ABA Therapist	\$1.	week	RBT: \$47 (hour); BCBA: \$110. (hour)
BDLC	\$355.22	week	\$450. (week)
Essential Skills	\$573.56	week	\$650. (week)
K-12	\$300.14	week	\$410. (week)
Paraprofessional	\$1.	week	Remove option (use coding above)
Pre-K	\$150.	week	\$225. (week)
State Street/ Enlightenment	\$755.69	week	\$900. (week)
Transportation	\$98.60	week	\$160. (week)

Memos to surrounding towns/ school districts will be sent via email and mail the week of December 16, 2024.

Melissa Carbone, Supervisor
860-584-7055
Catherine Cassin, Supervisor
860-584-7072
Courtney Decker, Dean
860-584-7735
Molly Goodine, Ed.D., Supervisor
860-584-7060



Jessica Lemos, Ed.D., Supervisor
860-584-7058
Megan Riley, Interim Dean
860-584-7062
Courtney Sugarman, Supervisor
860-584-7828

Date: September 16, 2024

Re: Tuition Rates for SY 2024/2025

Dear District Representatives,

Listed below are the tuition/service rates we will be charging LEA/NEXUS towns for special services provided to students enrolled in our schools for the 2024-2025 school year.

Program/Service	24/25 Tuition
Self-Contained Program (More than 50% of time in special education)	\$65/hour
Destinations Program – BEHS	\$70,000
Community Vocational Program	\$70,000
OT/PT/Speech/Counseling	\$125/hour
Specialized Instruction	\$65/hour
Para Professional Support	\$25/hour
Transportation (door-to-door)	\$80/hour
Tuition	\$19,122

If you have any questions regarding the above BPS rates, please feel free to contact Hoda Mousa at 860-584-7051 or via email at hodamousa@bristolk12.org.

Thank you for your continued support and partnership!

Amy Martino

Amy Martino

Director of Pupil Personnel Services

Waterbury Board of Education

FY2024-2025

**October
Expenditure Report**

ACCOUNT	CLASSIFICATION	FY 25 ORIGINAL BUDGET	FY 25 ADJUSTED BUDGET	OCTOBER EXPENDITURE	OCTOBER ENCUMBRANCE	CURRENT BALANCE	PROJECTED EXP.	PROJECTED DIFFERENCE
Salaries								
511101	Administrators	\$11,652,029	\$11,238,952	\$3,293,219	\$0	\$7,945,733	\$11,238,952	\$0
511102	Teachers	\$41,409,063	\$40,949,544	\$10,678,042	\$0	\$30,271,502	\$41,287,500	(\$337,956)
511104	Superintendent	\$454,426	\$454,426	\$135,202	\$0	\$319,224	\$287,129	\$167,297
511106	Early Incentive Certified	\$796,084	\$899,705	\$921,097	\$0	(\$21,392)	\$921,097	(\$21,392)
511107	Certified Coaches	\$770,000	\$770,000	\$3,789	\$0	\$766,211	\$770,000	\$0
511108	School Psychologists	\$1,203,749	\$1,203,749	\$196,412	\$0	\$1,007,337	\$881,017	\$322,732
511109	School Social Workers	\$2,311,147	\$2,311,147	\$420,274	\$0	\$1,890,873	\$2,129,473	\$181,674
511110	Speech Pathologists	\$2,462,183	\$2,462,183	\$506,340	\$0	\$1,955,843	\$2,386,738	\$75,445
511111	Assistant Superintendent	\$173,250	\$173,250	\$53,308	\$0	\$119,942	\$173,250	\$0
511113	Extra Compensatory Stipend	\$105,000	\$105,000	\$2,460	\$0	\$102,540	\$105,000	\$0
511201	Non-Certified Salaries	\$2,918,541	\$2,918,541	\$493,383	\$0	\$2,425,158	\$2,918,541	\$0
511202	Clerical Wages	\$1,286,958	\$1,286,958	\$328,574	\$0	\$958,384	\$1,205,810	\$81,148
511204	Crossing Guards	\$391,528	\$391,528	\$104,579	\$0	\$286,949	\$391,528	\$0
511206	Educational	\$450,000	\$450,000	\$83,495	\$0	\$366,506	\$450,000	\$0
511212	Substitute Teachers	\$350,000	\$350,000	\$178,044	\$49,100	\$122,855	\$350,000	\$0
511217	Library Aides	\$207,477	\$207,477	\$45,916	\$0	\$161,561	\$139,962	\$67,515
511219	School Clerical	\$2,338,476	\$2,338,476	\$604,704	\$0	\$1,733,772	\$2,338,476	\$0
511220	Fiscal Administration	\$796,195	\$796,195	\$169,045	\$0	\$627,150	\$796,195	\$0
511222	Transportation Coordinator	\$210,967	\$210,967	\$67,347	\$0	\$143,620	\$210,967	\$0
511223	Office Aides	\$180,000	\$180,000	\$33,251	\$0	\$146,749	\$180,000	\$0
511225	School Maintenance Non-Certified	\$2,563,557	\$2,563,557	\$771,321	\$0	\$1,792,236	\$2,416,610	\$146,947
511226	Custodians Non-Certified	\$6,110,510	\$6,110,510	\$1,753,543	\$0	\$4,356,967	\$5,983,364	\$127,146
511227	Overtime - Outside Activities	\$245,000	\$245,000	\$84,179	\$0	\$160,821	\$245,000	\$0
511228	Paraprofessionals	\$9,570,536	\$9,570,536	\$2,292,259	\$0	\$7,278,277	\$9,570,536	\$0
511229	Bus Duty	\$265,000	\$265,000	\$525	\$0	\$264,475	\$265,000	\$0
511232	Attendance Counselors	\$129,458	\$129,458	\$26,787	\$0	\$102,671	\$129,458	\$0
511233	ABA Behaviorial Therapist	\$1,426,252	\$1,073,848	\$269,275	\$0	\$804,573	\$833,628	\$240,220
511234	Interpreters	\$201,986	\$201,986	\$35,643	\$0	\$166,343	\$201,986	\$0
511236	Snow Removal	\$0	\$0	\$0	\$0	\$0	\$0	\$0
511650	Overtime	\$640,000	\$640,000	\$382,750	\$0	\$257,250	\$640,000	\$0
511653	Longevity	\$5,620	\$5,620	\$0	\$0	\$5,620	\$5,620	\$0
511700	Extra Police Protection	\$943,423	\$943,423	\$60,755	\$0	\$882,668	\$943,423	\$0
511800	Vacation and Sick Term Payout	\$120,055	\$416,434	\$165,204	\$0	\$251,230	\$416,434	\$0
522501	Health Insurance-General	\$10,000,000	\$10,000,000	\$0	\$0	\$10,000,000	\$10,000,000	\$0
529001	Car Allowance	\$75,000	\$69,200	\$30,423	\$0	\$38,777	\$69,200	\$0
529003	Meal Allowances	\$15,000	\$15,000	\$13,173	\$0	\$1,827	\$15,000	\$0
Subtotal Salaries		\$102,778,470	\$101,947,670	\$24,204,319	\$49,100	\$77,694,251	\$100,896,894	\$1,050,776

ACCOUNT	CLASSIFICATION	FY 25 ORIGINAL BUDGET	FY 25 ADJUSTED BUDGET	OCTOBER EXPENDITURE	OCTOBER ENCUMBRANCE	CURRENT BALANCE	PROJECTED EXP.	PROJECTED DIFFERENCE
Purchased Services								
533000	Professional Services	\$4,200,000	\$4,200,000	\$1,073,662	\$926,338	\$2,200,000	\$4,200,000	\$0
533009	Evaluation	\$2,500	\$2,500	\$0	\$0	\$2,500	\$2,500	\$0
533020	Consulting Services	\$406,658	\$406,658	\$64,497	\$113,706	\$228,455	\$406,658	\$0
533100	Auditing	\$62,000	\$62,000	\$57,500	\$4,500	\$0	\$62,000	\$0
539005	Sporting Officials	\$25,000	\$25,000	\$0	\$0	\$25,000	\$25,000	\$0
539008	Messenger Service	\$33,600	\$33,600	\$0	\$0	\$33,600	\$33,600	\$0
543000	General Repairs & Maintenance	\$1,288,000	\$1,288,000	\$349,475	\$422,053	\$516,472	\$1,288,000	\$0
543011	Maintenance - Service Contracts	\$975,000	\$975,000	\$255,794	\$459,834	\$259,373	\$975,000	\$0
544002	Building Rental	\$587,642	\$587,642	\$164,797	\$248,345	\$174,500	\$587,642	\$0
545002	Water	\$250,000	\$250,000	\$59,833	\$0	\$190,167	\$250,000	\$0
545006	Electricity	\$3,000,000	\$3,000,000	\$923,102	\$0	\$2,076,898	\$3,000,000	\$0
545013	Security/Safety	\$100,000	\$100,000	\$12,497	\$3,897	\$83,606	\$100,000	\$0
551000	Pupil Transportation	\$18,790,000	\$18,790,000	\$3,328,245	\$15,319,049	\$142,706	\$19,307,625	(\$517,625)
553001	Postage	\$45,000	\$45,000	\$13,559	\$0	\$31,441	\$45,000	\$0
553002	Telephone	\$200,000	\$200,000	\$123,203	\$28,177	\$48,621	\$200,000	\$0
553005	Wide-area Network (SBC)	\$93,600	\$93,600	\$2,537	\$72,463	\$18,600	\$93,600	\$0
556055	Tuition - Outside	\$16,000,000	\$16,000,000	\$2,063,511	\$9,801,813	\$4,134,675	\$16,350,000	(\$350,000)
556056	Purchased Service - Outside	\$3,000,000	\$3,825,000	\$446,412	\$2,553,635	\$824,953	\$4,000,000	(\$175,000)
557000	Tuition Reimbursement	\$10,000	\$10,000	\$12,176	\$0	(\$2,176)	\$20,000	(\$10,000)
558000	Travel Expenses	\$5,000	\$5,000	\$0	\$0	\$5,000	\$5,000	\$0
559001	Advertising	\$32,500	\$32,500	\$586	\$128	\$31,785	\$32,500	\$0
559002	Printing & Binding	\$23,000	\$23,000	\$39	\$0	\$22,961	\$23,000	\$0
559104	Insurance - Athletics	\$21,700	\$21,700	\$19,851	\$0	\$1,849	\$19,851	\$1,849
Subtotal Purchased Services		\$49,151,200	\$49,976,200	\$8,971,277	\$29,953,938	\$11,050,985	\$51,026,976	(\$1,050,776)
Supplies/Materials								
561100	Instructional Supplies	\$1,612,104	\$1,612,104	\$595,278	\$183,753	\$833,072	\$1,612,104	\$0
561200	Office Supplies	\$75,590	\$75,590	\$19,571	\$10,049	\$45,970	\$75,590	\$0
561204	Emergency/Medical Supplies	\$2,000	\$2,000	\$0	\$0	\$2,000	\$2,000	\$0
561210	Intake Center Supplies	\$3,500	\$3,500	\$1,034	\$1,293	\$1,174	\$3,500	\$0
561211	Recruitment Supplies	\$50,000	\$50,000	\$16,784	\$10,176	\$23,040	\$50,000	\$0
561212	Medicaid Supplies	\$8,000	\$8,000	\$642	\$550	\$6,808	\$8,000	\$0
561501	Diesel	\$173,736	\$173,736	\$17,519	\$118,575	\$37,643	\$173,736	\$0
561503	Gasoline	\$210,667	\$210,667	\$50,915	\$109,355	\$50,397	\$210,667	\$0
561505	Natural Gas	\$2,000,000	\$2,000,000	\$268,405	\$0	\$1,731,595	\$2,000,000	\$0
561507	Janitorial Supplies	\$375,000	\$375,000	\$182,162	\$47,685	\$145,153	\$375,000	\$0
561508	Electrical Supplies	\$50,000	\$50,000	\$24,006	\$15,091	\$10,903	\$50,000	\$0
561509	Plumbing Supplies	\$100,000	\$100,000	\$55,440	\$16,305	\$28,256	\$100,000	\$0
561510	Building & Ground Supplies	\$220,000	\$220,000	\$50,019	\$30,583	\$139,398	\$220,000	\$0
561511	Propane	\$404,688	\$404,688	\$133,900	\$270,787	\$0	\$404,688	\$0
567000	Clothing Supplies	\$40,000	\$46,100	\$9,862	\$35,509	\$729	\$46,100	\$0
567001	Crossing Guard Uniforms	\$2,000	\$2,000	\$1,331	\$0	\$669	\$2,000	\$0
569010	Recreational Supplies	\$15,000	\$15,000	\$2,464	\$248	\$12,288	\$15,000	\$0
569029	Athletic Supplies	\$137,895	\$137,895	\$60,390	\$11,678	\$65,827	\$137,895	\$0
Subtotal Supplies/Materials		\$5,480,180	\$5,486,280	\$1,489,722	\$861,638	\$3,134,920	\$5,486,280	\$0

ACCOUNT	CLASSIFICATION	FY 25 ORIGINAL BUDGET	FY 25 ADJUSTED BUDGET	OCTOBER EXPENDITURE	OCTOBER ENCUMBRANCE	CURRENT BALANCE	PROJECTED EXP.	PROJECTED DIFFERENCE
Property								
575008	Furniture-Misc.	\$15,000	\$15,000	\$1,625	\$0	\$13,375	\$15,000	\$0
575200	Office Equipment	\$155,000	\$155,000	\$1,218	\$10,752	\$143,030	\$155,000	\$0
575408	Plant Equipment	\$40,000	\$39,700	\$2,076	\$832	\$36,792	\$39,700	\$0
Subtotal Property		\$210,000	\$209,700	\$4,919	\$11,584	\$193,197	\$209,700	\$0
Other/Miscellaneous								
589021	Mattatuck Museum	\$12,000	\$12,000	\$0	\$12,000	\$0	\$12,000	\$0
589034	Board of Ed Commissioners	\$20,700	\$20,700	\$9,008	\$0	\$11,692	\$20,700	\$0
589036	Emergency Fund	\$9,450	\$9,450	\$0	\$0	\$9,450	\$9,450	\$0
589056	Waterbury Promise	\$500,000	\$500,000	\$500,000	\$0	\$0	\$500,000	\$0
589201	Mileage	\$10,000	\$10,000	\$1,542	\$0	\$8,458	\$10,000	\$0
589205	Coaches Reimbursements	\$3,000	\$3,000	\$146	\$0	\$2,854	\$3,000	\$0
589900	Dues & Publications	\$65,000	\$65,000	\$32,746	\$0	\$32,254	\$65,000	\$0
591002	Transfer to Sinking Fund	\$0	\$0	\$0	\$0	\$0	\$0	\$0
591004	Athletic Revolving Fund	\$135,000	\$135,000	\$124,960	\$0	\$10,040	\$135,000	\$0
Total Other/Miscellaneous		\$755,150	\$755,150	\$668,402	\$12,000	\$74,748	\$755,150	\$0
GRAND TOTAL OPERATING BUDGET		\$158,375,000	\$158,375,000	\$35,338,639	\$30,888,260	\$92,148,100	\$158,375,000	\$0
Other Additional Funding								
	Alliance Non-Reform/Reform	\$57,684,387	\$57,684,387	\$10,690,450	\$0	\$46,993,937	\$57,684,387	\$0
	GF Surplus 15-16	\$1,000,000	\$1,000,000	\$0	\$0	\$1,000,000	\$1,000,000	\$0
	GF Surplus 14-15	\$1,000,000	\$1,000,000	\$0	\$0	\$1,000,000	\$1,000,000	\$0
	GF Surplus 16-17	\$450,000	\$450,000	\$0	\$0	\$450,000	\$450,000	\$0
	Contingency Surplus	\$675,000	\$675,000	\$0	\$0	\$675,000	\$675,000	\$0
	City Non Lapsing Account	\$500,000	\$500,000	\$0	\$0	\$500,000	\$500,000	\$0
Total Additional Funding		\$61,309,387	\$61,309,387	\$10,690,450	\$0	\$50,618,937	\$61,309,387	\$0
GRAND TOTAL ALL FUNDING		\$219,684,387	\$219,684,387	\$46,029,089	\$30,888,260	\$142,767,038	\$219,684,387	\$0



#10b

ESSER/ARP Monthly Expenditure Report
Board of Education Workshop
December 5, 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

0

ARP ESSER III

Beginning Date May 2021
Ending Date September 2024

Total Grant : \$89,691,176

\$89,691,176 YTD Exp/Enc
\$0 YTD Balance



Detail of Encumbrance/Expenditures

ESSER I

- Temporary Maintainers; Health Dept & Fire Dept Overtime for COVID Testing
- Chromebook Management Services; Licenses; Teachers Laptops; Students Chromebooks; Chromebook Charging Carts; Data Switches & Wireless Headphones
- HVAC & Ventilation Projects- Regan Boilers Replacement, & heating pumps, Carrington BMS Upgrades, HVAC Repairs at Reed, Maloney, Rotella, Gilmartin, Duggan, WAMS, Career, and West Side.
- Covid staff testing fees;
- Fire safety equipment
- Bilingual materials
- PPE/Health & Safety Supplies; Handwashing Stations



ESSER II

- GF Staff Retainage- Maintainers Staff, IT Staff and School Counselors.
- Summer School Programs; Summer Camps – YMCA, Boys & Girls & PAL
- Transportation for Summer School; Summer school program supplies
- Recruitment - UCONN Resident & Nex-Gen programs; College partnerships for recruitment
- Translation Services
- SEL Curriculum
- Technology Professional Development Training
- Portrait of Graduate Development and Assessment
- CTE Supplies and Wilby Greenhouse Renovation
- Food Service Deficit;
- Facility Study
- Administrative Costs - Contracted Project Manager Services; Contracted Legal Services
- Design Services – Auditorium Upgrades; Air Handler Units; Mechanical Upgrades & Rotella Boiler
- Summer school field trips
- Boiler replacement /Tinker school and Kingsbury
- School counselor Summer program
- New Mentors Summer training
- Design services –HVAC for Wilby, NEMS,WSMS,Crosby, Wallace, State St, Wilson
- Design services- Boiler replacement for Driggs, Maloney, Washington, Generali)
- Boiler replacement –Rotella
- SEL Curriculum
- Naviance
- Duct & Vent Cleaning (Carrington, Duggan,Gilmartin, Reed)
- Reboot pilot program
- Crosby Bypass piping
- Auditorium Upgrades (WAMS, WSMS, Rotella, Kennedy, Laurel Hill Complex & Bergin Complex)
- HVAC upgrades (Duggan, Gilmartin)
- Boiler replacement (Rotella)
- 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



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
- Carrington Learning Park security cameras
- Yondr Packages include pouches, medical pouches, unlocking bases, storage accessories, school resource templates
- Transformers for 11 elementary schools
- Chromebooks and Chromebooks parts.
- ESS substitutes

EXECUTIVE SUMMARY

DATE: December 3, 2024

TO: Honorable Board of Education Commissioners
Honorable Board of Aldermen Members

FROM: Nicholas J. Albini, Chief Operating Officer 

RE: Amendment #1 to the Construction Contract for HVAC Replacement at Wilby High School/North End Middle School Complex (RFP#7804) with Action Air Systems, Incorporated

The Education Department respectfully requests your review and approval of Amendment #1 to the construction contract for complete replacement of HVAC equipment at Wilby High School and North End Middle School (Laural Hill) Complex with Action Air Systems. The contract was initiated under Request for Proposal #7804 in an amount not to exceed \$3,406,500. The project is being funded through the American Rescue Plan Act/Elementary and Secondary Schools Emergency Relief funds (ARPA/ESSER).

Under Amendment #1, several construction issues were discovered that were unknown during the development of design nor included in the construction documents. At the time of the contract, the extensive lead time for the chillers and other electrical and mechanical equipment made it so that the equipment could not be substantially started-up until after the cooling season. In order to properly test and commission the correct operation of the new equipment, we would like to test the components during the warmer weather. For Amendment #1, we respectfully request a contract extension of 156 calendar days to final completion on June 1, 2025.

The Education Department will have a representative present at your upcoming meetings to answer any questions you may have regarding this matter. Thank you for your consideration

c: KBE Building Corporation, Mike Konopka

Amendment No. 1
to
CONSTRUCTION CONTRACT
for
HVAC Replacement
at
Wilby High School and North End Elementary School
between
City of Waterbury
and
Action Air Systems, Inc.

THIS FIRST AMENDMENT (“Amendment No. 1”), effective on the date signed by the Mayor, is by and between the **CITY OF WATERBURY**, City Hall, 235 Grand Street, Waterbury, Connecticut 06702 (the “City”) and **ACTION AIR SYSTEMS, INC.**, located at 131 Adams Street, Manchester, Connecticut 06042, a duly registered Connecticut corporation (the “Contractor”).

WHEREAS, the parties hereto executed an Agreement on December 13, 2023, (the “Agreement”) relating to **Request for Proposal (“RFP”) Number 7804** for HVAC Replacements at Wilby High School and North End Elementary School, (the “Project”);

WHEREAS, the Agreement originally provided for the Contractor to Substantially Complete the Project on or before November 27, 2024, and to reach Final Completion on or before December 27, 2024, (the “Contract Time”); and

WHEREAS, the parties now desire to amend the Contract Time, as set forth below, to allow for additional time to complete said Project.

NOW THEREFORE, the City and Contractor hereby agree and covenant to amend the Agreement as follows:

1. Contract Time. The first paragraph of Section 5 of the Agreement is deleted in its entirety and replaced with the following text:

“5. Contract Time. The Contractor shall Substantially Complete all work and services required under this Contract on or before **May 1, 2025**, and shall reach Final Completion on or before **June 1, 2025**, (“Contract Time”).”

2. Except as expressly modified herein, all other terms, conditions and provisions of the Agreement, which are not inconsistent with this Amendment No. 1 shall remain in full force and effect and are binding upon the parties hereto.

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

WITNESSES:

CITY OF WATERBURY

By: _____
Paul K. Pernerewski, Jr., Mayor

Date: _____

WITNESSES:

Action Air Systems, Inc.

By: _____

Its: _____

Date: _____

EXECUTIVE SUMMARY

DATE: December 3, 2024

TO: Honorable Board of Education Commissioners
Honorable Board of Aldermen Members

FROM: Nicholas J. Albini, Chief Operating Officer 

RE: Amendment #1 to the Construction Contract for HVAC Replacements at Multiple School Gymnasiums and Cafeterias (RFP#7859) with All State Construction, Inc.

The Education Department respectfully requests your review and approval of Amendment #1 to the construction contract for HVAC (cooling tower) replacements and related electrical work at multiple school gymnasiums and cafeterias at six elementary schools (Bucks Hill, Chase, Driggs, Generali, Hopeville and Tinker) with All State Construction. The contract was initiated under RFP#7859 in an amount not to exceed \$5,803,250 with funds coming from the American Rescue Plan Act/Elementary and Secondary School Emergency Relief (ARP/ESSER) fund.

Under Amendment #1, several construction issues were discovered that were unknown during the development of design nor included in the construction documents. Most all these units have significant lead times and require an upgrade in electrical service in order to be started up. There have been significant delays due to not receiving invoicing in a timely manner, and new poles and transformers from Eversource that are late. As a result, most all the units will not be started-up during the cooling season. In order to properly test and commission the correct operation of the new equipment, we would like to test the components during the warmer weather. For Amendment #1, we respectfully request that the contract be extended by 152 calendar days to end on June 1, 2025.

The Education Department will have a representative present at your upcoming meetings to answer any questions you may have regarding this matter. Thank you for your consideration.

c: KBE Building Corporation, Mike Konopka

Amendment No. 1
to
CONSTRUCTION CONTRACT
for
HVAC Replacements
at
Multiple School Gymnasiums and Cafeterias
between
City of Waterbury
and
All State Construction, Inc.

THIS FIRST AMENDMENT (“Amendment No. 1”), effective on the date signed by the Mayor, is by and between the **CITY OF WATERBURY**, City Hall, 235 Grand Street, Waterbury, Connecticut 06702 (the “City”) and **ALL STATE CONSTRUCTION, INC.**, located at 449 Cooke Street, Farmington, Connecticut 06034, a duly registered Connecticut corporation (the “Contractor”).

WHEREAS, the parties hereto executed an Agreement on March 15, 2024, (the “Agreement”), relating to **Request for Proposal (“RFP”) Number 7859** for HVAC replacements and associated electrical work at multiple school gymnasiums and cafeterias, (the “Project”);

WHEREAS, the Agreement originally provided for the Contractor to Substantially Complete the Project on or before November 30, 2024, and to reach Final Completion on or before December 31, 2024, (the “Contract Time”); and

WHEREAS, the parties now desire to amend the Contract Time, as set forth below, to allow for additional time to complete said Project.

NOW THEREFORE, the City and Contractor hereby agree and covenant to amend the Agreement as follows:

1. Contract Time. The first paragraph of Section 5 of the Agreement is deleted in its entirety and replaced with the following text:

“5. Contract Time. The Contractor shall Substantially Complete all work and services required under this Contract on or before **May 1, 2025**, and shall reach Final Completion on or before **June 1, 2025**, (“Contract Time”).”

2. Except as expressly modified herein, all other terms, conditions and provisions of the Agreement, which are not inconsistent with this Amendment No. 1 shall remain in full force and effect and are binding upon the parties hereto.

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

WITNESSES:

CITY OF WATERBURY

By: _____
Paul K. Pernerewski, Jr., Mayor

Date: _____

WITNESSES:

All State Construction, Inc.

By: _____

Its: _____

Date: _____

EXECUTIVE SUMMARY**DATE:** December 3, 2024**TO:** Honorable Board of Education Commissioners
Honorable Board of Aldermen Members**FROM:** Nicholas J. Albini, Chief Operating Officer **RE:** Amendment #2 to the Construction Contract for HVAC Replacements at Seven Elementary Schools (RFP#7894) with All State Construction

The Education Department respectfully requests your review and approval of Amendment #2 to the construction contract for HVAC (cooling tower) replacements and related electrical work at seven elementary schools (Bunker Hill, Roberto Clemente International, Kingsbury, Regan, Sprague, Washington and Wilson) with All State Construction. The contract was initiated under RFP #7894 in the total not to exceed amount of \$5,165,750 with funds coming from the American Rescue Plan Act/Elementary and Secondary School Emergency Relief (ARP/ESSER) fund.

Amendment #1 removed one school (Roberto Clemente International) from the project's scope of work and replaced it with another school (Walsh) reason being that RC International is undergoing a major expansion including HVAC replacements, and Walsh was in need of HVAC and electrical work. Amendment #1 increased the total contract amount to \$5,367,050.

Under Amendment #2, several construction issues were discovered that were unknown during the development of design nor included in the construction documents. Most all these units have significant lead times and require an upgrade in electrical service in order to be started up. There have been significant delays due to not receiving invoicing in a timely manner, and new poles and transformers from Eversource that are late. As a result, most all the units will not be started-up during the cooling season. In order to properly test and commission the correct operation of the new equipment, we would like to test the components during the warmer weather. For Amendment #2, we respectfully request a contract extension of 152 calendar days to end on June 1, 2025.

The Education Department will have a representative present at your upcoming meetings to answer any questions you may have regarding this matter. Thank you for your consideration.

c: KBE Building Corporation, Mike Konopka

Amendment No. 2
to
CONSTRUCTION CONTRACT
for
HVAC Replacements
at
Seven Elementary Schools
between
City of Waterbury
and
All State Construction, Inc.

THIS SECOND AMENDMENT (“Amendment No. 2”), effective on the date signed by the Mayor, is by and between the **CITY OF WATERBURY**, City Hall, 235 Grand Street, Waterbury, Connecticut 06702 (the “City”) and **ALL STATE CONSTRUCTION, INC.**, located at 449 Cooke Street, Farmington, Connecticut 06034, a duly registered Connecticut corporation (the “Contractor”).

WHEREAS, the parties hereto executed an Agreement on March 15, 2024, (the “Agreement”), relating to **Request for Proposal (“RFP”) Number 7894** for HVAC Replacements and associated electrical work at seven specifically listed elementary schools, (the “Project”); and

WHEREAS, the parties amended that Agreement on April 10, 2024, (“Amendment No. 1”) to amend the scope and fee schedule of said project;

WHEREAS, the Agreement originally provided for the Contractor to Substantially Complete the Project on or before November 30, 2024, and to reach Final Completion on or before December 31, 2024, (the “Contract Time”); and

WHEREAS, the parties now desire to amend the Contract Time, as set forth below, to allow for additional time to complete said Project.

NOW THEREFORE, the City and Contractor hereby agree and covenant to amend the Agreement as follows:

1. Contract Time. The first paragraph of Section 5 of the Agreement is deleted in its entirety and replaced with the following text:

“5. Contract Time. The Contractor shall Substantially Complete all work and services required under this Contract on or before **May 1, 2025**, and shall reach Final Completion on or before **June 1, 2025**, (“Contract Time”).”

2. Except as expressly modified herein, all other terms, conditions and provisions of the Agreement and Amendment No. 1, which are not inconsistent with this Amendment No. 2 shall remain in full force and effect and are binding upon the parties hereto.

(Signature Page Follows)

IN WITNESS WHEREOF, the parties hereto execute this Amendment No. 2 on the dates signed below.

WITNESSES:

CITY OF WATERBURY

By: _____
Paul K. Pernerewski, Jr., Mayor

Date: _____

WITNESSES:

All State Construction, Inc.

By: _____

Its: _____

Date: _____

EXECUTIVE SUMMARY

DATE: December 3, 2024

TO: Honorable Board of Aldermen Members
Honorable Board of Education Commissioners

FROM: Nicholas J. Albini, Chief Operating Officer 

RE: Amendment #3 to the HVAC Upgrades/Replacements at Gilmartin and Duggan Elementary Schools (RFP#7497) with All State Construction, LLC

The Education Department respectfully requests your review and approval of Amendment #3 to the construction contract for HVAC Upgrades/Replacement at Gilmartin and Duggan Elementary Schools with All State Construction, LLC. The contract was initiated under Request for Proposal #7497 in the total amount of \$3,198,000 with funds coming from the Elementary and Secondary School Emergency Relief (ESSERII) funds aligning with the grant's use of funds to improve indoor air quality in schools.

Amendment #1 issued the establishment of an owner-controlled contingency in the amount of \$100,000 to facilitate timely approval of contractor change order requests resulting from unexpected expenses that may arise during the course of construction. This amendment increased the contract total to \$3,298,000. Amendment #2 extended the contract time to final completion on or before December 31, 2024 to ensure the new boiler system operated properly for the start of the heating season, and included training the HVAC tradesmen on the new controls at no cost.

Under Amendment #3, construction issues were discovered that were unknown during the development of design nor included in the construction documents. At the time of the contract, it was deemed in the best interest of the students to postpone installation of the new HVAC units until after the school session ended thus eliminating student disruptions during classes and activities. Unfortunately, there was insufficient time in the Summer to install and start-up the new units properly prior to the end of the cooling season. In order to correctly test and commission the operation of the new equipment, we would like to test the components during warmer weather. For Amendment #3, we respectfully request a contract extension by 152 calendar days to final completion on June 1, 2025.

The Education Department will have a representative present at your upcoming meetings to answer any questions you may have regarding this matter. Thank you for your consideration.

c: KBE Building Corporation, Mike Konopka

Amendment No. 3
to
CONSTRUCTION CONTRACT
for
HVAC Upgrades/Replacements
at
The Gilmartin and Duggan Elementary Schools
between
City of Waterbury
and
All State Construction, Inc.

THIS THIRD AMENDMENT (“Amendment No. 3”), effective on the date signed by the Mayor, is by and between the **CITY OF WATERBURY**, City Hall, 235 Grand Street, Waterbury, Connecticut 06702 (the “City”) and **ALL STATE CONSTRUCTION, INC.**, located at 449 Cooke Street, Farmington, Connecticut 06034, a duly registered Connecticut corporation (the “Contractor”).

WHEREAS, the parties hereto executed an Agreement on April 13, 2023, (the “Agreement”), relating to **Request for Proposal (“RFP”) Number 7497** for HVAC upgrades and replacements at The Gilmartin and Duggan Elementary Schools, (the “Project”);

WHEREAS, the parties amended that Agreement on June 21, 2023, (“Amendment No. 1”) to increase the Total Contract Amount to include an Owner Controlled Contingency provision to be used for services not previously contemplated under the April 13, 2023, Agreement;

WHEREAS, the Agreement originally provided for the Contractor to Substantially Complete the Project on or before September 30, 2023, and to reach Final Completion on or before October 31, 2023, (the “Contract Time”);

WHEREAS, the parties further amended the Agreement on September 20, 2023, (“Amendment No. 2”) to extend the Contract Time for the Project to November 30, 2024, for Substantial Completion and December 31, 2024, for Final Completion; and

WHEREAS, the parties now desire to further amend the Contract Time, as set forth below, to allow for additional time to complete said Project.

NOW THEREFORE, the City and Contractor hereby agree and covenant to amend the Agreement as follows:

1. Contract Time. The first paragraph of Section 5 of the Agreement is deleted in its entirety and replaced with the following text:

“5. Contract Time. The Contractor shall Substantially Complete all work and services required under this Contract on or before **May 1, 2025**, and shall reach Final Completion on or before **June 1, 2025**, (“Contract Time”).”

2. Except as expressly modified herein, all other terms, conditions and provisions of the Agreement, Amendment No. 1 and Amendment No. 2, which are not inconsistent with Amendment No. 3 shall remain in full force and effect and binding upon the parties hereto.

(Signature Page Follows)

IN WITNESS WHEREOF, the parties hereto execute this Amendment No. 3 on the dates signed below.

WITNESSES:

CITY OF WATERBURY

By: _____
Paul K. Pernerewski, Jr., Mayor

Date: _____

WITNESSES:

All State Construction, Inc.

By: _____

Its: _____

Date: _____

*Chief Operating Officer**(203) 346-2340, x2**nalbini@waterbury.k12.ct.us***EXECUTIVE SUMMARY**

DATE: December 3, 2024

TO: Honorable Board of Education Commissioners
Honorable Board of Aldermen Members

FROM: Nicholas J. Albini, Chief Operating Officer 

RE: Amendment #3 to the Construction Contract for Certain Mechanical Upgrades to Waterbury Arts Magnet School and The Palace Theater (RFP #7752) with Ferguson Mechanical Company, Inc.

The Education Department respectfully requests your review and approval of Amendment #3 to the construction contract for HVAC upgrades to the mechanical equipment at Waterbury Arts Magnet School (WAMS) and the City owned Palace Theater (Palace) with Ferguson Mechanical Company. The contract was initiated under Request for Proposal #7752 in an amount not to exceed \$8,977,480. The project is being funded through the American Rescue Plan Elementary and Secondary School Emergency Relief Fund (ARP ESSER) for the WAMS portion in the amount of \$4,923,830 and the City's State and Local Fiscal Recovery Funds (ARPA) for the Palace portion in the amount of \$4,053,650.

Amendment #1 extended the contract substantial completion date to November 30, 2024 and final completion date to December 31, 2024. This was a result of a significant manufacturing delay in equipment required to make both WAMS and the Palace mechanical systems fully operational. Amendment #2 replaced the domestic hot water system with a heat exchanger and three additional breaching exhausts with flues and installation in the not to exceed amount of \$200,000, making the WAMS portion of the contract not to exceed \$5,123,830.00 and the total contract amount not to exceed \$9,177,480.

Under Amendment #3, construction issues were discovered that were unknown during the development of design nor included in the construction documents. At the time of the contract, the extensive lead time for the chillers and other electrical and mechanical equipment made it so that the equipment could not be substantially started-up until after the cooling season. In order to properly test and commission the correct operation of new equipment, we would like to test the components during warmer weather. For Amendment #3, we respectfully request a contract extension of 152 calendar days to final completion on June 1, 2025.

The Education Department will have a representative present at your upcoming meetings to answer any questions you may have regarding this matter. Thank you for your consideration.

c: KBE Building Corporation, Mike Konopka

Amendment No. 2
to
CONSTRUCTION CONTRACT
for
Mechanical Upgrades
to
The Waterbury Arts Magnet School and the Palace Theater
between
City of Waterbury
and
Ferguson Mechanical Company, Inc.

THIS SECOND AMENDMENT (“Amendment No. 2”), effective on the date signed by the Mayor, is by and between the **CITY OF WATERBURY**, City Hall, 235 Grand Street, Waterbury, Connecticut 06702 (the “City”) and **FERGUSON MECHANICAL COMPANY, INC.**, located at 112 Northwest Drive, Plainville, Connecticut 06062, a duly registered Connecticut corporation (the “Contractor”).

WHEREAS, the parties hereto executed an Agreement on January 09, 2024, (the “Agreement”), relating to **Request for Proposal (“RFP”) Number 7752** for Mechanical Upgrades to the Waterbury Arts Magnet School and the Palace Theater, (the “Project”);

WHEREAS, the Agreement originally provided for the Contractor to Substantially Complete the Project on or before August 24, 2024, and to reach Final Completion on or before September 24, 2024, (the “Contract Time”);

WHEREAS, the parties amended that Agreement on August 13, 2024, (“Amendment No. 1”) to extend the time to complete said project; and

WHEREAS, the parties now desire to further amend the Contract Time, as set forth below, to allow for additional time to complete said project.

NOW THEREFORE, the City and Contractor hereby agree and covenant to amend the Agreement as follows:

1. Contract Time. The first paragraph of Section 5 of the Agreement is deleted in its entirety and replaced with the following text:

“5. Contract Time. The Contractor shall Substantially Complete all work and services required under this Contract on or before **May 1, 2025**, and shall reach Final Completion on or before **June 1, 2025**, (“Contract Time”).”

2. Except as expressly modified herein, all other terms, conditions and provisions of the Agreement and Amendment No. 1, which are not inconsistent with this Amendment No. 2 shall remain in full force and effect and binding upon the parties hereto.

IN WITNESS WHEREOF, the parties hereto execute this Amendment No. 2 on the dates signed below.

WITNESSES:

CITY OF WATERBURY

By: _____
Paul K. Pernerewski, Jr., Mayor

Date: _____

WITNESSES:

Ferguson Mechanical Company, Inc.

By: _____

Its: _____

Date: _____

EXECUTIVE SUMMARY

DATE: December 3, 2024

TO: Honorable Board of Education Commissioners
Honorable Board of Aldermen Members

FROM: Nicholas J. Albini, Chief Operating Officer 

RE: Amendment #1 to the Construction Contract for the HVAC Replacement at John F. Kennedy High School (RFP#7858) with Ferguson Mechanical Company

The Education Department respectfully requests your review and approval of Amendment #1 to the construction contract for removal and replacement of HVAC equipment at John F. Kennedy High School with Ferguson Mechanical Company. The contract was initiated under RFP#7858 in an amount not to exceed \$5,862,000 with funds coming from the American Rescue Plan Act/Elementary and Secondary Schools Emergency Relief funds (ARPA/ESSER).

Under Amendment #1, construction issues were discovered that were unknown during the development of design nor included in the construction documents. These include, but are not limited to, extended material lead time for the HVAC Equipment, most notably Air Handling Unit #1 which feeds the auditorium space. This unit, along with other units, provide cooling for spaces within Kennedy High School. In order to properly test and commission the correct operation of these units, we would like to test the cooling components during warmer weather. For this reason, we respectfully request a contract extension of 152 calendar days to end on June 1, 2025.

The Education Department will have a representative present at your upcoming meeting to answer any questions you may have regarding this matter. Thank you for your consideration.

c: KBE Building Corporation, Mike Konopka

Amendment No. 1
to
CONSTRUCTION CONTRACT
for
HVAC Replacement
at
John F. Kennedy High School
between
City of Waterbury
and
Ferguson Mechanical Company, Inc.

THIS FIRST AMENDMENT (“Amendment No. 1”), effective on the date signed by the Mayor, is by and between the **CITY OF WATERBURY**, City Hall, 235 Grand Street, Waterbury, Connecticut 06702 (the “City”) and **FERGUSON MECHANICAL COMPANY, INC.**, located at 112 Northwest Drive, Plainville, Connecticut 06062, a duly registered Connecticut corporation (the “Contractor”).

WHEREAS, the parties hereto executed an Agreement on February 06, 2024, (the “Agreement”) relating to **Request for Proposal (“RFP”) Number 7858** for HVAC Replacement at John F. Kennedy High School, (the “Project”);

WHEREAS, the Agreement originally provided for the Contractor to Substantially Complete the Project on or before December 01, 2024, and to reach Final Completion on or before December 31, 2024, (the “Contract Time”); and

WHEREAS, the parties now desire to amend the Contract Time, as set forth below, to allow for additional time to complete said Project.

NOW THEREFORE, the City and Contractor hereby agree and covenant to amend the Agreement as follows:

1. Contract Time. The first paragraph of Section 5 of the Agreement is deleted in its entirety and replaced with the following text:

“5. Contract Time. The Contractor shall Substantially Complete all work and services required under this Contract on or before **May 1, 2025**, and shall reach Final Completion on or before **June 1, 2025**, (“Contract Time”).”

2. Except as expressly modified herein, all other terms, conditions and provisions of the Agreement, which are not inconsistent with this Amendment No. 1 shall remain in full force and effect and are binding upon the parties hereto.

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

WITNESSES:

CITY OF WATERBURY

By: _____
Paul K. Pernerewski, Jr., Mayor

Date: _____

WITNESSES:

Ferguson Mechanical Company, Inc.

By: _____

Its: _____

Date: _____

EXECUTIVE SUMMARY

DATE: December 3, 2024

TO: Honorable Board of Education Commissioners
Honorable Board of Aldermen Members

FROM: Nicholas J. Albini, Chief Operating Officer



RE: Amendment #2 to the Construction Contract for HVAC Replacement at Crosby High School and Wallace Middle School Complex (RFP#7815) with Sarracco Mechanical Services, Inc.

The Education Department respectfully requests your review and approval of Amendment #2 to the construction contract for HVAC Replacement at Crosby High and Wallace Middle Schools (Bergin Complex) with Sarracco Mechanical Services. The original contract consists of complete replacement of HVAC equipment at the Bergin Complex for a total amount of \$11,250,000; Amendment #1 added \$250,000 to the owner controlled contingency increasing the total contract amount to \$11,500,000. The contract was initiated under the Request for Proposal #7815 and was funded through the American Rescue Plan Act/Elementary and Secondary Schools Emergency Relief funds (ARPA/ESSER).

Amendment #1 increased the Owner Controlled Contingency to a total contingency amount of \$386,500 to cover unexpected costs due to electrical code violations and space limitations in Fan Room #10. Under Amendment #2, several construction issues have been discovered that were unknown during the development of design nor included in the construction documents. At the time of the contract, the extensive lead times and time required to demolish and install new units lead to the units not being fully completed to provide cooling during the cooling season, meaning the system could not be properly tested and commissioned during the cooling season. We would like to test the components during the warmer weather. For Amendment #2, we respectfully request that the contract with Sarracco be extended by 135 calendar days to end on June 1, 2025 at no additional cost.

The Education Department will have a representative present at your upcoming meetings to answer any questions you may have regarding this matter. Thank you for your consideration.

c: KBE Building Corporation, Mike Konopka

Amendment No. 2
to
CONSTRUCTION CONTRACT
for
HVAC Replacements
at
Crosby High School and Wallace Middle School
between
City of Waterbury
and
Sarracco Mechanical Services, Inc.

THIS SECOND AMENDMENT (“Amendment No. 2”), effective on the date signed by the Mayor, is by and between the **CITY OF WATERBURY**, City Hall, 235 Grand Street, Waterbury, Connecticut 06702 (the “City”) and **SARRACCO MECHANICAL SERVICES, INC.**, located at 61 Mattatuck Heights Road, Waterbury, Connecticut 06705, a duly registered Connecticut corporation (the “Contractor”).

WHEREAS, the parties hereto executed an Agreement on January 04, 2024, (the “Agreement”), relating to **Request for Proposal (“RFP”) Number 7815** for HVAC replacements at Crosby High School and Wallace Middle School, (the “Project”);

WHEREAS, the Agreement originally provided for the Contractor to Substantially Complete the Project on or before December 18, 2024, and to reach Final Completion on or before January 17, 2025, (the “Contract Time”);

WHEREAS, the parties amended that Agreement on June 27, 2024, (Amendment No.1”) to increase the Owner Controlled Contingency and the associated Total Compensation payable for the Project; and

WHEREAS, the parties now desire to amend the Contract Time, as set forth below, to allow for additional time to complete said Project.

NOW THEREFORE, the City and Contractor hereby agree and covenant to amend the Agreement as follows:

1. Contract Time. The first paragraph of Section 5 of the Agreement is deleted in its entirety and replaced with the following text:

“5. Contract Time. The Contractor shall Substantially Complete all work and services required under this Contract on or before **May 1, 2025**, and shall reach Final Completion on or before **June 1, 2025**, (“Contract Time”).”

2. Except as expressly modified herein, all other terms, conditions and provisions of the Agreement and Amendment No. 1, which are not inconsistent with this Amendment No. 2 shall remain in full force and effect and are binding upon the parties hereto.

(Signature Page Follows)

IN WITNESS WHEREOF, the parties hereto execute this Amendment No. 2 on the dates signed below.

WITNESSES:

CITY OF WATERBURY

By: _____
Paul K. Pernerewski, Jr., Mayor

Date: _____

WITNESSES:

Sarracco Mechanical Services, Inc.

By: _____

Its: _____

Date: _____

COMMITTEE ON BUILDINGS AND SCHOOL FACILITIES

WORKSHOP: Thursday, December 5, 2024

BOARD MEETING: Thursday, December 19, 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
S. Schulte	WAMS apron stage, lg. dance rm.: March 21 & 22 4:30-10:00pm and March 23 rd 10:30am – 3:00pm (production of Harry Potter)
D. Gothbawski	Career Academy café: Fri., Dec. 13 th 2:30-6:30 pm (Santa's workshop Crafting Fair)
P. Caldarone	Crosby aud., gym, café: Sat., Feb. 15 th 8:00am – 2:00pm (NVL Cheerleading Championship)
K. Mabta	WAMS lib.: Thurs., Jan. 9 th 5:00-7:30pm (FAFSA meeting)
E. Behemann	WAMS café: Tues., Jan. 14 th 4:45-8:00 pm (PTSO/CCRC event for parents & students)
H. Dawes	International multipurpose rm.: Wed., Feb. 19 th 4:00-8:00 pm (Communitiy performance)
Mayor's Office	Gilmartin café: Tues., Dec. 10 th 5:00-9:00 pm (Amazon public Informational meeting)
K. Gaudiosi	Generali café: Saturday, Dec. 14 th 9:00am – 1:00pm (Holiday Breakfast with the Grinch)

SCHOOL PERSONNEL USE ONLY

DATE: 11/13/2024

TO: SCHOOL BUSINESS OFFICE

FROM: Scott Schulte

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

PA - Large Band Apron Stage

DATES REQUESTED: March 21, March 22, + March 23

3/21-3/22 FROM: 4:30 am/pm TO: 10:00 am/pm

3/23 From: 10:30 am TO 3:00 pm

FOR THE FOLLOWING PURPOSES:

WAMS Theatre Department's production of
Harry Potter and the Cursed Child

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: 11/21/24

TO: SCHOOL BUSINESS OFFICE

FROM: Gothibowski - WCA

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: December 13 2024

FROM: 230 am/pm TO: 630 am/pm

FOR THE FOLLOWING PURPOSES:

3rd Annual Santa's Workshop Crafting
Fair.

TJG - Gothibowski
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: 11-21-24

TO: SCHOOL BUSINESS OFFICE

FROM: P. Caddarone

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

NAME OF SCHOOL REQUESTED: Crosby HS

☒ Auditorium ☒ Gymnasium ☐ Swimming Pool ☒ Café/Rooms

DATES REQUESTED: 2/15/2025

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

FOR THE FOLLOWING PURPOSES:

NVL Cheerleading Championship

P. Caddarone
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

DATE: 11/25/24

TO: SCHOOL BUSINESS OFFICE

FROM: WAMS-Karen Malota

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 CCR
 (Library)

DATE REQUESTED: Thurs. Jan 9, 2025

FROM: 5:00 ~~am~~/pm TO: 7:30 ~~am~~/pm

FOR THE FOLLOWING PURPOSES:

FAFSA help with Shannan

Trustee from NVCC

Amnuz

APPLICANT

Please note the following provisions:

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

Hook

SCHOOL PERSONNEL USE ONLY

DATE: 11/25/2024

TO: SCHOOL BUSINESS OFFICE

FROM: Eva Behemann

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

(CCRC)

DATES REQUESTED: January 14, 2025

FROM: 4:45 am/pm TO: 8:00 am/pm

FOR THE FOLLOWING PURPOSES:

PTSO/CCRC event for parents and students called "Winter Crafts."

Eva Behemann
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: 11/26/24

TO: SCHOOL BUSINESS OFFICE

FROM: Heather Dawes / Michelle Leibman-Giffin, SERC

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

NAME OF SCHOOL REQUESTED: Roberto Clemente International
Dual Language School

☒ Auditorium/
Multipurpose Room ☐ Gymnasium ☐ Swimming Pool ☐ Café/Rooms

DATES REQUESTED: Wednesday, February 19, 2025 (snow date
2/20/25)
FROM: 4 am/pm TO: 8 am/pm

FOR THE FOLLOWING PURPOSES:

Community performance of "Hecho en Puerto
Rico/ Made in Puerto Rico" by Angel Vazquez

State Education Resource
APPLICANT Center (SERC)

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

Book

DATE: 11-25-24

TO: SCHOOL BUSINESS OFFICE

FROM: Dave Lepore

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

NAME OF SCHOOL REQUESTED: Gilman

☐ AUDITORIUM ☐ GYMNASIUM ☐ SWIMMING POOL ☒ CAFE ROOMS

DATES REQUESTED: Tues, Dec 10th

FROM 5 am/pm TO 9 am/pm

FOR THE FOLLOWING PURPOSES:

Amazon Public Info mtg.

DL
APPLICANT

/Bme

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.

Hook

SCHOOL PERSONNEL USE ONLY

DATE: 11/25/24

TO: SCHOOL BUSINESS OFFICE

FROM:

Generali (Kristen Gaudin)

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

NAME OF SCHOOL REQUESTED:

Generali

☐

Auditorium

☐

Gymnasium

☐

Swimming Pool

☒

Café/Rooms

DATES REQUESTED:

12/14/24

FROM:

9

am/pm

TO:

1

pm

FOR THE FOLLOWING PURPOSES:

Holiday Breakfast w/ the
Grinch

Kristen Gaudin
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.

COMMITTEE ON BUILDINGS AND SCHOOL FACILITIES

WORKSHOP: Thursday, December 5, 2024

BOARD MEETING: Thursday, December 19, 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
Shas Illuminated	Crosby aud.: Thurs., Feb. 27 th 6-9pm (rehearsal) and
E. Lander	Sunday, March 2 nd 10am -4pm (performance)
Nonnewaug High School	Kennedy pool: 12/55/24 – 3/8/25 Monday thru Friday
D. Curtin	6:00 – 7:30 pm (swim program)
Westover School	West Side pool: 12/2/24 – 3/7/25 4:30-6:00 pm (per scheduled dates
S. Whittemore	(swim program)

REQUESTING WAIVERS:

Special Olympics	Kennedy gym & café: Saturday, March 22 nd 7:30am – 5:00pm	(\$1,323.)
D. Ford	Career Academy gym & café: Saturday, March 22 nd 7:30am-5:00pm	(\$1,323.)
	West Side gym & café: Saturday, March 22 nd 7:30am – 5:00pm	(\$1,323.)
	Reed School gym & café: Saturday, March 22 nd 7:30am – 5:00pm	(\$1,323.)

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

Afro Caribbean Cultural Center:	Duggan front driveway- 1 st and 3 rd Tuesdays of the month
Victoria Encarnacion	1/7/25 – 12/16/25 8:30am-11:00am CT. Food Share
Hoops 4 Life	Reed gym: 12/8/24 – 2/27/25 5:30-9:00 pm
D. Fryer	(basketball program)

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

CONTRACT#

Book
LICANT Esther Lander NAME OF ORGANIZATION Shas Illuminated
RESS 25 Olympia Lane Waterbury CT 06704 TELEPHONE # 203-584-0136
(street) (city) (state) (zip code)
SCHOOL REQUESTED Crosby DATES March 2nd ROOM(S) Aud.
OPENING TIME 1:30 CLOSING TIME 3:30 PURPOSE Performance
MISSION (if any) _____ CHARGE TO BE DEVOTED TO _____
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 200 CHILDREN 300
NATURE OF APPLICANT [Signature] DATE 11/4/24
PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:
Esther Lander 203-584-0136 Shari Meb2- 347-525-7150
In the event that the Board of Education should need to resort to legal proceedings to collect
outstanding balances, the lessee is responsible for any and all attorney's fees, sheriff's
fees and court costs associated with said proceedings. [Signature] (PLEASE INITIAL)

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

RENTAL FEES: _____

MISCELLANEOUS FEES: Tech. \$55/HR.

CURITY DEPOSIT \$ 250. INSURANCE COVERAGE YES NO

PLEASE READ THE FOLLOWING CAREFULLY

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

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

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:
SOUND 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

* Thurs, Feb 27
Rehearsal
6-9 pm

* Sunday, Mar, 2
10 AM - 4 PM
performance

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

CONTRACT#

APPLICANT Declan Curtin NAME OF ORGANIZATION Norneway HS/Reg. #14
ADDRESS 5 Minortown Rd., Woodbury, CT 06798 TELEPHONE # 203-263-2803
(street) (city) (state) (zip code)
SCHOOL REQUESTED Kennedy DATES 12/5/24-3/8/25 ROOM(S) Pool / Locker Room
OPENING TIME 6pm CLOSING TIME 7:30 pm PURPOSE Swim practice & meets
ADMISSION (if any) _____ CHARGE TO BE DEVOTED TO _____
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 2 CHILDREN 20
SIGNATURE OF APPLICANT _____ DATE _____

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

Abby Walsh, 36 Clearview Circle, Naugatuck, CT 06770
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: \$73/HR plus 1 HR service

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. 697-3462

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
USE OF BUILDING PERMIT
TYPE OR USE PEN AND PRESS FIRMLY

CONTRACT#

APPLICANT Siobhan Whitemore NAME OF ORGANIZATION Westover School
ADDRESS 1237 Whitemore Rd, Middlebury, CT, 06762 TELEPHONE # 203-577-4557
(street) (city) (state) (zip code)
SCHOOL REQUESTED Public School pools DATES 11/21 - 3/7/25 ROOM(S) Pool
OPENING TIME 4:30pm CLOSING TIME 6:00 pm PURPOSE Swim team practice + Meets See attached schedule
ADMISSION (if any) CHARGE TO BE DEVOTED TO
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 2 CHILDREN 15-20
SIGNATURE OF APPLICANT Siobhan Whitemore DATE 10/07/24
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. (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES: \$73/HR plus 1 HR service
RENTAL FEES:

MISCELLANEOUS FEES:

SECURITY DEPOSIT \$ 1250. 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

West Side
Pool
12/2/24 -
3-7-25 -
* see
Attached
Schedule

Westover

Winter		
Date	TIME	LOCATION
Mon 12/2	4:30-6:00p	
Tue 12/3	4:30-6:00p	
Wed 12/4	3:00-4:30p	
Thurs 12/5	4:30-6:00p	
Fri 12/6	4:30-6:00p	
12/7/2024 (WI)	1:00-3:00p?	
Mon 12/9	4:30-6:00p	
Tue 12/10	4:30-6:00p	
Wed 12/11	3:00-4:30p	
Thurs 12/12	4:30-6:00p	
Fri 12/13	No Pool	
Sat 12/14	1:00-3:00p?	
Mon 12/16	4:30-6:00p	
Tue 12/17	4:30-6:00p	
Wed 12/18	No Pool	Swim Meet Away
Thurs 12/19	4:30-6:00p	
Fri 12/20	4:30-6:00p	
Sat 12/21	No Pool	Winter Break
Fri 1/10	No Pool	Winter Break
Sat. 1/11	No Pool	Winter Break
Mon 1/13	4:30-6:00p	
Tue 1/14	4:30-6:00p	
Wed 1/15	No Pool	Swim Meet Away
Thurs 1/16	4:30-6:00p	
Fri 1/17	4:30-6:00p	
Sat. 1/18	1:00-3:00p?	
Mon 1/20	No Pool	MLK Day
Tue 1/21	4:30-6:00p	
Wed 1/22	3:00-4:30p	
Thurs 1/23	4:30-6:00p	
Fri 1/24	4:30-6:00p	
SAT 1/25 (WI)	2:00-4:00p? Home Meet	
Mon 1/27	4:30-6:00p	
Tue 1/28	4:30-6:00p	
Wed 1/29	No Pool	Swim Meet AWAY
Thurs 1/30	4:30-6:00p	
Fri 1/31	4:30-6:00p	
Sat 2/1 (WI)	No Pool	Swim Meet AWAY
Mon 2/3	No Pool	Long Weekend
Tue. 2/4	4:30-6:00p	
Wed 2/5	3:00-4:30p	

Kennedy Pool when possible
Westside all other days

WSMS
Pool
4:30-6pm

Thurs 2/6	4:30-6:00p	
Fri 2/7	4:30-6:00p	
Sat 2/8 (WI)	2:00-4:00p? Home Meet	
Mon 2/10	4:30-6:00p	
Tue 2/11	4:30-6:00p	
Wed 2/12	3:00-4:30p	
Thurs 2/13	4:30-6:00p	
Fri 2/14	4:30-6:00p	
Sat 2/15 (W)	No Pool	Swim Meet AWAY
Mon 2/17	4:30-6:00p	
Tue 2/18	4:30-6:00p	
Wed 2/19	No Pool	Swim Meet AWAY
Thurs 2/20	4:30-6:00p	
Fri 2/21	4:30-6:00p	
Sat 2/22	1:00-3:00p?	
Mon 2/24	4:30-6:00p	
Tue 2/25	4:30-6:00p	
Wed 2/26	3:00-4:30p	
Thu 2/27	4:30-6:00p	
Fri 2/28	4:30-6:00p	
Sat 3/1	1:00-3:00p?	
Mon 3/3	4:30-6:00p	Community Awards
Mon 3/4	4:30-6:00p	
Wed 3/5	3:00-4:30p	
Thurs 3/6	4:30-6:00p	
Fri 3/7	4:30-6:00p	
Sat 3/8	No pool	NEPSACs
Sun 3/9	No pool	NEPSACs

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

Book
APPLICANT Derrick Ford NAME OF ORGANIZATION Special Olympics
ADDRESS 2666 State St. Hamden CT 06517 (street) (city) (state) (zip code) TELEPHONE # 203 230 1201 EXT 272

SCHOOL REQUESTED Kennedy Hs DATES March 22, 2025 ROOM(S) Gym + Cafe

OPENING TIME 7:30 am CLOSING TIME 5:00 pm PURPOSE Basketball Tournament

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

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

SIGNATURE OF APPLICANT Derrick Ford DATE 11-25-2024

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

Same as above

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. (3) (\$1,323.)

RENTAL FEES: —

MISCELLANEOUS FEES: —

SECURITY DEPOSIT \$ 250. 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 Building Permit)

APPLICANT/ORGANIZATION:

Special Olympics

Please check below specific item(s):

Building Usage Fees ☒

Custodial Fees ☒

SCHOOL/ROOMS REQUESTED:

Kennedy High School

DATE(S): March 22, 2025

TIMES:

7:30 A - 5:00 P

DATE(S): March 23, 2025 (Rain/snow Date)

TIMES:

DATE(S): _____

TIMES: _____

DATE(S): _____

TIMES: _____

DATE(S): _____

TIMES: _____

DATE(S): _____

TIMES: _____

11-25-2024

Date

Derrick P. [Signature]

Signature

OFFICE USE ONLY

List total cost of fees being requested to be waived:

\$

Building Usage Fees

\$

1,323.00

Custodial Fees

\$

Security Deposit

BOARD USE ONLY

The Board of Education approved/denied the above referenced waiver request(s) at their regular meeting of _____

ATTEST _____

Clerk, Board of Education

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

CONTRACT#

APPLICANT Derrick Ford NAME OF ORGANIZATION Special Olympics
ADDRESS 2666 State St. Hamden CT 06517 TELEPHONE # 203 230 1201 EXT 272
(street) (city) (state) (zip code)
SCHOOL REQUESTED Carver H.S. DATES March 22, 2025 ROOM(S) Gym + Cafe
OPENING TIME 7:30 am CLOSING TIME 5:00 pm PURPOSE Basketball Tournament
ADMISSION (if any) none CHARGE TO BE DEVOTED TO _____
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 150 CHILDREN _____
SIGNATURE OF APPLICANT Derrick Ford DATE 11-25-2024
PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:

Same as above

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. (3) (\$1323.)

RENTAL FEES: _____

MISCELLANEOUS FEES: _____

SECURITY DEPOSIT \$ \$250.- 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.

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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 a Building Permit)

APPLICANT/ORGANIZATION:

Special Olympics

Please check below specific item(s):

Building Usage Fees ☒

Custodial Fees ☒

SCHOOL/ROOMS REQUESTED:

Career High School

DATE(S): March 22, 2025

TIMES: 7:30A-5:00P

DATE(S): March 23, 2025 (Rain/snow Date)

TIMES: _____

DATE(S): _____

TIMES: _____

DATE(S): _____

TIMES: _____

DATE(S): _____

TIMES: _____

DATE(S): _____

TIMES: _____

11-25-2024

Date

Derrick P.

Signature

OFFICE USE ONLY

List total cost of fees being requested to be waived:

\$

Building Usage Fees

\$

1323.00

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

Book

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

CONTRACT#

APPLICANT Derrick Ford NAME OF ORGANIZATION Special Olympics
ADDRESS 2666 State St. Hamden CT 06517 TELEPHONE # 203 230 1201 EXT 272
(street) (city) (state) (zip code)

SCHOOL REQUESTED West Side DATES March 22, 2025 ROOM(S) Gym + Cafe

OPENING TIME 7:30 AM CLOSING TIME 5:00 PM PURPOSE Basketball Tournament

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

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

SIGNATURE OF APPLICANT Derrick Ford DATE 11-25-2024

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

Same as above

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 (3) (\$1,323)

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.

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

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

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PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.

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

APPROVAL DATE _____ SCHOOL BUSINESS OFFICE _____

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

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

APPLICANT/ORGANIZATION:

Special Olympics

Please check below specific item(s):

Building Usage Fees ☒

Custodial Fees ☒

SCHOOL/ROOMS REQUESTED:

West Side Middle School

DATE(S): March 22, 2025

TIMES: 7:30 A - 5:00 P

DATE(S): March 23, 2025 (Rain/ snow Date)

TIMES: _____

DATE(S): _____

TIMES: _____

DATE(S): _____

TIMES: _____

DATE(S): _____

TIMES: _____

DATE(S): _____

TIMES: _____

11-25-2024

Date

[Signature]

Signature

OFFICE USE ONLY

List total cost of fees being requested to be waived:

\$

Building Usage Fees

\$

1,323.00

Custodial Fees

\$

Security Deposit

BOARD USE ONLY

The Board of Education approved/denied the above referenced waiver request(s) at their regular meeting of _____

ATTEST: _____

Clerk, Board of Education

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

CONTRACT#

Book

APPLICANT Derrick Ford NAME OF ORGANIZATION Special Olympics
ADDRESS 2666 State St. Hamden CT 06517 TELEPHONE # 203 230 1201 EXT 272
(street) (city) (state) (zip code)
SCHOOL REQUESTED Reed DATES March 22, 2025 ROOM(S) Gym + Cafe ✓
OPENING TIME 7:30 am CLOSING TIME 5:00 pm PURPOSE Basketball Tournament
ADMISSION (if any) none CHARGE TO BE DEVOTED TO _____
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 150 CHILDREN _____
SIGNATURE OF APPLICANT Derrick Ford DATE 11-25-2024
PERSON(S) NAME, ADDRESS & PHONE NUMBER RESPONSIBLE FOR SUPERVISION:

Same as above
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. (3) (\$1,323.)

RENTAL FEES: _____

MISCELLANEOUS FEES: _____

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

PLEASE READ THE FOLLOWING CAREFULLY

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

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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 State Building Permit)

APPLICANT/ORGANIZATION:

Special Olympics

Please check below specific item(s):

Building Usage Fees ☒

Custodial Fees ☒

SCHOOL/ROOMS REQUESTED:

Reed Middle School

DATE(S): March 22, 2025

TIMES: 7:30 A - 5:00 P

DATE(S): March 23, 2025 (Rain/snow date)

TIMES: _____

DATE(S): _____

TIMES: _____

DATE(S): _____

TIMES: _____

DATE(S): _____

TIMES: _____

DATE(S): _____

TIMES: _____

11-25-2024

Date

[Signature]

Signature

OFFICE USE ONLY

List total cost of fees being requested to be waived:

\$ _____
Building Usage Fees

\$ 1,323.00
Custodial Fees

\$ _____
Security Deposit

BOARD USE ONLY

The Board of Education approved/denied the above referenced waiver request(s) at their regular meeting of _____

ATTEST _____

Clerk, Board of Education

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

CONTRACT#

Book
APPLICANT Victoria Encarnacion NAME OF ORGANIZATION Alto Caribbean Cultural Center
ADDRESS 158 Grand St Waterbury CT 06702 TELEPHONE # 203-437-8058
(street) (city) (state) (zip code)
SCHOOL REQUESTED Duggan DATES 12/11/24 - 12/16/25 ROOM(S) Front Driveway / Cul de sac
OPENING TIME 8:30 AM CLOSING TIME 11:00 AM PURPOSE CT Food Share distribution
ADMISSION (if any) N/A CHARGE TO BE DEVOTED TO _____
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 200 CHILDREN _____
SIGNATURE OF APPLICANT [Signature] DATE 11/21/2024
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. [Signature] (PLEASE INITIAL)

SCHEDULE OF RATES: CUSTODIAL FEES: _____
RENTAL FEES: _____
MISCELLANEOUS FEES: _____

SECURITY DEPOSIT \$ _____ INSURANCE COVERAGE YES _____ NO

PLEASE READ THE FOLLOWING CAREFULLY

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

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

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APPROVAL DATE _____ SCHOOL BUSINESS OFFICE

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

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

★ START 1-7-25
End 12-16-25
15793 RD
Tuesday
8³⁰ AM - 11 AM

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

CONTRACT#

APPLICANT JENEEV FRYER NAME OF ORGANIZATION Hoops4Life, Inc
ADDRESS 174 Grand St Wtby CT 06702 TELEPHONE # 203 232-4578
(street) (city) (state) (zip code)
SCHOOL REQUESTED Johnston Road DATES See attachment ROOM(S) Gym
OPENING TIME 5:30 - CLOSING TIME 8:00p PURPOSE Games, practice
ADMISSION (if any) 0 CHARGE TO BE DEVOTED TO 0
APPROXIMATE NUMBER OF PEOPLE TO BE PRESENT: ADULTS 20 CHILDREN 20
SIGNATURE OF APPLICANT Jenifer Fryer DATE 11/1/2021

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

Randy Brooks (203) 937-2205 - 4 Orange Street

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. DE (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)

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

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PLEASE SEE REVERSE FOR ADDITIONAL RULES AND REGULATIONS.

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APPROVAL DATE _____ SCHOOL BUSINESS OFFICE _____

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

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

WAIVER REQUEST
(to be submitted with use of Building Permit)

APPLICANT/ORGANIZATION: Hoops4Life, Inc.

Please check below specific item(s):

Building Usage Fees ☐

Custodial Fees ☐

SCHOOL/ROOMS REQUESTED: Johnatan Reed (Gym)

DATE(S): 11/20 12/3 12/5 12/10

TIMES: 5:30p - 9p

DATE(S): 12/12 12/13 12/17 12/18 12/19

TIMES: 5:30p - 9p

DATE(S): 1/2 1/3 1/7 1/9 1/14 1/16 1/20

TIMES: _____

DATE(S): 1/22 1/23 1/28 1/30 2/4

TIMES: _____

DATE(S): 2/6 2/11 2/13 2/14 2/19

TIMES: _____

DATE(S): 2/25 2/27

TIMES: _____

11/7/2024

Date

[Signature]

Signature

OFFICE USE ONLY

List total cost of fees being requested to be waived:

\$

Building Usage Fees

\$

Custodial Fees

\$

Security Deposit

BOARD USE ONLY

The Board of Education approved/denied the above referenced waiver request(s) at their regular meeting of _____

ATTEST: _____

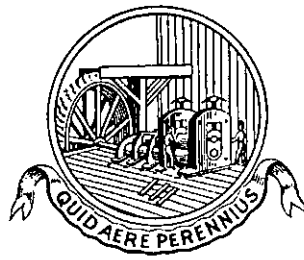
Clerk, Board of Education



COMMUNICATIONS



November 20, 2024 through
December 3, 2024



236 Grand Street
Waterbury, CT 06702

(203) 574-6761

The City of Waterbury
Connecticut
Department of Human Resources
Office of the Civil Service Commission

November 15, 2024

Damia Rosado Gary
86 Wolcott St., 2nd Fl.
Bristol, CT 06010

Dear Ms. Rosado Gary:

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. #20250156) at \$18.87 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, November 21, 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 November 22, 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.

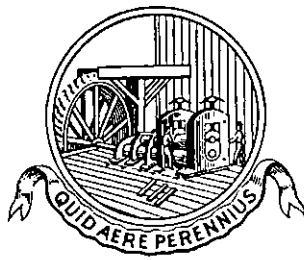
Again, welcome to the City of Waterbury.

Sincerely,

Nicholle West

Nicholle West
Human Resources Generalist
NW/sd

cc Board of Education
Darren Schwartz, Interim 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

November 15, 2024

Claritza Claudio
57 Madison St., Apt. 2
Waterbury, CT 06706

Dear Ms. Claudio:

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. #20250155) at \$18.87 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, November 21, 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 November 22, 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.

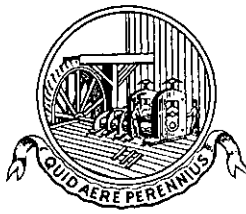
Again, welcome to the City of Waterbury.

Sincerely,

Nicholle West

Nicholle West
Human Resources Generalist
NW/sd

cc Board of Education
Darren Schwartz, Interim 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

November 18, 2024

Bennie Henriquez
27 Highland Hills, Apt. 6B
Waterbury, CT 06708

Dear Mr. Henriquez:

Welcome to employment with the City of Waterbury. Your name is being certified to the Department of Education for the position of Maintainer I (Req. #20250305) at \$17.90 per hour. Please contact Mike 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, November 21, 2024 at 9:00 a.m. at the Department 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 November 22, 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.

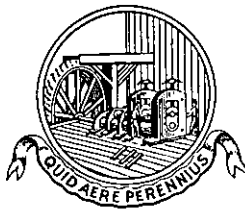
Sincerely,

Nicholle West

Nicholle West
Human Resources Generalist

NW/sd

cc Board of Education
Darren Schwartz, Interim 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

November 18, 2024

Jorge Camacho
955 Baldwin St., 2nd Fl. South
Waterbury, CT 06706

Dear Mr. Camacho:

Welcome to employment with the City of Waterbury. Your name is being certified to the Department of Education for the position of Maintainer I (Req. #20250304) at \$17.90 per hour. Please contact Mike 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, November 21, 2024 at 9:00 a.m. at the Department 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 November 22, 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.

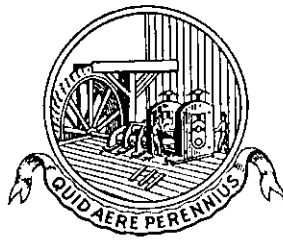
Sincerely,

Nicholle West

Nicholle West
Human Resources Generalist

NW/sd

cc Board of Education
Darren Schwartz, Interim 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

November 18, 2024

Janay Edwards
184 Spring Brook Rd., Apt. C
Waterbury, CT 06706

Dear Ms. Edwards:

Welcome to employment with the City of Waterbury. Your name is being certified to the Department of Education for the position of Paraprofessional II (Req. #20240807) at \$20.76 per hour. Please contact Wendy Johns, Director of Pupil Services at (203) 574-8000 ext 11181 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, December 5, 2024 at 9:00 a.m. at the Department 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 December 6, 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.

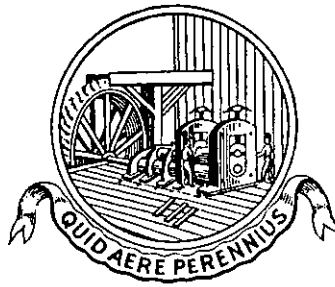
Again, welcome to the City of Waterbury.

Sincerely,

Nicholle West

Nicholle West
Human Resources Generalist
NW/sd

cc Board of Education
Darren Schwartz, Interim Supt of Schools
Wendy Johns, Director of Pupil Services
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

November 18, 2024

Kenrick Johnson
2096 East Main St., Fl. 3
Waterbury, CT 06705

Dear Mr. Johnson:

Your name is being certified to the Department of Education for the position of Maintainer II (Req. #20240794) at \$20.91 per hour.

Your official start date in this position will be November 21, 2024.

Please contact Michal Konopka, School Inspector at (203) 574-8000 x 11221 with any questions you may have in regards to this position.

Also, please call the Department of Human Resources at (203) 574-6761 regarding additional paperwork that needs to be filled out.

Under the Civil Service Rules, your name will be removed from the eligibility list if you refuse this offer of appointment unless, within seven days from today, you furnish satisfactory evidence acceptable to me justifying such refusal. Please call the Civil Service Office at (203) 574-6761 if you are not interested in the position so that another candidate can be certified. If you have any questions, please do not hesitate to contact us.

Your new probationary period in accordance with your applicable contract will be 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.

Sincerely,

Nicholle West

Nicholle West
Human Resources Generalist

NW/sd

cc: Board of Education
Mike Konopka, Food Service Director
Darren Schwartz, Interim 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

November 19, 2024

Shahida Yeasmin
12 Meriline Ave., Apt. 21
Waterbury, CT 06705

Dear Ms. Yeasmin:

Welcome to employment with the City of Waterbury. Your name is being certified to the Department of Education for the position of Paraprofessional II (Req. #20250212) at \$20.76 per hour. Please contact Wendy Johns, Director of Pupil Services at (203) 574-8000 ext 11181 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, December 5, 2024 at 9:00 a.m. at the Department 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 December 6, 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.

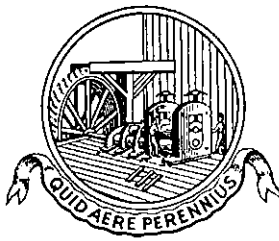
Again, welcome to the City of Waterbury.

Sincerely,

Nicholle West

Nicholle West
Human Resources Generalist
NW/sd

cc Board of Education
Darren Schwartz, Interim Supt of Schools
Wendy Johns, Director of Pupil Services
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

November 20, 2024

Teuta Rexhepi
2221 East Main St., Apt. 1T
Waterbury, CT 06705

Dear Ms. Rexhepi:

Welcome to employment with the City of Waterbury. Your name is being certified to the Department of Education for the position of Paraprofessional II (Req. #20240897) at \$20.76 per hour. Please contact Wendy Johns, Director of Pupil Services at (203) 574-8000 ext 11181 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, January 2, 2025 at 9:00 a.m. at the Department 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 January 3, 2025 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.

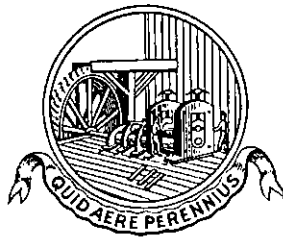
Again, welcome to the City of Waterbury.

Sincerely,

Nicholle West

Nicholle West
Human Resources Generalist
NW/sd

cc Board of Education
Darren Schwartz, Interim Supt of Schools
Wendy Johns, Director of Pupil Services
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

November 22, 2024

Heidi Coty
132 Algin Dr.
Middlebury, CT 06762

Dear Ms. Coty:

Welcome to employment with the City of Waterbury. Your name is being certified to the Department of Education for the position of Paraprofessional II (Req. #20240932) at \$20.76 per hour. Please contact Wendy Johns, Director of Pupil Services at (203) 574-8000 ext 11181 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, December 5, 2024 at 9:00 a.m. at the Department 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 December 6, 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.

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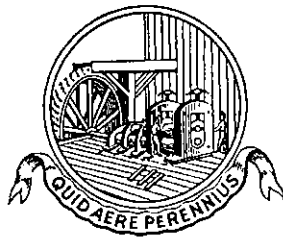
Again, welcome to the City of Waterbury.

Sincerely,

Nicholle West

Nicholle West
Human Resources Generalist
NW/sd

cc Board of Education
Darren Schwartz, Interim Supt of Schools
Wendy Johns, Director of Pupil Services
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

November 22, 2024

Naima Clark
150 Manhan St., Apt. 3
Waterbury, CT 06710

Dear Ms. Clark:

Welcome to employment with the City of Waterbury. Your name is being certified to the Department of Education for the position of Paraprofessional II (Req. #20250229) at \$20.76 per hour. Please contact Wendy Johns, Director of Pupil Services at (203) 574-8000 ext 11181 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, December 19, 2024 at 9:00 a.m. at the Department 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 December 20, 2024 at your regular scheduled time.

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Please call us prior to the orientation session if you should have any questions regarding the process.

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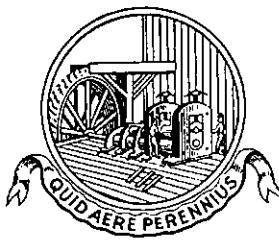
Again, welcome to the City of Waterbury.

Sincerely,

Nicholle West

Nicholle West
Human Resources Generalist
NW/sd

cc Board of Education
Darren Schwartz, Interim Supt of Schools
Wendy Johns, Director of Pupil Services
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

November 22, 2024

Xiomara Rivera
210 Boyden St., Apt. 2
Waterbury, CT 06704

Dear Ms. Rivera:

Welcome to employment with the City of Waterbury. Your name is being certified to the Department of Education for the position of Paraprofessional II (Req. #20250168) at \$20.76 per hour. Please contact Wendy Johns, Director of Pupil Services at (203) 574-8000 ext 11181 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, January 2, 2025 at 9:00 a.m. at the Department 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 January 3, 2025 at your regular scheduled time.

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Please call us prior to the orientation session if you should have any questions regarding the process.

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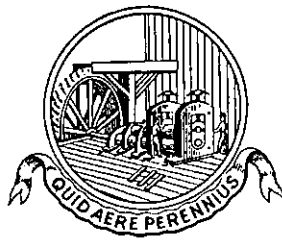
Again, welcome to the City of Waterbury.

Sincerely,

Nicholle West

Nicholle West
Human Resources Generalist
NW/sd

cc Board of Education
Darren Schwartz, Interim Supt of Schools
Wendy Johns, Director of Pupil Services
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

November 22, 2024

Genesis Lora Almonte
149 Celia Dr.
Waterbury, CT 06705

Dear Ms. Lora Almonte:

Welcome to employment with the City of Waterbury. Your name is being certified to the Department of Education for the position of Paraprofessional II (Req. #20241035) at \$20.76 per hour. Please contact Wendy Johns, Director of Pupil Services at (203) 574-8000 ext 11181 with any questions you may have in regards to this position.

We have scheduled your orientation for Thursday, January 2, 2025 at 9:00 a.m. at the Department 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 January 3, 2025 at your regular scheduled time.

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Please call us prior to the orientation session if you should have any questions regarding the process.

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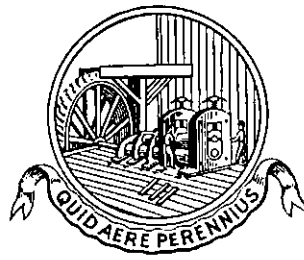
Again, welcome to the City of Waterbury.

Sincerely,

Nicholle West

Nicholle West
Human Resources Generalist
NW/sd

cc Board of Education
Darren Schwartz, Interim Supt of Schools
Wendy Johns, Director of Pupil Services
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

November 25, 2024

Angelie Gonzalez
646 Cooke St., Apt. 1
Waterbury, CT 06710

Dear Ms. Gonzalez:

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. #20250068) at \$18.87 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, December 5, 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 December 6, 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.

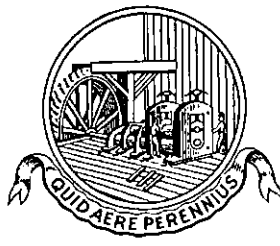
Again, welcome to the City of Waterbury.

Sincerely,

Nicholle West

Nicholle West
Human Resources Generalist
NW/sd

cc Board of Education
Darren Schwartz, Interim 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

November 25, 2024
REVISED

Genesis Lora Almonte
149 Celia Dr.
Waterbury, CT 06705

Dear Ms. Lora Almonte:

Welcome to employment with the City of Waterbury. Your name is being certified to the Department of Education for the position of Paraprofessional II (Req. #20241035) at \$20.76 per hour. Please contact Wendy Johns, Director of Pupil Services at (203) 574-8000 ext 11181 with any questions you may have in regards to this position.

Your first day reporting to your new department/supervisor will be December 12, 2024 at your regular scheduled time.

We have scheduled your orientation for Thursday, December 19, 2024 at 9:00 a.m. at the Department 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.

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.

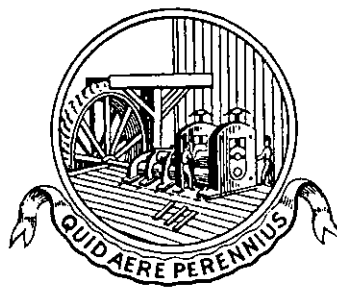
Again, welcome to the City of Waterbury.

Sincerely,

Nicholle West

Nicholle West
Human Resources Generalist
NW/sd

cc Board of Education
Darren Schwartz, Interim Supt of Schools
Wendy Johns, Director of Pupil Services
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

November 25, 2024

Suzan Dennis-Strickland
57 Burr St.
Waterbury, CT 06708

Dear Ms. Dennis-Strickland:

Your name is being certified to the Department of Education – Food Service for the position of Cook (Req. #20240798) at \$17.90 per hour.

Your official start date in this position will be November 29, 2024.

Please contact Linda Franzese, Director of Food Service at (203) 574-8195 with any questions you may have in regards to this position.

Under the Civil Service Rules, your name will be removed from the eligibility list if you refuse this offer of appointment unless, within seven days from today, you furnish satisfactory evidence acceptable to me justifying such refusal. Please call the Civil Service Office at (203) 574-6761 if you are not interested in the position so that another candidate can be certified. If you have any questions, please do not hesitate to contact us.

Your new probationary period in accordance with your applicable contract will be 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.

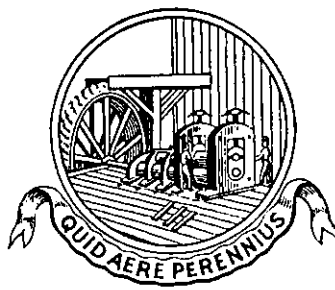
Sincerely,

Nicholle West

Nicholle West
Human Resources Generalist

NW/sd

cc: Board of Education
Dr. Ruffin, Supt. of Schools
Linda Franzese, Director of Food Service
File



236 Grand Street
Waterbury, CT 06702

(203) 574-6761

The City of Waterbury
Connecticut
Department of Human Resources
Office of the Civil Service Commission

November 25, 2024

Mandie Dreher
350 Newridge Ave.
Waterbury, CT 06708

Dear Ms. Dreher:

Your name is being certified to the Department of Education – Food Service for the position of Cook (Req. #20250199) at \$18.40 per hour.

Your official start date in this position will be November 29, 2024.

Please contact Linda Franzese, Director of Food Service at (203) 574-8195 with any questions you may have in regards to this position.

Under the Civil Service Rules, your name will be removed from the eligibility list if you refuse this offer of appointment unless, within seven days from today, you furnish satisfactory evidence acceptable to me justifying such refusal. Please call the Civil Service Office at (203) 574-6761 if you are not interested in the position so that another candidate can be certified. If you have any questions, please do not hesitate to contact us.

Your new probationary period in accordance with your applicable contract will be 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.

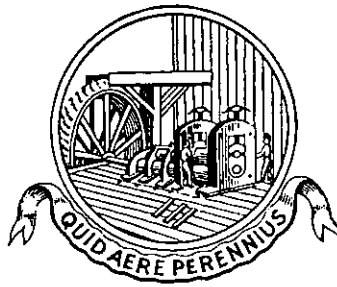
Sincerely,

Nicholle West

Nicholle West
Human Resources Generalist

NW/sd

cc: Board of Education
Dr. Ruffin, Supt. of Schools
Linda Franzese, Director of Food Service
File



236 Grand Street
Waterbury, CT 06702

(203) 574-6761

The City of Waterbury
Connecticut
Department of Human Resources
Office of the Civil Service Commission

November 25, 2024

Chastity Hernandez
136 Leffingwell Ave.
Waterbury, CT 06710

Dear Ms. Hernandez:

Your name is being certified to the Department of Education – Food Service for the position of Cook Lead (Req. #20250197) at \$20.91 per hour.

Your official start date in this position will be November 29, 2024.

Please contact Linda Franzese, Director of Food Service at (203) 574-8195 with any questions you may have in regards to this position.

Under the Civil Service Rules, your name will be removed from the eligibility list if you refuse this offer of appointment unless, within seven days from today, you furnish satisfactory evidence acceptable to me justifying such refusal. Please call the Civil Service Office at (203) 574-6761 if you are not interested in the position so that another candidate can be certified. If you have any questions, please do not hesitate to contact us.

Your new probationary period in accordance with your applicable contract will be 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.

Sincerely,

Nicholle West

Nicholle West
Human Resources Generalist

NW/sd

cc: Board of Education
Dr. Ruffin, Supt. of Schools
Linda Franzese, Director of Food Service
File

From: [JUANITA HERNANDEZ](#)
To: [Carrie Swain](#)
Subject: FW: Resignation from Board of Education
Date: Monday, December 2, 2024 12:16:30 PM

Please send out to other Commissioners

Sent via the Samsung Galaxy S22 5G, an AT&T 5G smartphone

----- Original message -----

From: Hector Navarro <Hector.Navarro@waterbury.k12.ct.us>
Date: 12/2/24 11:51 AM (GMT-05:00)
To: JUANITA HERNANDEZ <jhernandez@waterbury.k12.ct.us>
Subject: Resignation from Board of Education

Good Morning President Hernandez and Vice President Brown,

It is with a mix of gratitude and reflection that I submit my formal resignation as a Commissioner of the Waterbury Board of Education, effective today.

Serving our students, families, and community of Waterbury as a member of this Board has been an honor and a deeply fulfilling experience. I am proud to have contributed to initiatives that support our educators and provide opportunities for the next generation to thrive. This decision was not made lightly, as my commitment to advancing educational equity and excellence remains steadfast.

However, after careful consideration, I have determined that personal and professional obligations require my full attention at this time. I believe that this decision is in the best interest of my ability to maintain the high standards of service our community deserves.

I am confident that the remaining members of the Board will continue to advocate passionately for the needs of our students and families.

Thank you for the opportunity to serve alongside such dedicated colleagues and for the support during my short tenure. I remain committed to our district public education system and will continue to champion its importance in any capacity I can.

With sincere gratitude,

Hector Navarro
Commissioner, Waterbury Board of Education

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