Waterbury Board of Education

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

M E M O R A N D U M

FROM: Carrie A. Swain, Clerk
Board of Education

DATE: November 3, 2026

TO: Michael J. Dalton, City Clerk

SUBJECT: Notice of Workshop/Committee Meetings,
Thursday, November 5, 2026, 5:30 p.m., Bunker Hill School Gymnasium

The Committees of the Board of Education will meet on Thursday, November 5, 2026, 5:30 p.m., Bunker Hill School, Gymnasium, 170 Bunker Hill Avenue, 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/Lm11YwjYAP4.

A G E N D A

SILENT PRAYER

PLEDGE ALLEGIANCE TO THE FLAG

PRINCIPAL'S REPORT – Brittany Dunn

PUBLIC SPEAKING

1. *Committee of the Whole/10 minutes* ~ Wilby High School Field Project – R. Gonzalez, WDC (Mansi Doshi and Rob Dowd) and BBC Group (Jesse Harris).

2. *Committee of the Whole/10 minutes* ~ Summer 2026 Learning Updates – A. Brooks.

3. *Committee of the Whole/15 minutes* ~ State Department of Education Accountability/Smarter Balanced/NGSS/SAT/AP Update – T. Battistoni, J. Frenis.

3a. *Committee of the Whole/3 minutes* ~ Request approval of a Memorandum of Understanding with Saint Mary's Hospital, Inc. for Student-Produced Social Media Campaign - J. Frenis.

4. *Committee on Finance/5 minutes* ~ Request approval to apply for the 2026-27 Connecticut State Department of Education 2026-2027 Carl D. Perkins Grant – L. Allen Brown, J. Frenis, M. Merati.

5. *Committee on Finance/2 minutes* ~ Request approval of Amendment Two (2) to the Professional Services Agreement (RFP #8241) with SLR International Corporation for On-Call Environmental Services and AHERA Inspection – R. Gonzalez.

6. *Committee on Finance/5 minutes* ~ July - September 2026 Quarterly Report – D. Biolo.

7. *Committee on Policy & Legislation/5 minutes* ~ Request approval of revised policy – #4111/ Recruitment and Selection (PA 26-12) – J. Marino.

8. *Committee on Policy & Legislation/5 minutes* ~ Request approval of new policy - #5144.12/Restorative Practices Response in Student discipline – J. Davis.

9. *Committee on Policy & Legislation/5 minutes* ~ Request approval of new policy – #5113.13/Work Release – J. Frenis.

10. *Committee on Policy & Legislation/5 minutes* ~ Request approval revised policy - #6146/High School Graduation Criteria – J. Frenis.

11. *Building & School Facilities/2 minutes* ~ Use of School Facilities – R. Gonzalez.

12. *Superintendent's Update* ~ Dr. Schwartz.

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

a. Athletic appointments:

Name	*Position*	*Location*	*Effective*
Galante, Joseph	Girls Basketball Coach	WSMS	11/09/26
Leo, Tanner	Assistant Football Coach	WCA	10/15/26
McGuigan, Kaitlyn	Head Girls Basketball Coach	KHS	10/22/26
Semedo, Michael	Assistant Boys Soccer Coach	WHS	10/20/26
White, Andrea	Assistant Cheerleading Coach	WHS	10/02/26

b. Grant funded appointments:

Name	*Position/Location*	*FT/PT*	*Rate*	*Union*	*Funding*	*Effective*
Coppola, Carol	Tutor Bunker Hill	PT	$38.00/hr	NON BOE	Title I DW 25-27	10/15/26
Daversa, Kathy	Tutor Mt. Carmel	PT	$38.00/hr	NON BOE	OLMC Title I 25-27 NP	10/22/26
Hulse, Maria	Parent Liaison- Bunker Hill	FT	$20.97/hr	UPSEU69	Title I DW 25-27	10/08/26
Najera Gonzalez De Castillo, Yajaira	Pre-K Classroom Assistant Walsh	FT	$22.45/hr	UPSEU68	SEED Grant FY 26-27	10/05/26
Norfort, Jasonna	Behav. Counselor Crosby	FT	21.72/hr	UPSEU69	Title I DW 25-27	10/5/26
Rios, Miguel	Behavior Counselor Kennedy	FT	23.00/hr	UPSEU69	SIG 9 KHS 26-27	10/08/26
Torres, Jessenia	Classroom Asst. Walsh	FT	$16.94/hr	UPSEU68	SEED Grant FY 26-27	10/05/26
Wowk, Amy	Adult Ed Cert Instructor – ESL	PT	$38.00/hr	NONBOE	Adult Ed. Provid	10/08/26
Vega, Betzaida	Tutor WAMS	PT	$38.00/hr	NON BOE	Title I DW 25-27	10/22/26

c. FIRST Lego League appointments:

Name	*From*	*To*	*Effective*
Gwiazdoski, Helena	WAMS	FLL Assistant Advisory	10/05/26

d. Extended School Hours (ESH) After School Program appointments:

School	*Name*		*Position*
REED	Chouinard	Alyssah	Teacher
	Comstock	Brian	Teacher
	Jester	Kristen	Teacher
	Keane	Brandon	Teacher
	Triscritti	Gabrielle	Teacher
	Marini	Tricia	Substitute Teacher
	Selvarajan	Jayalalitha	Substitute Teacher
	Pagan	Minerva	Secretary
WALSH	Pierresaint	Courtney	Administrator
	Boatright	Vira	Substitute Administrator

	Wilson	Maureen	Substitute Administrator
	Coyle	Chris	Teacher
	Jamele	Marissa	Teacher
	Akter	Afroja	Substitute Teacher
	Velez	Jacqueline	Secretary

e. After School Mastery Based Panel Member appointments:

Name	*School*	*Position*
Tracy Massicotte	Crosby High School	MBC Scorer
Elizabeth Andrejewski	Crosby High School	MBC Scorer
Korena Graffam	Crosby High School	MBC Scorer
Kelly Ann Donohue	Crosby High School	MBC Scorer
Taylor Loustaunau	Enlightenment	MBC Scorer
Michael Pannoni	Kennedy	MBC Scorer
Anthony Caruso	Kennedy	MBC Scorer
Craig Poulter	Kennedy	MBC Scorer
David Hayes	State Street	MBC Scorer
Jaclyn Gibson	WAMS	MBC Scorer
Helena Gwiazdoski	WAMS	MBC Scorer
Ashley Freitas	WCA	MBC Scorer
Nora Defrancesco	WCA	MBC Scorer
Silvia Sincuir	Wilby High School	MBC Scorer
David Basile	Wilby High School	MBC Scorer
Wendy Kelly	Wilby High School	MBC Scorer
DeAndre Riddick	Wilby High School	MBC Scorer

f. Resignations:

Name	*Position*	*Effective*
Ross, Tammie	Walsh/Special Education grades K-2	09/11/26
Hartery, Kevin	Kennedy/PE-Health Teacher	10/30/26
Nomoto, Emiko	Maloney/Japanese Teacher	11/13/26
Guglielmo, Jill	Bunker Hill/Special Education	09/21/26

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

ADJOURNMENT

ATTEST: _____
Carrie A. Swain, Clerk

#2

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2026 Summer Learning Updates

Goal: Prepare Students and Slow the “Summer Slide”

What is the Summer Slide?

A regression in academic proficiency due to summer break. The summer slide not only erodes the gains made during the previous school year but also sets students back at the start of the new school year, creating a cycle of catch-up that can affect long-term educational outcomes (Neves, 2024).

25–30%

Learning Loss

Students, on average, lost between 25 – 30 percent of their school-year learning over the summer (Atteberry & McEachin, 2016).

2 Months

Reading Loss

Students may lose up to two months of reading proficiency over the summer, a substantial setback that can accumulate over time (Pitcock, 2018).

70%–78%

Math Skill Decline

Between 70% and 78% of students experience a decline in math skills over the summer across elementary grades (Kuhfeld, 2019).

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WPS Summer Programs Slowed the “Summer Slide”

Overall, Waterbury Public Schools’ EAS summer programming tempered the “Summer Slide” in both ELA and Math for students that attended.

Statistically Significant Gains

Key area gains verified through statistical significance testing:

ELA Impact

Significant for **Grades K–3** and **Overall**.

Math Impact

Significant for **Grades 2 & 4** and **Overall**.

Multi-Year Consistency

Multi-year analysis of student outcomes:

3-Year ELA Trend

Results have been **nearly identical** for the last three years.

2-Year Math Trend

Math results have been similar for statistically significant differences over two years.

No definitive trend in Math at this time.

High-Impact Subgroups

Program was particularly beneficial in ELA for key subgroups:

- **Special Education:** Grades K and 1
- **Multilingual Learners:** Grades K, 1, and 2

Statistically Significant Lead

The difference in these subgroups compared to peers who did not attend EAS programming was statistically significant.

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WPS EAS Programs Slowed the “Summer Slide”

Overall, Waterbury Public Schools’ EAS summer programming tempered the “Summer Slide” in both ELA and Math for students that attended.

5,866

Analysis Population

Total students evaluated based on the following criteria:

- Had both mCLASS Dibels AND iReady results from EOY (spring) 25-26 AND BOY (fall) 26-27
- Were enrolled on the last day of school in June 2026 (June 18, 2026)

10.0%

Attended Summer School

588 Students

Students that attended EAS summer programming **5 or more days** were assigned the flag of “Summer School”.

90.0%

Did NOT Attend

5,278 Students

- This group included students that attended summer school between one and four days
- The percentage of students that attended EAS summer programming was slightly lower than both the 2025 and 2024 analyses (12%)

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WPS EAS Programs Slowed the “Summer Slide”

Overall, Waterbury Public Schools’ EAS summer programming tempered the “Summer Slide” in both ELA and Math for students that attended.

Methodology 1

Score Difference Computation

To obtain the most accurate analysis, scale scores for both EOY and BOY mCLASS Dibels and iReady assessments were used to compute the difference score between both time periods for each assessment.

Methodology 2

Grade Level Variations

Due to variations in scoring by grade level, it is important to note that EOY scale score results are generally higher than BOY scale score results, even at the following grade level.

Methodology 3

Statistical Testing

The Mann-Whitney U statistical test was used to examine differences between the two groups: students who attended summer school and those who did not attend summer school.

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Literacy: mCLASS Dibels Assessment Results

Overall Finding: On average, students declined 111.0 scale score points from EOY 25-26 to BOY 26-27 on the mCLASS Dibels assessment.

Grade	Attended Summer School	# of Students	MCLASS Average Diff EOY to BOY	Diff	Sig
K	Yes	86	-81.0	23.0	0.000
	No	954	-104.1		
1	Yes	106	-113.9	16.7	0.000
	No	892	-130.5		
2	Yes	189	-104.4	6.2	0.000
	No	1041	-110.6		
3	Yes	156	-105.5	4.3	0.001
	No	1153	-109.8		
4	Yes	51	-111.1	4.0	*0.098*
	No	1238	-107.1		
ALL	Yes	588	-103.6	8.2	0.000
	No	5278	-111.8		

Key Takeaways

- **EAS Summer Impact:** Students who attended summer programming declined significantly less (-103.6 pts) compared to non-attendees (-111.8 pts), showing clear ELA mitigation.
- **Grade-Level Breakdown:** Statistically significant positive impacts were seen across Grades K–3, with the most pronounced benefits in Grades K and 1.

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Math: iReady Assessment Results

Overall Finding: On average, students declined 5.2 scale score points from EOY 25-26 to BOY 26-27 in math on the iReady assessment.

Grade	Attended Summer School	# of Students	IREADY Average Diff EOY to BOY	Diff	Sig
K	Yes	86	-14.0	***7.8***	***0.002***
	No	954	-6.2		
1	Yes	106	-7.5	0.9	0.415
	No	892	-8.4		
2	Yes	189	-0.7	**2.2**	**0.018**
	No	1041	-2.9		
3	Yes	156	-2.9	0.9	0.378
	No	1153	-3.8		
4	Yes	51	-1.0	**4.5**	**0.036**
	No	1238	-5.5		
ALL	Yes	588	-4.5	**0.8**	**0.037**
	No	5278	-5.2		

Key Takeaways

- **Summer School Impact:** Students who attended summer school declined less (-4.5 pts) than non-attendees (-5.2 pts), a statistically significant difference showing math slide mitigation.
- **Grade-Level Breakdown:** Summer attendees significantly outperformed non-attendees in Grades 2 & 4. In Grade K, non-attendees declined less. Grades 1 & 3 saw no significant difference.

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Highlights

Certified Staff & Hands-On Activities

- Hired all certified teachers for X positions across X sites.
- No technology used. More hands-on activities with student lead discourse.

ELA

- New EAS program used for summer 2026: Benchmark Rising Readers

Math

- Shifted math instructional approach to bridging concepts from the prior grade to the next grade.

Student Experience, Daily Communication & Support (NEW)

- Summer Programming Classroom Visits Form
- Daily Recap Forms (District; Schools)

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Classroom Engagement Analysis

Site Leaders submitted **279 digital classroom visit forms** (July 6–30) across 10 elementary and secondary sites (Reed, Duggan, Maloney, Gilmartin, Wendell Cross, Rotella, Carrington, Wilby, WAMS, and North End).

97.5%

High Fidelity

Confirmed instruction occurred on schedule and followed district pacing guidelines across Literacy and Numeracy.

97.5%

Consistent Curriculum Usage

Confirmed students were engaged in assigned curriculum materials aligned with daily schedules.

98.9%

Strong Student Engagement

Confirmed active student participation and on-task focus across all grade levels (K–12).

Areas for Further Support

Isolated "No" entries (<5% of visits) were concentrated in minor pacing adjustments or temporary material/substitute coverage adaptations.

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“Daily Recap” Documents Increased Communication and Support to Sites

Daily recap logs were completed by the coordinator and site leaders across all elementary locations to monitor daily successes, operational obstacles, action items, and administrative questions throughout the 16-day summer program.

Safe & Smooth Operations

Efficient daily check-in/dismissal routines and successful practice safety/lockdown drills were executed across all sites.

High Curriculum Engagement

Strong classroom implementation of the new ELA curriculum (Benchmark Rising Readers) and hands-on STEM projects (e.g., 4th grade science domes, clay models, arrays), backed by positive observations during site visits.

Positive Culture & Climate

Highly effective spirit days (Hawaiian Day, Color Wars, Sports Day) and attendance incentives boosted morale (ex: Gilmartin awarded 77 weekly and nearly 50 full-program perfect attendance certificates).

Support Resulting from Daily Recaps

- Subs added to support staffing needs.

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Elementary School Summer Learning

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Elementary Summer Learning

The Extended Academic Support 2025 Summer Elementary Program aimed to reimagine learning and reignite students' passion for education through an accelerated approach that focused on providing and implementing:

ELA	MATH
Benchmark ***Supports IRP State Requirements*** **-The goal of Elementary EAS is to provide students with direct, explicit, differentiated instruction based on their needs as identified by mCLASS data and other formative assessments like the Benchmark Advanced aligned Phonics Screener assessment so that they can avoid the summer slide and grow in their reading proficiency.**	**Math** **-Each week includes a new standards-aligned whole group lesson, enrichment centers, and fluency practice.** **-The whole group lesson continues over three days (Monday–Wednesday), with specific activities and corresponding page numbers outlined in the tables.** **-Thursday is designated as Enrichment Day, allowing teachers flexibility in selecting activities.**

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Elementary Summer Learning

The Extended Academic Support 2025 Summer Elementary Program aimed to reimagine learning and reignite students' passion for education through an accelerated approach that focused on providing and implementing:

SCIENCE	SEL	ENRICHMENT
Dimensions HMH Kindergarten- HMH Unit 4- The Sun Warms the Earth Grade 1- HMH Unit 6 Objects and Patterns in the Sky Grade 2- HMH Unit 4 Earth's Surface Grade 3- HMH Unit 6- Fossils Grade 4- Biodomes	**Weekly Focus Topics** **-Growth Mindset and Goal Setting** **-Emotion Management** **-Empathy and Kindness** **-Problem Solving**	**Spirit Days** ***-Color Wars*** ***-Crazy Hat*** ***-Sports Theme*** ***-Wacky Socks*** ***-Superhero*** ***-Hawaiian Luau*** **Virtual Field Trips** ***-Aligned & embedded in ELA and Math***

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Elementary Summer Learning



- **Attendance: EAS 2026 Weekly Totals**
  - *(EAS Weekly Totals includes ESY inclusion students)*

Week Ending	July 6th	July 13th	July 20th	July 27th
Carrington	155	159	163	163
Gilmartin	138	143	146	144
Duggan	125	128	130	129
Reed	177	181	185	183
Wendell Cross	154	157	155	156
Program Weekly Total	**749**	**768**	**779**	**775**

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Elementary Summer Learning

- **Attendance: EAS 2026 Totals per Grade**
  - *(EAS Totals do not include ESY Specialized Programs)*

Grade	Number of students	Percent %
Kindergarten	155/187	83%
First	171/199	86%
Second	113/144	75%
Third	79/102	77%
Fourth	105/136	77%

An average *of 80% of registered students* attended the EAS Elementary program average per grade

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Elementary Summer Learning: Magnet Schools

- **Attendance: EAS 2026 Weekly Totals**
  - *(EAS Weekly Totals do not include ESY Specialized Programs)*

Week Ending	July 6th	July 13th	July 20th	July 27th
Maloney updated 10/28/26	49/55 (89%)	49/55 (89%)	48/55 (87%)	44/55 (80%)
Rotella updated 10/28/26	43/48 (90%)	42/48 (88%)	44/48 (92%)	42/48 (88%)
The total program average attendance is 88%.				

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Extended School Year

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Extended School Year

- **Total Students Enrolled: 374**
- Dates for Extended School Year for 4 day Programs

  July 6-July 30
- Dates for Extended School Year 5 day Programs:

  July 6-July 31

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Extended School Year
Pre Kindergarten Program Attendance

Week Ending	July 10	July 17	July 24	July 31
Pre Kindergarten AM	57%	84%	73%	72%
Pre Kindergarten PM	53%	69%	55%	48%

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Extended School Year 4 Day Program Attendance

Week Ending	July 10	July 17	July 24	July 31
BDLC	51%	53%	53%	59%
Elementary Self Contained	63%	69%	69%	52%
Inclusion Elementary School	53%	58%	56%	46%
SCOPE Elementary School	67%	70%	73%	63%
SCOPE Middle School	40%	50%	55%	46%
Resource Room Middle School	37%	28%	30%	29%
Essential Skills Elementary, Middle and High	44%	57%	48%	42%
CBT	50%	60%	69%	70%

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Extended School Year 5 Day Program Attendance

Week Ending	July 10	July 17	July 24	July 31
Elementary ABA	75%	67%	79%	70%
Elementary CBL	62%	74%	84%	74%
Middle School ABA	78.2%	72.7%	87.3%	75.0%
High School ABA	38%	54%	46%	38%

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Middle School Summer Learning

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Middle School Summer School

The four-week Middle School Summer School program was created as part of the broader Extended Academic Support initiative. Specifically, the program was designed to support students who were at risk of being retained due to failing two or more core academic subjects.

The curriculum was designed and submitted by the respective district subject area supervisors.

Grading:

Grading for the Middle School Summer School program followed the established Waterbury Public Schools district policy. Final grades based are on 85% content knowledge and 15% engagement. In accordance with district standards, a minimum score of 65 was required to pass each course.

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Middle School Summer School



- **Average Daily Attendance: 2026 Weekly Totals**

Week Ending	July 10th	July 17th	July 24th	July 31st	Program Total
6th Grade	68.6%	88.7%	85.5%	71.5%	77.3%
7th Grade	79.2%	85.1%	83.3%	75%	80.7%
8th Grade	71.7%	80.3%	86.2%	74.3%	78.1%
All Grades	73.2%	83.1%	85%	73.6%	79%

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Middle School Summer Learning

Grade	Registered	Attended	Student Participation (Registered/Attended)	Student completion
Grade 6	44	43	98%	100%
Grade 7	62	42	68%	100%
Grade 8	49	38	78%	100%
Total	155	123	79%	100%

Total Program Attendance: ***123/155***
79% of registered students **attended the Middle School Summer School program**

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Middle School Highlights…

- Focused instruction on essential grade-level skills and learning gaps.
- Provided students with opportunities to review, practice, and strengthen foundational concepts.
- Created a supportive environment where students could receive additional teacher guidance and individualized assistance.
- Reinforced the academic habits, routines, and expectations students need for success during the regular school year.

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High School Summer Learning

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High School Summer Learning

Location:

- July 6, 2026 - July 31, 2026
- 2 In-Person Sessions:
  8:00-10:00 / 10:03 - 12:03
- 1 Imagine Learning Session 12:05-2:05
- Total Students: 42
- Total Credit Opportunities: 69
- Overall Passing Rate: 94%
- 11 seniors graduated

School	Student Count
Crosby	9
Kennedy	16
Wilby	11
WAMS	6
WCA	0



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Passing Percentage By Subject

Course	Passing Pct	Course	Passing Pct	Course	Passing Pct
English 9	100	Algebra 1*	75	History 2	100
English 10	100	Algebra 2	100	History 3	100
English 11	100	Geometry	100	Civics	100
English 12	100	Physical Science*	0	Modern World History	100
Spanish 1*	60	Biology	100	Lifetime Fitness	N/A
Spanish 2	N/A	Chemistry	100	Money Management	100
Env Science	100	Forensics	N/A	Strategies for Success	100

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* Student failure due to attendance

High School Highlights

- Provided students with opportunities to recover credits, remain on track for graduation, or complete outstanding requirements needed to graduate at the conclusion of summer school.
- Provided summer graduates with postsecondary transition support, including assistance with FAFSA completion, applications to CT State Community College, and information about trade and technical programs such as MASC, Porter and Chester Institute, and IMTI.
- Helped students begin the new school year in a stronger academic position by reducing credit deficiencies and supporting continued progress toward graduation.

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Innovative Program
Summer Learning

Early College High

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Early College High School
Summer Summer Success Academy

- Early College High School held its Summer Success Academy on the Campus of Post University
- Program Dates: July 6th-10th
- 29 Students
- Students Participated in Math and Science Enrichment as well as Student Success Planning as well as a tour of Post University's campus

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Early College High School
Summer Success Academy









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Early College High School
Summer Success Academy

"The summer program] *taught me how to work in a group with people who I've never met before. Also introducing the level in which I will learn, preparing me for the difficult but amazing journey of this program. This experience gave me an amazing overview of how my school year would be,* [...] *because of how amazing it was I would do it a million times more. So enjoy it and learn as much as you can from it. "*

Erick A.
ECHS Class of 2030

"My experience in the summer program was very beneficial for me, specifically from the transition into ECH. I was able to meet my new teachers and have an idea of what their course and personalities would look like which caused me to feel a lot more comfortable and less nervous. The summer program also helped me get to see and work with the people who would be my classmates and meet new people who ended up becoming my friends. "

Stephanie V.
ECHS Class of 2030

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Thank You!

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#3

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Next Generation Accountability

November 2026

Overview

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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 twelve 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

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District Level

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District Level Historical Ratings

Indicator	2018-19	2021-22	2022-23	2023-24	2024-25	2025-26
1a. ELA Performance Index - All Students	55.6	51.3	50.7	51.9	53.2	53.0
1b. ELA Performance Index - Students with High Needs	54.1	49.7	49.2	50.3	51.5	51.2
1c. Math Performance Index - All Students	48.6	42.3	43.8	44.7	46.3	46.7
1d. Math Performance Index - Students with High Needs	47.1	40.8	42.3	43.1	44.5	45.1
1e. Science Performance Index - All Students	51.2	47.1	46.6	46.8	48.0	49.1
1f. Science Performance Index - High Needs Students	50.0	45.9	45.0	45.5	46.7	47.6
2a. ELA Academic Growth - All Students	57.8%	58.6%	50.6%	58.1%	56.6%	54.7%
2b. ELA Academic Growth - High Needs Students	57.0%	58.0%	50.2%	57.1%	55.6%	53.8%
2c. Math Academic Growth - All Students	53.8%	54.6%	51.9%	52.6%	52.5%	49.5%
2d. Math Academic Growth - High Needs Students	53.3%	54.1%	51.6%	52.1%	51.9%	48.7%
2e. Progress Toward English Proficiency - Literacy	50.5%	57.5%	50.1%	50.2%	52.1%	55.7%
2f. Progress Toward English Proficiency - Oral	44.5%	48.8%	49.6%	48.2%	49.5%	49.9%
4a. Chronic Absenteeism - All Students	15.6%	39.5%	31.2%	26.9%	25.8%	23.1%
4b. Chronic Absenteeism - Students with High Needs	16.9%	41.8%	33.1%	28.6%	27.4%	24.8%
5. Preparation for CCR - Percent Taking Courses	60.6%	80.9%	87.4%	90.0%	90.2%	91.2%
6. Preparation for CCR - Percent Passing Exams	12.0%	17.1%	19.8%	23.3%	29.3%	26.5%
7. On-track to High School Graduation	80.9%	79.9%	77.7%	79.9%	80.9%	85.3%
8. 4-year Graduation: All Students	76.7%	83.6%	83.0%	81.3%	85.7%	86.2%
9. 6-year Graduation: High Needs Students	75.1%	85.2%	86.4%	87.2%	90.8%	84.4%
10. Postsecondary Entrance	65.1%	45.9%	47.2%	48.5%	49.2%	56.7%
11. Physical Fitness	51.9%	32.0%	44.5%	43.9%	42.2%	50.7%
12. Arts Access	39.8%	46.4%	49.8%	47.6%	47.8%	43.6%
Accountability Index	64.6	59.9	59.2	61.2	62.7	63.4

District Level Highlights

Improvement in the majority of indicators for 2025-2026 compared to the 2024-2025 school year:

- ***Overall Accountability Index****
- Academic Achievement - Math* and Science*
- Academic Growth - English Language Proficiency Oral** and Literacy
- Participation Rates**
- Chronic Absenteeism* (lowest post-pandemic)
- College and Career Readiness Coursework** (maintained max points)
- On-Track in Grade 9**
- Four-Year Graduation Rate**
- Postsecondary Entrance*
- Physical Fitness*

WATERBURY PUBLIC SCHOOLS

***Denotes highest rate post-pandemic**
****Denotes highest rate ever**

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

WATERBURY PUBLIC SCHOOLS

Urban Peer Group

WPS RANKINGS IN URBAN PEER GROUP 2025-2026

#1	#2
Chronic Absenteeism (lowest)	***Overall Accountability Index***
On-Track in Grade 9	Academic Achievement - ELA, Math
Four-Year Graduation Rate	Academic Growth - ELA
Six-Year Graduation Rate	Postsecondary Entrance
Participation Rates - ELA, Math, Science (all higher than the state average)	Physical Fitness (higher than the state average)

WATERBURY PUBLIC SCHOOLS

Urban Peer Group

- No Category 1 schools in our urban peer group

- Waterbury has the most schools in Category 2

Waterbury - 7	Hartford - 2	New Haven - 2
Bridgeport - 1	Windham - 1	

WATERBURY
PUBLIC SCHOOLS

Urban Peer Group

- Waterbury does not have any Category 5 schools

- Waterbury is the only urban district that met all participation requirements and does not have any state identified achievement gaps or graduation gaps

WATERBURY
PUBLIC SCHOOLS

Across Connecticut

OTHER NOTABLE WPS RANKINGS (NON PEER GROUP) 2025-2026

- **Academic Achievement:**
  - ***ELA*** high needs students - higher than Bloomfield, Manchester, Ansonia, and Middletown
  - ***Math*** high needs students - higher than Middletown
  - ***Science*** all students - higher than Ansonia
  - ***Science*** high needs students - higher than Thomaston, Manchester, Middletown, Derby, Hamden, and Ansonia
- **Academic Growth:**
  - ***ELA*** all students - higher than Plymouth, Manchester, Ansonia, Thomaston, Middletown, and Bloomfield
  - ***ELA*** high needs students - higher than Wolcott, Bristol, Newtown, Weston, Region 14, Watertown, Hamden, Plymouth, Manchester, Ansonia, Bloomfield, Middletown, and Thomaston
  - ***Math*** all students - higher than Bloomfield, Ansonia, and Middletown
  - ***Math*** high needs students - higher than Middletown, Winchester, Ansonia, and Granby
  - ***Literacy*** English Language Proficiency - higher than Plymouth, Colchester, Windsor Locks
  - ***Oral*** English Language Proficiency - higher than Ansonia and Plymouth

Across Connecticut

OTHER NOTABLE WPS RANKINGS (NON PEER GROUP) 2025-2026

- **Chronic Absenteeism:**
  - All students - lower than West Haven
  - High needs students - lower than East Hartford, Bristol, Manchester, Hamden, West Haven, and Middletown
- **College and Career Readiness Coursework** - higher than Cromwell, Wolcott, Region 15, Region 16, East Hartford, Derby, and Bloomfield
- **College and Career Readiness Exams** - higher than Meriden
- **On-Track in Grade 9** - higher than Torrington, Meriden, West Haven, Hamden, Stamford, Danbury, Windsor, and Enfield
- **Four-Year Graduation Rate** - higher than Killingly, Colchester, Naugatuck, Hamden, Stamford, Danbury, Ansonia, and Derby

WATERBURY PUBLIC SCHOOLS

Across Connecticut

OTHER NOTABLE WPS RANKINGS (NON PEER GROUP) 2025-2026

- **Six-Year High Needs Graduation Rate** - higher than Meriden, Killingly, Region 16, Torrington, Manchester, Watertown, Seymour, Colchester, Avon, Derby, Plainville, Ansonia, New Milford, Danbury, Hamden, East Haven, Stamford, and Vernon
- **Postsecondary entrance** - higher than Naugatuck, West Haven, Danbury, Meriden, East Haven, Ansonia, and Plymouth
- **Physical fitness** - ***higher than the state average***; higher than Stratford, Cheshire, Colchester, Wolcott, Southington, Cromwell, West Hartford, Thomaston, Derby, East Windsor, Newington, Plymouth, New Milford, Hamden, Westport, Killingly, Manchester, Torrington, Middletown, Watertown, Avon, Windsor Locks, Trumbull, and Stamford
- **Arts access** - higher than North Haven, West Hartford, Ansonia, Ridgefield, Fairfield, Region 14, Southington, Newtown, and Wolcott
- **Participation rates** - ***higher than the state average*** for all six calculations (ela, math, and science for all students and high needs students); higher than the majority of districts

WATERBURY PUBLIC SCHOOLS

School Level

WATERBURY
PUBLIC SCHOOLS

School Level Highlights

- Generali was named a school of distinction for high growth of high needs students in math
  - One of only three schools with a distinction in our urban peer group

- Crosby, Kennedy, and Wilby High Schools were all removed from the state turnaround list
  - Each school moved from Category 5 to Category 4 and are now identified as focus schools
  - These schools join Wallace, West Side, and North End as schools that have exited turnaround status

WATERBURY
PUBLIC SCHOOLS

School Level Highlights

- Carrington and Regan improved from Category 3 to Category 2
- The following schools are all within five points of improving to Category 2: Bucks Hill, Chase, Generali, Hopeville, and Kingsbury
- Roberto Clemente International, Regan, WAMS, Rotella, and WCA all surpassed the state average for ***Overall Accountability Index***

WATERBURY
PUBLIC SCHOOLS

School Level Highlights

- **Academic Achievement:**
  - ***ELA*** - Roberto Clemente International, Maloney, Rotella, Regan, and WAMS all surpassed the state average
  - ***Math*** - Roberto Clemente International, Regan, Chase, and Maloney all surpassed the state average
  - ***Science*** - Regan, Rotella, Maloney, Roberto Clemente International, Chase, and Carrington all surpassed the state average

WATERBURY
PUBLIC SCHOOLS

School Level Highlights

- **Academic Growth:**
  - ***ELA*** - Regan, Hopeville, Roberto Clemente International, WAMS, Kingsbury, Carrington, Washington, Chase, Generali, and Rotella all outscored the state average
  - ***Math*** - Generali, Kingsbury, Hopeville, Washington, Tinker, Roberto Clemente International, Driggs, Maloney, Bucks Hill, and Carrington all outscored the state average

WATERBURY
PUBLIC SCHOOLS

School Level Highlights

- **Academic Growth (continued):**
  - ***Literacy English Language Proficiency*** - Carrington, Regan, Tinker, Generali, Roberto Clemente International, Maloney, Bucks Hill, Washington, Kingsbury, Chase, Duggan, Hopeville, and Sprague all outperformed the state average
  - ***Oral English Language Proficiency*** - Roberto Clemente International, WCA, WAMS, West Side, Hopeville, Carrington, Tinker, Wallace, Bucks Hill, Chase, and Washington all outperformed the state average

School Level Highlights

- **Chronic Absenteeism:**
  - Rotella, Regan, Roberto Clemente International, Maloney, WCA, Wendell Cross, WAMS, Chase, Gilmartin, Wallace, and Carrington all had a lower rate compared to the state average

- **College and Career Readiness Coursework:**
  - WCA was ranked ***#1*** for public schools in the state (twelve-way tie) for College and Career Readiness Coursework and outperformed the state average

WATERBURY
PUBLIC SCHOOLS

School Level Highlights

- **On Track in Grade 9:**
  - WCA, Carrington, WAMS, Wendell Cross, Wallace, Gilmartin, and Reed all surpassed the state average
  - This indicator also reports back to grade 8 school attended

- **Four-Year Graduation Rate:**
  - WAMS was ranked ***#9*** for public schools in the state
    - Ranked ***#1*** in our urban peer group
  - WAMS and WCA surpassed the state average

WATERBURY PUBLIC SCHOOLS

School Level Highlights

- **Six-Year High Needs Graduation Rate:**
  - WAMS was ranked ***#10*** for public schools in the state (three-way tie), while WCA was ranked ***#18***
    - Ranked ***#1*** and ***#2*** in our urban peer group, respectively
  - WAMS, WCA, Crosby, and Kennedy all surpassed the state average

- **Postsecondary Entrance:**
  - WCA was ranked ***#15*** for public schools in the state
    - Ranked ***#1*** in our urban peer group
      - WAMS was ranked ***#2*** in the urban peer group (tie)
  - WCA and WAMS outperformed the state average

WATERBURY
PUBLIC SCHOOLS

School Level Highlights

- **Physical Fitness:**
  - Walsh was ranked ***#16*** for public schools in the state
    - Ranked ***#2*** in our urban peer group
  - Walsh, Bunker Hill, Reed, Rotella, Bucks Hill, Roberto Clemente International, Regan, Wilson, Kingsbury, Generali, Duggan, North End, Wallace, West Side, Carrington, Tinker, and WAMS all outperformed the state average

- **Arts Access:**
  - WAMS was ranked ***#2*** for public schools in the state and outperformed the state average

WATERBURY
PUBLIC SCHOOLS

SCHOOL ASSIGNMENT CATEGORIES BASED ON PERCENTAGE OF POINTS EARNED

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) NEW

Category 5 (Turnaround/Focus) OLD

WATERBURY PUBLIC SCHOOLS

SCHOOL	% POINTS EARNED	CATEGORY	SUPPORT	INCREASED % POINTS EARNED	IMPROVED ONE OR MORE CATEGORIES	SCHOOL OF DISTINCTION
Clemente International	78.0%	2				
Regan	76.4%	2		✓	✓	
WAMS	75.8%	2		✓		
Rotella	75.7%	2		✓		
WCA	74.8%	2		✓		
Maloney	71.4%	2		✓		
Carrington	70.0%	2		✓	✓	
Chase	67.3%	3		✓		
Bucks Hill	66.2%	3				
Kingsbury	66.1%	3				
Generali	65.9%	3		✓		✓
Hopeville	65.4%	3		✓		
Washington	63.7%	3				
DISTRICT	***63.4%***			✓		
Tinker	62.7%	3		✓		
Wendell Cross	57.8%	3		✓		
Wallace	57.7%	3				
Duggan	57.5%	3		✓		
Bunker Hill	57.3%	3		✓		
Gilmartin	55.6%	3				
Driggs	53.4%	3				
West Side	53.2%	3				
North End	52.0%	3				
Sprague	51.4%	3				
Wilson	51.0%	3				
Walsh	49.6%	3				
Crosby	54.1%	4	Focus	✓		
Reed	54.0%	4	Turnaround	✓		
Kennedy	54.0%	4	Focus			
Wilby	50.6%	4	Focus	✓		

School Level Data

16 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
Regan	76.4	+7.5	Chase	67.3	+4.3	Bunker Hill	57.3	+1.2
WAMS	75.8	+1.6	Generali	65.9	+3.1	Crosby	54.2	+1.5
Rotella	75.7	+0.4	Hopeville	65.4	+10.6	Reed	54.0	+5.1
WCA	74.8	+1.8	Tinker	62.7	+1.8	Wilby	50.6	+1.8
Maloney	71.4	+0.6	Wendell Cross	57.8	+5.4			
Carrington	70.0	+3.9	Duggan	57.6	+1.7			

WATERBURY PUBLIC SCHOOLS

School Level Data

13 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
Clemente Int'l	78.0	-1.0	Gilmartin	55.6	-4.2	Sprague	51.4	-3.6
Bucks Hill	66.2	-0.2	Kennedy	54.0	-1.8	Wilson	51.0	-6.7
Kingsbury	66.1	-2.8	Driggs	53.4	-0.8	Walsh	49.6	-1.2
Washington	63.7	-2.8	West Side	53.2	-0.9			
Wallace	57.7	-1.6	North End	52.0	-0.5			

WATERBURY PUBLIC SCHOOLS

Improvement Plan

WATERBURY
PUBLIC SCHOOLS

Improvement Strategies

- Increased focus on reducing chronic absenteeism
  - Director of Climate and Student Supports
    - District Attendance Coordinator
  - Last year chronically absent students were outperformed by their NOT chronically absent peers in all subjects on state assessments
    - 100 points on CT-SAT
    - Between 70 and 102 points on Smarter Balanced (grade dependent)
    - Between 11 and 14 points on NGSS (grade dependent)

WATERBURY PUBLIC SCHOOLS

Improvement Strategies Continued

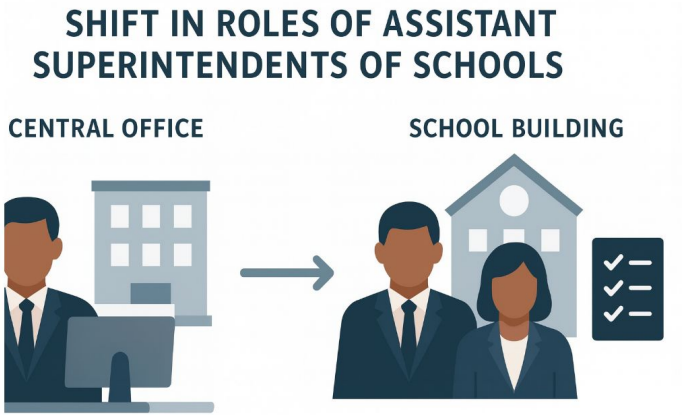
- Curriculum and Instruction Initiatives
  - New K-12 ELA and Math Curriculum with additional supports for intervention
  - New K- 8 Science curriculum will be a focus for the 26-27 school year
  - High Quality Instruction defined and will be expanded to include High Quality Instructional Leadership
  - Task focus across disciplines to promote problem solving, and constructing argum



WATERBURY
PUBLIC SCHOOLS

Improvement Strategies Continued

- Central Office Supports
  - Reconfiguration
  - School visits - coaching and support
  - Data analysis with actionable feedback



Bogged down with projects, committees, and meetings

In schools supporting and coaching Principals and supporting fidelity of implementation of district initiatives

WATERBURY PUBLIC SCHOOLS

Questions

WATERBURY
PUBLIC SCHOOLS

#3a

Janet Frenis
Chief Academic Officer
203 574 8000
jfrenis@waterbury.k12.ct.us

To: Board of Education

From: Janet Frenis

Date: 11/2/26

Subject: MOU between the City of Waterbury and St. Mary's Hospital

The Academic Department respectfully requests approval of a no cost Memorandum of Understanding between the City of Waterbury and St. Mary's Hospital, Inc. for a collaborative partnership to create a student-produced social media campaign focused on appropriate Emergency Department use.

Production will take place in one City high school studio. The City will select and supervise students and obtain parental consents. SMH will provide messaging guidance and participate in review. Content will be jointly reviewed and approved prior to distribution. Content will be jointly owned and may be used by both parties for educational and outreach purposes.

Any student records, information and student-generated content provided or accessed will not be the property of, of under the control of SMH.

Respectfully,

Janet Frenis

Janet Frenis

#3a

MEMORANDUM OF UNDERSTANDING
For
STUDENT-PRODUCED SOCIAL MEDIA CAMPAIGN
Between
THE CITY OF WATERBURY
SAINT MARY'S HOSPITAL, INC.

THIS MEMORANDUM OF UNDERSTANDING ("MOU") is entered into effective as of the date of Mayoral execution ("Effective Date") between City of Waterbury, Waterbury Public Schools ("City") and Saint Mary's Hospital, Inc., ("SMH"), (individually a "Party" and collectively the "Parties").

NOW, THEREFORE, the parties agree as follows:

1. **Terms of Transaction.** The parties have engaged in good faith negotiations with respect to the Transaction. Accordingly, the parties agree to the following terms and conditions with respect to the Transaction:

2. Purpose
This MOU establishes a collaborative partnership to implement a student-produced social media campaign focused on appropriate Emergency Department (ED) use, as part of the 2025 Community Health Needs Assessment Implementation Strategy.

3. Program Description
City students will develop social media content guided by SMH-approved messaging. Filming will occur at a City high school studio. Content will be jointly reviewed and approved prior to distribution.

4. Roles and Responsibilities
City will select and supervise students and obtain parental consents. SMH will provide messaging guidance and participate in review. Both parties will collaborate in good faith.

5. Student Protections and Privacy
WPS will ensure compliance with FERPA. SMH will review the student-produced social media at a City high school studio. Both parties agree to comply with HIPAA to the extent applicable. No protected health information (PHI) will be disclosed without proper authorization.

6. Student information, student records and student-generated content.

6.1. All student records, student information, and student-generated content (collectively, "Student Data") provided or accessed pursuant this Agreement are not the property of, or under the control of SMH.

6.2. The City's Board of Education ("Board") shall have access to and the ability to delete Student Data in the possession of the SMH except in instances where such data is (A) otherwise prohibited from deletion or required to be retained under state or federal law, or (B) stored as a copy as part of a disaster recovery storage system and that is (i) inaccessible to the public, and (ii) unable to be used in the normal course of business by SMH. The Board may request the deletion of any such student information, student records or student generated content if such copy has been used by SMH to repopulate accessible data following a disaster recovery. The Board may request the deletion of Student Data by the SMH within fifteen (15) days of receiving such a request and provide to the Board confirmation via electronic mail that the Student Data has been deleted in accordance with the request, the date of its deletion, and the manner in which it has been deleted. The confirmation shall contain a written assurance from SMH that proper disposal of the data has occurred in order to prevent the unauthorized access or use of Student Data and that deletion has occurred in accordance with industry standards/practices/protocols.

6.3. SMH shall not use Student Data for any purposes other than those authorized pursuant to this Agreement.

6.4. A student, parent or legal guardian of a student may review personally identifiable information contained in Student Data and correct any erroneous information, if any, in such Student Data. If SMH receives a request to review Student Data in SMH's possession directly from a student, parent, or guardian, SMH agrees to refer that individual to the Board and to notify the Board within two (2) business days of receiving such a request. SMH agrees to work cooperatively with the Board to permit a student, parent, or guardian to review personally identifiable information in Student Data that has been shared with SMH, and correct any erroneous information therein.

6.5. SMH shall take actions designed to ensure the security and confidentiality of Student Data.

6.6. SMH will notify the Board, in accordance with Conn. Gen. Stat § 10-234dd, when there has been an unauthorized release, disclosure or

acquisition of Student Data. Such notification will include the following steps:

> Upon discovery by SMH of a breach of Student Data, SMH shall conduct an investigation and restore the integrity of its data systems and, without unreasonable delay, but not more than thirty (30) days after such discovery, shall provide the Board with a more detailed notice of the breach, including but not limited to the date and time of the breach; name(s) of the student(s) whose student data was released, disclosed or acquired; nature of and extent of the breach; and measure taken to ensure that such a breach does not occur in the future.

6.7. Student information and student records shall not be retained or available to SMH upon expiration of this MOU. Each parent or legal guardian of a student participating in this Transaction shall execute a consent form, attached hereto as Schedule A, permitting SMH to store and share student-generated content created pursuant to this MOU after its expiration. WPS will condition student participation in this Transaction on its receipt of such consent, and will not permit any student to take part in this Transaction prior to receipt of consent.

6.8. SMH and Board shall each ensure their own compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, as amended from time to time.

6.9. SMH acknowledges and agrees to comply with the above and all other applicable aspects of Connecticut's Student Data Privacy law according to the Connecticut General Statutes §§ 10-234aa through 10-234dd.

6.10. The Parties agree that this MOU controls over any inconsistent terms or conditions contained within any other agreement entered into by the Parties concerning Student Data.

7. Intellectual Property

Content will be jointly owned and may be used by both parties for educational and outreach purposes.

8. Use of Names and Branding

Each party must approve use of its name and branding in advance. Each party agrees to consult the other regarding the contents of any public statements regarding their relationship, prior to making such public statements.

9. No Compensation
This MOU does not create financial obligations.

10. Responsibility. Each party to this MOU will be responsible for the negligent acts or omissions of its own employees, officers, or agents in the performance of this MOU. Neither party will be considered the agent of the other party for the consequences of any negligent act or omission of any person, firms, or corporation not a party to this Agreement. If the conduct of both the parties results in such loss, the responsibility and obligations shall be allocated in proportion to each party's own negligence subject to the extent of any applicable negligence laws. This provision shall survive termination of this MOU.

11. Insurance
Each party shall maintain appropriate insurance or self-insurance, including general liability coverage consistent with industry standards.

12. Term and Termination
This MOU shall commence on the date of Mayoral execution and shall terminate on June 30, 2027. This MOU may be terminated by either Party for convenience with three (3) days' notice.

13. Costs and Expenses. Each of the parties will be responsible for its own legal and consulting expenses relating to the negotiation of this MOU and all aspects of any future agreements arising out of the arrangements between the parties as contemplated in this MOU.

14. Entire Agreement; Amendments. The terms of this MOU supersede any and all previous agreements or understandings between the parties hereto pertaining to the subject matter hereof. This MOU shall not be modified or amended except in a writing executed by both parties.

15. Governing Law. This MOU will be governed by the laws of the State of Connecticut, without giving effect to the conflicts of law provisions thereof.

16. Notice. All notices, demands, requests and other communications or documents required or permitted to be provided under this MOU shall duly be in writing and shall be given to the applicable party at its address set forth below or such other address as the party may later specify for that purpose by notice to the other party:

If to City: City of Waterbury
Board of Education
235 Grand Street
Waterbury, CT 06702

With a copy to: City of Waterbury
Office of the Corporation Counsel
236 Grand Street, 3rd Floor
Waterbury, CT 06702

If to SMH: Saint Mary's Hospital, Inc.
56 Franklin Street
Waterbury, Connecticut 06706
Attn: Community Health & Well Being

17. Nondiscrimination. The parties to this MOU agree, as required by sections 4a-60 and 4a-60a of the Connecticut General Statutes, not to discriminate against any person on the basis of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, sexual orientation, intellectual disability, mental disability, or physical disability, including but not limited to, blindness, unless it is shown by such party that such disability prevents performance of the work involved. Each party agrees to comply with all applicable federal and state of Connecticut nondiscrimination and affirmative action laws, including but not limited to, sections 4a-60 and 4a-60a of the Connecticut General Statutes.

XII. Signatures

City of Waterbury, Waterbury Public Schools

_____

Name: Paul K. Pernerewski, Jr.

Title: Mayor

Date: _____

Saint Mary's Hospital, Inc.

By: _____

Name: Robert Roose, MD, MPH

Title: President

Date: _____

SCHEDULE A

PARENT OR LEGAL GUARDIAN CONSENT TO SAINT MARY'S HOSPITAL, INC. RETENTION OF STUDENT-GENERATED CONTENT

Waterbury Public Schools (WPS) and Saint Mary's Hospital, Inc. (SMH) are excited to collaborate on a student-produced social media campaign aimed at educating students and the public on proper Emergency Department use. While SMH will provide guidance on the subject matter, and will review all content for accuracy, the campaign's content itself will be created and produced solely by students. SMH intends to share and publish this content across its social media platforms for educational purposes.

Under Connecticut law, in order for your student to participate in the production and publication of this campaign, you must give your consent for SMH to retain and share your student's generated content. SMH will only have access to, and retain student-generated content created for purposes of the aforementioned social media campaign. Your consent does not alter any federal or state student data or education privacy laws that protect your student. Your student will not be permitted to participate in the social media campaign unless and until WPS receives this signed consent form.

CONSENT for Saint Mary's Hospital, Inc.'s Retention of Student-Generated Content

By signing below, I hereby give permission for Saint Mary's Hospital Inc. to store and share, even post-production, content generated by my student for purposes of Waterbury Public Schools' student-produced Emergency Department social media campaign.

_____

Full Name of Student

_____

Printed Name of Parent/Guardian

_____ _____

Signature Parent/Guardian Date

#4

Waterbury Public Schools

Office of Competitive Grants
Louise Allen Brown, J.D., M.P.A., Grant Writer

October 29, 2026

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

RE: 2026-27 Carl D. Perkins Grant (CSDE)

Dear President Brown and Board of Education Commissioners:

Once again, Waterbury's annual Carl D. Perkins Grant application will reflect the federal Perkins V legislation guidance, and will aspire to advance Connecticut's vision "that schools and districts provide each student access to rigorous pathways and programs of study that result in students graduating with the essential knowledge, skills, and employability expertise to successfully meet the demands of Connecticut's expanding economy." [Connecticut Perkins V Improvement Plan] More details are provided in my attached Grant Highlights document.

The Connecticut State Department of Education (CSDE) has announced the Waterbury Public Schools 2026-27 allocation: $673,979. No matching funds are required.

As part of the application preparation process, CTE Supervisor Michael Merati has provided budget items and approved CTE teacher requests also to include in the grant application, including: CTE professional development, equipment, and supplies, needed to improve CTE teaching and learning. In approving teacher requests for inclusion in the district grant application, the CTE Supervisor takes into consideration, the Waterbury Comprehensive Local [CTE] Needs Assessment (CLNA), which is regularly updated, and the recommendations of the CTE Advisory Council.

The 2026-27 Carl D. Perkins grant application is being accepted from districts by the Connecticut State Department of Education on a rolling basis from now through January 6, 2027. The application will be submitted via eGMS to CSDE again this year. I anticipate that there will be some adjustments to the final grant budget prior to submission. I respectfully request your approval to submit the 2026-27 Perkins grant application. Thank you for your consideration.

Very truly yours,

Louise Allen Brown

Louise Allen Brown, Grant Writer

cc: Dr. Darren M. Schwartz
Doreen Biolo
Janet Frenis
Michael Merati

Carl D. Perkins Grant 2026-27
CT State Department of Education
October 29, 2026
Louise Allen Brown, WPS Grant Writer

Grant Highlights

Program Purpose:
The purpose of the Carl D. Perkins Grant is to support students by providing funding for secondary (and postsecondary) programs of study in Career & Technical Education (CTE).

Eligible Applicants:
The five Waterbury high schools are eligible for Perkins Grant funds based upon their course offerings and Career & Technical Student Organizations (CTSOs): Crosby, Kennedy, Wilby, Waterbury Career Academy, and Waterbury Arts Magnet School. Under Perkins V, the Waterbury middle schools that are eligible now for limited funding (up to 10% of grant amount) are: Wallace, West Side, and North End.

Application Deadline: Rolling basis, October 15, 2025 through Jan. 6, 2027

Grant Period: July 1, 2026– June 30, 2027

Grant Amount: CSDE allocation for Waterbury - $673,979.

Matching Funds: Matching funds are not required.

Waterbury Proposal:

The Waterbury proposal seeks funding to support new and existing WPS CTE Career Clusters/Pathways/Programs of Study which are consistent with the Waterbury Comprehensive Local (CTE) Needs Assessment (CLNA), and recommendations from members of the CTE Advisory Board. A table of the career clusters and pathways to be offered at each of the high schools during 2026-27 appears below:

CTE Career Clusters and Pathways offered by WPS for 2026-27:

2026-27 Waterbury Public Schools CTE Cluster Chart	**Crosby High School**	**Kennedy High School**	**Waterbury Career Academy**	**Wilby High School**	**Waterbury Arts Magnet School (gr. 9-12)**
Total Number of Clusters: ***12***					
Total Number of Sub-Clusters: ***20***					
Cluster –Agriculture					
Sub-Cluster - Plant Systems				X	
Cluster –Construction					
Sub-Cluster –Skilled Trades	X	X		X	X
Cluster -- Arts, Entertainment, & Design					
Sub-Cluster - Media Production & Broadcasting	X	X		X	X

2026-27 Waterbury Public Schools CTE Cluster Chart, cont.	Crosby High School	Kennedy High School	Waterbury Career Academy	Wilby High School	Waterbury Arts Magnet School (gr. 9-12)
Cluster –Management & Entrepreneurship					
Sub-Cluster - Entrepreneurship & Small Business	X	X	X	X	X
Cluster –Education					
Sub-Cluster - Teaching, Training, & Facilitation	X	X	X	X	
Cluster – Financial Services					
Sub-Cluster - Accounting	X	X	X	X	X
Sub-Cluster - Financial Strategy & Investments	X	X	X	X	X
Cluster – Healthcare & Human Services					
Sub-Cluster - Physical Health	X	X	X	X	X
Sub-Cluster - Community & Social Services	X	X	X	X	
Cluster – Hospitality, Events, & Tourism					
Sub-Cluster - Culinary & Food Services	X			X	
Cluster –Digital Technology					
Sub-Cluster - IT Support & Services			X		
Sub-Cluster – Network Systems & Cybersecurity				X	
Sub-Cluster - Software Solutions	X	X	X	X	X
Sub-Cluster - Unmanned Vehicle Technology	X	X	X	X	X
Sub-Cluster – Web & Cloud					X
Cluster – Advanced Manufacturing					
Sub-Cluster - Industrial Machinery	X		X		
Sub-Cluster - Engineering	X	X	X	X	
Sub-Cluster - Robotics	X				**X**
Cluster – Marketing & Sales					
Sub-Cluster - Marketing & Advertising	X	X	X	X	X
Cluster – Supply Chain & Transportation					
Sub-Cluster - Maintenance & Repair	X	X		X	

Perkins funding will support CTE courses that prepare students for success with earning industry-recognized credentials such as ServSafe and ProStart (Culinary); EdRising micro credential assessments in classroom instruction, anti-bias instruction, and classroom climate; ASE certifications (Automotive); NCCER certifications (Construction and Carpentry); NIMS certifications (Manufacturing); CompTIA Fundamentals and A+ certifications (IT); and YouScience Certifications across all CTE pathways. Perkins funds will also support courses in which WPS students will earn college credit while in high school.

The CTE Advisory Board consists of stakeholders from schools, businesses, community agencies, students and parents. The CTE Advisory Board will meet again in 2026-27, in large part to give district educators opportunities to hear from the business community about what knowledge and skills employers most need students to possess to obtain entry level positions in high-skill, high-wage, and/or in-demand careers in the greater Waterbury area. Input from the business community, as well as from parents and students, teachers and administrators, will continue to shape the CTE programs of study supported through the Perkins grant. Work-based learning for students is planned through in person opportunities for EdRising students in various schools, summer public works department, school based enterprises, Certified Nurse Assistant programs,

Information Technology laptop restoration, and financial reality fairs. Students will also have opportunities to work at manufacturing businesses in the area.

Budget

The budget includes requests for CTE staff training, CTE student field trips, and a variety of CTE classroom supplies and equipment, requested by CTE teachers and approved by the CTE Supervisor, as consistent with the CTE programs of study at the Waterbury schools. The budget will total the maximum allowable CSDE allocation for WPS for 2026-27 of $673,979. That FY27 grant amount which was recently released, is $45,766 greater than the amount for the last school year. Budget adds and adjustments to the budget are still being made. No matching funds are required.

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WATERBURY
PUBLIC SCHOOLS

Rebecca Gonzalez
Chief Operating Officer
(203) 346-2340
Rebecca.Gonzalez@waterbury.k12.ct.us

EXECUTIVE SUMMARY

DATE: October 28, 2026

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

FROM: Rebecca Gonzalez, Chief Operating Officer

RE: Amendment #2 to the Professional Services Agreement for On-Call Environmental Services and AHERA Inspection with SLR International Corporation

---

The Education Department respectfully requests approval of Amendment No. 2 to the professional services agreement between the City of Waterbury and SLR International Corporation for on-call environmental services and Asbestos Hazard Emergency Response Act (AHERA) inspections under Request for Proposal (RFP) No. 8241.

The original agreement, effective February 13, 2025, was established for on-call environmental services and AHERA inspections. The agreement provides for required six-month asbestos surveillance inspections, three-year AHERA re-inspections, and updates to asbestos management plans to support compliance with applicable requirements.

Amendment No. 1 established a three-year contract term commencing January 1, 2025, through June 30, 2028, and increased the agreement by $15,000, bringing the total to $39,500.

Amendment No. 2 proposes an additional **$24,000 Owner Controlled Contingency Allowance (OCCA)** to fund extended services related to radon testing at all schools in the Waterbury School District. This amendment increases the total not-to-exceed agreement amount from $39,500 to **$63,500**.

The contingency allowance will be used only for radon testing services determined necessary and ordered by the City. All use must be authorized in writing in advance through an OCCA Change Order form acceptable to the City. Costs will be approved by the School Inspector or designee and agreed upon by the City and the firm in advance. Any unused contingency funds will be credited back to the City at project closeout. The amendment does not extend the contract term or increase the total compensation beyond the approved amount.

Agreement Summary

- **Original Agreement:** $24,500
- **Amendment No. 1:** $15,000
- **Amendment No. 2 – OCCA:** $24,000
- **Total Not-to-Exceed Amount:** $63,500

Funding Source: General Fund
Contract Term: January 1, 2025, through June 30, 2028
Project Oversight: School Inspector

Approval of Amendment No. 2 will provide the district with a controlled funding mechanism to address necessary radon testing services while supporting environmental health, safety, and regulatory compliance across Waterbury Public Schools.

Thank you for your consideration.

AMENDMENT NUMBER 2
TO THE
PROFESSIONAL SERVICES AGREEMENT
RFP NO. 8241
FOR
ON-CALL ENVIRONMENTAL SERVICES AND AHERA INSPECTION
BETWEEN
THE CITY OF WATERBURY
AND
SLR INTERNATIONAL CORPORATION

THIS AMENDMENT NUMBER 2, effective on the date signed by the Mayor, is by and between the City of Waterbury, with a municipal office located at 235 Grand Street, Waterbury, Connecticut 06702 (the "City") and SLR International Corporation f/k/a Milone & McBroom, Inc., with a business address of 99 Realty Drive, Cheshire, Connecticut 06410, a State of Connecticut duly registered domestic corporation (the "Firm").

WHEREAS, the parties hereto executed a Professional Services Agreement, effective as of February 13, 2025 (the "Agreement") for on call environmental and AHERA inspection services as solicited in RFP 8241 (the "Project"); and,

WHEREAS, on November 19, 2025, the parties hereto executed an amendment to the Agreement referred to as Amendment Number 1, which established a three (3) year term for the Agreement that commenced on January 1, 2025 and continues through June 30, 2028, and added the amount of $15,000.00 to the Agreement; and,

WHEREAS, the parties desire to further amend certain provisions of the Agreement, as amended by Amendment Number 1, to add an Owner Controlled Contingency Allowance in the amount of $24,000.00 for extended services related to the radon testing of all schools in the Waterbury School District;

NOW THEREFORE, in consideration of the mutual promises, covenants and agreements set forth herein, **THE PARTIES AGREE AS FOLLOWS**:

1. The foregoing recitals are incorporated herein as if fully stated herein.

2. The parties hereto agree to amend the Agreement to include an Owner Controlled Contingency Allowance in the amount of $24,000.00, increasing the total not to exceed fee payable to the Firm from $39,500.00 to $63,500.00 as provided below.

3. Section 6.1 of the Agreement, as amended by Amendment Number 1, is deleted in its entirety and replaced with the following text:

"6.1 Fee Schedule. The fee payable to the Firm shall not exceed SIXTY-THREE THOUSAND FIVE HUNDRED DOLLARS and ZERO CENTS ($63,500.00) and shall be in accordance with the Firm's revised cost proposal dated November 7, 2024, which was included in Attachment A to the Agreement, and as provided below:

$24,500.00……(original Agreement scope)
$15,000.00……(Amendment 1 scope)
$24,000.00……(Owner Controlled Contingency Allowance)

In no event shall the cost of the Project exceed the fee set forth above."

4. **Owner Controlled Contingency Allowance**. The following text shall be added to the original Agreement:

"Section 6.1.1 An Owner Controlled Contingency Allowance ("OCCA") is being provided in the Agreement to provide an account for radon testing services found necessary by and ordered done by the City. Use of the OCCA shall be authorized in writing in advance by the City in an OCCA Change Order form acceptable to the City. Determination of amounts to be paid for work under this OCCA shall be on a time and expense basis as approved by the City School Inspector, or his designee. Determination of amounts to be paid for work under this OCCA shall be agreed to in advance by the Firm and City School Inspector and shall not exceed amounts established in the OCCA. At project closeout, unused amounts remaining in the OCCA shall be credited to the City by Final Change Order (as part of and so documented in Firm's final payment request). In no instance shall payments made pursuant to this OCCA result in an increase in the amount of the Contract Total Compensation or extension of Contract Time. Any increase above the Contract Total Compensation or Contract Time must be by a duly authorized and executed Contract amendment in accordance with Section 25 of the Agreement."

5. Other than as amended herein, all other terms, condition and provisions of the Agreement and Amendment Number 1 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 Number 2 on the date signed below.

WITNESSES:

_____
Print name:

_____
Print name:

CITY OF WATERBURY

By: _____
Paul K. Pernerewski, Jr.
Its Mayor, duly authorized

Dated:_____

WITNESSES:

_____
Print name:

_____
Print name:

SLR INTERNATIONAL CORPORATION

By: _____

Its_____, duly authorized

Dated:_____

July - September 2026 Quarterly Report

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ACCOUNT	CLASSIFICATION	FY 27 ORIGINAL BUDGET	FY 27 ADJUSTED BUDGET	JULY-SEPT EXPENDITURE	JULY-SEPT ENCUMBRANCE	CURRENT BALANCE	PROJECTED EXP.	PROJECTED DIFFERENCE
Salaries								
511101	Administrators	$1,799,581	$1,799,581	$2,125,558	$0	($325,977)	$1,799,581	$0
511102	Teachers	$29,936,505	$29,936,505	$4,096,390	$0	$25,840,115	$29,936,505	$0
511104	Superintendent	$491,813	$491,813	$113,495	$0	$378,318	$491,813	$0
511106	Early Incentive Certifiied	$323,580	$323,580	$436,150	$0	($112,570)	$436,150	($112,570)
511107	Certified Coaches	$917,000	$917,000	$0	$0	$917,000	$917,000	$0
511108	School Psychologists	$1,562,583	$1,562,583	$130,769	$0	$1,431,814	$1,452,513	$110,070
511109	School Social Workers	$2,457,618	$2,457,618	$266,867	$0	$2,190,751	$2,457,618	$0
511110	Speech Pathologists	$2,703,142	$2,703,142	$295,461	$0	$2,407,681	$2,703,142	$0
511111	Assistant Superintendent	$173,250	$173,250	$20,606	$0	$152,644	$173,250	$0
511113	Extra Compensatory Stipend	$159,000	$159,000	$0	$0	$159,000	$159,000	$0
511201	Non-Certified Salaries	$3,200,748	$3,200,748	$380,292	$0	$2,820,456	$3,200,748	$0
511202	Clerical Wages	$1,256,168	$1,256,168	$275,790	$0	$980,378	$1,256,168	$0
511204	Crossing Guards	$407,134	$407,134	$66,112	$0	$341,022	$407,134	$0
511206	Educational	$278,294	$278,294	$61,530	$0	$216,764	$278,294	$0
511212	Substitute Teachers	$300,000	$300,000	$76,135	$61,603	$162,261	$300,000	$0
511217	Library Aides	$165,697	$165,697	$32,406	$0	$133,291	$165,697	$0
511219	School Clerical	$2,687,035	$2,687,035	$528,630	$0	$2,158,405	$2,687,035	$0
511220	Fiscal Administration	$808,089	$808,089	$158,223	$0	$649,866	$808,089	$0
511222	Transportation Coordinator	$223,814	$223,814	$52,510	$0	$171,304	$223,814	$0
511223	Office Aides	$170,000	$170,000	$19,557	$0	$150,443	$170,000	$0
511225	School Maintenance Non-Certified	$2,933,158	$2,933,158	$584,102	$0	$2,349,056	$2,933,158	$0
511226	Custodians Non-Certified	$6,557,447	$6,557,447	$1,417,933	$0	$5,139,514	$6,557,447	$0
511227	Overtime - Outside Activities	$300,000	$300,000	$19,376	$0	$280,624	$300,000	$0
511228	Paraprofessionals	$11,439,085	$11,439,085	$1,444,941	$0	$9,994,144	$11,439,085	$0
511229	Bus Duty	$265,000	$265,000	$1	$0	$265,000	$265,000	$0
511232	Attendance Counselors	$129,090	$129,090	$12,850	$0	$116,240	$129,090	$0
511233	ABA Behaviorial Therapist	$971,068	$971,068	$174,867	$0	$796,201	$971,068	$0
511234	Interpreters	$168,619	$168,619	$24,543	$0	$144,076	$168,619	$0
511236	Snow Removal	$0	$0	$0	$0	$0	$0	$0
511650	Overtime	$875,000	$875,000	$166,678	$0	$708,322	$875,000	$0
511653	Longevity	$6,525	$6,525	$0	$0	$6,525	$6,525	$0
511700	Extra Police Protection	$1,070,238	$1,070,238	$18,171	$0	$1,052,067	$1,070,238	$0
511800	Vacation and Sick Term Payout	$820,174	$820,174	$52,238	$0	$767,936	$820,174	$0
522501	Health Insurance-General	$11,000,000	$11,000,000	$0	$0	$11,000,000	$11,000,000	$0
529001	Car Allowance	$104,800	$104,800	$19,830	$0	$84,970	$104,800	$0
529003	Meal Allowances	$15,000	$15,000	$5,440	$4,232	$5,328	$15,000	$0
Subtotal Salaries		**$86,676,255**	**$86,676,255**	**$13,077,451**	**$65,835**	**$73,532,969**	**$86,678,755**	**($2,500)**

ACCOUNT	CLASSIFICATION	FY 27 ORIGINAL BUDGET	FY 27 ADJUSTED BUDGET	JULY-SEPT EXPENDITURE	JULY-SEPT ENCUMBRANCE	CURRENT BALANCE	PROJECTED EXP.	PROJECTED DIFFERENCE
Purchased Services								
533000	Professional Services	$4,500,000	$4,500,000	$364,763	$3,335,237	$800,000	$4,500,000	$0
533020	Consulting Services	$222,532	$222,532	$3,800	$66,200	$152,532	$222,532	$0
533100	Auditing	$65,000	$65,000	$60,000	$5,000	$0	$65,000	$0
539005	Sporting Officials	$25,000	$25,000	$0	$0	$25,000	$25,000	$0
539008	Messenger Service	$35,838	$35,838	$5,148	$30,690	$0	$35,838	$0
543000	General Repairs & Maintenance	$1,511,166	$1,511,166	$339,620	$742,427	$429,119	$1,511,166	$0
543011	Maintenance - Service Contracts	$905,000	$905,000	$47,873	$355,252	$501,875	$905,000	$0
544002	Building Rental	$584,841	$584,841	$180,623	$379,721	$24,498	$584,841	$0
545002	Water	$275,000	$275,000	$27,873	$0	$247,127	$275,000	$0
545006	Electricity	$4,135,000	$4,135,000	$704,649	$0	$3,430,351	$4,135,000	$0
545013	Security/Safety	$110,000	$110,000	$13,851	$41,824	$54,325	$110,000	$0
551000	Pupil Transportation	$26,999,621	$26,999,621	$1,505,904	$24,999,308	$494,409	$26,999,621	$0
553001	Postage	$45,000	$45,000	$7,038	$0	$37,962	$45,000	$0
553002	Telephone	$220,000	$220,000	$151,765	$25,228	$43,007	$220,000	$0
553005	Wide-area Network (SBC)	$96,000	$96,000	$0	$0	$96,000	$96,000	$0
556055	Tuition - Outside	$20,600,000	$20,600,000	$1,389,221	$10,263,161	$8,947,618	$20,600,000	$0
556056	Purchased Service - Outside	$4,785,340	$4,785,340	$133,594	$3,301,685	$1,350,061	$4,785,340	$0
557000	Tuition Reimbursement	$20,000	$20,000	$2,624	$0	$17,377	$20,000	$0
558000	Travel Expenses	$5,000	$5,000	$0	$0	$5,000	$5,000	$0
559001	Advertising	$13,000	$13,000	$50	$0	$12,950	$13,000	$0
559002	Printing & Binding	$15,000	$15,000	$244	$0	$14,756	$15,000	$0
559104	Insurance - Athletics	$22,351	$22,351	$19,851	$0	$2,500	$19,851	$2,500
Subtotal Purchased Services		**$65,190,689**	**$65,190,689**	**$4,958,489**	**$43,545,733**	**$16,686,467**	**$65,188,189**	**$2,500**
Supplies/Materials								
561100	Instructional Supplies	$1,305,000	$1,305,000	$290,310	$480,816	$533,874	$1,305,000	$0
561200	Office Supplies	$75,590	$75,590	$4,005	$21,750	$49,835	$75,590	$0
561210	Intake Center Supplies	$3,000	$3,000	$0	$1,443	$1,557	$3,000	$0
561211	Recruitment Supplies	$40,000	$40,000	$12,424	$8,672	$18,904	$40,000	$0
561212	Medicaid Supplies	$6,500	$6,500	$0	$2,368	$4,132	$6,500	$0
561501	Diesel	$116,031	$116,031	$20,662	$95,352	$18	$116,031	$0
561503	Gasoline	$468,015	$468,015	$21,994	$383,305	$62,716	$468,015	$0
561505	Natural Gas	$2,200,000	$2,200,000	$221,005	$0	$1,978,995	$2,200,000	$0
561507	Janitorial Supplies	$465,000	$465,000	$169,784	$237,081	$58,135	$465,000	$0
561508	Electrical Supplies	$60,000	$60,000	$11,309	$11,517	$37,174	$60,000	$0
561509	Plumbing Supplies	$110,000	$110,000	$47,624	$48,035	$14,341	$110,000	$0
561510	Building & Ground Supplies	$200,000	$200,000	$47,592	$81,990	$70,419	$200,000	$0
561511	Propane	$209,620	$209,620	$29,374	$180,246	$0	$209,620	$0
567000	Clothing Supplies	$50,000	$50,000	$0	$20,000	$30,000	$50,000	$0
567001	Crossing Guard Uniforms	$2,000	$2,000	$875	$0	$1,125	$2,000	$0
569010	Recreational Supplies	$15,000	$15,000	$1,523	$0	$13,477	$15,000	$0
569029	Athletic Supplies	$157,896	$157,896	$45,799	$73,030	$39,067	$157,896	$0
Subtotal Supplies/Materials		**$5,483,652**	**$5,483,652**	**$924,278**	**$1,645,605**	**$2,913,769**	**$5,483,652**	**$0**

ACCOUNT	CLASSIFICATION	FY 27 ORIGINAL BUDGET	FY 27 ADJUSTED BUDGET	JULY-SEPT EXPENDITURE	JULY-SEPT ENCUMBRANCE	CURRENT BALANCE	PROJECTED EXP.	PROJECTED DIFFERENCE
Property								
575008	Furniture-Misc.	$15,000	$15,000	$800	$0	$14,200	$15,000	$0
575200	Office Equipment	$158,894	$158,894	$57,002	$3,648	$98,244	$158,894	$0
575408	Plant Equipment	$40,000	$40,000	$0	$22,750	$17,250	$40,000	$0
Subtotal Property		**$213,894**	**$213,894**	**$57,802**	**$26,398**	**$129,694**	**$213,894**	**$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	$5,175	$0	$15,525	$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	$1,168	$0	$8,832	$10,000	$0
589205	Coaches Reimbursements	$3,500	$3,500	$150	$0	$3,350	$3,500	$0
589900	Dues & Publications	$65,000	$65,000	$45,620	$4,180	$15,200	$65,000	$0
591002	Transfer to Sinking Fund	$0	$0	$0	$0	$0	$0	$0
591004	Athletic Revolving Fund	$189,860	$189,860	$59,860	$60,000	$70,000	$189,860	$0
Total Other/Miscellaneous		**$810,510**	**$810,510**	**$611,973**	**$76,180**	**$122,357**	**$810,510**	**$0**
GRAND TOTAL OPERATING BUDGET		**$158,375,000**	**$158,375,000**	**$19,629,994**	**$45,359,751**	**$93,385,256**	**$158,375,000**	**$0**
Other Additional Funding								
	Alliance Non-Reform/Reform	**$73,716,021**	**$73,716,021**	**$8,139,751**	**$0**	**$65,576,270**	**$73,716,021**	**$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		**$77,341,021**	**$77,341,021**	**$8,139,751**	**$0**	**$69,201,270**	**$77,341,021**	**$0**
GRAND TOTAL ALL FUNDING		**$235,716,021**	**$235,716,021**	**$27,769,745**	**$45,359,751**	**$162,586,526**	**$235,716,021**	**$0**

#7-REVISED

Personnel -- Certified/Non-Certified 4211(a)

Recruitment and Selection

The Superintendent shall maintain a recruitment program to attract and retain the most effective personnel, as defined by federal law, in the District's schools. All District teachers must meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternate routes to certification.

Increasing Educator Diversity

The Board of Education believes it is especially important to ensure that recruitment, hiring, and retention efforts increase educator diversity. The administration is directed to make a determined and substantial effort to ensure that the district's recruitment procedures increase diversity, consistent with C.G.S. §10-56ee and Public Act 23-167.

Fair Employment Practices and Public Notices

The schools shall engage in fair and sound personnel practices in the appointment of all district employees. The administration shall be responsible for establishing recruitment, selection, and appointment procedures.

The Superintendent shall ensure that the District is in compliance with provisions of Title I and the Every Student Succeeds Act (ESSA). Handbooks and recruitment materials shall comply with federal law regarding the qualifications of instructional personnel. Parent/guardians of students in Title I schools shall be informed annually of their right to request information regarding teacher and paraprofessional qualifications.

The Superintendent or designee shall also post on the district website a plain-language guide explaining all pay codes used for overtime and wage differentials, available in English, Spanish, and any common language spoken by members of the workforce.

Job Posting Transparency (P.A. 26-12)

The Superintendent or designee shall ensure that all public, external, internal, promotional, and transfer job postings published or distributed by the District include:

1. The wage rate or a good-faith estimate of the wage/salary range for the position; and

DRAFT

2. A general description of the position's benefits, including health insurance, retirement options, fringe benefits, and paid leave provisions.

Automated Employment Decision Technology

If the District utilizes automated or AI-driven technology to screen job applications or evaluate employees, advance written notice shall be provided to candidates detailing the technology's purpose and the nature of the decision-making process.

Hiring of Retired Teachers

A retired teacher receiving benefits from the Teachers' Retirement Board (TRB) may be reemployed by the Board for up to one full school year in a position:

1. Designated by the Commissioner of Education as a subject shortage area, or
2. At a school located in a priority school district for the school year in which the teacher is being employed.

Such reemployment may be extended for an additional school year, provided the Board:

1. Submits a written request for approval to the Teachers' Retirement Board,
2. Certifies that no qualified candidates are available prior to the reemployment of such teacher, and
3. Indicates the type of assignment to be performed, the anticipated date of rehire, and the expected duration of the assignment.

The forty-five percent (45%) limitation applies if the retired teacher has worked for more than two years in either a subject shortage area or a priority school district.

The salary of such teacher shall be fixed at an amount at least equal to that paid other teachers in the District with similar training and experience for the same type of service.

Except as indicated above, a certified educator receiving retirement benefits from the TRB may not be employed in a certified position receiving compensation paid out of public money appropriated for school purposes, except that such educator may be employed in such a position and receive no more than forty-five (45%) of the maximum salary level for the assigned position. Any certified educator who receives in excess of such amount shall reimburse the Board for the amount of such excess. Fringe benefits offered by the District, if taken by the employed retired individuals, are included in the maximum compensation calculation.

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Applicant Disclosure Requirements

On the application form, an applicant for any position in the school district shall disclose any previous relationship with the Superintendent or any Board member. Previous relationships will include any business, financial, personal, political, or family connections. The Superintendent shall provide the Board with full disclosure of any prior knowledge or relationship with any candidate recommended for employment.

The Board authorizes the Superintendent to employ teachers.

Legal Reference: Connecticut General Statutes

10-151 Employment of teachers. Notice and hearing on termination of contract (as amended by P.A. 12-116 An Act Concerning Educational Reform)

10-153 Discrimination on account of marital status.

10-183v Reemployment of teachers, as amended by P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 16-91, An Act Making Changes to the Teachers' Retirement System, and PA 17-173 An Act Concerning Minor Revisions and Additions to the Education Statutes and PA 18-42 An Act Concerning a Provision Concerning Reemployment of Certain Teachers.

Connecticut General Statutes (continued)
10-220 Duties of Boards of Education.

31-126 Unfair Employment Practices.

46a-60 Discriminatory employment practices prohibited.

Title IV Equal Employment Opportunities.

34 C.F.R. 200.55 Federal Regulations.

P.L. 114-95 Every Student Succeeds Act, S.1177-55, 56

PA 23-167 An Act Concerning Transparency in Education Section 10.

PA 26-12 An Act Concerning Pay Transparency, Employee Benefits Disclosure, and Workplace Accommodations.

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Recruitment and Selection

The Board desires the Superintendent to develop and maintain a recruitment program designed to attract and hold the best possible personnel who are "highly qualified" as defined by federal law in the District's schools. Beginning in school year 2006-07 all District teachers teaching a core academic subject area, as defined in the No Child Left Behind Act, must be determined to be "highly qualified."

The school district recognizes the heterogeneity of the people who live in the school district and believes that this characteristic should have an important bearing on all aspects of the school district's activities.

The Board of Education believes it is especially important that this heterogeneity of population be recognized in the recruitment and assignment of personnel.

To this end, the Board of Education shall develop and implement a written plan for minority staff recruitment. The administration is directed to make a serious effort to see that the recruitment procedures of the district produce a total staff representative of the total population of the district and that the assignment procedures of the district bring to each school staff members representative of the population represented by the student membership in each local school.

The schools shall engage in fair and sound personnel practices in the appointment of all district employees. The administration shall be responsible for establishing recruitment, selection and appointment procedures.

The Superintendent shall insure that the District is in compliance with the provisions of Title I and the No Child Left Behind Act. Manuals and handbooks shall comply with federal law as to the qualifications for instructional personnel. Notice of professional qualifications shall be provided to parents/guardians of students in Title I schools and staffing pattern reviews as required by law shall be conducted annually.

Hiring of Retired Teachers

A **retired** teacher receiving benefits from the Teachers Retirement System (TRS) may be reemployed by the Board for up to one full school year in a position (1) designated by the Commissioner of Education as a subject shortage area, or (2) at a school located in a priority school district for the school year in which the teacher is being employed. Such employment may be for up to one full school year. Such reemployment may be extended for an additional school year, provided the Board (a) submits a written request for approval to the Teachers' Retirement Board, (b) certifies that no qualified candidates are available prior to the reemployment of such teacher and (c) indicates the type of assignment to be performed, the anticipated date of rehire and the expected duration of the assignment.

The salary of such teacher shall be fixed at an amount at least equal to that paid other teachers in the District with similar training and experience for the same type of service.

Except as indicated below, and in the first paragraph in this section, a certified educator receiving retirement benefits from the Teachers Retirement System (TRS) may not be employed in a certified position receiving compensation paid out of public money appropriated for school purposes except

Recruitment and Selection, continued

that such educator may be employed in such a position and receive no more than forty-five percent of the maximum salary level for the assigned position. Any certified educator who receives in excess of such amount shall reimburse the Board for the amount of such excess.

Commencing July 1, 2016, to June 30, 2020, the exemption from the limitation on the compensation of a reemployed certified educator apply to an educator who (A) is receiving retirement benefits from TRS based on thirty-four or more years of credited service, (B) is reemployed in a district designated as an alliance district (pursuant to C.G.S. 10-262u), and (C) was serving in the district on July 1, 2015.

On and after July 1, 2016, a certified educator receiving retirement benefits from the system may be employed and receive compensation, health insurance benefits, and other employment benefits provided to active teachers employed by such school system provided such teacher does not receive a retirement income during such employment. Payment of such teacher's retirement income shall resume on the first day of the month following the termination of such employment.

Beginning with the school year commencing July 1, 2020 and each school year thereafter, the Board will utilize the strategies and resources made available to it by the State Department of Education's Minority Teacher Recruitment Policy Oversight Council to assist in meeting Connecticut's annual goal of hiring at least two hundred fifty new minority teachers and administrators, of which at least thirty percent are men.

(cf. 4111 – Recruitment and Selection)
(cf. 4111.1/4211.12 – Affirmative Action: Equal Employment Opportunity)

Legal Reference: Connecticut General Statutes
10-4a (3) Educational interests of state identified.
10-151 Employment of teachers. Notice and hearing on termination of contract (as amended by P.A. 12-116 An Act Concerning Educational Reform)
10-153 Discrimination on account of marital status.
10-183v Reemployment of teachers, as amended by P.A. 10-111, An Act Concerning Education Reform in Connecticut and P.A. 16-91, An Act Making Changes to the Teachers' Retirement System, and P.A. 17-173 An Act Concerning Minor Revisions and Additions to the Education Statutes and PA 18-42 An Act Concerning a Provision Concerning Reemployment of Certain Teachers.
10-220 Duties of Boards of Education.
31-126 Unfair Employment Practices.
46a-60 Discriminatory employment practices prohibited.
Title IV Equal Employment Opportunities.
20 U.S.C. Section 1119 No Child Left Behind Act.
34 C.F.R. 200.55 Federal Regulations.
P.L. 114-95 Every Student Succeeds Act, S.1177-55, 56
PA 16-41 An Act Concerning the Recommendations of the Minority Teacher Recruitment Task Force.
PA 18-34 An Act Concerning Minority Teacher Recruitment and Retention.
PA 19-74 An Act Concerning Minority Teacher Recruitment and Retention.

Policy adopted by the Waterbury Board of Education on December 20, 2012, revised on June 15, 2017, revised on September 7, 2017, revised on September 20, 2018, and February 20, 2020

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Students P5144.12(a)

Challenging Behavior Prevention: Restorative Practices Response

Introduction

Related to all matters of student discipline, the Board of Education requires district staff to make every effort to correct student challenging behavior through school-based resources and to support students in learning the skills necessary to enhance a positive school climate and avoid challenging behavior.

All challenging behavior procedures and responses shall ensure due process and be enforced uniformly, fairly, consistently, and in a manner that does not discriminate on the basis of ethnicity, race, color, religion, national origin, ancestry, gender, sexual orientation, gender identity or expression, age, or disability.

The Waterbury Board of Education adopts this "Restorative Practices Response" policy to be implemented by school employees for incidents of challenging behavior or student conflict that is nonviolent and does not constitute a crime. This policy shall not include the involvement of school resource officers or other law enforcement officials unless the behavior or conflict becomes violent or criminal.

The Board of Education (Board) supports the District's fundamental mission to provide all students the opportunity to achieve academically and socially and emotionally, ethically, civically, and intellectually at the highest levels and to become a contributing and engaged citizen in our diverse society. All students should have the opportunity to develop their skills, knowledge, and competencies in a nurturing and accountable school setting. Developmentally appropriate social and emotional skills building allows students to cope with stress so they can access learning and develop into productive adults. Learning is a social activity, which means children have to be ready to learn by regulating their emotions and working constructively with others.

Restorative approaches recognized the unique strengths, needs and interests of students, and present an opportunity for schools to develop a structure that utilizes practices that will create a more equitable path for all students. Utilizing restorative practices allows for schools to embody more equitable approaches and meet the students' short and long term needs.

The Board believes that all students have a right to attend schools that are safe and free from unnecessary disruption. The Board believes that appropriate student behavior, reinforced by an effective system of discipline, is essential to create and maintain a positive school climate. This is the joint responsibility of students, staff, parents, and the community.

Challenging Behavior Prevention: Restorative Practices Response (continued)

The Board requires District schools to implement restorative practices in response to conflict and harm. The "Restorative Practices Response" philosophy supported by the Board views misconduct as a violation against people and damaging to relationships in the school and throughout the community. The Board recognizes that schools may involve a wide range of people in the "Restorative Practices Response" process, voluntarily including victims, who are often teachers, school staff, bystanders, other students, and the school community.

The four main goals of Restorative Practices Response are:

1. **Relationship Building:** creating a school environment where everyone is safe, welcomed, supported, and included in all school-based activities and focuses on high-quality, constructive relationships among the school community members;
2. **Accountability:** Restorative Practices Response strategies hold each student accountable for any challenging behavior;
3. **Community Safety:** Restorative Practices recognize the need to keep the school community safe through strategies ensuring that all students have a role in repairing relationships affected by challenging behavior. In safe, supportive education environments students feel a sense of belonging and allow schools to challenge policies and procedures that prevent student growth;
4. **Competency Development:** Restorative Practices Response seeks to increase the social emotional intelligence skills of those who have harmed others, address underlying factors that lead students to engage in a form of challenging behavior, and build on strengths.

Definitions

Through adopting the Connecticut School Climate Policy (5131.911), the Board endorses a "Restorative Practices Response" approach to student discipline. As defined in Policy 5131.911,

Restorative Practices mean evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

"**Challenging Behavior**" means behavior that negatively impacts school climate or interferes, or is at risk of interfering with, the learning or safety of a student or the safety of a school employee.

"**Evidenced-Based Practices**" in education refer to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.

"**School Climate**" means the quality and character of school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, organizational structures within the school community.

Students

Challenging Behavior Prevention: Restorative Practices Response

Definitions (continued)

"Social and Emotional Learning" means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

"Emotional Intelligence" means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.

"School Community" means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

"School Environment" means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.

Purpose

The purpose of this policy is to support school discipline that:

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification and response to all challenging behavior;
2. Maintains safe and engaging learning communities;
3. Assures consistency and coherence across all schools in the District;
4. Defines and communicates expectations for student behavior;
5. Defines and communicates expectations for staff responsibility related to school discipline;
6. Balances the needs of the student, the needs of those directly affected by "challenging behaviors," and the needs of the overall school community;
7. Assures equity across racial, ethnic, and cultural groups, as well as all other protected classes, including but not limited to gender, color, national origin, ancestry, religion, age, disability, sexual orientation, and gender identity and expression.

Students

Challenging Behavior Prevention: Restorative Practices Response

General Principles

1. A positive school climate is best accomplished by preventing challenging before it occurs and using effective restorative practices, in response to those challenging behaviors that may occur despite proactive measures;
2. School safety and academic success are formed and strengthened when all school staff and employees build positive relationships with students and their parents and/or guardians;
3. Effective school climate maximizes the amount of time students spend learning academically, socially, and emotionally, ethically, civically, and intellectually and minimizes the amount of time students cause disruption or are removed from their classrooms due to an act of challenging behavior;
4. School discipline should be reasonable, timely, fair, age-appropriate, and should be proportionate to the student's challenging behavior. Response to an act of challenging behavior that is rooted in restorative practices will provide meaningful instruction and guidance, offers students an opportunity to learn from their mistakes and is more likely to result in engaging rather than punitive responses to challenging behavior. The school community should adopt policies that promote a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging and disengaged students, educators, and families of students in the school community.
5. Effective school climate improvement is a restorative process that engages all school community members in promoting positive school climate. The vast majority of challenging behaviors should be addressed at the classroom level by teachers; however, behaviors that cannot be addressed at this level should receive more targeted and intensive interventions, as determined by an individualized assessment;
6. The District serves a diverse community. In order to serve all students and to prepare them to be members of an increasingly diverse community, schools and staff must build cultural competence. We must commit to eliminating racism and any other discrimination that presents barriers to success. The school community should create a school environment where everyone is safe, welcomed, supported, and included in all school-based activities;
7. Challenging behaviors, which may be subject to disciplinary action, including any within the school environment, but not limited to those occurring during either curricular or extracurricular activities, in classrooms, in school buildings, on school grounds, or in school vehicles, when such conduct is detrimental to the school environment and to the welfare or safety of other students or school personnel.

Students

Challenging Behavior Prevention: Restorative Practices Response

General Policy Guidelines

The District's system of school climate improvement is built on the incorporation of restorative practices, which should include:

Evidence and research-based system-level restorative practices that focus on:

1) building high-quality, constructive relationships among the school community,
2) holding each student accountable for any challenging behavior, and
3) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

Restorative practices should be guided by the Connecticut School Climate Standards:

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behavior.
2. The school district community adopts policies that promote: a) a sound school environment that the develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and b) a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally reengaging any disengaged students, educators, and families of students in the school community.
3. The school community's practices are identified, prioritized, and supported to: a) promote learning and the positive academic, social, emotional, ethical, and civic development of students. b) enhance engagement in teaching, learning, and school-wide activities. c) address barriers to teaching and learning; and d) develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment where everyone is safe, welcomed, supported, and included in all school-based activities,
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.
    a. Practicing early identification and assessment of struggling students;
    b. Using a problem solving/collaborative process to provide interventions matched to student needs;
    c. Ensuring timely progress monitoring and feedback; and
    d. Delivering scientific research based interventions

Students

Challenging Behavior Prevention: Restorative Practices Response

General Policy Guidelines (continued)

The District shall post this policy on the District website.

Copies of this policy, any accompanying procedures/regulations, and school rules will be made available, upon request, to each student and parent/guardian, and, upon request, promptly translated in a language that the parent/guardian can understand.

Applying the goals related to Restorative Practices Response, this policy's definitions, purpose, principles and guidelines, the Superintendent, or his/her/their designee shall develop such procedures and provide for any training necessary as may be needed to effectively implement this policy.

(cf. 1110.1 – Parent Involvement)
(cf. 4131 – Staff Development)
(cf. 5114 – Suspension/Expulsion; Student Due Process)
(cf. 5131 – Conduct)
(cf. 5131.1 – Bus Conduct)
(cf. 5131.6 – Drugs, Alcohol, Tobacco)
(cf. 5131.7 – Weapons and Dangerous Instruments)
(cf. 5131.8 – Out of School Grounds Misconduct)
(cf. 5131.9 – Gang Activity or Association)
(cf. 5131.911 – Connecticut School Climate Policy)
(cf. 5131.913 – Cyberbullying)
(cf. 5131.92 – Corporal Punishment)
(cf. 5141.4 – Reporting of Child Abuse and Neglect)
(cf. 5144 – Discipline/Punishment)
(cf. 5144.3 – Discipline of Students with Disabilities)
(cf. 5145.4 – Nondiscrimination)
(cf. 5145.5 – Sexual Harassment)
(cf. 5145.52 – Harassment)

Connecticut General Statues

4-177 through 4-180. Contested Cases. Notice. Record, as amended.

10-233a through 10-233f Suspension, removal and expulsion of students, as periodically amended.

2la-240(9) Definitions.

53a-3 Definitions.

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

18 U.S.C. 921 Definitions

Students

Challenging Behavior Prevention: Restorative Practices Response

Legal Reference:

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

P.L. 108-446 Individuals with Disabilities Education Improvement Act of 2004

State v. Hardy, 896 A.2d 755, 278 Conn 113 (2006)

Public Act 23-167, Section 74, An Act Concerning Transparency in Education

A model of a mandated policy.

Students

Work-Study Student Employment/Work-Release

In cooperation with various local and area businesses and industries, the District shall establish and maintain work-study and work-release programs for students who are at least sixteen (16) years of age. Student work-release allows eligible students to be released during the school day to work for an employer.

Insofar as feasible, each of those work-experience programs shall be tailored to meet the vocational needs of the individual students by their school counselor, who shall guide them in selecting appropriate academic courses, and by the vocational coordinator, who shall ensure proper placement in the most relevant training/employment. Students' course schedules and graduation requirements take priority over work-study or work-release.

Program Conditions/Roles and Responsibilities

- Through the work-release program, students may earn eligible credits provided that the curriculum for those credits aligns directly with the course and other program requirements.
- The principal or designee, in collaboration with school counselors, will determine the maximum number of work hours for each student.
- The student must receive approval for work release from the principal or designee.
- The student must obtain written consent from the parent and/or legal guardian.
- The student must obtain a Promise of Employment letter from the prospective employer and apply for and be issued working papers.
- The student must show proof of employment, which will be reviewed quarterly by the principal or designee.
- The student is responsible for maintaining good academic standing, attendance, and behavior in both school and vocational settings.
- The principal or designee is responsible for ensuring that student work-release is compliant with Connecticut's Student Work-Release Policy, including but not limited to:

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- Discussing the student work-release program with each student;
- Verifying eligibility and reviewing quarterly with the student; and
- Adhering to all applicable laws, including the Guidelines and Procedures for the Employment of Minors in Connecticut.

Eligibility Requirements:

- Work-release may be provided to any student who is at least 16 years of age and who is enrolled in the district's high school and must comply with state labor laws.
- The student must be in good standing academically and on track to graduate within four years, as determined by the school principal or designee.

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Students

Work-Study Student Employment/Work-Release

Eligibility Requirements: (continued)

- The student must have an acceptable attendance record and must not be considered "chronically absent."
- The student must have a record demonstrating their ability to comply with school behavioral expectations and be deemed able to comply with workplace attendance and behavioral expectations.

Legal References: Connecticut General Statutes

4-124II. Model Student Work-Release Policy

Public Act 24-45, An Act Concerning Mandate Relief, School Discipline and Disconnected Youth

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High School Graduation Exit Criteria

High School Graduation Exit Criteria for ***Graduating Classes of 2023 through 2026***

To complete the graduation requirements and receive a high school diploma from the City of Waterbury Public Schools, a student must meet the following requirements:

Graduation Requirements 25 credits
9.0 Humanities (including civics and the arts)
9.0 STEM (Science, Technology, Engineering and Mathematics)
1.0 Foreign Language
1.0 Physical Education and Wellness
1.0 Health and Safety Education
1.0 Mastery-Based Diploma Assessment
3.0 Open Electives

A student must earn six (6) Carnegie units to be promoted to the 10th grade.

A student must earn twelve (12) Carnegie units and have completed the 10th grade to be promoted to the 11th grade.

A student must earn eighteen (18) Carnegie units to be promoted to the 12th grade.

Twenty-five (25) Carnegie Units are required for graduation. All students must follow the core curriculum as outlined by the Board of Education. *Further, if a student has credits withheld due to unexcused absences, in accordance with the Board of Education attendance policy, those credits are declared unearned credits.*

Students will only be eligible for promotion at the end of the academic school year and at the conclusion of summer school.

Carnegie Units	**Meeting Times**	**C.U.'s Earned**
Extended courses	15 periods/per week	3.0 c.u.
Extended courses	10 periods/per week	2.0 c.u.
Lab Sciences courses	6 periods/per week	1.2 c.u.
Regular courses	5 periods/per week	1.0 c.u.
Elective courses	4 periods/per week	.8 c.u.
½ year courses	5 periods/per week	.5 c.u.
½ year courses	4 periods/per week	.4 c.u.

Graduation from Waterbury Public Schools implies (1) that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve, (2) that they have satisfactorily passed any examinations and satisfactorily demonstrated the district's performance standards, assessed in part by the statewide mastery examinations, established by the faculty and approved by the Board of Education, and

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High School Graduation Exit Criteria, **continued**

High School Graduation Exit Criteria for ***Graduating Classes of 2027 and each graduating class thereafter,***

To complete the graduation requirements and receive a high school diploma from the City of Waterbury Public Schools, a student must meet the following requirements:

Graduation Requirements 25 credits	
9.0	Humanities (including civics and the arts)
9.0	STEM (Science, Technology, Engineering and Mathematics)
1.0	Foreign Language
1.0	Physical Education and Wellness
1.0	Health and Safety Education
1.0	Mastery-Based Diploma Assessment
0.5	Personal Financial Management and Financial Literacy
2.5	Open Electives

~~A student must earn six (6) Carnegie units to be promoted to the 10th grade.~~

A student may be promoted to 10th grade with fewer than 6 Carnegie units. No student will advance to 11th grade unless they have earned 12 Carnegie units and completed the 10th grade.

A student must earn twelve (12) Carnegie units and have completed the 10th grade to be promoted to the 11th grade.

A student must earn eighteen (18) Carnegie units to be promoted to the 12th grade.

Twenty-five (25) Carnegie Units are required for graduation. All students must follow the core curriculum as outlined by the Board of Education. *Further, if a student has credits withheld due to unexcused absences, in accordance with the Board of Education attendance policy, those credits are declared unearned credits*.

Students will only be eligible for promotion at the end of the academic school year and at the conclusion of summer school.

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Extended courses	15 periods/per week	3.0 c.u.
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½ year courses	4 periods/per week	.4 c.u.

Graduation from Waterbury Public Schools implies (1) that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve, (2) that they have satisfactorily passed any examinations and satisfactorily demonstrated the district's performance standards, assessed in part by the statewide mastery examinations, established by the faculty and approved by the Board of

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High School Graduation Exit Criteria, **continued**

Education, and

(3) that they have fulfilled the legally mandated number and distribution of credits.

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High School Graduation Exit Criteria, continued

It is expected that the administration of each campus will apply measures of achievement to provide evidence that each student has progressed far enough toward school goals to warrant graduation according to the terms of paragraph #1 above.

The Board of Education shall award a high school diploma to any World War II veteran or veteran of the Korean Hostilities or Vietnam Era veteran requesting such diploma who left high school for military service as defined in the statutes and did not receive a diploma as a consequence of such service.

The Board of Education shall award a high school diploma to any person who (1) withdrew from high school prior to graduation to work in a job that assisted the war effort during World War II, December 7, 1941 to December 31, 1946, inclusive, (2) did not receive a diploma as a consequence of such work, and (3) has been a resident of the state for at least fifty (50) consecutive years.

The Board of Education may grant students high school credit for successful completion of coursework earned from an accredited institution of higher learning taken either during the school year or summer months.

~~Commencing with the graduating class of 2023 (beginning with the incoming class of (2019-2020) and for each graduating class thereafter, in order to graduate and be granted a diploma, students most satisfactorily complete a minimum of twenty-five (25) credits, including not fewer that (1) nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education; (5) one credit in world languages; and(6) a one credit mastery-based diploma assessment.~~

Commencing with the graduating class of 2027 (beginning with the incoming class of (2023-2024) and for each graduating class thereafter, in order to graduate and be granted a diploma, students most satisfactorily complete a minimum of twenty-five (25) credits, including not fewer that (1) nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education; (5) one credit in world languages; and(6) a one credit mastery-based diploma assessment; and (7) one-half credit in Personal Financial Management and Financial Literacy.

A student shall be excused from the physical education requirement upon presentation of a certificate form a physician or advanced practice registered nurse indicating that participation in physical education is medically contradicted because of the student's physical condition. The credit for physical education may be fulfilled by an elective.

In addition, also beginning with the graduating class of 2023, the Board of Education will provide adequate student support and remedial services for students. Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements, previously listed if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in summer school or through an on-line course; (2) allowing students to enroll in a class offered at a constituent unit of the state system

High School Graduation Exit Criteria, continued

of higher education, allowing students who received a failing score, as determined by the Commissioner of Education, on an end of the school year exam to take an alternate form of the exam; and (3) allowing those students whose individualized education plans state that such students are eligible for an alternate assessment to demonstrate competency on any of the five core courses through success on such alternate assessment.

The Board of Education shall grant a student credit towards meeting high school graduation requirements for (1) completing a world-language course provided by a non-profit organization and (2) passing a subject area proficiency test identified and approved by the Commissioner of Education. Up to four credits for a private non-profit world language course shall be granted if the student achieves a passing grade on a test prescribed by the Commissioner of Education. In other subject areas, credit shall be granted, based upon successful passage of the subject area proficiency tests prescribed or identified and approved by the Commissioner of Education, * regardless of the number of hours spent by the student in a public school classroom learning the subject matter.

The Commissioner, per statute, must prescribe or identify and approve the examinations within available appropriations.

The fulfillment of the mandated one credit foreign language requirement, beginning with the class of 2023, can include the successful completion of a world language course in grades six seven or eight, or an online course successfully completed, or the successful completion of a course offered privately through a nonprofit provider, provided such student achieves a passing grade on an examination prescribed by the Commissioner and such credits do not exceed four. All credits earned toward meeting any of the graduation requirements through the successful completion of online courses must fulfill the requirements established.

The Board shall require the Superintendent to create a Student Success Plan for each enrolled student, beginning in grade six. Such plan shall include a students' career and academic choices in grades six to twelve, inclusive. Beginning in grade six, such Student Success Plan shall provide evidence of career exploration in each grade including, but not limited to, careers in manufacturing. The Board shall utilize the Department of Education's issued and revised guidance regarding changes to such student's success plans.

Per statute (C.G.S. 221a(f)) the determination of eligible credits is at the discretion of the Board of Education, provided the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements. The Board may permit a student to graduate during a period of expulsion if the Board determines the student has satisfactorily completed the necessary credits. The graduation requirements shall apply to any student requiring special education except when the Planning and Placement Team (PPT) determines the requirement not to be appropriate.

A credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited, (2) through on-line course work or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

High School Graduation Exit Criteria, continued

Only courses taken in grades nine through twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education shall satisfy the graduation requirements except that the Board may grant a student credit toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through educational experiences and opportunities that provided flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college, course taken in middle school, internships and student designed independent studies, provided such demonstration of mastery is in accordance with such state-wide content standards; toward meeting a specified course requirement upon successful completion in grade seven or eight of a course that corresponds directly to the subject matter of a specified course requirement in grades nine through twelve.

Connecticut Seal of Biliteracy

Commencing with the graduating class of 2018, and for each graduating class thereafter, the Board of Education, utilizing criteria established by the State Board of Education, may/shall affix the "Connecticut State Seal of Biliteracy" to a diploma awarded to a student who has achieved a high level of proficiency in English and one or more foreign languages. "Foreign language" means a world language other than English and includes American Sign Language and any other language spoken by a federally recognized Native American tribe. The Board of Education shall include on such student's transcript a designation that the student received the "Connecticut Seal of Biliteracy".

Transfer and Home School Students

For students who transfer to Waterbury Public Schools from another state, country, school, program, or home-schooling situation, including educational programs that are not aligned with the District's High School's cross curricular and content area graduation standards, the Principal shall evaluate the value of the student's prior educational experiences and determine to what degree the student has met the school's graduation requirements.

After enrolling in the District, these students will need to satisfy all assessment, proficiency, and graduation requirements in the appropriate subject areas, as determined by the Principal or his/her designee. The Superintendent will ultimately determine whether these students are eligible to receive a diploma. Home-schooled students must have attended a Waterbury Public School High School for a minimum of two (2) years or four (4) semesters to be eligible for a diploma.

Students Receiving Special Education Services

Students who successfully meet the District's cross-curricular and content-area graduation standards, as specified in the goals and objectives of their Individualized Education Plans (IEP), will be awarded diplomas.

Academic Advancement Program

The Board of Education permits students in grades eleven and twelve to substitute (1) achievement of a passing score on an existing nationally recognized examination as determined, by the State Department of Education, or series of examinations approved by the State Board of

High School Graduation Exit Criteria, continued

Education, (2) a cumulative grade point average determined by the State Board of Education and (3) at least three letters of recommendation from school professionals (defined in 10-66dd) for the required high school graduation requirement. The State Board of Education will issue an Academic Advancement Program Certificate to any student successfully completing such program. The Academic Advancement Program Certificate shall be considered in the same manner as a high school diploma for purposes of determining eligibility of a student for enrollment at a Connecticut public institution of higher education.

The Board of Education shall permit a student to graduate from high school upon the successful completion of the above described academic advancement program.

Participation in Graduation Ceremony

A student must complete all Board of Education requirements for a high school diploma to participate in graduation exercises.

(NOTE: Graduating Class is defined as a group of students who started ninth grade for the first time and are expected to graduate in four years. For example, if a student started as a freshman in 2020/2021 then their expected graduating class would be 2024.)

(cf. 5121 - Examination/Grading/Rating)
(cf. 5126 - Academic Recognition)
(cf. 6146.1 - Grading and Reporting System)
(cf. 6146.2 - Statewide Proficiency/Mastery Examinations)
(cf. 6172.6 - Virtual/On-line Courses)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 6111 - School Calendar)
(cf. 6146.12 - Dual Enrollment and Early College)
(cf. 6146.13 - Multiple Pathways)

Legal Reference: Connecticut General Statutes

10-5 State high school diploma" "honors diploma." Payment of fees; exceptions. (as amended by PA 17-29) 10-5c Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247 and P.A. 15-215)
10-14n State-wide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by Section 115 of PA 14-217)
10-16(l) Graduation exercises. (as amended by P.A. 96-108, An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates)
10-221a High school graduation requirements. (As amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation, P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses and Other Subject Areas, P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 11-135, An Act Concerning Implementation Dates for Secondary School Reform, P.A. 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes, P.A. 13-247, Budget Implementer Bill, P.A. 15-237 An Act Concerning High School Graduation and P.A. 16-4(SS), section 310), PA 17-42, An Act Concerning Revisions to the High School Graduation Requirements, PA 17-29, An Act Concerning Connecticut's Seal of Biliteracy) and P.A. 19-58, An Act Promoting Careers in Manufacturing to Public School Students)
10-233(a) Promotion and graduation policies. (as amended by PA 01-166)
P.A. 13-108, An Act Unleashing Innovation in Connecticut Schools.
P.A. 13-247, An Act Implementing Provisions of the State Budget.
P.A. 15-237 An Act Concerning High School Graduation
P.A. 17-42 An Act Concerning Revisions to the High School Graduation Requirements

Policy adopted by the Waterbury Board of Education on March 7, 2013, revised on May 7, 2015, revised on September 3, 2015, revised on August 16, 2018, revised on August 22, 2019, revised on February 20, 2020, and March 21, 2024

#11

COMMITTEE ON BUILDINGS AND SCHOOL FACILITIES

BOE WORKSHOP: **Thursday, November 5, 2026**

TO THE BOARD OF EDUCATION
WATERBURY, CONNECTICUT

LADIES AND GENTLEMEN:

I move that the Waterbury Board of Education approve the use of school facilities and/or waiver requests by the following groups and organizations subject to fees and insurance as required.

FACILITY RENTAL WAIVER REQUESTS

Organization	Facility / Purpose	Dates & Times	Waiver Value
Rivera Memorial Foundation (Jessica Ocasio)	Maloney Café and rooms – Miss Rivera-Hughes Pageant practices and pageant	Tuesdays: November dates (see verification note); March 18–19, 2027, 6–7:30 PM; Saturday, March 20, 2027, 10 AM–5 PM	$672
East Mountain Sports Association	Wendell Cross Gym – Basketball Program	November–April; Saturdays and Sundays, 9 AM–6 PM	$18,480
Phil Macary	Gilmartin Gym – Basketball Program	November–April; Saturdays and Sundays, 9 AM–6 PM	$18,480
Phil Macary	Rotella Gym – Basketball Program	November–April; Saturdays and Sundays, 9 AM–6 PM	$18,480
Bunker Hill Sports Association	Bunker Hill Gym	January–March; Saturdays, 9:30 AM–1 PM	$2,268
Nicholas Meglio	Carrington Gym	December–March; Saturdays, 9 AM–3 PM	$4,116
		TOTAL WAIVER VALUE	**$62,496**