

Waterbury Public Schools Annual Report

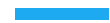


Board of Education
2019-2020



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Message from the Superintendent

The 2019-20 school year in Waterbury Public Schools began with professional development, a welcoming Convocation and shared goals focused on teaching and learning. We paid attention to ongoing work as we prepared to collectively engage in the important work of providing an outstanding education for all children. We set on a course to develop a multi-year strategic plan and sought to revisit the mission, vision and establish core values. This was accomplished. Waterbury Public Schools experienced many celebrations as we saw a marked improvement in graduation rates and schools experienced academic growth.

District students earned the highest percentage of their annual targets since the inception of the growth measure in both ELA and math. Waterbury students ranked the highest for percentage of target achieved in the District Reference Group (DRG) in ELA and the district students ranked second for the percentage of target achieved in the DRG in mathematics.

We implemented the Academic Academy at Wallace Middle in 2019-20 making it very responsive to the parents seeking an academically rigorous learning environment, meeting the needs of students on waiting lists for magnet schools and also addressing gifted and talented students. We experience continued interest and enrollment increases as we plan for the following year.

The new Wendell Cross School Pre-K-8 was officially approved and groundbreaking took place in October, 2019. Waterbury Public Schools partnered with Post University to implement an Early College High School to be located at Crosby High School. We were laser focused on the core business of teaching and learning, culture and climate of the school district and community, building relationships, and implementing a “Portrait of a Graduate,” which was developed collaboratively. We partnered with Center for School Change to create a comprehensive strategic plan to further drive future success.



Then on March 13, 2020, we responded to an unprecedented crisis caused by the COVID-19 pandemic that impacted our lives in profound ways. In this unparalleled time of change, conditions were and still are constantly changing and ambiguous. Schools physically closed while instruction was to continue virtually for an undetermined period. The strategy for our organization became intentionally focused on safety and health. We struggled to implement a virtual learning platform as our previous budget did not equip each student and teacher with a computer to teach and learn virtually. Waterbury Public Schools was not headed towards 1:1 technology implementation due to lack of sufficient funding.

However, in an expeditious manner, WPS began a collective response, repurposed computers from labs, utilized grant funding, repurposed funds and distributed over 8,000 computers to children as we aggressively began to design our distance learning platform for teaching and learning in Waterbury. Simultaneously, thousands of copies of paper packets were distributed to students at over 25 sites where meals were also distributed in an effort to dispense resources to students with and/or without technology. The staff did an amazing job of coordinating efforts to garner important information such as technology access and internet accessibility for students. Our teachers responded heroically as they began connecting with students virtually. Our Food and Nutrition staff and our maintainers, absolutely defined the meaning of the phrase “essential workers” as they worked tirelessly to prepare meals, keep buildings open and consistently prepare for reopening our doors. Principals and administrators returned to work, most in person, to distribute computers and respond to parents’ and students’ needs.

Our focus turned to safely returning to school in a safe and healthy environment conducive to the well-being of our students and staff. We deeply appreciate the support of Mayor Neil M. O’Leary, the General Government and Waterbury Public Schools Long-Term Recovery Committee and others offering expertise as we move forward. We are reimagining and rethinking teaching and learning and seeking to meet the needs of our entire Waterbury Schools community. Waterbury Public Schools continues to work collaboratively with our entire community of teachers, administrators, parents, students and stakeholders to build agile and responsive practices to support our students and staff as they return to school in-person and/or virtually in this time of intense change.

We enter the new year with outstanding news from the State Board of Education approving our three comprehensive middle schools (North End, West Side, Wallace) for the Commissioners Network in 2020-21. Additionally Wilby High School has received approval to begin working on the planning year for consideration into the Commissioners Network the following year.

Verna D. Ruffin

Verna D. Ruffin, Ed. D.

Superintendent

Waterbury Public Schools

Core Values, Mission and Vision

Core Values

The Waterbury Public Schools System

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

Mission

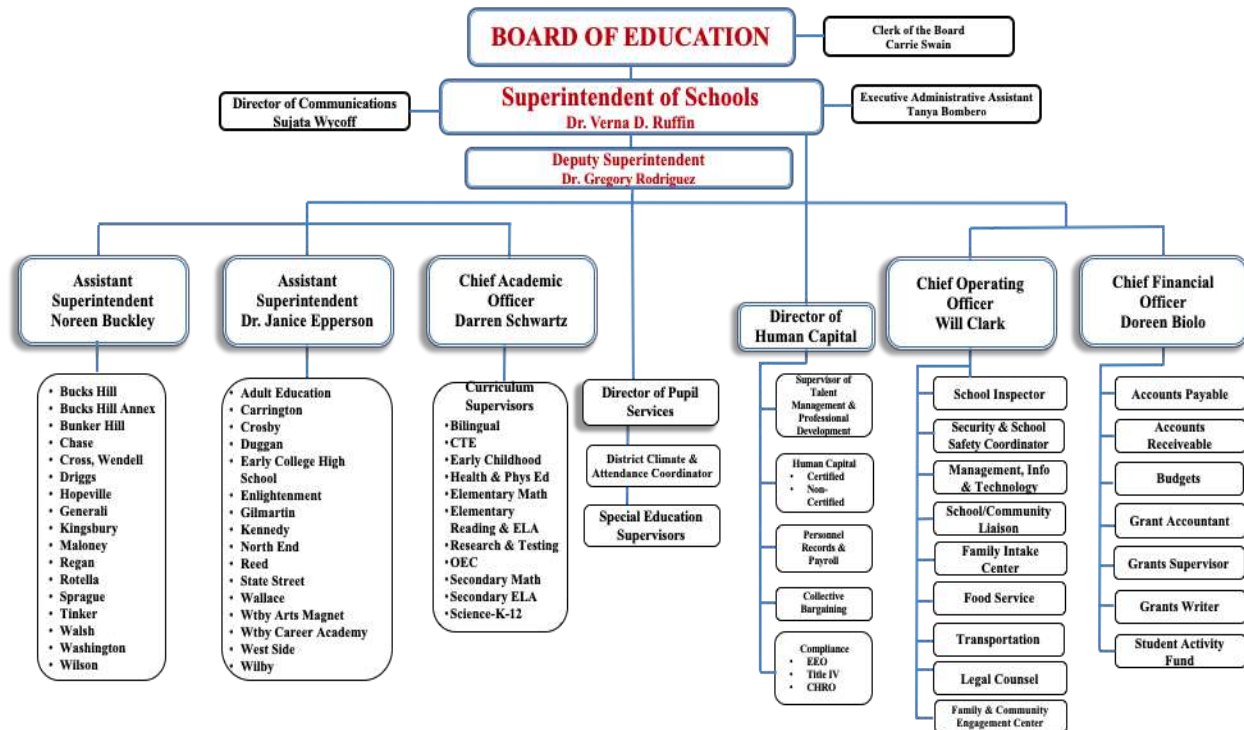
The mission of Waterbury Public Schools is to inspire and prepare every student to be successful in and beyond school.

Vision

All Waterbury Public Schools students will graduate ready to transform their world.

Waterbury Public Schools Administration

District Organizational Chart



Central Office Support

CENTRAL ADMINISTRATION

Superintendent
 Deputy Superintendent
 Chief Academic Officer
 Chief Financial Officer
 Chief Operating Officer
 Assistant Superintendent

Dr. Verna D. Ruffin
 Dr. Greg Rodríguez
 Mr. Darren Schwartz
 Mrs. Doreen Biolo
 Mr. William F. Clark
 Mrs. Noreen Buckley

Assistant Superintendent
Director of Personnel
Director of Pupil Services
Director of Communications
Board of Education Attorney

Dr. Janice Epperson
Mr. Juan Mendoza (Interim)
Ms. Kathy Gabrielson
Mrs. Sujata Wycoff
Ms. Tara Shaw

TEACHING AND LEARNING SUPERVISORS

Bilingual Education
Career and Technical Education
Fine Arts
District Climate and Attendance Coordinator
Health & Physical Education
Math (PreK-5)
Math (6-12)
Reading/English Language Arts (PreK-5)
Reading/English Language Arts (6-12)
Research, Development, and Testing
Science
Social Studies

Mrs. Adela Jorge-Ferguson
Mr. Michael Merati
Ms. Holly Maxson
Ms. Jaclyn Davis
Mr. Joseph Gorman
Mrs. Janet Frenis
Ms. Jeannine Minort-Kale
Mrs. Dena Mortensen
Dr. Michelle Eckler
Ms. Tara Battistoni
Mr. John Reed
Mrs. Veda Harris

SUPERVISORS

Talent & Professional Development
Mgmt., Information & Technology

Mrs. Jessica Ocasio
Mr. Will Zhuta

SPECIAL EDUCATION SUPERVISORS

Ms. Monica O'Neil 346-3505
Ms. Lisa Brown 574-8059
Mr. Robert Delaney 574-8047
Ms. Denise Carr 574-8059
Ms. Sharon Walsh 346-3505
Ms. Melina Rodriguez 574-6697
Ms. Wendy Owen 346-3505
Ms. Stacy Kozlowski 573-6692
Ms. Elaine Skoronski 346-3518

Medicaid Office



WELCOME CENTER

Student Registration Center
Educ. Liaison to Gov., Business & Comm.
Liaison to the Homeless
Community Connections Coordinator
Bussing/Crossing Guard Coordinator

Mrs. Charlotte Shocki (Interim)
Mary Ann Marold
Mrs. Shynea Paris
Mrs. Barbara Tenor
Mr. Jeffrey Hunter

OFFICE OF EARLY CHILDHOOD

Supv. of Early Childhood Education
Supv. of Early Childhood Special Education
School Readiness Liaison

Ms. Maureen Bergin
Mrs. Marisa Blakeslee
Mrs. Karen Rainville/vacant

School Principals

ALTERNATIVE SCHOOLS AND PROGRAMS

Adult Education
Enlightenment & Excel Program
State Street School
PreK at Bucks Hill Annex

Mr. Antonio Musto
Dr. Richard Arroyo
Mrs. Lisa Ariola/ Mrs. Maria Burns
Ms. Amy Simms

HIGH SCHOOLS

Crosby High School

Principal
Vice Principal
Vice Principal
Vice Principal

Mrs. Jade Gopie
Mr. Salvatore Vollero
Mrs. Cathleen Newmark
Dr. Julia Trevino

Kennedy High School

Principal
Vice Principal
Vice Principal
Vice Principal

Mr. Robert Johnston
Mr. Peter McCasland/Mr. George Smalley
Mr. Matthew Gwiazdoski
Ms. Rosalyn Glass



Wilby High School

Principal	Dr. Michelle Baker
Vice Principal	Mrs. Lori Peck
Vice Principal	Mr. Paul Drewry
Vice Principal	Ms. Elizabeth Henson
Administrator on Special Assignment	Mr. Joseph Begnal

Waterbury Arts Magnet High School

Principal	Mr. Nicholas Albini
Vice Principal	Dr. Maria Stasaitis
Vice Principal	Mr. Joseph Nole
Vice Principal	Ms. Jennifer Deeley

Waterbury Career Academy High School

Principal	Dr. Louis A. Padua
Vice Principal	Mrs. Jennifer Franceskino
Vice Principal	Mr. Michael Harris

MIDDLE SCHOOLS

North End Middle School

Principal	Mrs. Jacquelyn Gilmore
Assistant Principal	Mr. James Simpson
Assistant Principal	Mrs. Jennifer McAloon-Egan
Assistant Principal	Mrs. Sharell Herbert

Wallace Middle School

Principal	Mr. Vincent Balsamo
Assistant Principal	Ms. Cynthia Hammond
Assistant Principal	Mrs. Bridget Regan
Assistant Principal	Ms. Patricia McCarthy
Academic Academy Supervisor	Mrs. Kathleen Ferrucci



West Side Middle School

Principal	Mrs. Maria Burns/Mr. Peter McCasland
Assistant Principal	Mr. Michael Veronneau
Assistant Principal	Mr. James Tolman
Assistant Principal	Mrs. Rohinie Criscione

Waterbury Arts Magnet Middle School

Principal	Mr. Nicholas Albini
Vice Principal	Dr. Maria Stasaitis
Vice Principal	Mr. Joseph Nole
Vice Principal	Ms. Jennifer Deeley

ELEMENTARY AND PRE K-8 SCHOOLS

Bucks Hill

Principal	Dr. Delia Bello-Davila
Supervising Vice Principal	Mrs. Filomena Hudobenko

Bunker Hill

Principal	Mrs. Celia Piccochi
Supervising Vice Principal	Ms. Emily Griffin

Carrington

Principal	Ms. Karen Renna
Supervising Vice Principal	Ms. Kristen Gwiazdoski

Chase

Principal	Mrs. Lori Eldridge
Supervising Vice Principal	Mrs. Maria Zillo
Supervising Vice Principal	Ms. Shernett Evans-Foster

Cross, Wendell

Principal	Mr. Joe Amato/Ms. Lauren Elias, Special Assignment
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Driggs

Principal
Supervising Vice Principal

Mr. Michael Theriault
Ms. Kelly Pinho

Duggan

Principal
Supervising Vice Principal

Dr. Patricia Frageau
Ms. Melissa DiGiovanni

Generali, Margaret

Principal
Supervising Vice Principal

Mrs. Kathy Stamp
Ms. Kristen Gaudiosi

Gilmartin

Principal
Supervising Vice Principal

Ms. Christina Moore
Ms. Laura Colon

Hopeville

Principal
Supervising Vice Principal

Ms. Debra Ponte
Ms. Erika Lanza

Kingsbury

Principal
Supervising Vice Principal

Mr. Erik Brown
Ms. Susan Groppi

Maloney

Principal
Supervising Vice Principal

Mrs. Donna Cullen
Ms. Jan Phillips

Reed

Principal
Supervising Vice Principal

Mr. Juan Mendoza/Ms. Diuraca Tomasella, Interim
Ms. Diurca Tomasella/Vacant

Regan

Principal

Ms. Angela Razza

Rotella

Principal	Ms. Robin Henry
Supervising Vice Principal	Ms. Dana Wallace

Sprague

Principal	Ms. Diane Bakewell
Supervising Vice Principal	Ms. Stephanie Carpentieri

Tinker

Principal	Ms. Maria Jimenez
Supervising Vice Principal	Ms. Imani Jones

Walsh

Principal	Mrs. Ellen Paolino
Supervising Vice Principal	Dr. Maureen Wilson

Washington

Principal	Mrs. Inez Ramirez
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Woodrow Wilson

Principal	Ms. Jennifer Rosser
Supervising Vice Principal	Ms. Dana Coelho

Board of Education

COMMISSIONERS

Mayor Neil M. O'Leary (D) -Ex-Officio

Elizabeth C. Brown (D)

Karen E. Harvey (D) -Vice-President

Juanita P. Hernandez (D)

Rocco F. Orso (R)

Charles (Chuck) E. Pagano, Jr. (D) -President



Melissa Serrano-Adorno (D)

Charles L. Stango (R)

Ann M. Sweeney (D)

Jason Van Stone (R)

Thomas Van Stone, Sr. (R)

STUDENT REPRESENTATIVES

Presley Anthony, Waterbury Career Academy (Grade 11)

Vivian Bunker, Kennedy High School (Grade 11)

Nefertiti Doughty, Waterbury Career Academy (Grade 12)

Mateo Macias, Waterbury Arts Magnet School (Grade 11)

Sumreen Moughal, Wilby High School (Grade 11)

Reis Muccino, Kennedy High School (Grade 10)

Angelina Ovalles, Crosby High School (Grade 11)

Zachary Petrarca, Crosby High School (Grade 12)

Ishyra Scott, Waterbury Arts Magnet School (Grade 12)

Victor Ucanan, Wilby High School (Grade 11)

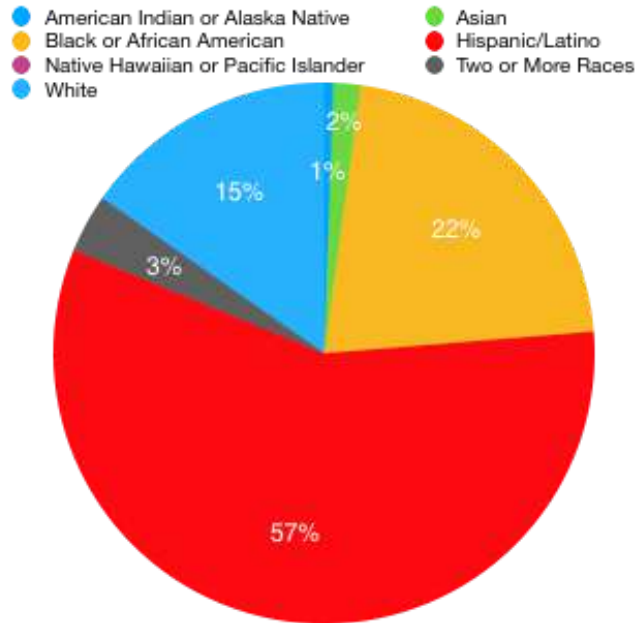
Demographics at a Glance

Students

District Student Enrollment

Total Enrollment (October 2019) **18,807**

District Student Demographics



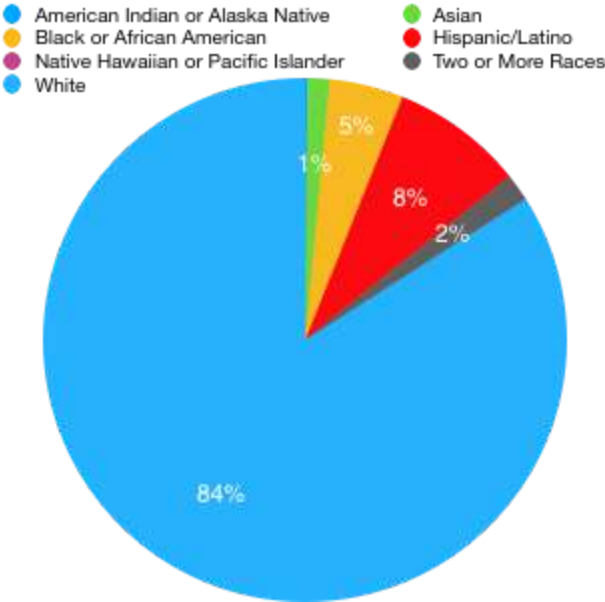
Student Enrollment	
Ethnicity/Race	Count
American Indian or Alaska Native	107
Asian	301
Black or African American	4052
Hispanic/Latino	10814
Native Hawaiian or Pacific Islander	2
Two or More Races	656
White	2875

Enrollment Trends

School Year	Total Enrollment	Special Education	English Learners	Pre-K
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19-20	18807	3637	2919	836
18-19	18847	3583	2820	779
17-18	19007	3396	2615	817
16-17	19001	3345	2553	819
15-16	18862	3307	2432	744
14-15	18878	3242	2354	702
13-14	18706	3093	2121	682
12-13	18485	2951	2061	666
11-12	18175	2803	1952	662

Instructional Staff



Administrators			
Ethnicity/Race	Male	Female	Total
American Indian or Alaska Native	0	0	0

Asian	0	1	1
Black or African American	1	8	9
Hispanic/Latino	3	9	12
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	2	2
White	20	50	70

Teachers			
Ethnicity/Race	Male	Female	Total
American Indian or Alaska Native	0	2	2
Asian	1	20	21
Black or African American	12	52	64
Hispanic/Latino	21	98	119
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	5	20	25
White	272	1002	1274

Strategic Plan

Process and Overview

In the 2019-2020 school year, the Waterbury Public Schools and Board of Education partnered with the Connecticut Center for School Change to develop a strategic plan with the district. The process to develop the strategic plan involved working with the Board of Education to develop a set of core values to drive the plan development. Following the development of a set of core values, the Board of Education worked alongside the superintendent and senior level staff to develop a mission and vision statement.



Presented within this annual report are the core values, mission and vision statement that are the foundation of the collaborative strategic plan.

After the core values, mission and vision were finalized, the Connecticut Center for school change and the superintendent invited a wide membership representative of the stakeholders in Waterbury to engage in a Steering Committee.

The Steering Committee developed a comprehensive needs assessment.

Subcommittees were assigned in the areas of Post-graduate Guidance and Preparation, Teaching and Learning, Family and Community Engagement, Talent Management, and Fiscal Responsibility. As a result of the needs assessment, subcommittees then focused on identifying key priorities, strategies, timelines, and measures of progress to integrate into the strategic plan document.

Currently, the first draft of the strategic plan has been presented to the Board of Education and is in the process of being finalized. The finalized strategic planning document is expected this quarter with a plan to communicate and disseminate the plan to the entire Waterbury community.

Steering Committee Membership

Teaching and Learning	Family and Community Engagement	Fiscal Responsibility	Post Graduate Options/Student Services	Talent Management
Dr. Greg Rodriguez*	Sujata Wycoff*	Will Clark*	Janice Epperson*	Lee Palmer*
Darren Schwartz*	Jackie Davis*	Doreen Biolo*	Katie Gabrielson*	Noreen Buckley*
Vincent Balsamo	LaTeena Barte	Louis Padua	Carolyn Freer	Robert Johnston
Jade Gopie	Mike Harris	Matt Gwiazdoski	Lynne Palleria	Diane Bakewell
Kari Nizzardo	Angela Holmes		Terry Mikaiel	
			Linda Richard	
			Mike Merati	
			Megan Pierczykowski	

*Indicates Chair

Strategic Plan Draft Priorities and Goals

Strategic Area 1: Post-graduate Guidance and Preparation

Goal 1: Student Success Plans. Design and implement a student success plan system to develop goals, identify aspirations, and provide necessary supports for each and every child.

Goal 2: College & Career Pathways: Design and implement a Rigorous and comprehensive College & Career Pathways system to support postgraduate options for each and every child.



Strategic Area 2: Teaching and Learning

Goal 1: Curriculum Management Cycle. Develop a guaranteed and viable curriculum aligned with the Portrait of the Graduate and ensure all students have access to equitable learning experiences that prepare them for success after graduation.

Goal 2: High Quality Instruction. Design and implement a comprehensive teaching and learning system, including an instructional framework, lesson-planning framework, instruction coaching system, and defined effective instructional practices; and an implementation and continuous improvement system including learning walks, educator evaluation and professional learning systems.

Goal 3: Social and Emotional. Ensure an inclusive school and classroom culture conducive to student wellness and academic growth.

Goal 4: Professional Learning. Develop a robust Professional Learning Plan that is rooted in best practice for adult learning.

Strategic Area 3: Family and Community Engagement

Goal 1: External Communications. Ensure WPS is reaching 100% of families on a regular basis through external communications.


Goal 2: Community Organizations. Improve engagement and strengthen partnerships with community organizations and Faith-Based Communities such that families are aware of important District and school information and the range of community resources available.

Goal 3: Provide Communication Using a Variety of Methods. Ensure communication is available on multiple platforms, respecting linguistic backgrounds, to increase parent involvement and participation.

Strategic Area 4: Talent Management

Goal 1A: Recruitment. Enhance and expand recruitment of high-quality employees, to include an emphasis on diversity.

Goal 1B: Hiring. Design and implement a streamlined system for hiring and onboard recruited candidates.



Goal 2: Staff Support & Retention. Increase retention rates in all employment categories with special attention to teachers and instructional supports while promoting a culture of learning and development for ALL employees by providing opportunities and pathways for growth and advancement.

Goal 3: Staff Attendance. Improve staff attendance by collaborating with union leadership to develop policy and tools.

Strategic Area 5: Fiscal Responsibility

Goal 1: Aligned Budget. Increase the capacity of the district and decision-makers to build a budget aligned to its strategic priorities for increasing access to equitable opportunities for all students.

Goal 2: Consolidated Long-Range Planning. Develop and consolidate long-range plans prioritizing programmatic, facilities, and infrastructure needs in order to support a stable and sustainable district

Budget and Finance Highlights

- Continuing to control costs and achieve a year end budget surplus for consecutive years of a minimal budget and prepared consecutive years of minimal growth operating budget with little proposed negative effect on educational programs offered to our students.
- The General Fund Operating Budget was \$158,375,000 for Fiscal year 19-20 has been flat funded (no increase) in past years.
- The total Education Cost Sharing (ECS) for Fiscal Year 19-20 was \$143,020,652 of which \$29,403,470 was the Alliance Grant portion to the Education Department. Waterbury has been severely underfunded in the ECS grant.
- The Competitive Grants for Fiscal Year 19-20 total was \$17,872,792. Some types of Competitive Grants are 21st Century, School Safety and Security Grants, Low Performing School Bond, Family Resource Center, etc.
- The Entitlement Grants for 19-20 total was \$68,625,944. Some types of Entitlement Grants are Alliance, IDEA, Magnet, Title I, Bilingual, etc.
- Participated in the implementation of the Districts eighth “Alliance Grant” with a \$6.8M increase and development of the ninth year.
- Awarded Commissioner’s Network planning year funding for our 3 Comprehensive Middle Schools (North End, Wallace, West Side)
- Provided financial support to implement the following curriculums:
 - High School ELA & Math curriculum
 - Comprehensive MS Math curriculum
 - Pre-K curriculum
- Assisted in the preparation and oversight of the third year Every Student Succeeds Act (ESSA) School Improvement Grants awarded to Opportunity Districts for eight elementary schools (Bucks Hill, Driggs, Gilmartin, Hopeville, Sprague, Walsh, Washington and Wilson) and three middle schools (North End, Wallace and West Side) to further assist student needs.

- Received fourth round of School Security Grant for eighteen school sites from the Division of Emergency Management and Homeland Security to improve safety and communication measures in the schools.
- Awarded a second year Student Support and Academic Enrichment Grant (Title IV) with the emphasis on well-rounded education, safety measures and information technology.
- Received a completely “clean” audit report void of any findings or comments.
- During the last quarter of the fiscal year, the COVID-19 pandemic resulted in approximately \$3.8M in savings (\$2M in renegotiation of bus contracts).
- Purchased over \$2M in Chromebooks for virtual learning during the pandemic

Operations

The Operations Departments (Technology, Facilities, Security, Food Services, Transportation and Welcome Center), had a number of projects and plans for 2019-20. These plans were focused on building from recent successes seeking cost effectiveness and efficiency in supporting the educational goals, mission and vision of the District. Creating and sustaining healthy, safe, cost effective and efficient infrastructure and support for students and staff remains the guiding principles for the Operations Departments. Though investigation, research and collaborative planning many projects were well under way into the Spring of 2020. With the unanticipated COVID-19 all Operations Departments were required to quickly refocus and pivot to support the District efforts for distance learning. Working in collaboration with all other Education Departments, the Operations Departments diversified plans in order to support and expand distance learning as well as to engage in many projects designed to support the return of students when State and Local Officials deem that appropriate. A summary of the many projects and efforts by the Operations Divisions is as follows:

2019-2020 Accomplishments

School Security Projects

Invested \$671,198.00 while leveraging the State Security Grant to upgrade Bucks Hill Pre-K, Driggs, Duggan, Reed, State Street, Wallace M.S., West Side, Washington, Chase and Hopeville Schools

- Video Management Servers- Milestone
- Security Cameras (over 250 Camera's added)
- Badge Entry Systems
- Video Door Intercom Systems

These systems along with strategic upgrades at Carrington and Career will provide state of the art video systems and allow for a seamless connection to our Emergency Responder partners (Police and Fire) in the case of an emergency situation. The platform is consistent with recent Waterbury Police Department upgrades as well which will allow for consistent practices and protocols and leveraging of a common system for cost effective upgrades and expansions over time. In fact, Phase 4 of the Security Grant is just around the corner with the project going out to bid which will allow for upgrades for another set of schools. Ultimately all schools will be upgraded with the IP cameras and moved to the Milestone platform which is far more reliable and user friendly than the current system.

Email Server Upgrade

- Upgrade the current 2010 Exchange instance to 2019
- Increase the limits on mailbox sizes for Staff and Administrators
- Increase the Maximum attachment size
- Improve Active Sync and Outlook Web Access to end users
- Install New Exchange Servers in existing environment

Wide Area Network Upgrade

- Upgrade Remaining 8 schools (North End, Wilby, Regan, Bucks Hill, Crosby, Wallace, WAMS, and Kennedy) and Food Service facility to a private dark fiber network for 10GB high-speed communications.
- Support simultaneous IP Voice, video and data connectivity

Canon Copiers and Print Management

- Replace aging Copier Fleet with new, more efficient hardware devices
- Reduced fleet size from 186 -165 Copiers
- Centralized Print Ecosystem

- Improved printing efficiency by being able to track all copiers and printers
- Control Output Costs by setting printing budgets and create printing rules
 - Estimated Cost reduction of \$ 185,994.00 Annually
- Provide visibility to all printed documents
- Safeguard sensitive Data
- Free up IT resources

Welcome Center Online Registration

- Implement Online Unified Enrollment so parents can register students online
- Trained Welcome Center Staff
- Improved workplace efficiencies, workflow and process
- Eliminated the need to print and fax, reducing costs

The Online Registration roll out has been smooth and timely for Pre-K through 5 and has helped to support more efficient Middle School and High School enrollment as well. The proactive conversion was well under way before COVID-19 but has proven to be a necessary and invaluable resource during the shut-down and closure. Nearly 1000 new registrants have been processed through the online system to date. The students hail from over 20 Countries and nearly 30 towns coming into our programs. The online system and trained staff have allowed for this smooth transition which offered a safe registration process for parents, students and staff alike.

Chromebook and Laptop Distribution

- Distributed over 8,000 Chromebook devices to Students
- Prepared 4,700 Dell Laptops for Student Learning
- Prepared 5,200 Chromebooks for Fall Distribution

The distribution was done in collaboration with all schools and the facilities team working closely with the IT division. Waterbury Fire also helped to create safe staging and distribution locations which allowed for the many thousand computers to be placed in the hands of students to engage in distance learning for the balance of the 2019-20 school year after the shut down in March as well as through the summer. The proactive planning and preparation by the IT Team and the District Tech Committee was truly grace under pressure putting the interest of kids first and leveraging all available resources to support learning.

Wireless Network buildout to Support 1:1 and Distance Learning

- New wireless devices support the 802.11AC 1 Gig wireless standard. Support Legacy devices on 802.11n 2.4 Gig and 802.11a/b/g for a 1 to 1 program and BYOD programs and older district laptops.
- Initiated Network Redesign by mapping all school and assessing classroom connectivity
 - Over 200 Wireless Access Points (WAP's) order with another 600 pending

This work which was planned pre-shut down was timely as well and took on a heightened priority to support 1-1 learning both at distance and once the students return. The upgrades continued over the summer and will be supplemented as we return to school and continue to build the network to support student and staff online needs.


ParentSquare

- Establish clear policies for communication
- Combine all communication tools used in classrooms, sites, and district
- Streamline forms, surveys using new platform to secure document delivery of important documents like report cards
- Upgrade Mass notification system used to send Alerts and emergency messages
- Provide options to “opt-in” and “opt-out” so parents can manage their experience
- Improve Classroom Communications by allowing for Direct and Group Messaging connecting parents, teachers and students
- Social Media and Web Share with one click to curate posts by admin and teachers across all schools
- Direct share to social media platforms from single application with no no need to exchange passwords

Another project, along with website redesign that was already in the works prior to the shut down. But which has been fast tracked in order to upgrade our communication efforts with parents, students and stakeholders. The result of the planning and bidding process will be the unveiling of this new state of the art resource as we begin the school year followed by the website redesign in the months to come.

Food Services:

In 2019 the Food Services Department was visited by the State Department of Child Nutrition who performed an audit administrative review of the department as required by law. Food Services received a glowing report from the State. The Department continues to be a leader in



the state with regard to compliance to governing regulation, production efforts, menu design consistent with healthy food requirements and standards and fiscal responsibility.

Prior to the COVID-19 shut down the Division was on pace to meet or exceed projections of meals served and revenue while also on pace to lower expenses due to cost effective operations, successful bidding practices and leveraging government commodities.

With the onset of COVID-19, while meal revenues went down and expenses went up due to the requirements to maintain staffing levels that were set for full production, the positive side is that the Division answered the call to pivot its operation virtually overnight in order to provide feeding sites at all schools for breakfast, lunch and ultimately supper to be served. Between March and June over 500,000 meals were served to students during the COVID-19 shut down.

Simultaneously, the Division continues its relocation, with minimal disruption, from its previous location and warehouse on Wolcott Road to the current location at Captain Neville Drive. This move allows the Department to store much of the food on site, as opposed to paying a distributor or processor the fees to store the product. Additional space allows the room to fit a tray sealing machine and flow wrapper. All these efforts result in more savings and cost efficiencies in the operation both in the short and long term.

Phase 1 of the Central Kitchen construction project was successfully completed. The Central Kitchen provides approximately 13,000 square feet of space, including an approximate 1,000 square foot refrigerator, a 2,000 square foot freezer and a back-up generator to support us in the event of a power outage that lasts an extended period of time.


Phase 2 of the construction project involves the production kitchen and adjacent area where we will work on recipe development and begin packaging our own products. The recipe development will include fresher, higher quality items and focus on meal presentation.

Lastly, with the need for an additional refrigerated food service truck, the Division took delivery on our third truck, increasing distribution to schools in a more efficient manner.

As we enter the 2020-21 year the Central Kitchen will begin and then ramp up production over time which will lead to more cost effective and efficient operations as well as more local production of fresh meals.

Facilities and Construction

2019-20 was a great year for Facilities and Construction projects.



The year began with the daunting task to relocate Wendell Cross into swing space at St. Joe's School. While many concerns were raised with the ability to complete this project, the Operations team proved up to the task engaging in a complete renovation of the space within a very short time window to allow for a successful transition into the swing space. This was literally years of work completed in a matter of months with the support of the entire team and our City partners. From the building, to IT to Security and breathing life back into an old gym floor the team created a healthy and safe school space for our students while the Wendell Cross Construction Project began.

The Wendell Cross Project is moving along into the construction phase. Even with the COVID-19 issues, the project team was able to plan and strategize to keep the project moving forward. While there were some supply chain delays, the team has worked to keep the project moving forward. Steel will be complete this summer followed by the main construction elements picking up late summer and fall as we move to keep pace with the schedule and a 2021 school year move in.

4 elevator projects at Kingsbury, Hopeville, Sprague and Chase schools were completed on time and under budget. The projects look great and will be an invaluable resource for years to come at these schools. The projects were managed internally with the Operations and Budget teams and compliance with state construction grant requirements was successfully performed by the team. Each elevator is up and running for the 2020-21 School year.

While Schools were closed in March the Facilities team never stopped working on projects. Summer cleaning was moved up and many projects were performed with the students out of the building including but not limited to:

- Successful application for State Elevator projects at Bunker Hill and Washington Schools;
- Elevator modernization at Crosby/Wallace;
- Successful application of Generali Roof Replacement to the State;
- Planning, design and bidding of Walsh Boiler replacement project complete with installation to follow in 2020;
- Wilby interior entrance upgrade, ceiling tile replacement, painting and LED light replacement;
- Maloney student locker replacement;
- Assist in Phase 3 Security Upgrades and Phase 4 planning;
- Replaced the hydraulic in-ground cylinder at Regan School;

- Office upgrades for COVID-19 certification at Chase Building, Early Childhood, Welcome Center and school locations;
- Various painting projects District-wide;
- Various Masonry projects District-wide
- Successfully Hosting and providing a safe environment for City summer camps at Wallace/Crosby and North-End/Wilby;
- Implementation of On-line School Dude work order system which will streamline all areas of operations and allow for better tracking and accountability for work order and projects.

Transportation

The Transportation Division transitioned over to the Welcome Center seamlessly. The office provided key support to the Welcome Center team to streamline bus route communication and implementation of new students as well as to resolve questions and concerns more quickly and systematically for parents in a one-stop-shopping solution model at the Welcome Center.

Through March transportation operations remained within budget projects and efficiency expectations and the safety record was high.

With the closure of School in March the Director worked closely with the Chief Operating Officer and the Chief Financial Officer to negotiate with the bus companies consistent with Governor Lamont's Executive Order. Those negotiations yielded total savings in excess of \$2M which was able to be repurposed to support distance learning and other needs of the District.


The Division has worked closely with the Bus companies on return to School planning and is ready to support reopening plans of the District in a manner consistent with state and local guidance.

Personnel

Juan Mendoza, Interim Director of Human Capital

HIGHLIGHTS

In the fiscal year 2019-2020, the Department of Personnel and Talent Management supervised the recruitment, selection, and appointment of one hundred and fifty-seven (157) highly qualified teachers and twenty-one (21) administrators. The office replaced staff that resigned, retired, was non-renewed, or were promoted to higher positions. The average salary level for new teachers



was \$52,636 and \$114,187 for administrators. These salaries fell within budget. The average teacher salaries were slightly lower than the previous 2018-2019 school year averages, while the average administrator salaries were substantially lower than the previous 2018-2019 school year averages.

Each new teacher who was hired was assigned a TEAM mentor even when it was not required by State statute. All teachers hired under DSAP permits and mid-year contracted teachers were assigned a TEAM mentor to offer support and reflection even though they were not being evaluated. New Teacher Orientation acclimates new hires to proper school procedures ranging from Attendance Policy to proper use of Social Media. Additionally, class management and special education procedures and policies are included in the three-day orientation. All new teachers participated in cultural competency and unconscious bias training. Feedback from attendees has been positive regarding the New Teacher Orientation process. The number of non-renewal recommendations from building Administrators and Supervisors has decreased the last four school years, and we believe this is a reflection of the New Teacher Orientation and the expectations which are clearly defined.

We had an increase in employee paid sick time for the 2019-2020 school year from the previous year. The number of FMLA approved leaves in 2018-2019 was 289 FMLA; and in 2019-2020 that number was 296, a 2.43% increase from the previous year.

Under the direction of the Superintendent and the Director of Personnel and Talent Management, the HR Generalists completed investigations into allegations of misconduct, both on and off the job, by Education employees. The investigations resulted, in some instances, in disciplinary actions including suspensions and terminations of Education employees. The number of grievances for 2019-2020 totaled twenty-five (25), an increase from the previous year which was twelve (11). We received eleven new CHRO/EEOC complaints this year.

Our department continued with our initiatives from the previous year. Our recruitment team attended numerous career fairs. A District Career Fair was held at Gilmartin School and Reed School, where on-site interviews were conducted and all of our schools were well represented. Each school presented backdrops, props, and poster boards to highlight their school, while also promoting the Waterbury School District. While attending this fair, information was also shared on becoming a substitute teacher in our District for those applicants whose certification was pending. Our data confirm that many of our newly hired teachers have worked as substitute teachers in the District before being hired, thus creating an employment pipeline. Partnerships have been established with several universities to channel their students into student teaching programs here within the District while completing their graduate work and applying for

certification. The Human Resources department also participated in its first virtual career fair hosted by EdWeek, which reached potential teacher candidates throughout the United States. During the 2019-2020 year, (6) six new content supervisors were added to the district team: Academic Academy Program Supervisor, Social Studies Supervisor, Career & Technical Education Supervisor, Secondary English Language Arts Supervisor, Secondary Math Supervisor, and Fine Arts Supervisor. The department also created and hired a Director of Communications and Director of Pupil Services.

In May there were two new additions to the Human resources department. Juan Mendoza who served in the city for 8 years as the Principal of Jonathan Reed School was named interim director of Human Capital. Also, Lisa Romano, the 2018-2019 Waterbury Teacher of the Year and 2020 CT teacher of the Year semifinalist, was brought on board as the interim assistant Talent and Management and Professional Development Supervisor. In June Jessica Ocasio returned to our department as the Talent and Management and Professional Development Supervisor. Since then our department has shifted from a Human Resources Office to an Office of Human Capital. In the Human Capital Framework, teaching and learning become the center of everything we do, as it encompasses recruitment, onboarding, induction, developing, supporting, retaining, and growing talent for the ever-changing role of schools to meet the needs of all of our children. Our Human Resource/Talent Office has been combined to be one office and no longer works as two separate offices. The Human Resource/Talent Office focus is to work closely with our school leaders to ensure that you can effectively lead their school to meet the needs of all students.

Our team will be working on three goals for the upcoming year.

1. Improving communication with all district leadership/supervisors.
2. Refocusing and building upon recruitment, onboarding, and retention of staff strategies.
3. Streamlining hiring processes for principals.

We are very excited in the direction that we are moving and we recognize that Human Capital will play an important role in the improvement of our school system to better meet the needs of students.

2019-2020 Teacher Hires by Subject Area

School/Dept.	Grade/Subject	Number of New Teachers
Elementary	Art	4

Elementary	Bilingual Gr K & Gr 5	6
Elementary	English Second Language	1
Elementary	Grades Pre-K Through 5	36
Elementary	Health & Physical Education	1
Elementary	Library Media	5
Elementary	Music	4
Elementary	Speech Language Pathologist	1
Elementary	Special Education	17
Elementary	Social Worker	4
Elementary	World Language – Japanese	1
High School	Art	1
High School	Bilingual Math	1
High School	Bilingual Science	2
High School	English Language Arts	1
High School	Family Consumer Science	1
High School	Guidance Counselor	1
High School	Health Services	2
High School	Health & Physical Education	3
High School	Human Services	1
High School	Information Technology	1
High School	Math	3

High School	Music	3
High School	ROTC	1
High School	Science	3
High School	Social Studies	3
High School	Social Worker	2
High School	Spanish	4
High School	Speech Language Pathologist	1
High School	Special Education	4
Middle School	Art	4
Middle School	Bilingual Math/Social Studies	1
Middle School	Information Technology	1
Middle School	English Language Arts	10
Middle School	English Second Language	1
Middle School	Guidance Counselor	2
Middle School	Health & Physical Education	1
Middle School	Math	7
Middle School	Music	1
Middle School	Science	4
Middle School	Spanish	1
Middle School	Speech Language Pathologist	1

Middle School	Special Education	4
Middle School	Social Studies	1
	Total	157

Teachers Hired with Durational Shortage Area Permits (DSAP)

In certain circumstances, the Connecticut Department of Education, Bureau of Teacher Certification will issue temporary teaching certificates in subject areas where a school district is experiencing a shortage of suitably certified candidates, or due to Priority District need. To qualify for a DSAP the applicant must have completed: (1) minimally, a bachelor’s degree from a regionally-accredited higher education institution is required and 12 semester hours of credit must be completed in the area to be taught, (2) enrollment in an approved preparation program as required and the ED 177 Application is required, when an approved program of preparation is required to obtain the actual certificate, (3) for teachers adding the endorsement, the ED 177 Application is not required, unless an approved program is required to add the cross-endorsement. DSAP candidates must pass the Praxis II in their content area if required by the program.

For 2019-2020, thirteen (16) new teachers were hired through DSAP with the State of Connecticut. This represented 10.19% of all new teachers hired in 2019-2020. DSAP teachers were hired in the content areas listed below.

Certification Area	Number of DSAPs
Bilingual (Elem & Science-Biology)	7
Information Technology	1
Math	4
Pre-K	1
Spanish	1
Special Education	1

World Language – (Japanese)	1
Total	16

Relevant Salary Data for Teachers Hired During 2019-2020

The average starting salary for teachers hired during 2019-2020 was \$52,636. This was determined by years of experience and content/shortage area. Those in shortage areas negotiated/demanded higher steps. The budgeted salary for new teachers was within budget.

Education Level of Teachers Hired During 2019-2020

Degree Held	Number of New Teachers
Bachelors	58
Masters	63
6 th Year	35
Doctorate	1
Total	157

Teacher & Administrative Hires by Race/Ethnicity During 2019-2020

Race/Ethnicity	Number of Teacher New Hires	Number of Admin New Hires
Asian	5	1
American Indian	0	0
Hispanic	22	2
Black/African American	8	3

Two or More	6	0
White/Caucasian	116	15
Total	157	21

Approximately 26.41% of all new hires during 2019-2020 were minority. The minority hiring ratio decreased by 8.93% from the previous year of 35.34%. Total new hires increased by forty-five (45) vacancies or 33.84%, from the previous school year.

Teacher Resignations/Deaths During 2019-2020

EFFECTIVE DATE	SCHOOL	POSITION	SUBJECT/GRADE
7/1/2019	Bunker Hill	Teacher	Music
7/2/2019	North End	Teacher	Art
7/2/2019	Crosby	Teacher	Tech Ed
7/5/2019	Maloney	Teacher	Japanese
7/10/2019	Driggs	Teacher	Special Ed
7/10/2019	Regan/Bucks Hill	Teacher	ESL
7/11/2019	WCA	Teacher	Spanish
7/16/2019	North End	Teacher	Social Studies Gr 6
7/19/2019	Acad. Academy	Teacher	ELA Gr 6-8
7/22/2019	Bucks Hill	Teacher	Gr 5
7/23/2019	Chase	Teacher	Gr 1
7/23/2019	Generali	Teacher	SLP
7/24/2019	Rotella	Teacher	Gr K
7/24/2019	Waterbury Arts	Teacher	Science/Biology

7/24/2019	Wallace	Teacher	Science Gr 8
7/24/2019	Rotella	Teacher	Special Ed
7/24/2019	State Street	Teacher	Special Ed Gr 3-5
7/24/2019	Tinker	Teacher	Library Media
7/27/2019	W Cross/Annex	Teacher	Art
7/29/2019	W. Cross	Teacher	Kindergarten
7/29/2019	WCA	Teacher	Health Services
7/29/2019	Carrington	Teacher	Social Worker
7/29/2019	Bunker Hill	Teacher	Art
7/30/2019	Wallace	Teacher	Math
7/30/2019	West Side	Teacher	ELA Gr 6
7/31/2019	Career Academy	Teacher	Special Ed
7/31/2019	Bunker Hill	Teacher	Special Ed
7/31/2019	WAMS	Teacher	Science Physics
8/1/2019	Rotella	Teacher	Special Ed
8/1/2019	Wilson	Teacher	Art
8/2/2019	Reed	Teacher	Special Ed
8/2/2019	Districtwide	Teacher	STEM Coach
8/2/2019	Duggan	Teacher	Math Gr 7-8
8/4/2019	North End	Teacher	Science
8/5/2019	Wilby	Teacher	FCS
8/5/2019	W. Cross	Teacher	Pre K
8/7/2019	Tinker	Teacher	Special Ed Gr 3-5
8/9/2019	Annex/Brass Charter	Teacher	Social Worker

8/10/2019	Career Academy	Teacher	Social Studies
8/12/2019	Crosby	Teacher	Math
8/12/2019	Wilby	Teacher	Math Gr 7-8
8/14/2019	North End	Teacher	Guidance
8/14/2019	Wilson	Teacher	Gr 5
8/19/2019	Wallace	Teacher	Special Ed
8/19/2019	Washington	Teacher	Special Ed
8/20/2019	Walsh	Teacher	ELA Gr 4-5
8/21/2019	Hopeville	Teacher	Special Ed
8/23/2019	West Side	Teacher	Math
8/23/2019	Wilby	Principal	Principal
8/23/2019	Bucks Hill	Teacher	Music
8/30/2019	Wilby	Teacher	FCS - Culinary Arts
9/6/2019	West Side	Teacher	Music
9/11/2019	Academy	Teacher	Computer
9/11/2019	Wallace	Teacher	ELA Gr 6
9/13/2019	Wilby	Teacher	Science
9/20/2019	Driggs	Teacher	School Psychologist
9/26/2019	North End	Teacher	Social Studies
9/27/2019	Wilson	Teacher	Gr 5
9/27/2019	WCA	Teacher	Science Physics
9/27/2019	Washington/Regan	Teacher	Library Media
10/3/2019	Crosby	Teacher	Special Ed
10/9/2019	Reed	Teacher	Gr 1

10/10/2019	State Street	Teacher	Special Ed
10/14/2019	North End	Teacher	Spanish
10/18/2019	Bucks Hill	Teacher	Special Ed
10/24/2019	Wilson	Teacher	Library Media
10/25/2019	Chase	Principal	Principal
10/25/2019	Districtwide	Director	Dir. Of Special Ed
10/25/2019	Walsh	Teacher	Gr 4
10/25/2019	Driggs	Teacher	Gr 3
10/28/2019	Wallace	Teacher	Math
10/30/2019	North End	Teacher	Art
10/30/2019	Wilby	Teacher	Special Ed
10/31/2019	Walsh	Teacher	Gr 5
10/31/2019	Reed	Teacher	Gr 4
11/1/2019	Chase	Teacher	Pre-K Sped Co-taught
11/1/2019	Bunker Hill	Teacher	Art
11/1/2019	WAMS	Teacher	Science Gr 7
11/1/2019	Sprague	Teacher	Library Media
11/7/2019	Crosby	Teacher	Social Studies
11/7/2019	Reed	Teacher	Gr 2
11/14/2019	Walsh	Teacher	Math Gr 4
11/15/2019	Gilmartin	Principal	Principal
11/15/2019	Bunker Hill	Teacher	Special Ed
11/15/2019	Gilmartin	Teacher	Special Ed
11/15/2019	Wallace	Teacher	Math

11/22/2019	W. Cross	Teacher	Gr 4
11/27/2019	Hopeville	Teacher	Gr. 1
11/27/2019	Duggan	Teacher	English
12/3/2019	West Side	Teacher	Special Ed
12/13/2019	Kennedy	Teacher	Math
12/13/2019	Bunker Hill	Teacher	Special Ed
12/19/2019	West Side	Teacher	ELA
12/20/2019	Kennedy	Teacher	Social Worker
12/20/2019	Waterbury Arts	Teacher	PE/Health
12/20/2019	Duggan	Teacher	Kindergarten
12/20/2019	Crosby	Teacher	SLP
12/20/2019	Hopeville	Teacher	PE/Health
1/3/2020	Wallace	Teacher	Math
1/7/2020	Wallace	Teacher	English
1/10/2020	North End	Teacher	Special Ed
1/10/2020	Crosby	Teacher	Special Ed
1/10/2020	Rotella	Teacher	Special Ed
1/10/2020	Kennedy	Teacher	Tech Ed
1/14/2020	Waterbury Arts	Teacher	Guidance Counselor
1/17/2020	Crosby	Teacher	Special Ed
1/17/2020	State Street	Teacher	Special Ed
1/17/2020	Carrington	Teacher	Social Worker
1/17/2020	Reed	Teacher	Gr 6
1/17/2020	North End	Teacher	English

1/29/2020	Kennedy	Teacher	English
1/31/2020	Wallace	Teacher	Math
2/7/2020	Gilmartin	Teacher	Social Worker
2/11/2020	West Side	Teacher	TESOL
2/11/2020	Gilmartin/Carrington	Teacher	Tech Ed
2/12/2020	Reed	Teacher	Gr 2
2/27/2020	Driggs	Teacher	Gr 3
3/3/2020	Gilmartin	Teacher	Gr 5
3/16/2020	Duggan	Teacher	Special Ed
4/3/2020	Tinker	Teacher	Library Media
6/30/2020	Regan/Washington	Teacher	Library Media
6/30/2020	Waterbury Arts	Teacher	PE/Health
6/30/2020	Bunker Hill	Teacher	Special Ed
6/30/2020	Tinker	Teacher	Gr 5
6/30/2020	Career Academy	Teacher	ELA
6/30/2020	W. Cross/Annex	Teacher	Art
6/30/2020	Wallace	Teacher	Math
6/30/2020	Hopeville	Teacher	Gr 1
6/30/2020	Wilby	Teacher	Music
6/30/2020	Duggan	Teacher	Math
6/30/2020	Wilby	Teacher	ROTC
6/30/2020	West Side	Teacher	Music
6/30/2020	Wilson	Teacher	Special Ed
8/14/2020	Sprague	Teacher	Special Ed

11/6/2020	Kennedy	Teacher	Tech Ed
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Total Resignations: 135

Deaths: 0

Teacher Retirements/Non-Renewals During 2019-2020

EFFECTIVE DATE	SCHOOL	POSITION	SUBJECT/GRADE
6/14/2019	North End	Teacher	Computer Ed
9/1/2019	Gilmartin	Teacher	Kindergarten
9/1/2019	Rotella	Teacher	Science
11/1/2019	West Side	Teacher	English
11/8/2019	Wilby	Principal	Special Assignment
11/30/2019	Wilby	Teacher	Health
12/4/2019	Sprague	Teacher	Pre-K
12/20/2019	Kingsbury	Teacher	Gr 5
12/20/2019	Wallace	Teacher	Math
12/20/2019	Washington/Regan	Teacher	Art
1/24/2020	Crosby	Teacher	Math
2/29/2020	West Side	Teacher	FCS
3/26/2020	Tinker	Teacher	Kindergarten
3/31/2020	Crosby	Teacher	Spanish
6/30/2019	Wilson	Teacher	Pre-K
6/30/2020	Driggs	Teacher	ESL
6/30/2020	West Side	Teacher	Special Ed

6/30/2020	Kennedy	Teacher	Health
6/30/2020	Wilby	Teacher	Allied Health
6/30/2020	West Side	Teacher	Library Media
6/30/2020	Kennedy	Teacher	Social Studies
6/30/2020	Bucks Hill	Teacher	Special Ed
6/30/2020	Bunker Hill	Teacher	ESL
6/30/2020	Kennedy	Teacher	Social Studies
6/30/2020	W. Cross	Teacher	Literacy Facilitator
6/30/2020	Kennedy	Teacher	Guidance Counselor
6/30/2020	Crosby	Teacher	Health
6/30/2020	Wilby	Teacher	Business
6/30/2020	Bunker Hill	Principal	Principal
6/30/2020	Crosby	Teacher	ROTC
6/30/2020	Wilby	Teacher	English
6/30/2020	Wilby	Teacher	ROTC
6/30/2020	North End	Teacher	Reading
6/30/2020	Walsh	Teacher	Special Ed
6/30/2020	Wilby	Teacher	Tech Ed
6/30/2020	West Side	Teacher	Science
6/30/2020	State Street	Principal	Principal
6/30/2020	Waterbury Arts	Teacher	Art
6/30/2020	Duggan	Principal	Principal
6/30/2020	Chase	Teacher	Pre-K

6/30/2020	Maloney	Teacher	Special Ed
6/30/2020	Walsh	Teacher	ESL K-3
6/30/2020	Gilmartin	Teacher	Science Gr 7-8
6/30/2020	Maloney	Teacher	Special Ed
6/30/2020	Walsh	Teacher	Pre-K
6/30/2020	Rotella	Teacher	Pre-K
6/30/2020	Wilby	Teacher	Allied Health
9/30/2020	Wilson	Teacher	Special Ed - BDLC
10/30/2020	W. Cross	Principal	Principal

Total Retirements: 48

Non-Renewals: 3

Administrator Hiring/Promotions/Lateral Transfers 2019-2020

Twenty-One (21) administrative vacancies occurred for 2019-2020 as a result of retirements, resignations, transfers, promotions, and expansion positions. All of these vacancies have been filled with qualified staff.

Curriculum Supervisor - Fine Arts	Holly (Gillis) Maxson
Curriculum Supervisor - Career & Tech Ed.	Michael Merati
Curriculum Supervisor - Secondary ELA	Michelle Eckler
Curriculum Supervisor - Secondary Math	Jeannine Minort-Kale
Curriculum Supervisor - Social Studies	Pranvera Harris
Director of Communications	Sujata Wycoff

Director of Pupil Services	Katherine Gabrielson
House Principal	Sharell Herbert
House Principal	Michael Veronneau
HS Vice Principal	Dr. Julia Trevino
HS Vice Principal	Salvatore Vollero Jr.
HS Vice Principal	George Smalley
HS Vice Principal	Jennifer Franceskino
Principal Elem.	Inez Ramirez
Principal K-8	Christina Moore
Principal MS	Vincent Balsamo
Principal MS	Peter McCasland
Principal MS/HS	Nick Albini
Program Supervisor	Kathleen Ferrucci
Supervising Vice Principal	Emily Griffin
Supervising Vice Principal	Susan Groppi

The Department of Personnel and Talent Management - Education

We remain focused on our goals of cross-training staff, infusing technology into daily operations, and continuing to serve the staff, students, and parents of Waterbury Public Schools consistent with the Mission, Vision, and Values of the District.

Increasing Student Achievement

District Academic Achievements

Strong Year-Over-Year Increases in Waterbury Public Schools Four-Year Graduation Rate: 5.4 percent increase between 2017-2018 Cohort and 2018-2019 Cohort

In May 2020, the Connecticut State Department of Education (CSDE) released four-year graduation rates. Waterbury Public Schools' four-year graduation rate improved to 82.1 percent for the 2018-2019 cohort, an increase from 76.7 percent for the 2017-2018 cohort. Each of the District's five high schools showed an increase between the 2017-2018 cohort and the 2018-2019 cohort.

District	Four-Year Graduation Rate				
	2016-17	2017-18	2018-19	ONE-YEAR CHANGE	TWO-YEAR CHANGE
Waterbury School District	75.6	76.7	82.1	5.4	6.5
Crosby High School	66.3	70.7	84.0	13.3	17.7
John F. Kennedy High School	75.8	82.3	83.9	1.6	8.1
Waterbury Arts Magnet School (High)	94.7	92.0	93.4	1.4	-1.3
Waterbury Career Academy	98.5	96.5	98.0	1.5	-0.5
Wilby High School	74.5	71.1	79.1	8.0	4.6


According to the CSDE, WPS has shown sustained increases in graduation rates over several years due to many factors, such as targeted programs and efforts, flexible options for earning or recovering credit, smaller environments with robust networks of support personnel and personalized attention and individualized support through close tracking and monitoring real-time student-level data.

Waterbury Public Schools Shows Notable Growth in 2018-2019 Next Generation Accountability Results

In January 2020, the Connecticut State Department of Education (CSDE) released the results of its Next Generation Accountability System for the 2018-2019 academic year. Waterbury Public Schools achieved a 64.6% for its overall accountability index, 3.2 points higher than the 2017-2018 academic year and 6.8 points higher than 2015-2016.

Chase Elementary School and Maloney and Rotella Magnet Schools all surpassed the state average of 74.2% for the overall accountability index with Rotella (85.8%)





among one of only 162 schools in the state recognized as a School of Distinction for high growth in math for high needs students.

Waterbury Public Schools was also the most improved District in its District Reference Group (DRG) for the overall accountability index since the Accountability System was implemented in 2015, increasing from 57.8% to 64.6%.

Academic Academy at Wallace Middle School Flourishes in First Year

The 2019-2020 Academic Academy at Wallace Middle School was composed of 156 students in grades four through eight. The students were engaged in a rigorous and dynamic curriculum paired with electives, such as fine arts, physical education and computers. The Academy currently has ten teachers under the leadership of Principal Vincent Balsamo and Program Supervisor Kathleen Ferrucci. The Academy's enrollment for the 2020-2021 school year has grown to 189. The District is excited to see what lies ahead for this creative, inspiring and academically enriching program.

Waterbury Public Schools Creates New Early College High School

In February 2020, the City of Waterbury, Waterbury Public Schools and Post University announced a joint partnership in the creation of an Early College High School (ECHS) beginning the 2020-2021 academic year.

The Early College High School at Crosby High School offers students the opportunity to earn an Associate Degree in Accounting, Criminal Justice, Early Childhood Education, Legal Studies, Management or Marketing, while simultaneously earning a high school diploma. Waterbury students will attend college classes at Post University, complete online coursework at Crosby and/or attend college classes taught by a Post-credentialed Waterbury Public Schools instructor at Crosby. Under the agreement, students will enroll in college-level courses, at no cost, beginning their Freshman year.

Academic Department

Career and Technical Education

- Academies & Career Pathways [CTE Academies and Career Pathways.pdf](#)
- Developed and Designed

- CTE Academies and Career Pathways Established
- CTE Programs of Study for specific Career Pathways
- 28 new CTE courses across middle and high schools
 - Aerospace, Robotics, Engineering, Software Development, Teacher Prep, Business
- Curriculum writing opportunities for teachers with new and current courses
- Secured technology curriculum grant: Holberton School: District Innovation and Venture Center
- Secured competitive Perkins Supplemental Grant
- Launched partnership with Industrial Management and Training Institute (IMTI) leveraging the National Center for Construction Education and Research (NCCER)
- Relaunched CTE Advisory Council
- Redesigned Health Sciences program of study
- Industry Recognized Credentials and Virtual Work Based Learning programs
- Early College High School Candidate Interview Team
- Secured Career Aptitude assessment tool for middle and high schools
- Comprehensive Local Needs Assessment for Perkins V
- Managed 19-20 Perkins Grant
- Expanded technology availability
- Beginning to conduct a middle school CTE course audit to launch a comprehensive career exploration program for grades 6-8 in 2021-2022 school year
- Professional Learning
 - National Center for College and Career Transitions (NC3T)
 - CT Pathways System Institute Cohort 1

- Perkins V
- Employability Skills - The Workplace Success Group
- The Habits of Mind Institute
- Work Based Learning Conference
- Leveraged funding to provide teachers opportunities at Future of Educational Technology Conference, Pathfinders Winter Institute and others
- Google Classroom
- Distance Learning
 - Contributed to the Academic Office Distance Learning Website
 - Contributed to District YouTube Channel by creating WPS specific how-to videos
 - Communicated with CTE Department Teachers via Google Meet
 - Developed CTE Department Distance Learning Plan

Reading and English/Language Arts

- Curriculum Development
 - Developed a curriculum model for summer curriculum development using district resources (StudySync, SpringBoard)
 - Revised curriculum model for distance-based professional development
 - Summer 2020 - Hosting an online learning event and curriculum development institute for Secondary ELA teachers
- StudySync
 - Monitored implementation with a focus on developing teacher efficacy
 - Began development of walkthrough protocol
 - Implemented the StudySync-Google Classroom connection to make Distance Learning and Classroom Learning better aligned

- SpringBoard
 - Developed and piloted (Crosby & Wilby) a walkthrough protocol using a data dashboard system
 - Monitored implementation with a focus on developing teacher efficacy
- Wonders
 - Monitored implementation and adjusted the activities taught
 - Developed a plan to pull Science and Social Studies content from units in order to build knowledge
- Foundations
 - Certified three additional literacy facilitators in Foundations Level 2
 - Supported administrators with look-fors regarding fidelity of implementation
- Small Group Instruction
 - Adjusted small group instruction planning guides
 - Provided Phonemic Awareness Programs to schools in need (Heggerty and Equipped for Reading Success) along with professional learning.
 - Supported teachers and administrators with implementation of small group instruction and routines.
- Professional Learning on
 - [Effective planning using the district tools and resources](#)
 - Effective leadership and coaching practices for Chairs and Literacy Facilitators
 - [Smarter Balanced high-leverage questioning techniques and teaching strategies](#)
 - [SAT high-leverage questioning techniques and teaching strategies](#)
 - [DIBELS 8 Training](#)
 - [Literacy Centers](#)

- [Building Knowledge](#)
- [LETRS](#) training for Literacy Facilitators

Mathematics

- i-Ready diagnostic and learning path expanded to support and monitor Distance Learning
- Standardized curriculum that is aligned to SpringBoard developed to facilitate distance learning
- Title IV funding used to purchase fluency teaching kits and centers (K-5)
- RFP selection process for new elementary core program
- RFP selection process for new middle school core program
- SpringBoard
- Professional Learning on
 - Strategies for teaching computational fluency (K-5)
 - Place value concepts and operations with whole numbers (K-5)
 - Making sense of fraction computation (coaches)
 - Ratios and proportional relationships (6-8)
 - Supporting students who struggle with math (6-8 SPED)
 - Google Classroom
 - SpringBoard (9-12)

Science

- Progress was made toward the goal of teaching science for 1 hour twice a week in grades K-3. Grades 4 and 5 maintained a schedule of science 45 minutes, 3 times a week.
- The Science Council met regularly in summer, 2019 and throughout the school year to revise and improve the CREC NGSS-aligned curriculum in grades 6 through 11. Additional hands-on labs and more engaging phenomena were added.

- CREC consultants provided 3 professional development days focusing on assessment and instruction.
- The grade 11 NGSS-aligned chemistry curriculum was rolled out in fall, 2020.
- The physics curriculum was approved by the BOE for initiation in fall, 2021.


Preschool

- Introduced Creative Curriculum to Waterbury Early Childhood Education Program
- Implementation of new online assessment program, Teaching Strategies Gold
- Initiated Circle of Security with Family Resource Center and McKinney Vento liaisons
- On site 'Coffee and...' with Pre-K school families
- Developed cohesive Administrator PLC with Pre-K Administration
- Collaborated with community sites and special education staff for Best Practices in the Community
- Implemented Distance Learning with Fidelity for Preschoolers
 - Development of Master Classroom Team for Learning
 - Developed alignment for Early Childhood ELDS and Asynchronous Learning
 - Provided technical support to families and staff for access to asynchronous learning
 - Developed strategic plan for 2020-2021 school year
- Title 1 Professional Development
 - CPR/First Aid for 120 staff members
 - Introduction to Creative Curriculum and Teaching Strategies Gold Assessment programs
 - Continuation of CT Pyramid Model Cohort 3 and 4 for Teachers

- CT Pyramid Model for Administrators to support Social Emotional Instruction in Pre-K
- Learning From Each Other: Staff presentations for professional development
- CT Core Knowledge Competency Framework
- Title 4 Parent/Community Engagement
 - Traveling Literacy Bags to increase literacy in the home for over 200 Pre-k families
 - WPS and Community Family Nights with over 600 families participating
- Collaborated with Family Resource Centers to increase overall Parent and Family Engagement
- Continued collaboration with community partners: Bridge to Success, School Readiness Council, Large City Forum for Early Care and Education; Large city Forum: OEC Special Education; Mayor's Early Childhood Education Cabinet

Bilingual/ESOL

- Curriculum Work
 - In accordance with the Common Underlying Proficiency approach, developed and implemented a Spanish as a Native Language Curriculum to promote cross-linguistic transfer by providing Bilingual students with access to, and a deeper understanding of, ELA 9-12 Connecticut Core Standards through a Spanish Language Arts Curriculum.
 - Developed and implemented a Newcomers ESL Curriculum for the Beginners ESL classes. This curriculum was designed to address the linguistic, social, emotional and cultural needs of recently arrived English Learners. Its coursework and performance tasks are aligned with the Connecticut English Language Proficiency Standards, Connecticut Core Standards and the National TESOL Standards.
 - Embedded EL supports and scaffolds in the Science/NGSS curriculum to provide English Learners access to grade level Science content through differentiated instruction based on levels of English Proficiency. Students are empowered with the language needed to process and understand the content, perform required tasks and demonstrate what they have learned. As a result, students are able to



actively engage with the curriculum and apply the Science and Engineering practices.

- LAS Links
 - Administered the LAS Links assessment to over 3,000 students K-12
 - Worked collaboratively with Special Education Supervisors and building principals to ensure EL/SPED dually identified students received the appropriate designated accommodations on the LAS Links
 - Developed and rolled out student LAS Links workshop to promote understanding and relevance of goals and targets in relation to the Connecticut English Mastery Standard.

- Teacher Recruitment and Retention
 - Recruited, developed and supported seven teacher candidates who met certification requirements for hire in the shortage area of Bilingual Education for the current school year; currently we are working with four additional candidates
 - ARCTELL: Utilized Title III and Title I funding to support three teachers working under DSAP as they completed requirements for Bilingual Education cross-endorsement certification

- Immigrant Children and Youth
 - Provided students books outlining careers so that they may gauge their interest about possible careers to inspire them to start thinking about future goals. Rising high school seniors are provided books about colleges and universities, which will help them as they begin their college search. Students enrolled in AP classes benefit from access to books about preparing for specific AP exams, increasing their access to the acquisition of college credits while still in high school.

- Parent Empowerment/Community Partnerships
 - Collaborated with various community organizations and Institutions of Higher Learning to provide parent empowerment workshops designed to engage parents in their children's education, as well as to connect them with community

resources. To facilitate attendance, workshops were held at various schools as well as in community locations..

- Community Partners
 - Hispanic Coalition of Greater Waterbury
 - Madre Latina
 - Waterbury Hospital
 - Connecticut Immigrant and Refugee Institute (CIRI)
 - The Albanian Muslim Community Center
 - NVCC
 - UConn Wtby
 - Bridge to Success
- Workshop Topics
 - Immigration resources
 - Connecticut Core Standards
 - College application/admissions process
 - Waterbury Public Schools' Policies
 - Testing Accommodations
 - Connecticut English Language Proficiency Standards.
- Professional Learning
 - Aligning our current English Language Development instructional programs (K-5 Wonders ELD, 9-12 StudySync, Edge) with LAS Links performance expectations at each grade level, with a focus on oral language development
 - WPS EL Council Curriculum Writing Committee met regularly to refine alignment of CCS with CELP, deepen teacher understanding of linguistic supports, and broaden their repertoire of strategies.

- Distance Learning
 - In addition to using the programs and online platforms provided through the various academic content area departments (Math, ELA, Science, etc.), elementary Bilingual and ESL teachers continue using the online components of Wonders, Wonders EL, Maravillas, and the StudySync EL Pathway. Each teacher uploads/assigns content in collaboration with grade level teams and with support from department Supervisor and Bilingual Staff Developer
 - Created At-Home Packets for Bilingual Education/ESL K-5, and for secondary ESL at Beginners, Intermediate, and Advanced levels
 - Assigned staff to provide supplemental outreach for families in Spanish
 - Provide translation of all district forms and communication for parents and the community at large in Spanish and Albanian
 - Collaboration with Bridge to Success to launch a Bilingual Distance Learning Support Hotline specifically to support Spanish speaking English Learners

Fine Arts

- Instrument Audit conducted
- Identified funding in Title 4 for instrument upgrades across the district
- Revised and created a fine arts program of studies and Principals with scheduling and creating band and choral programs from the ground up.
- Professional Developments
 - Art- Wadsworth Atheneum
 - Theatre-Hartford Stage Company
 - Dance- Connecticut Dance Alliance
 - Music- Connecticut Music Educators Association.
- Community Engagement Projects:
 - ARTRAGEOUS- District-wide art exhibit

- Celebrating Community Through the Arts! District-wide talent showcase
- Waterbury Symphony Orchestra Carnival of Animals and Musical Readers- virtual for COVID
- WPSCREATES Website for fine arts distance learning- webinar- CSDE “Teaching the Artist Process From a Distance”
- Created distance learning guidelines for all fine arts staff and coached them on google classroom via departmental meetings and virtual office hours.
- ITB for instruments for all students to join band grades 6-12.
- Planning curriculum for K-12 in all content areas.
- Assisting with interviews for potential fine arts candidates
- Assisting with students interviews for the academic academy at Wallace MS.

Physical Education/Health

- Professional Learning on...
 - Transition from SharePoint/PE to Google Docs for unit/lesson planning, inventory, resources and fitness test data
 - Embedding national grade level performance standards in Health and PE instruction K-12
 - SEL crosswalks embedded in Health and Physical Education at all levels
 - “OPEN PE” - evidence-based frameworks, best practices, and current academic rigor principles in K-12 Physical Education
 - “EVERFI’ online modules and resources for high school and middle school Health Education
 - “BOKS” supplemental Physical Activity curriculum and resources
 - “Be Proud, Be Responsible” high school sexual health curriculum
 - “Making proud Choices” middle school sexual health curriculum

- First Aid / Adult, Child and Infant CPR /AED recertification training with all staff
- Lifeguard certification / recertifications with secondary teaching staff
- Mindfulness for the Classroom, by Beecher Institute
- Google Classroom
- Google Meets
- Revised high school Health and Physical Education curriculum and Program of Studies
- Doubled high school Health and Physical Education program with existing staff
- Contributed on CSDE committee to revise the Connecticut Healthy and Balanced Living Curriculum frameworks for rollout in SY 2020-2021
- Leveraged Title IV funding to acquire large/durable equipment item upgrades at all schools
- Coordinated “Save a Life Tour” distracted driving prevention program to all high schools at zero cost to the district
- Coordinated “Kidsight” eye screening program for all students PK-2 at zero cost to the district
- Coordinated Fall, Winter and Spring Fun field trips to Bridgeport Sound Tigers (PBIS incentive)
- Managed the Support for Pregnant and Parenting Teens Grant program serving 56 students
- Developed two options for WPS Interscholastic Athletics Plan 2019-2027
- Coordinated the “Asthma Camp” program for K-5 students at Driggs and Bucks Hill (cancelled due to school closure)
- Renegotiated football equipment reconditioning contract
- Renegotiated zero cost increase option for contract extension with Select Physical Therapy for high school athletic trainers
- Planning consultant for WAMS fitness center remodel and new equipment acquisitions
- Planning consultant for facilities sharing arrangement at Wallace/Crosby
- Consulted on sports events filming and broadcast contract
- Consulted on ambulance services contract for district sporting events

Social Studies


- Developed Middle Curriculum. Reconvened MS curriculum team to revise the MS curriculum using the new Academic Office template.
 - Created learning targets and success criteria for each unit.

- Identified key content and academic vocabulary for each unit.
- Created a walkthrough template and shared with teachers and administrators prior to implementation.
- Conferenced with Syracuse University, Post University, and Naugatuck Community College to train and certify teachers to be ECE instructors.
- Purchased materials to support curriculum for African American Studies.
- Member of the state committee creating the African American/Puerto Rican/Latino curriculum in response to [Bill No. 7082](#). Created a [timeline](#) that was presented to the Waterbury Curriculum Committee.
 - Created a [survey](#) that was sent to all 170 school districts in CT.
 - Created a [spreadsheet](#) and [report](#) in regards to the breakdown of all the responses with a focus on demographics.
 - Responsible for researching and compiling [African American & Latino/Puerto Rican](#) curricula currently being used across the US. This information was then shared with the state focus group responsible for resources and curriculum for the mandate.
- Created initial two-week distance learning lessons for [middle](#) and [high school](#) grades using CT Frameworks and CCSS.
 - Monitored implementation and continuation of Distant Learning by creating a Google Classroom [walkthrough chart](#).
 - Created and shared with all teachers a [social studies template](#) for creating lesson plans.
 - Created a “[Step by Step Google Classroom](#)” folder with documents to aid teachers in setting up their Google Classrooms, adding students, uploading documents, and other common issues when dealing with Google Classroom.
- Professional Learning:
 - Curriculum team in regards to “Learning Targets” and “Success Criteria.”
 - Smarter Balanced high-leverage questioning techniques and teaching strategies.

- Convened pilot group for Distant Learning using Google Classroom.
- Effective Social Studies strategies with the curriculum team and during IDT meetings.
- Restructured Social Studies sequence for [high school](#).
- Collaborated with Elementary ELA Supervisor on creating a list of social studies content vocabulary to be used in grades k-5.
- Collaborated with Secondary ELA Supervisor on creating a pilot program for peer observations. Having social studies teachers and ELA teachers observe each other for peer feedback.
- Created a [letter](#) to send to the administration of middle schools concerning new textbooks. Principals may use letter supplied in regards to sending new textbooks home with students.

Research & Testing

- Corrected graduation exit codes in PSIS prior to CSDE draft calculations
- Moved the late registration process online for test registration and accommodations
- Provided PD on testing resources to new administrators and those needing a refresher
- Compiled analysis of all students, devices distributed, webforms, and school contact during Covid-19
- Compiled data for all Academic Academy applicants
- Compiled data for multiple grant applications (Alliance, Commissioner's Network)
- Created accounts for staff to access online ACT results
- Worked with the special education department to compile an accurate file of all test accommodations to submit to CSDE
- Worked with IT to accurately reflect the 504 status of students in PSIS that were currently in PowerSchool

- 
- Presented two sessions at the CSDE Performance Matters forum (PSAT/SAT and EdSight Secure)
 - Nominated by CSDE and selected to be on the National Smarter Balanced Performance and Practice Committee
 - Analyzed program use data for vocab.com at North End Middle School and compared to Smarter Balanced achievement and growth
 - Worked with outplacement facilities to submit their TCS (teacher-course-student) data for WPS students
 - Used growth modeling on PSAT to determine students that would benefit from the 530 club at WHS

CTE Pathways



WATERBURY PUBLIC SCHOOLS ACADEMIES & CAREER PATHWAYS



Business, Finance, Marketing & Entrepreneurship

Accounting Services	General Management
#Banking Services	Marketing Communications
Investments & Securities	#Professional Sales

Information Technology & Engineering

#Cybersecurity	Programming & Software Devel.
Information Support Services	Engineering, Design & Devel.
Web & Digital Communication	#Engineering, D&D (Robotics)

Health Science

Therapeutic Services	Medical Assistant
Certified Nurse Assistant	Physical Therapy
Pharmacy Technician	Emergency Medical Technician

Education & Training

Restaurant, Food, Beverage & Services (Culinary)	Teacher/Training JROTC
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Manufacturing, Construction & Industrial Systems

Facility & Mobile Equipment Maint.	Construction
Transportation Operations (Aerospace)	Manufacturing Prod.

Early College High School with Post University

Marketing	Accounting	Management
Legal Studies	Criminal Justice	Early Childhood Education

#Anticipated 2021 – 2022

Recognitions, Awards, and Honors

2020 Teacher of the Year



Mr. Andre Foote, a music teacher at Walsh Elementary School, is Waterbury Public Schools 2020 Teacher of the Year. Mr. Foote has been with the District for six years. He is beloved by his school community, which said “Andre finds the good in all of his students and asks them to dig deep within themselves, finding strength and goodness.” Mr. Foote is deeply committed to his community and organizes several yearly concerts and performances in Waterbury. His passion for music education has also taken him to Uganda twice, where he partnered with local schools to teach music to students. Mr. Foote will be considered for the title of Connecticut Teacher of the Year, which is traditionally announced in the fall.

Ms. Jillian Cipriano, a 4th grade teacher at Driggs Elementary School, and Mrs. Alison Kirchberger, a 5th grade teacher at Hopeville Elementary School, were also selected among several applicants as Waterbury Teacher of the Year finalists. Each school also selected a Teacher of the Year.

Elementary

AnnMarie DeCarlo- Bucks Hill Annex

Alexandra Robalino- Bucks Hill

Howard Rochon- Bunker Hill

Jos Gagnon- Carrington

Angelica Cavallo- Chase

Jillian Cipriano- Driggs


Erin Scirica- Duggan



Christina Piccochi- Generali
Catherine Dwyer- Gilmartin
Alison Kirchberger- Hopeville
Kelly Cassone- Kingsbury
Siobhan Kalnins- Maloney Interdistrict Magnet
Kim Rock- Reed
Christine Schmied- Regan
Cheyenne Walent- Rotella Interdistrict Magnet
Kathleen Napolitano- Sprague
Sharon Cantor- Tinker
Andre Foote- Walsh
Stephanie Rua- Washington
Marnee Capobianco- Wendell Cross
Andrea Perrelli- Wilson

Secondary

Nikoleta Kollchaku- Crosby High School
Traci Wells- Enlightenment School
Danielle Byron- Kennedy High School
Lisa Fenn- North End Middle School
Heather Matthews- State Street School
Lisa Palombo- Wallace Middle School
Jaclyn Gibson- Waterbury Arts Magnet School
Michael Labagh- Waterbury Career Academy



Harley Gaafar (awarded posthumously)- West Side Middle School

Joseph Perusse- Wilby High School

Superintendent Student Recognition Awards

Each year, the Superintendent honors a select group of 5th, 8th and 12th graders from across the District who have demonstrated academic excellence, integrity, leadership and a commitment to their community. The recipients of the Superintendent Student Recognition Award for the 2019-2020 school year are:

Bucks Hill Elementary- Leilani De La Cruz

Bunker Hill Elementary- Geovanna Dos Santos

Carrington Elementary- Jayden Levasseur & Maria Taylor

Chase Elementary- Jhuslie Cassagnol

Driggs Elementary- Roshaun Vasciana

Duggan Elementary- Taven Holman & Imari Reyes

Generali Elementary- Brianna Moodie

Gilmartin Elementary- Khalena Ramkishun & Aaron Szantyr

Hopeville Elementary- Andy Rodriguez

Kingsbury Elementary- Jazlene Greponne

Maloney Magnet School- Jaelyn Belval

Reed Elementary- Abril Outerbridge & Juan Gualpa

Regan Elementary- Tatiana Krosi

Rotella Magnet School- Viola Lapham

Sprague Elementary- Yaniel Santana

Tinker Elementary- Kaiden Fusha

Washington Elementary- Edwin Martinez



Walsh Elementary- Kayden Davis

Wendell Cross Elementary- Jimena Cid

Wilson Elementary- Eliel Rodriguez

North End Middle School- Mya Caraballo

Wallace Middle School- Janele Lawrence

West Side Middle School- Eunice Gallegos

Adult Education- Kavita Algoo

Crosby High School- Marissa White

Enlightenment- Nathan Shartle

Kennedy High School- Carolina Nazario

State Street School- Jeremiah Curry

Waterbury Arts Magnet School- Tyler Nizzardo

Waterbury Career Academy- Ally Nohmy

Wilby High School- Christopher Blay



Respectfully Submitted,
Dr. Verna D. Ruffin
Superintendent of Schools

August 2020