

Waterbury Public Schools News Update

Vol. 14, Issue 1

September / October 2012

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Rotella School Receives 2012-2013 Arts Integration Award



The Arts Schools Network has awarded Rotella Interdistrict Magnet School with its 2012-2013 Arts Integration Award. This award is presented to an ASN member school that has demonstrated exceptional leadership and accomplishment in bringing arts integration strategies into the curriculum. The award was presented at the annual Arts Schools Network Conference in Chicago, Illinois in October.

Reed School Opening Widely Celebrated By Students, Community



Parents, staff, students and community members joined together on Sunday, September 30th, to celebrate the official dedication of the new Jonathan E. Reed School. Among the honored guests were members of Reverend Reed's family and former Superintendent of Schools Dr. David L. Snead. The Grace Baptist Choir per-



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Jade Gope at 2012 Education Nation Broadcast

Jade Gope represented Wilby High School at the 2012 "Education Nation" National Summit at the New York Public Library with Brian Williams. This was a live broadcast focused on the solutions teachers employ to help the nation's youth. Readers may recall that Jade Gope was the teacher who participated in the Exxon Mobil public service announcement about the National Math and Science Initiative and Project Opening Doors two years ago.

New Administrators / Positions

Chief Academic Officer:
Anne Marie Cullinan

Special Advisor to Superintendent:
Paul V. Sequeira, Ed.D.

Instructional Leadership Directors:
Aresta L. Johnson, Ed.D.
Darren Schwartz
Shauna Tucker, Ph.D.
William Rice

Director of Special Education and Pupil Personnel
Services:
Michael Yamin

Chief Operating Officer and Chief of Staff:
Paul Guidone

Waterbury Arts Magnet School Principal:
Leo P. Lavallee

Sprague School Principal
Michelle Baker

Hopeville School Principal
Debra Ponte

Driggs School Principal
Amy Yost

Reed School Principal
Juan Mendoza

Walmart Honors Hopeville Teachers



Hopeville School teachers were surprised on October 10th when the Waterbury Walmart visited our school after choosing Hopeville School for the community "School of the Year" for their Teacher Rewards Program.

Through the Teacher Rewards program, more than 4,600 U.S. Walmart stores, Distribution Centers and Sam's Club locations are eligible to select one local kindergarten through eighth grade public school and provide \$50 reward cards to 20 teachers. Winning teachers can use the funds to purchase essential items for their classrooms such as paper, folders, binders, clipboards, pens, pencils, crayons and markers.

Office Max Teacher of the Day



Office Max Celebrates Teachers Day

honored Karen Silva, a fourth grade teacher at Maloney Magnet School this year. Office Max employees came to the school and surprised Karen with hundreds of dollars worth of supplies for the school year. Each year, local Office Max stores are asked to select one local teacher for this honor.



Gilmartin and Duggan School Students Learning to Play Tennis

Waterbury's new intramural tennis program at Gilmartin and Duggan Schools has received mention on the United States Tennis Association New England website and will also receive mention on the National USTA website as well. The information currently on the New England website explains how Waterbury's program began with the implementation of an after school program through the Hispanic Coalition. Following the success of this after-school program, the Hispanic Coalition and USTA New England developed a partnership with the Waterbury Public Schools. A grant from USTA New England and USTA Connecticut provided the school district with funds to help purchase racquets, balls, and nets for the new tennis curriculum unit. Physical Education Supervisor Joseph Gorman hosted a USTA School In-Service Workshop for all of the elementary school Physical Education teachers in the district. The free three hour workshop was held on August 24th at Gilmartin Elementary School. Nineteen teachers were educated on how to teach tennis in their Physical Education classes using scaled down equipment for students aged ten and under. The free after school tennis programs will now expand to the Gilmartin Elementary School and Duggan Elementary School for 4th to 8th graders from October to November. The program will be run by volunteers from the Hispanic Coalition and the Waterbury Park and Recreation Department.

Hispanic Heritage Celebrated



In a ceremony filled with costumes and pageantry, students from around the school district received awards for their poems, art work, and research papers on Hispanic Heritage in the foyer of the Chase Building during a celebration of Hispanic Heritage Month. Much of the student work was displayed on the walls of the foyer.



Left, Superintendent Dr. Kathleen Ouellette congratulates students following the ceremony,
Below: 2012 Poster Winners Kimberly Danielle Passmore from Kennedy High School and Brian Canales from Crosby High School stand with their winning entries..



News Briefs From Around the District:

Community Liaison Gladys Johnson Wright and four others from around the state were recognized for their forty plus years of support for Title I parent involvement with Certificates of Congressional Recognition signed by Congressman John B. Larson. Among the other honorees was Isabella Brown, who served on Waterbury's Title I District Parent Advisory Council as a parent volunteer several years ago and who has continued to volunteer on a state level in support of Title I programs.

Reviewers for NAEYC, the National Association for the Education of Young People, have completed their review of the Buck's Hill Pre-K Program Annual Report submitted to them, and have notified the district that the Buck's Hill Pre-K Program continues to maintain its NAEYC Accreditation, a mark of excellence in Pre-K programming.

Once again this year, Costco has assisted the students of Driggs School by providing backpacks. The backpack distribution occurred Tuesday morning. Costco has been the community partner for Driggs School for nearly twenty years, and we deeply appreciate the company's continued commitment.

The "CHEERS" Day program at the Southbury Training School also donated thirty-five filled backpacks to selected students at Driggs, Duggan and Wilby. This was the tenth year the program has donated filled backpacks. Eighteen students received back packs at Driggs School, ten students at Duggan, and seven students at Wilby. Each of the packs was filled with age-appropriate school supplies.

Waterbury Public Schools have been awarded a three-year \$40,000 Education of Homeless Children and Youth Grant. We will receive \$40,000 for each of the three years, for a total of \$120,000, contingent upon continued availability of McKinney Vento federal funding and adequate progress of Waterbury toward meeting the goals set out in the grant proposal.

Madre Latina, a non-profit organization that supports Latina mothers and encourages them to value and obtain an education, sponsored a workshop at the CoCo Key Resort in October. The event began with a vendor showcase at 4:00 p.m. and dinner at 6:00 p.m. Workshops that followed provided information on such topics as going to college, starting a new business, and employment tips for job seekers. Our School / Family / Community Partnership district action team sent representative parents there to speak to other parents about how they can become involved in their children's education.

Waterbury Public Schools received notification from CAFE that Waterbury has won a CAFE Award of Excellence for Educational Communications. We received Honorable Mentions in the categories of newsletter, special audio video project, and website content in the over 5,000 pupils division. Competitors in this division included Stamford, West Hartford, Glastonbury, Fairfield and Ridgefield.

21st Century Community Learning Center Grant Awarded

Waterbury was awarded a 21st Century Community Learning Centers (CCLC) competitive grant for a five year afterschool program at Wallace Middle School this year. The grant was one of just fourteen awarded State-wide. The amount of the first year award is \$185,044. Over the five year grant period, the total grant award for the Wallace program will be \$786,437.

The “Afterschool Adventures” program to be conducted at Wallace Middle School will serve 100 students in grades 6, 7 and 8. Certified teachers and Program Assistants will work collaboratively with staff from community partners including the YMCA of Greater Waterbury, the recreation partner for Wallace. The YMCA will provide trained and certified recreation specialists to facilitate the physical activity portion of the afterschool program. The program will operate four days per week (Monday through Thursday), 2 ½ hours per day.

Through the inclusion of a rich array of program partners and innovative partner activities, student participants will learn on an interdisciplinary level. The program design affords students the opportunity for more “fun” in afterschool as learning opportunities are framed in hands-on or diverse contexts that set them apart from the regular school day. Students will participate in activities such as a science initiative through High Touch/High Tech; a Journalism workshop with the Palace Theatre; African dance and culture with Unity Dance; Exercise and health with Zumba; theater, acting, music and literacy projects with the Shakesperience program; and Career Development, college and workforce readiness, and skill training with Junior Achievement. Other local enrichment, positive youth development, and prevention programs will also be available to students at the Wallace afterschool program. Strong parent connections will be made through both student centered and parent centered activities.

While the Wallace afterschool program will provide afterschool programming for an additional one hundred Waterbury students, the Waterbury Public Schools operate a number of other 21st Century Community Learning Center (CCLC) grant-funded afterschool programs at both school and community sites, serving approximately 600 students. The other 21st CCLC sites are:

- 1) Washington School (80 Students) and Wilson School (60 Students)
- 2) Sprague School/Waterville Parks & Recreation Center (60 students) and Tinker/Duggan students at the Chase Park House (80 students)
- 3) Wilby/Crosby/Kennedy students at Wilby (Teen Idol Program) (80 students)
- 4) Wallace Middle/West Side Middle/North End Middle students at the Downtown Academy which takes place each afternoon at the YMCA-25 students, Mattatuck Museum (Science)-25 students, Waterbury Youth Services (Entrepreneurship)-25 students, and West Side Middle School (Videography Academy)-25 students
- 5) Carrington School (60 students) / Walsh School (60 students) / WOW Community Centre (Satellite for Walsh grades 1 & 2, 20 students)

Waterbury also has two afterschool programs operating at this time which are funded by State of Connecticut competitive grants: an elementary school program at Bunker Hill for 80 students, and a STEM program at North End Middle School for 80 students. Including the new program at Wallace, Waterbury will be serving a total of approximately 860 students through competitive grants from the 21st Century Community Learning Centers Program and the State funded afterschool program this year.

Brass Mill Center Mall Event Features Local Schools

Several schools participated in the **Brass Mill Center's Celebrate Schools** event this past weekend, including Carrington, Maloney, Rotella and Wilson. Local schools had the opportunity to display student work and showcase student performances.



Wilson School students' performance at the Mall on October 13, 2012.

Mr. Benton Ridgeway, Instrumental Music Teacher, lead his students in a performance with violins accompanied by drums. Students in Ms. Katie Kolan, Vocal Music Teacher, have been listening to "The Syncopated Clock" composed by Leroy Anderson. The instructional focus included Steady Beat, Rondo Form, and the musical terms Staccato, Legato and Coda. Students demonstrated Rondo form and the musical terms with the Cup Game and then with a parachute to activate the listening experience. Students' Art work was displayed as well. students were very excited to perform at the mall .Many other students attended as well along with several staff members.



Carrington School Second graders demonstrated the science of solutions.



Carrington parents and teachers helped organize the presentations.

Maloney School students displayed Science Fair Projects and Art Projects. The Japanese teacher and second graders put on a presentation on Sunday during the event.



Education Reform: Moving Forward For Student Success

“Every student in our system deserves to succeed and to be confident and college or career ready as they graduate.”

- Dr. Kathleen M. Ouellette, Superintendent of Schools --

Waterbury's education reform plan includes a “robust” professional development program planned to support the professional growth of both teachers and administrators. Educators at all levels will be accountable for meeting the responsibilities of their position.

A key piece of the district improvement strategy will be creating conditions for continuous improvement in teaching, leading and learning across the district. There will be significant changes in the central office roles and responsibilities, including:

1. Developing and refocusing central office staff that is dedicated to building the instructional leadership capacity of principals and supporting district and school action plans for continuous improvement.
2. Refocusing and redefining the work practices of other central office staff to ensure they providing timely and strategic support to schools. This portion of the improvement plan will be led by Instructional Leadership Directors.
3. Building a system of performance management that ensures accountability for results and builds the capacity of leaders while continually communicating the work of the central office and schools.
4. Investing in the professional development of central office staff to build their capacity to support principals, teachers and schools.

There will be an opportunity for all stakeholders to work together as a genuine and invigorated Learning Community, and educators will draw strength from each other. Curriculum will be aligned to National Common Core Standards, and a new Educator Evaluation System will be developed.

“In the months and years ahead, I am confident that Waterbury will rise to new heights and will soon be recognized as a school system that can serve as a model for embracing reform and producing positive outcomes. With the shared goal of improving opportunities for all of our students, I look forward to the work ahead.”

- Dr. Kathleen M. Ouellette, Superintendent of Schools --

As Waterbury Public Schools moves forward for student success, we commit ourselves to:

1. Provide all students with quality school principals and teachers who deliver rigorous and effective instruction.
2. Ensure all students equal access to quality curriculum that is aligned to Common Core State Standards.
3. Provide all students a positive school climate, creating safe, respectful and welcoming schools that actively engage all families.
4. Ensure that all students who enter grade 9 graduate on time by grade 12, prepared to enter colleges or careers of their choice.

Waterbury Career Academy High School Topping Off Ceremony Held

Waterbury Career Academy High School “Topping Off” Ceremony Held

The Waterbury Career Academy High School building was officially “topped off” on Friday, October 26th. To the cheers of elected officials, district staff, and construction workers, an I-beam decorated with dozens of signatures, a small pine tree and an American flag, was hoisted to the top of the new building and welded into place. Later, guests received replica I-beams as a souvenir.



Reed School Dedication, continued from page 1



formed America The Beautiful with Martha Price, the Reverend Reed's sister, providing accompaniment on the organ. Other spaces in the building were dedicated to Reverend Louvornal McDaniel (circle in front of the building), Corado "Babe" Ciarlo (media center) and Dr. Stanley Lee Ralph (cafetorium). For more pictures and information, please click on the New Construction page of the Waterbury Public Schools district web site.

School Discipline Book Is Now Safe Schools and Positive Climate Handbook

There have been several misconceptions reported about our new Safe Schools and Positive Climate Handbook, especially regarding the dress code and the concept of distinguishing levels of misbehavior with appropriate disciplinary responses.

First, we have not reversed our prohibition against blue jeans. Students are still not allowed to wear blue jeans in class. We have, however, agreed to allow pants made with denim material in black, gray or khaki, provided these pants otherwise meet the dress code requirements.

Second, we have not softened our overall discipline policy. We have, however, tiered our levels of response to incidents of misbehavior. This tiering approach will allow teachers and principals to hand out appropriate discipline that is based on the level of the offense after taking into account mitigating factors such as the age and intent of the child. This approach will also allow our schools to mete out discipline in a consistent fashion.

There are four levels of response. In Level One, the teacher will provide an intervention for a minor infraction, with this action entered into an intervention log. This action might include a verbal warning, a redirection of a younger student to a different activity or approach, the loss of classroom privileges, a lunch detention or the like. It might require a parent-teacher conference, depending on the situation.

If an action becomes chronic, it would be considered a Level Two, along with more serious offenses. This will require a referral to the office, written warning to parents and some type of discipline, up to and including in-house suspension. At this level, students may receive counseling or be referred to student support personnel.

Level Three offenses are considered more serious offenses that may pose safety concerns to the school and other students. These actions will result in referrals to the school assistance team and possible out-of-school suspension and arrest.

The most serious offenses, Level Four, will require referral to a school resource officer or police, and may result in arrest and / or possible expulsion.

If parents or community members wish to review this handbook, they can download a copy from our district web site, off the home page. Within this handbook you will see a guide to offenses that lists a discipline level next to it. Let me list a few examples. Throwing an object without intent to harm – and bear in mind that this could include an eraser thrown toward the front of the room, not at the teacher – would be a Level One offense. That student may receive a lunch detention. If a student throws objects every day, it would become a Level Two offense and would be referred to the office. If a student engages in the destruction of personal property, perhaps ripping up a book belonging to another student, that would start out as a Level Two offense. If a student steals something from another student, that becomes a Level Four offense.

As you can see from these examples, we will continue to let students know when their behavior is not acceptable, even as we guide these students toward more appropriate behavior.

Current state law limits out-of-school suspensions. The majority of suspensions are in-school suspensions except where the administration determines that the pupil being suspended poses a danger to persons or property or a determination that an out-of-school suspension is appropriate based on previous disciplinary actions taken against such student and efforts by administration to address such concerns through other means.



NBCUniversal



The Comcast Leaders and Achievers® Scholarship Program

recognizes students who thrive in and out of the classroom, while serving as models for their fellow students. Our youth face many challenges today, including rising education costs. That's why we award recipients a one-time grant of \$1,000 to be used toward their pursuit of higher education. Since 2001, the program has recognized more than 17,000 students around the country—and given away more than \$17.2 million in scholarship grants.

And we need your help to do it again!

Request

The Comcast Leaders and Achievers® Scholarship Program is independently administered by International Scholarship and Tuition Services, Inc (ISTS). To determine your school's eligibility or to request information regarding how to nominate a high school senior, please contact ISTS at (855) 670-4787, or by e-mail at comcast@applyists.com. To connect with past winners, please visit www.facebook.com/ComcastLeadersandAchievers or learn more about our other Community Investment initiatives at www.comcast.com/community and www.facebook.com/WePowerDreams.

Recognize

Recognize an outstanding youth and nominate one full-time high school senior, enrolled in a high school in a Comcast community, who demonstrates:

- A strong commitment to community service
- Leadership abilities through activities or work experience
- A grade point average of 2.8 or higher
- Plans to attend an accredited nonprofit college, university, or vocational/technical school in the United States.

Reward

Well, that's the easy part. The Comcast Leaders and Achievers® Scholarship Program is an online program and all required materials must be completed by **December 7, 2012. Incomplete or late materials will be disqualified.** Scholarships are a one-time, \$1,000 grant and are awarded on a first-to-complete basis. The sooner we receive the nomination and materials, the greater opportunity for an award.

The Leaders and Achievers Scholarships are one-time awards in the amount of \$1,000 for use towards college costs and expenses. Scholarship awards are nonrenewable and are not based on financial need. To be eligible to apply for and receive a scholarship, a student must be a full-time high school senior at the time of application; must demonstrate a strong commitment to community service; must display leadership abilities in school activities or through work experience; must have a grade point average of 2.8 or higher at the time of application; must attend a high school in a community served by Comcast; and the student must, and if the student is under the age of eighteen, the student's parent or guardian must complete and approve the terms and conditions set forth in the media release included as part of the scholarship acceptance form. Awards are granted without regard to race, color, creed, religion, disability or national origin. Children and other family members of Comcast employees and employees of Comcast's subsidiaries and affiliates are not eligible. The number of scholarships awarded each year varies and is determined in the sole discretion of Comcast. If the number of scholarship applicants exceeds the number of available scholarships in a given year, scholarships will be awarded to approved recipients (those that meet all requirements, including all deadlines) in the sole discretion of Comcast.

The program is administered by International Scholarship and Tuition Services, Inc. ("ISTS"), an independent firm that specializes in managing sponsored scholarship programs. The Comcast Foundation reserves the right to interpret and review the terms, conditions and procedures of this scholarship program and to make changes at any time, including termination of the program. By applying, applicants agree that Comcast will have no liability for any of its acts or omissions in operating the program, including on account of any of the acts or omissions of ISTS.

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Student Art Work Published

Twenty-two of our students have had art work published in a book called *Celebrating Art*, as part of an international online art contest featuring the works of students from throughout the United States and Canada. Two of the students received special recognition for high merit. All of the students' art work was submitted for consideration by their teacher, Suzanne Dionne, of Rotella.

I like doing art work that is realistic. I take shapes and put them together to make things. My family is very proud of my artwork and my grandma has a big portfolio of my projects. When my brother talks about me, he says, "my sister is an artist."



My artwork was shown at the Connecticut Youth Art celebration at our state capitol. It made me feel very proud. When I grow up, I'd like to be an art teacher.

Rachel

Rachel Ortiz, grade 2
Rotella Interdistrict Magnet School
Waterbury, Connecticut
Suzanne Dionne, Art Teacher



▲ "Festive Fireplace."
Three-dimensional mixed media.
◀ "Pop-up Pumpkin Patch."
Craypas and paint.



"African-Style Mask." Mixed media.



Portrait based on Picasso. Crayon.



"Sunflowers." Watercolor pencils.

Young ARTISTS

I like making everything and anything in art class—draw figures, make characters and three-dimensional forms. I like messing around with the materials. It doesn't matter if my projects come out well, but I think most do because my mom and dad compliment me. My art was displayed at Big Screen Plaza in New York City. That was very cool. At home, I like to make models, putting pieces together to make cars and aircraft.



Jaylen

Jaylen Draper, grade 2
Rotella Interdistrict Magnet School
Waterbury, Connecticut
Suzanne Dionne, Art Teacher