

John F. Kennedy

High School

Student Handbook

Name of Student _____

Home Room Number _____

Home Room Teacher _____

Locker Number _____

Student Number _____

Each student is encouraged to carefully read this handbook and keep it as a source for future reference and guidance. Keep the handbook available so you may refer to it from time to time. The information provided in this handbook will allow you to plan ahead more efficiently.

This handbook has been prepared by a committee of faculty members, members of the Student Council, and student representatives of each class in J.F. Kennedy High School (KHS).

STUDENT SCHEDULE

Period	Subject	ROOM NUMBERS				
		Mon.	Tues.	Wed.	Thurs.	Fri.
1						
2						
3						
4						
5						
6						
7						

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PREFACE

The material covered within this student handbook is intended as a method of communicating to students and parents regarding general district information, rules and procedures and is not intended to either enlarge or diminish any Board policy, administrative regulation or negotiated agreement. Material contained herein may therefore be superseded by such Board policy, administrative regulation or negotiated agreement. Any information contained in this handbook is subject to unilateral revision or elimination from time-to-time without notice.

This booklet is written for our students and their parents. It contains required and useful information. Because it cannot be as personal a communication as we would like, we address students not directly as “you” but rather as “the student” or “students”. Likewise, the term “the student’s parent” may refer to the parent, legal guardian, or other person who has agreed to assume responsibility for the student. Both students and parents need to be familiar with the District’s Student Code of Conduct which is intended to promote school safety and an atmosphere conducive for learning.

The Student Handbook is designed to be in harmony with Board policy. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy that affect portions of this Handbook will be made available to students and parents through newsletters, web pages, and other communications.

WATERBURY PUBLIC SCHOOLS MISSION STATEMENT

The mission of the Waterbury School System is to establish itself as the leader in Connecticut for urban education reform in partnership with the State Department of Education and the entire Waterbury community. The school system will provide opportunities for all students to maximize their skills and talents in an atmosphere where teaching and learning flourish under the never-wavering belief that all students can be exemplary students, while becoming respectful, responsible, productive citizens vital to our community.

JOHN F. KENNEDY HIGH SCHOOL MISSION STATEMENT

The mission of John F. Kennedy High School is to promote academic excellence, individual opportunities, and critical thinking for each student. In collaboration with parents and families and our community, we commit to the following set of core values and beliefs about learning to ensure that each student is prepared for the 21st century.

Our core values include and emphasize:

Personal Responsibility

Respect

Integrity

Determination

Excellence

Our beliefs about learning include and develop our instructional practices:

- All students have the potential to achieve.
- All graduates will be college or career ready and are capable of resolving real world challenges.
- Each student has something unique to offer our school and community.
- All students must be intellectually engaged daily in all disciplines.
- Students are diverse learners, therefore, instruction and assessments need to be differentiated, personalized, and varied allowing them to become willing and productive thinkers.
- Students need timely, regular, and meaningful feedback.
- Students learn best when instruction ensures they are active, self-directed, and inquisitive.
- Students learn best when instruction provides opportunities to use appropriate skills within and across disciplines.
- Students learn best when instruction insures they have equal opportunities to work independently, to reflect on their learning, and to work collaboratively in authentic settings.

Our learning expectations for each student include the following:

- Students will work effectively both individually and collaboratively.
- Students will evaluate information critically, use information accurately and ethically.
- Students will read, write, and communicate effectively utilizing technology.
- Students demonstrate respect, responsibility, honesty, and integrity.
- Students will be critical thinkers who demonstrate logic, originality and creativity in problem solving.

ACCREDITATION STATEMENT

Kennedy High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association:

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
3 BURLINGTON WOODS DRIVE, SUITE 100
BURLINGTON, MASSACHUSETTS 01803-4514
(855) 886-3272
Connecticut State Department of Education

SUBSTANCE ABUSE PREVENTION POLICY

It is the policy of the Waterbury Board of Education to prevent and prohibit the possession, use and/or distribution of any drug or drug paraphernalia on school property, at school sponsored events, on school buses, and in route to and from school.

All violations of this policy, including the possession, use and distribution of any drug will be dealt with in accordance with the discipline policy as well as state criminal statutes. The consequences of such violations may ultimately result in expulsion from school.

Recognizing that drug use and abuse may be indicative of serious underlying problems, every effort will be made to offer a student help and assistance. Disciplinary procedures will be administered with the best interest of the student, school and community in mind.

EQUAL OPPORTUNITY

The Waterbury Public Schools do not discriminate in admission to, access to, treatment in, or employment in its services, programs, and activities, on the basis of race, color, or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972 (Title IX); on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA); on the basis of age, in accordance with the Age Discrimination Act of 1975 (Age Discrimination Act); gender identity and expression, (PA 11-55); or any other protected status, such as sexual orientation.

The Waterbury Public Schools do not retaliate against any complainant who alleges discrimination.

To file a complaint alleging discrimination or harassment by Waterbury Public Schools on the basis of race, color, national origin, sex, gender identity or expression, disability, or age, under Title VI, Title IX, Section 504, the ADA, the Age Discrimination Act, PA 11-55 or their respective implementing regulations, or any other protected status such as sexual orientation, please contact KHS Assistant Principal R.D. Glass at 203.574.8228 or:

Dr. Verna D. Ruffin, Superintendent
Waterbury Public Schools
Department of Education
236 Grand Street
Waterbury, CT 06702
(203) 574-8004

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

U.S. Department of Education
Office for Civil Rights (OCR)
(800) 421-3481

SECTION 504: CIVIL AND LEGAL RIGHTS AND RESPONSIBILITIES

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is an Act that prohibits discrimination against persons with a disability in any program receiving Federal financial assistance. For the purposes of Section 504, the term “disability” with respect to an individual means:

1. a physical or mental impairment that substantially limits one or more major life activities of such individual;
2. a record of such an impairment; or
3. being regarded as having such an impairment.

In order to fulfill its obligation under Section 504, the Waterbury Public Schools recognize a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents and members of the public who participate in school sponsored programs. In this regard, the Waterbury Public Schools will not knowingly permit discrimination against any person with a disability in any of the programs operated by the school system. Persons who feel that they may have been discriminated against on the basis of disability should contact the Waterbury Public School’s Section 504 Coordinator.

The school district also has specific responsibilities under Section 504 with respect to providing access to appropriate educational services for students who qualify under Section 504. These responsibilities include the obligation to identify, to evaluate, and to afford access to appropriate educational services. If the parent or guardian disagrees with the decisions made by the professional staff of the school district with respect to the identification, evaluation, or educational placement of their child, he/she has a right to an impartial hearing. Additional written information about an impartial hearing is available on request from the Section 504 Coordinator.

Please contact the Section 504 Coordinator for the Waterbury Public Schools, at phone number 203-574-8000 with any additional questions or concerns about this policy.

Legal Reference: Connecticut General Statutes

10-15c Discrimination in public schools prohibited.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §§791, 793-794 (2006), (34 Code of Federal Regulations Part 104)

Americans with Disabilities Act of 1990, 42 U.S.C. §§12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006)

Americans with Disabilities Amendments Act of 2008

WATERBURY PUBLIC SCHOOLS

BOARD OF EDUCATION POLICY NOTIFICATION STATEMENT

Designation of Responsible Employee

The Board of Education shall designate an individual as the responsible employee to coordinate school district compliance with Title IX and its administrative regulations.

The designee, the District's Compliance Officer, shall formulate procedures for carrying out the policies in this statement and shall be responsible for continuing surveillance of district educational programs and activities with regard to compliance with Title IX and its administrative regulations.

The designee, for J.F. Kennedy High School is Assistant Principal R.D. Glass at 203.574.8228.

Grievance Procedure

Any student or employee shall have a ready means of resolving any claim of discrimination on the basis of sex in the educational programs or activities of the District. Grievance procedures are set forth in administrative regulations.

Dissemination of Policy

The Superintendent of Schools shall notify applicants for admission, students, parents/guardians of elementary and secondary school students, sources of referral of applicants for admission, employees and applicants for employment that it does not discriminate on the basis of sex in the educational programs or activities which it operates and that it is required by Title IX and its administrative regulations not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation.

A MESSAGE FROM
THE SUPERINTENDENT
Dr. Verna D. Ruffin



Waterbury Public Schools

236 Grand Street ♦ Waterbury, Connecticut 06702 ♦ (203) 574-8000 ♦ Fax (203) 574-8010

Dr. Verna D. Ruffin
Superintendent of Schools

Dear Students:

The mission of the Waterbury School System is to establish itself as the leader in Connecticut for urban education reform in partnership with the State Department of Education and the entire Waterbury community. The school system will provide opportunities for all students to maximize their skills and talents in an atmosphere where teaching and learning flourish under the never-wavering belief that all students can be exemplary students, while becoming respectful, responsible, productive citizens vital to our community. To accomplish that mission, we need to hear your voices, opinions, ideas and collective input. I look forward to meeting you and sharing in your school and community participation in Waterbury.

As Superintendent, I wish to engage in a thoughtful, productive and inclusive beginning in leading Waterbury Public Schools. Through listening and learning from you and multiple internal and external stakeholders, I expect to gain a thorough understanding of the school district. It's important to learn about strengths and challenges, opportunities for students to expand learning, creative and innovative projects, the district's culture, and its partnerships with the community. The purpose in beginning this work is to best serve you as students.

In the upcoming weeks, you will hear from your principals, teachers and me about the development of a plan for all of us in Waterbury Public Schools. We will ask questions such as:

- What should a graduate from Waterbury Public Schools know?
- What should a graduate be able to do?
- What qualities of mind and character should a graduate from Waterbury Public schools possess?
- What experiences do you think our schools should provide for students to enable them to develop the desired knowledge, skills and dispositions indicative of a Waterbury Public Schools student?

Your input into these conversations is important as we develop a path for all students in Pre-K-12 leading to outstanding college and/or career bound graduates.

Welcome to the 2018-19 school year. I look forward to meeting you as we work together to make this an exciting productive year.

Sincerely,

A handwritten signature in cursive script that reads "Verna D. Ruffin".

Verna D. Ruffin, Ed. D., Superintendent
Waterbury Public Schools

A MESSAGE FROM
THE PRINCIPAL
Mr. Robert A. Johnston

Dear Students:

Welcome to Kennedy High School. Our administration and staff are pleased to provide for your educational needs.

The faculty and staff seek to assist all students in realizing their fullest potential academically, socially, and emotionally. The development of your sense of responsibility, self-worth, and self-efficacy will enable you to enjoy success as a contributing member of the community.

Let this handbook be your guide at Kennedy High School. The academic, athletic, extra-curricular, and discipline policies are outlined for you. By knowing and abiding by school policies and procedures, you will not only grow on a personal level, but you will become an intricate part in producing an atmosphere conducive to learning and beneficial to the achievement of the school's mission. By active involvement in club activities, athletic teams, and student life, a broader foundation for your future will be molded.

Each faculty member is interested in you as an individual and will work with you in accordance with our core values and beliefs. Take advantage of all that is available to you. Arriving on time and maintaining regular attendance at school, being diligent in your studies, and becoming an active member in school activities, will help insure your success.

Sincerely,

Robert A. Johnston

Robert A. Johnston, Principal

ACCIDENTS

All accidents occurring in the building during school hours or during extra-curricular activities affiliated with the school must be reported to the Office of the Principal immediately.

ADVISORY PERIOD/STUDENT SUCCESS PLANNING (SSP)

An Advisory Period schedule is implemented bi-weekly. All students' attendance is mandatory. A student success plan for each student shall be created. Such student success plan shall include a student's career and academic choices. The Student Success Plan (SSP) is an individualized student driven plan developed to address every student's needs and interests to help the student stay connected in school and to achieve postsecondary educational and career goals.

AGE OF MAJORITY

Since local policies and rules are adopted under assumption that reasonable school regulations should apply to all students regardless of age, persons of 18 years of age or older will be considered students first, and adults second. *No student may sign themselves out of school at any time without proper authorization from parent/guardian.

ASBESTOS POLICY

The Asbestos Management Plan written for each school in the Waterbury School District is available for inspection in the school's main office. These plans were generated in accordance with the State Department of Health and E.P.A. requirements.

ASSEMBLIES

There are times when classes, grades, teams or the entire school may gather for assembly programs. These programs are arranged to bring information or entertainment to the student community. A student's conduct in assemblies must meet the same standards as in the classroom.

ATTENDANCE

Introduction and Definitions

The District's policy on student truancy shall stress early prevention and inquiry leading to remediation of absences rather than imposition of punitive measures for students. Referral to legal authorities normally shall be made only when local resources are exhausted. For purposes of implementing this policy and for reporting purposes regarding truancy, the District will utilize the State Board of Education approved definitions of "excused," "unexcused," and "disciplinary" absences. (Note: Also see Policy entitled "Attendance Requirements for Course Credit or Promotion")

"Truant" shall mean a student age five to eighteen, inclusive, who has four unexcused absences in any one month, or ten unexcused absences in one school year.

"In attendance" shall mean a student if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent.

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

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

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

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

Remediation of Truancy

School personnel shall seek cooperation from parents or other persons having control of such child and assist them in remedying and preventing truancy. The Superintendent of Schools shall develop regulations which will detail the following school district obligations under the district’s truancy policy.

1. Notify parents annually of their obligations under the attendance policy.
2. Obtain telephone numbers for emergency record cards or other means of contacting parents or other persons having control of the child during the school day.
3. Establish a system to monitor student attendance.
4. Make a reasonable effort by telephone and by mail to notify parents or other persons having control of the child, enrolled in grades one through eight, inclusive, when a child does not arrive at school and there has been no previously approval or other indication which indicates parents are aware of the absence. (Note: Persons who in good faith give or fail to give notice pursuant to this section shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.)
5. Identify a student as “truant” when the student accumulates four unexcused absences in any month or ten in a school year.
6. Identify a student as “chronically absent” when the student accumulates a total number of absences at any time during a school year that is equal to or greater than ten percent of the total number of days that such student has been enrolled at the school during the school year.
7. Appropriate school staff meet with parents of a child identified as truant or chronically absent to review and evaluate the situation, within ten days of such designation. Such meeting may involve the school or District Attendance Team. Students so identified may be subject to: (a) retention in the same grade to acquire necessary skills for promotion or retention. (b) a requirement to complete a summer school program successfully before being promoted to the next grade.
8. When a petition is filed, an educational evaluation of the truant student shall be done by appropriate school personnel if no such evaluation has been performed within the preceding year.
9. Provide coordination of services and refer “truants” to community agencies which provide child and family services.
10. If in existence, refer the child to the children’s probate court truancy clinic.
11. Until such time as the State Department of Education provides a truancy model, the Waterbury Public Schools will follow its current truancy procedures.

The Board, on or before 8/15/18, shall implement a truancy intervention model identified by the Connecticut State Department of Education (SDE) for any school within the District that has a disproportionately high rate of truancy, as identified by the Commissioner of Education. Parents or other persons having control of each child shall be notified of such truancy model. (Note: The SDE is required to identify these effective truancy intervention models by 8/15/17.)

Chronic Absenteeism

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

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

The membership of attendance review teams may consist of school administrators, guidance counselors, school social workers, teachers, chronically absent children, parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.

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

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education when it becomes available.

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

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

Legal Reference: Connecticut General Statutes

10-184 Duties of parents. (as amended by PA 98-243 and PA 00-157) 10-198a Policies and procedures concerning truants (as amended by PA 00-157, PA 11-136 and PA 16-147) 10-198b State Board of Education to define "excused absence", "unexcused absence", and "disciplinary absences" 10-198c Attendance review teams (as amended by PA 17-14 10-198d Chronic absenteeism 10-199 through 10-202 Attendance, truancy in general. (Revised, 1995, PA 95-304) 45a-8c Truancy clinic. Administration. Policies and procedures. Report. (as amended by PA 15-225) 10-220(c) Duties of boards of education (as amended by PA 15-225) 10-202e-f Policy on dropout prevention and grant program. 10-221(b) Board of education to prescribe rules. *Campbell v New Milford*, 193 Conn 93 (1984). Action taken by the State Board of Education on January 2, 2008, to define "attendance." Action taken by the State Board of Education on June 27, 2012, to define "excused and "unexcused" absences. PA 15-225 An Act Concerning Chronic Absenteeism.

ATTENDANCE REQUIREMENTS FOR COURSE CREDIT OR PROMOTION

Attendance

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

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

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

1. Definitions (related to chronic absenteeism)

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

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

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

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

Excuses: A student’s absence from school shall be considered “excused” if written documentation of the reason for such absence has been submitted within ten (10) school days of the student’s return to school and meets the following criteria: Note: The use of the state approved definitions of “excused” and “unexcused” absences are for state purposes for the reporting of truancy. Districts are not precluded from using separate definitions of such absences for their internal uses such as involving decisions on areas such as promotion and grading.

A. For absences one through nine, a student’s absences from school are considered “excused” when the student’s parent/guardian approves such absence and submits appropriate documentation to school officials. Such documentation includes a signed note from the student’s parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate. Documentation should explain the nature of and the reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of absenteeism.

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

1. Student illness (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence);

2. Student's observance of a religious holiday;
 3. Death in the student's family or other emergency beyond the control of the student's family;
 4. Mandated court appearances (documentation required);
 5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required);
 6. Extraordinary educational opportunities pre-approved by District administration and to be in accordance with Connecticut State Department of Education guidance.
- C. A student's absence from school shall be considered unexcused unless:
1. The absence meets the definition of an excused absence and meets the documentation requirements; or
 2. The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and are excluded from these State Board of Education approved definitions.

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

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

Excused Absences for Children of Service Members

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

Chronic Absenteeism

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

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

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

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education when it becomes available. (SDE to develop by 1/1/16.) The District shall

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

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

Dismissal

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

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

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

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

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

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

For High School and Middle School: Pupils are considered tardy or dismissed early if not in class when the bell rings. For every three unexcused tardies to school or for every three unexcused early dismissals from school, one unexcused day of absence will be assessed to the student's academic record for that class period specifically affected by the tardy or early dismissal. At the high school level, the unexcused tardy or unexcused absence applies to each individual class the student is late for or absent from. This may apply to more than one class. In addition, when homeroom is dissolved, the student's previous unexcused absences and unexcused tardies will be reflected in the student's first period class.

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

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

6. WAIVER POLICY: A student who has accumulated more absences than allowed by the policy, but who feels that the situation warrants special consideration, may appeal to the administration for a waiver increasing the number of allowable absences for that particular student. At the discretion of the administration, the parent may be requested to appear at the hearing to verify the legitimacy of the appeal.

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

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

C. The Appeals Board will consider: 1. Presentation by parent/legal guardian 2. Documentation from medical personnel 3. The student's attendance record 4. The student's request to earn back lost credit 5. Other information deemed appropriate by the administration

D. A student may be allowed an attendance appeal hearing on a yearly basis. However, a successful waiver for promotion or restoration of credit may only be granted twice in grades K-5, once in grades 6-8, and once in grades 9-12. E. Decisions of the Appeals Board are final. Waivers granted or denied must become a part of student's permanent cumulative file and recorded into the computer data base.

Legal Reference Connecticut General Statutes: 10-220(c) Duties of boards of education (as amended by PA 15-225) 10-184 Duties of parents (as amended by PA 98-243 and PA 00-157) 10-185 Penalty 10-198a Policies and procedures concerning truants (as amended by PA 11-136, An Act Concerning Minor Revisions to the Education Statutes and PA 14-198, An Act Concerning Excused Absences from School for Children of Service Members, and PA 16-147, An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee) 10-198b State Board of Education to define "excused absence," "unexcused absence," and "disciplinary absence" 10-198c Attendance review teams. 10-198d Chronic absenteeism (as amended by PA 17-14) 45a-8c Truancy clinic. Administration. Policies and procedures. Report. (as amended by PA 15-225) 10-199 through 10-202 Attendance, truancy - in general Action taken by State Board of Education on January 2, 2008, to define "attendance." Action taken by State Board of Education on June 27, 2012, to define "excused" and "unexcused" absences. PA 17-14 An Act Implementing the Recommendations of the Department of Education

AUTOMOBILES

A student's person and property, including a vehicle used by the student and parked on school grounds, may be searched if there's a reasonable suspicion.

BELL SCHEDULES

Early Bells 7:00; 7:10; 7:15

SCHEDULE #1 - REGULAR DAY

1:50 PM Dismissal

PERIOD 1	7:20 - 8:13
PERIOD 2	8:17 - 9:05
PERIOD 3	9:09 - 9:57
PERIOD 4	10:01 - 10:49
PERIOD 5A`	10:53 - 11:15
PERIOD 5B	11:19 - 11:40
PERIOD 5C	11:44 - 12:06
PERIOD 6	12:10 - 12:58
PERIOD 7	1:02 - 1:50
Dismissal	1:50

SCHEDULE # 3-ADVISORY

1:50 P.M. Dismissal

PERIOD 1	7:20 - 8:02
PERIOD 2	8:06 - 8:48
ADVISORY	8:52 - 9:31
PERIOD 3	9:35 - 10:17
PERIOD 4	10:21 - 11:03
PERIOD 5A	11:07 - 11:28
PERIOD 5B	11:32 - 11:53
PERIOD 5C	11:57 - 12:18
PERIOD 6	12:22 - 1:04
PERIOD 7	1:08 - 1:50
Dismissal	1:50

SCHEDULE #5 - -LATE OPENING-2 HOUR.DELAY

1:50 P.M. Dismissal

Early Bells: 9:00; 9:10; 9:15

PERIOD 1	9:20 - 9:53
PERIOD 2	9:57 - 10:25
PERIOD 3	10:29 - 10:57
PERIOD 4	11:01 - 11:29
PERIOD 5A	11:33 - 11:55
PERIOD 5B	11:59 - 12:20
PERIOD 5C	12:24 - 12:46
PERIOD 6	12:50 - 1:18
PERIOD 7	1:22 - 1:50
DISMISSAL	1:50

SCHEDULE #2 - SHORT DAY

11:50 Dismissal

PERIOD 1	7:20 - 7:56
PERIOD 2	8:00 - 8:35
PERIOD 3	8:39 - 9:14
PERIOD 4	9:18 - 9:53
PERIOD 5	9:57 - 10:32
PERIOD 6	10:36 - 11:11
PERIOD 7	11:15 - 11:50
Dismissal	11:50

SCHEDULE #4 - EMERGENCY DISMISSAL

(SHORT DAY) - 11:00 A.M. Dismissal

PERIOD 1	7:20 - 7:52
PERIOD 2	7:56 - 8:23
PERIOD 3	8:27 - 8:54
PERIOD 4	8:58 - 9:25
PERIOD 5	9:29 - 9:56
PERIOD 6	10:01 - 10:28
PERIOD 7	10:32 - 11:00
Dismissal	11:00

BULLYING POLICY

The Board of Education promotes a secure and happy school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore it shall be the policy of the Board that bullying of a student by another student is prohibited.

“Bullying” means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, or a physical act or gesture directed at another student attending school in the same school district that: (A) Causes physical or emotional harm to such student or damage to such student’s property, (B) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property, (C) creates a hostile environment at school for such student, (D) infringes on the rights of such student at school, or (E) substantially disrupts the education process or the orderly operation of a school. Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, gender identity, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. “Cyberbullying” means any act of bullying through use of the internet, cell phones or other electronic devices.

Any bullying outside of the school setting will be investigated if it has a direct and negative impact on a student’s academic performance or safety at school. **STUDENTS WHO ENGAGE IN ANY ACT OF BULLYING, WHILE AT SCHOOL, COMING TO OR FROM SCHOOL, OR AT ANY SCHOOL FUNCTION, IN CONNECTION TO OR WITH ANY DISTRICT SPONSORED ACTIVITY OR EVENT, OR THROUGH THE INTERNET OR OTHER ELECTRONIC MEANS ARE SUBJECT TO APPROPRIATE DISCIPLINARY ACTION UP TO AND INCLUDING SUSPENSION, EXPULSION AND/OR REFERRAL TO LAW ENFORCEMENT OFFICIALS.**

BUS REGULATIONS

Do not lose your bus privilege. Follow these rules:

- *The bus driver is the authority in charge of the bus.*
- *Stay seated at all times.*
- *No shouting or using profane language.*
- *Students must not throw objects in, about or out of bus.*
- *Do not litter, eat, or drink on bus.*
Keep the bus Clean!
- *Do not smoke.*
- *Do not damage or tamper with bus or equipment.*
- *Do not enter or exit emergency door without permission from driver.*
- *Do not bring flammable material on the bus.*
- *Do not fight, push or shove.*
- *Always cross in front of the bus.*
- *Observe proper conduct at bus stop.*
- *Students must use their designated bus.*

Security cameras are utilized in Waterbury School Buses to enhance school safety. In the event that an infraction (student or bus personnel) is recorded, it may be utilized as an aid to the Board of Education and bus Contractor policies.

Bus Coordinator
School Business Office
(203) 574-8037

Durham Transportation: (203) 591-1847
All Star/Special Education Bus: (203) 753-8366

CAFETERIA REGULATIONS

School life offers many opportunities to practice courtesy and consideration for others. The cafeteria is an excellent place to display these qualities.

1. No Food is to be eaten anywhere except in the cafe areas. Do not carry food or chew gum outside of cafe area. Students may not bring food from the cafeteria to be eaten in a teacher's classroom.
2. Students are to remain seated during the lunch period unless they are getting food or using the lavatory. No students are to loiter at the doors or in the aisle. Such behaviors are disruptive to all students.
3. No pushing, shouting, or crowding will be permitted at any time.
4. Stay in the cafeteria area. No student assigned to the cafeteria during lunch is to leave the lunchroom. Under no circumstances may they leave to disturb classes or roam the halls.
5. Clear tables of refuse and trays as soon as you have finished eating.
6. Deposit waste papers and milk cartons in proper containers.
7. Only one lunch period is allowed to each student.
8. Any infractions of the rules of good behavior and courtesy may result in the loss of cafeteria privileges.
9. Students that take multiple cafeterias are subject to disciplinary consequences.
10. Throwing food or drinks in the cafeteria will result in an out of school suspension.

CAMERAS

Security cameras are utilized in the Waterbury Schools to enhance school safety. The cameras are located only in the common areas of the school buildings. In the event that an infraction by a student or staff is recorded, it may be utilized as an aid to the existing Board of Education policies. The use of these cameras is to prevent disruptive activities that may interfere with the school learning environment and education.

CARE OF BOOKS

Textbooks, school equipment and school buildings are the property of the Department of Education, City of Waterbury. Textbooks are loaned to students for their use. Maintaining textbooks in good condition is the student's responsibility and no excuses will be accepted for damage, loss, or theft of a textbook. In the event a textbook is lost, stolen or destroyed, it shall be the student/parent's responsibility to pay the replacement cost of the textbook. In the event payment is not received, grades and transcripts will be withheld.

CELL PHONES/ELECTRONICS

The use of electronic equipment such as cell phones, radios, iPods, mp3 players, electronic games, cameras, beepers, tape and CD recorders, etc., during school hours is not permitted. Video and audio equipment are not allowed unless part of an approved school curriculum. If observed or heard, cell phones and electronics will be confiscated and returned only to a parent/guardian. Students are responsible for their belongings. All electronic devices are not to be visually or audibly observed during the school day.

CHANGE OF ADDRESS

Students must report to the office at once, any change of address, home or cell telephone numbers so that the correct information will be available in case of emergency.

Kennedy High School uses the IRIS phone messaging system to communicate with parents/guardians about important issues to the entire school community. Phone calls will be placed to the primary phone number on record to notify parents of dates and times of Parent Teacher Conferences; half day sessions for students; snow emergencies; early dismissals; dates of report cards, etc.

CHEATING/PLAGIARISM (Academic Dishonesty)

Students are expected to pursue their school work with integrity and honesty. Cheating and plagiarism demonstrates a lack of integrity and character. That is inconsistent with district goals and the school's core values and beliefs. All forms of cheating and plagiarism are unacceptable. The misrepresenting by students of homework, classwork, tests, reports, or other assignments as if they were entirely their own work shall be considered forms of cheating and/or plagiarism. Consequences of cheating and/or plagiarism may be academic and/or disciplinary in nature. Consequences for cheating will take into account the grade level of the student and the severity of the misrepresentation.

COLLEGE AND CAREER PLANNING

PREPARATION FOR COLLEGE – In determining a student's admission to college, College Admissions Offices take into consideration the student's four year record in high school plus the result of the College Board Entrance Examinations. Preparation for college thus begins in the Freshman Year and continues throughout the school career. College bound students should begin taking College Board Tests in their Junior Year, and not wait until they are Seniors. STEM education offers the promise of students learning in an interdisciplinary way that couples rigorous standards to real world experiences allowing students to apply science, technology, engineering, and mathematics in contexts that make connections between school, community, work, and their world. (Connecticut Department of Education)

Elective and required courses in Visual Art, Pre-Engineering, Automotive and Power Mechanics, Graphic Design, Video Production, Architecture and Construction, Mechanical CAD and Electronics are some of our class offerings.

SCHOOL TO CAREER - Several programs are in place across the curriculum, which help a student prepare for a particular career. For that student who is not sure of his/her career path there is a career center with qualified assistance and computer programs designed to help define career interests and goals. Also by expressing to his/her guidance counselor an interest in a particular field, a placement in a job shadowing or work experience can be arranged through the school internship program or Partners in Education, which is a school to community link.

CAREER CENTER–Kennedy High School has a fully equipped career center with books, periodicals, videos and computer software describing careers. Information about two and four year colleges, vocational schools, the military and financial aid is available. All freshman and sophomores take a career test each year and results are discussed with their counselor. Juniors and seniors use the career center to do college and career searches. A vocational aide is available to assist with career information, college searches, resume writing and job interviewing skills. All students are strongly encouraged to use this valuable resource.

COURSE DESCRIPTIONS

The following guide has been written to assist you in selecting your subjects for the next school year. A list of courses to be offered along with course descriptions has been included. Please give this information your serious attention. You should make every effort to select courses that are in keeping with your abilities, educational background, interest, and future educational and vocational plans. The decisions you make now can have a strong bearing on the opportunities that will be available to you in the future. In order to meet graduation requirements, students are strongly advised to carry a minimum of six courses each year. Every student should pursue courses that will challenge his or her abilities. A guidance counselor will assist each student and parent to develop an individual educational program. The course selection by the student in the early spring of each year represents a final choice of courses for the following year. Where a clerical error is discovered, a change of course will be made. Changes after the opening day of school will not be made, except in the most unusual circumstances.

POINTS OF INFORMATION

College bound students are urged to schedule a foreign language for three or four years. All students are encouraged to schedule as much mathematics as is realistic. For college, the general requirement is at least three years of college preparatory mathematics. Students interested in science, engineering, mathematics careers or other related areas are encouraged to successfully complete more than the preferred three years of mathematics.

Students planning science or engineering careers are encouraged to successfully complete at least three years of science. Science courses beyond the minimum requirement are available.

ALLIED HEALTH

Allied Health is a two-year school-to-career program based upon the developmental model that encourages sequential learning. The program is offered at each of the three public high schools in Waterbury and is intended to attract interested students into allied health-related careers. Active recruitment and interviewing of prospective students is done by the teacher/coordinator. This is done to ensure that the student is fully aware of the program's requirements, regulations, and opportunities. The teacher/coordinator also works closely with the high school administration, faculty, and school counselors throughout this process. The teacher/coordinator also plans and works cooperatively with local hospitals and healthcare facilities to develop and maintain interpersonal relationships to effectively implement the program to ensure quality student outcomes.

The focus is on preparing students for allied health-related careers and stimulating an interest in furthering their education. The teacher/coordinator achieves this by assisting students in making informed and meaningful occupational and educational choices.

The program is based upon a block schedule designed to fulfill the academic requirements for graduation as well as to complete the allied health components, which include hands-on clinical training and completion of the State of Connecticut mandated skills for certified nursing assistants (CNA). Upon successful completion of the Allied Health Program and the certification exam, students will receive a nursing assistant certificate approved by the Connecticut State Department of Health, CPR certification, and first aid certification in addition to their high school diploma.

The expected outcome is that the student will not only become acquainted with a variety of healthcare specialties, but will learn workplace readiness skills, job responsibilities, the ability to work well with others, and develop habits and attitudes needed for successful employment or further education.

685 ALLIED HEALTH 1

GR: 11 CR: 3.00

Allied Health 1 is based on the Connecticut certified nursing assistant required theory and skills. The students fulfill the required clinical component at St. Mary's Hospital where they complete over 100 clinical hours on the inpatient units.

686 ALLIED HEALTH 2

GR: 12 CR: 3.00

Allied Health 2 focuses on exploring medical careers and works in conjunction with St. Mary's Hospital to offer the off campus clinical internship program. The intensive 200 plus clinical hours spent in the internship provides students with hands on opportunities to hone their clinical skills as they function in a real world work environment. In addition, workplace readiness skills as well as successful employment strategies are embedded throughout the curriculum.

ART

900 FOUNDATIONS OF ART 1

GR: 9-12 CR: .50

This is a basic art class that covers the elements and principles of design. Students will learn various drawing techniques to create the illusion of three dimensional spaces on a two dimensional surface using two and one point perspective and develop as well as enhance existing drawing skills so that the student can draw more realistically. This will be achieved through various mediums and values of shading in pencil and colored pencil. Ideas will be developed through primary sketches to create larger compositions. The students will learn how to mix colors using all the mediums. Various artists and works of art associated with these artists will be discussed and used as a basis for art works and projects produced in class. Students will be able to analyze and evaluate their works of art through reflection, evaluation and assessment.

908 FOUNDATIONS OF ART 2

GR: 9-12 CR: .50

Prerequisite: Foundations of Art 1

Students in this advanced level class will apply the knowledge of the elements and principles of designs as well as previously developed skills to work on advanced art lessons. They will be able to identify significant artists and their art works and be able to exemplify the elements and principles of design used in their artworks as seen in other artists' paintings, drawings, sculptures, etc. They will further their skills with painting and drawing and be able to combine one, two, or more mediums to create an artwork in a successful composition. These students will also analyze and evaluate their work and that of other artists through reflection, evaluation, and assessment.

902 DRAWING 1

GR: 10-12 CR: .50

Prerequisite: Foundations of Art 1.

This is a beginning drawing course that will teach the basic steps and techniques used in drawing from observation. Students will develop confidence and drawing skills to express visual facts. Emphasis will be placed on perspective and structure. This course provides an in-depth exploration of a variety of tools and materials and the time needed to refine skills.

909 DRAWING 2**GR: 10-12 CR: .50***Prerequisite: Drawing 1.*

Students will continue to refine their drawing skills, along with the organization of 2-dimensional surfaces, through observational studies of the figure and the environment. A variety of drawing media will be used.

904 SCULPTURE 1**GR: 10-12 CR: .50**

Students explore the world of three dimensional art, using various papers, cardboard, wire, clay, paper mache and plaster, etc. Students will produce several final art pieces.

911 SCULPTURE 2**GR: 10-12 CR: .50**

Students advance their skills again, using various techniques and materials to make several pieces. One entire term is devoted to ceramics.

BILINGUAL EDUCATION

Bilingual students (Spanish and Albanian) are serviced through all sheltered content classes* and English as a Second Language (ESL) classes, in which English is the primary language of instruction. Students are limited to 30 months in a Bilingual program by Connecticut state law. This program follows the school district's curriculum in the target and native language. Research-validated practices and strategies are used which capitalize on the students' prior knowledge, learning styles, and linguistic and cultural assets as the basis for second language acquisition. As students become more proficient in English, they are increasingly mainstreamed for their subject area courses. Students who have completed the 30 months in the Bilingual Program must exit, but may receive ESL and/or some sheltered content classes based on their needs.

ESL Courses**016 ESL BEGINNING****GR: 9-12 CR: 2.00**

Students are placed in Beginning ESL per score on the LAS (Language Assessment Scale). In this double period class students learn the rudiments of the English language to develop their skills in the speaking, listening, reading and writing of English. Students are gradually introduced to literature through the SIOP (Sheltered Instruction Observation Protocol) method to make it more accessible to them.

026 ESL INTERMEDIATE**GR: 9-12 CR: 1.00**

Students are placed in Intermediate ESL per score on the LAS (Language Assessment Scale) test and teacher recommendation. Students continue to develop their skills in the speaking, listening, reading and writing of English. More emphasis is placed on writing skills, grammar, and reading. Longer selections are introduced, including the reading of abridged books that are part of the English/Language Arts curriculum.

036 ESL ADVANCED**GR: 9-12 CR: 1.00**

Students are placed in Advanced ESL per score on the LAS (Language Assessment Scale) test and teacher recommendation. Advanced ESL focuses on the development of reading and writing skills in English. The English/Language Arts curriculum is followed as closely as possible, but material is presented through the SIOP (Sheltered Instruction Observation Protocol) method and at a slower pace.

046 ESL ADVANCED 2**GR: 9-12 CR: 1.00**

Students are placed in Advanced II ESL per score on the LAS (Language Assessment Scale) test and teacher recommendation. Advanced ESL focuses on the development of reading and writing skills at a more advanced level. The English/Language Arts curriculum is followed as closely as possible, but material is presented through the SIOP (Sheltered Instruction Observation Protocol) method and at a slower pace. Students are prepared for placement into a mainstream English class for the following school year.

**Sheltered classes are offered in: Algebra 1, Geometry, Algebra 2, Physical Science, Biology, Human Biology, Modern World History, Civics, U.S. History 2, and U.S. History 3.*

BUSINESS

It is the mission of the Waterbury Public Schools Business Finance and Technology Department to teach and guide all students in developing the skills, knowledge, understanding and attitudes necessary for successful participation in postsecondary education and/or employment and in their daily personal business and financial endeavors as responsible and contributing citizens of local, national, and global economies.

According to *The Princeton Review*, the #1 college major is Business Administration and Management. By participating in Business Finance and Technology courses you will develop highly valuable transferable skills needed for success in the business world. The demands of the workplace are constantly changing and students need to be prepared for a business environment that is characterized by cultural diversity both domestically and internationally. Research shows, students who think about their futures during their high school years tend to complete more years of education and earn higher salaries. Courses in the Business Finance and Technology program open up career opportunities in many occupations and prepares you for employment, career development, post-secondary educational opportunities, and lifelong learning. If your dream is to own your own business, work in the financial field, market products and services, or become a computer specialist then business is for you. **YOUR SUCCESS IS OUR BUSINESS!**

606 ACCOUNTING 1**GR: 10-12 CR: 1.00**

Provides complete coverage of service and merchandising businesses with two different types of ownership structures-proprietorships and partnerships. Each type of business is presented in a complete accounting cycle covering the analyzing of transactions into debit and credit accounts, journalizing, posting, cash control systems, financial statements and adjusting and closing entries. Accounting concepts are introduced using a modern business with owners that students can relate to in each cycle.

607 ACCOUNTING 2**GR: 11-12 CR: 1.00***Prerequisite: Accounting 1.*

Begins with a business simulation in which students perform all of the tasks covered in Accounting 1. The remainder of the course is dedicated to the study of accounting tasks that must be performed by or for a corporation. The advantages and disadvantages of this type of ownership are discussed as well as a brief overview of the stock market. In Accounting 2 students perform all of the accounting tasks and activities in the accounting cycle for a corporation. During the final marking period in this course students will be introduced to an automated accounting system in which they will use their knowledge of the accounting process to record, journalize and post transactions as well as generate financial reports in a fast and effective manner. Solving problems, making decisions and reasoning effectively are used throughout this course.

600 COMPUTER APPLICATIONS 1**GR: 9-12 CR: .50**

This half-year course is designed to provide students with the tools needed to use Microsoft Word and Google Docs to create professional-looking documents. The course begins with a review and emphasis of the proper keyboarding input technique. Students will then learn to use the Microsoft Word/Google Docs interface, commands, and features to create, enhance, customize, share, and publish complex documents as well as collaborate on projects. By using Google Drive, students will be able to share files and folders, quickly invite others to view, download, and collaborate on all the files in their "Drive". The course addresses the computer skills that would enhance students' academic success using the combination of both application software tools to tackle real-world challenges in school, at home, and in the workplace.

601 COMPUTER APPLICATIONS 2**GR: 9-12 CR: .50**

Students will learn the features of PowerPoint/Google Slides as a tool for creating dynamic on-screen presentations. The use of PowerPoint will allow students to build exciting interactive computer generated slide shows that students can use in presentations for classes, clubs or other activities. They will be able to execute specific tasks which will result in an improvement in their computer and communication skills. Students will also learn spreadsheets using Microsoft Excel/Google Sheets by applying their learning to hands-on activities. The students will be able to create a blank workbook, navigate a worksheet, choose themes, styles, font formats, enter formulas, create charts, insert functions, sort and filter tables, apply conditional formatting, compare and analyze data, work with graphics and link and embed data.

602 COMPUTER INFORMATION SYSTEMS**GR: 10-12 CR: 1.00**

Students will create a web site through a combination of demonstration, research, and hands-on projects: including integrating digital images, artwork, animation, sound, and video. Working both independently and collaboratively students will learn to target a specific audience and create a website experience that is entertaining, motivating, and informative. In addition students will learn database application as well as a exploration of programming and networking.

603 INTRODUCTION TO BUSINESS**GR: 10-12 CR: 1.00***Prerequisite: Teacher Recommendation. English 9 & 10.*

Introduction to Business Presents a survey of the fundamental principles of business including the nature and environment of business. The special functions of marketing, management and accounting are considered, as well as the vital area of human resource development. With successful completion of this course, students will receive college credit from Naugatuck Valley Community College

604 BUSINESS MANAGEMENT 1**GR: 10-12 CR: 1.00**

This introductory course is intended to serve all students particularly the college-bound planning on majoring in business. Students will receive an introduction to management and leadership concepts, theory, and practice. Units of study will include managing a business, understanding economic principles, and examining how the law affects businesses and individuals. Because all students will participate in the economic system, all students need to be literate in business and economics. By gaining an understanding of these areas, students will be better prepared to enhance the business decisions of tomorrow.

605 BUSINESS MANAGEMENT 2**GR: 11-12 CR: 1.00**

Prerequisite: Business Management 1.

This course reviews and expands upon the material covered in Business Management I and introduces the students to the critical role entrepreneurs play in the national and global economy. Students gain an understanding of the business principles necessary to start and operate a business and explores the traits and characteristics of successful entrepreneurs. They will also be exposed to the unique challenges facing firms doing business internationally, and the potential opportunities available to those businesses. The material covered in the Business Management course is reinforced and enhanced through the use of technology, guest speakers, videos, and hands-on project-based activities whenever possible. In addition, because experiential learning is an important aspect of this course, a business-related field trip may also be offered.

671 PRINCIPLES OF MARKETING**GR: 11-12 CR: 1.00**

Prerequisite: Introduction to Business. Teacher Recommendation. English 9 & 10.

Principles of Marketing, deals with the marketing function of the firm primarily from the management standpoint. Topics include marketing strategy, new products, channels of distribution, pricing, and promotion. The function of the marketing institution in economic and social context is considered. With successful completion of this course, students will receive 3 college credits in business from Naugatuck Valley Community College.

673 SPORTS AND ENTERTAINMENT MARKETING GR: 10-12 CR: .50

The sports and entertainment business industry continues to grow rapidly, requiring qualified professionals at every level to accommodate its growth. This course provides an introduction to sports and entertainment business industry career fields with an overview of the history, impact, types, and trends of events and venues, the principles of event planning, the role of venues, and career options in each field. Students taking Sports & Entertainment Business will have the opportunity to participate in the DECA organization.

674 FASHION MARKETING**GR: 10-12 CR: .50**

Fashion Marketing is designed to provide the serious fashion student knowledge of the various business functions in the fashion industry. Fashion marketing is one of the most exciting businesses in the world, representing billions of dollars in sales. The fashion business continues to grow rapidly in the United States and around the world with new opportunities. This course focuses on the world of fashion by exploring the components of fashion and why fashion has been important throughout history. Students will explore the basics of marketing fashion products and examine the wide variety of fashion businesses and why they play an important role in domestic and global economics. An emphasis will be placed on the real-world business perspective with such topics as: types of fashion and trends, creators of fashion, fashion products and research, fashion distribution, fashion pricing and technology, promoting fashion, and preparing for a career in

fashion will be covered. Students taking Fashion Marketing will have the opportunity to participate in the DECA organization.

677 PERSONAL FINANCE

GR: 10-12 CR: 1.00

Managing personal finances is an essential life skill in today's competitive real world. This course will emphasize how to save for the future, create a savings and spending plan (budget), maintain a checking and savings account, explore insurance options, and plan for finances after high school. Topics covered in Personal Finance include personal decision making; career planning; budgeting; investing; financing a car; using credit wisely; introduction to financial institutions; and taxes. This course will prepare students for a successful financial future.

ENGLISH

010K ENGLISH 9 HONORS SOAR

GR: 9 CR: 1.00

010 ENGLISH 9 HONORS

GR: 9 CR: 1.00

011 ENGLISH 9

GR: 9 CR: 1.00

Emphasis is placed on developing students' ability to comprehend and analyze challenging literature, on developing students' oral and written communication skills, and on reinforcing students' organizational, study, and research skills. This course, with its student-centered approach and alternative assessment opportunities, provides an excellent transitional experience for incoming freshmen. The reading component concentrates on the characteristics of poetry and prose, fiction and nonfiction. The writing component includes a portfolio that utilizes various types of writing, e.g. response to literature and the *modes of discourse*: narration, description, exposition and persuasion. Speaking, listening, and viewing are integrated into the class expectations through the use of various media, class discussions, and oral reports.

020K ENGLISH 10 HONORS SOAR

GR: 10 CR: 1.00

020 ENGLISH 10 HONORS

GR: 10 CR: 1.00

021 ENGLISH 10

GR: 10 CR: 1.00

English 10 recognizes the foundation put in place by the English 9 curriculum and seeks to extend and deepen development through the study of World Literature. This course develops reading, writing, and thinking skills to help students respond on an intellectual, personal, and emotional level to literature (through the lens of life experiences). Students will practice different forms of writing and make connections between what is studied and what they have experienced, in life, literature or elsewhere. In addition to strengthening reading, writing, listening, and speaking skills, students will also be discovering personal answers to several essential questions throughout the year.

030U AMERICAN STUDIES/UCONN

GR: 11 CR: 1.00

American Studies is a team taught, full year course that takes an interdisciplinary approach to the study of American culture. The course rests on two main pillars, the study of United States History and American Literature. The course also integrates art, architecture, and music to help the student develop a total picture of the American Experience. The course offers a variety of teaching strategies and learning activities. Students in American Studies are assigned a double class period. After successful completion of the course, the student will have fulfilled the United States History requirement and the English 11 requirement.

030 ENGLISH 11 HONORS GR: 11 CR: 1.00

031 ENGLISH 11 GR: 11 CR: 1.00

This course conceptually explores American ideals through the literature produced here, from the time of the earliest colonists to today. A wide variety of texts and film are offered to differentiate the course. Students will explore the literature through lenses such as race, class, and gender to name a few, responding through writing, discussion, and oral discourse. There is an emphasis on the cyclical process of planning, drafting, revising, editing, publishing and reflecting to make writing better.

040K ENGLISH 12 HONORS SOAR GR: 12 CR: 1.00

040 ENGLISH 12 HONORS GR: 12 CR: 1.00

041 ENGLISH 12 GR: 12 CR: 1.00

This survey course extends comprehension through deep comparative and critical analyses of world literature. It culminates with the exploration of self through literature and personal essays that express high-level critical thinking. It also develops research and writing skills necessary for college acceptance and sustained post-secondary achievement. In the second semester, students may choose from concentrations in areas such as British literature, Shakespeare, poetry, minority literature, short stories, and mysteries.

030A ENGLISH LANGUAGE & COMPOSITION AP GR: 11 CR: 1.00

Advanced Placement English Language and Composition is intended for advanced college preparatory junior level students. It is primarily a course in both effective writing and critical reading designed to strengthen the students' skills in analyzing the reasoning and expression for ideas in prose passages. AP English Language requires students to demonstrate skill in composition through the development of various rhetorical modes. Students are able to hone their own writing skills through attentive and continued analysis of a variety of prose texts. This course prepares students for further Advanced Placement study in English Literature and Composition (senior year) as well as for college courses.

040A ENGLISH LITERATURE AP GR: 12 CR: 1.00

The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays.

067 CREATIVE WRITING GR: 10-12 CR: 1.00

This course is designed to give students opportunities for creative self-expression in writing and to further their writing skills. Focus is on various types of creative writing from both poetry and prose and the development of a personal creative writing portfolio. Student writing samples may include short stories, poetry, dramatic speeches, declamations, dialogues, biographies, and autobiography.

085 DRAMA 1 GR: 10-12 CR: 1.00

Concentrated on the literary elements of the dramatic arts, this course teaches students to develop characters, adapt stories to the stage, and write and act original scenes. Performance is a requirement, building confidence and self-esteem. Writing, speaking skills, and practical self-expression skills are acquired.

086 DRAMA 2**GR: 11-12 CR: 1.00***Prerequisite: Drama 1*

This course continues to hone skills acquired in Drama 1, adding the art and technique of directing. Diction, projection, and elocution in speaking are practiced and studied. Playwriting becomes more complex, with emphasis on a deeper understanding of human nature through character development.

057 JOURNALISM 1**GR: 9-12 CR: 1.00**

Journalism introduces students to the field of news writing. Emphasis is given to the language particular to journalistic conventions of writing and to editing. Learning is by “doing.” students are provided with practical opportunities to explore various styles of journalistic communication, to produce articles and copy in these styles, and to experience diverse roles in the publishing process.

058 JOURNALISM 2**GR: 10-12 CR: 0.50***Prerequisite: Journalism 1.*

Journalism II extends the foundation of news writing skills developed in Journalism I through additional emphasis on practical newspaper production and copy editing techniques. Students will continue honing their critical thinking skills through various hands-on-exercises in reading, writing, interviewing and editing activities.

This course leads students to develop a keen sense of observation and to develop skills for effective communication through print media. Stress is placed on the reporter’s obligation for accuracy, reliability, and ethics. The course provides expanded practical writing opportunities in the aspiration for publication. Through editorial conferences, students and teachers participate in the decision-making process resulting in the design and content of publications.

059 PUBLIC SPEAKING**GR: 11-12 CR: .50**

This course provides students with an understanding, appreciation, and capacity for public speaking. Excellence in public speaking requires mastery of organization, citation of evidence, informative and persuasive techniques of language and use of introduction and conclusion elements. Exposure to theoretical elements and their application in public speaking will be explored in this class.

073 ENGLISH SAT PREP**GR: 11-12 CR: .50**

For college-bound students, a half-year course of intensive study in SAT vocabulary, reading comprehension, and the new SAT Essay. *Taken with 373 MATH SAT PREP.*

035 ENGLISH 11 ALLIED HEALTH**GR: 12 CR: 1.00****045 ENGLISH 12 ALLIED HEALTH****GR: 12 CR: 1.00**

These are English classes designed to stimulate interest in the allied health field. Students read and interpret literature from the core curriculum, exploring themes that connect to the world of allied health. The course meets daily for two consecutive periods over the course of three weeks, followed by three weeks of full-time job training at St. Mary’s Hospital before returning to class for another three weeks.

FAMILY AND CONSUMER SCIENCES

805 CLOTHING 1

GR: 9-12 CR: 1.00

This course is a basic study of clothing and clothing construction. Students will learn a variety of topics relating to clothing and learn how to operate the sewing machine and serger. Several sewing projects will be completed throughout the year with an emphasis on quality workmanship. Students will be expected to furnish supplies.

806 CLOTHING 2

GR: 10-12 CR: 1.00

Prerequisite: Clothing 1.

This course is for those students who wish to continue to learn and develop knowledge and skills related to clothing. Students will choose projects and have the opportunity to construct several projects throughout the year. Students will be expected to furnish supplies.

807 FASHION DESIGN

GR: 11-12 CR: 1.00

Prerequisite: Clothing 2.

This course is for those students who are interested in the fashion or retail fields and who want to improve their skills. Projects completed will emphasize advanced clothing construction techniques. Emphasis will be on the exploration of fashion history and the fashion industry, and the application of design to clothing. Students will work independently and will be expected to furnish supplies.

821 CHILD DEVELOPMENT 1

GR: 9-12 CR: 1.00

This course is designed to help students develop positive and realistic attitudes toward parenting and child care. Students will study the physical, emotional, social, intellectual and moral development of children from birth to age three. Discipline techniques, growth patterns, childhood nutrition, and child abuse and neglect are explored as well as an in-depth look at the careers related to the field of child care and development.

825 CHILD DEVELOPMENT 2

GR: 10-12 CR: 1.00

Prerequisite: Child Development 1.

Child Development 2 is designed to expand the student's knowledge in the core concepts of child development. Students will study the intellectual, social, emotional, moral, and physical development of children from age three to twelve. The course emphasizes that development in all these areas is interrelated when dealing with the whole child. Other sections in the course will focus on brain development, communication, and the importance of providing quality learning experiences to children. Students will also be exposed to dealing with children's disabilities, child abuse, safety and health issues, activities and the set-up of early childhood classrooms, and an introduction to child-related career options.

822 EARLY CHILDHOOD EDUCATION 1

GR: 10-12 CR: 1.00

Prerequisite: Child Development 1.

With successful completion of this course, students will receive 3 college credits in Early Childhood Education from Naugatuck Community College. This course focuses on how to work with children in an educational setting concentrating on the preschool age child. Types of child care programs, developmental theories and principals, and teaching strategies are discussed along with how to enhance development through age-appropriate activities. Students are required to teach in the Eagle's Nest Preschool and interact with preschoolers as buddies and mentors.

826 EARLY CHILDHOOD EDUCATION 2**GR: 12 CR: 1.00**

Prerequisite: Early Childhood Education I. Teacher Recommendation.

This course provides students the opportunity to work with children at internship sites in the city of Waterbury for two class periods a day. It is an extension of ECE I for students who have career aspirations in Early Childhood Education. It specifically prepares students for the Child Development Associate credential (CDA) which is a national accredited program that certifies individuals for jobs in early childhood programs.

860U INDIVIDUAL AND FAMILY DEVELOPMENT/UCONN GR: 11-12 CR: 1.00

With successful completion of this course, students will receive 3 credits from the University of Connecticut. This is a required course for Family Studies, Nursing, and Education majors at UCONN and other colleges. Credits can also be transferred to other colleges as a Life-span Development Psychology course. This course is designed as an introduction to the field of Human Development and Family Relations. In particular, the course will focus on the developing individual within the context of the family system over the life-span from prenatal to old age and dying. Students will be required to do job shadowing and internships beyond the classroom. A college text will be used. Students must be in good standing academically to take this course.

HEALTH AND PHYSICAL EDUCATION**840 HEALTH & CONDITIONING****GR: 10-12 CR: 0.50**

Health and Conditioning is a dual-purpose course in which students acquire the knowledge and skills necessary to design and execute their own personalized fitness program, while exploring contemporary issues surrounding Nutrition, Personal and Mental Health, Safety, Substance Abuse, Human Growth and Development and Family Life Education. Students will understand, compare and contrast, and then apply principles of Health and Wellness to develop decision-making skills, habits and attitudes that positively impact them physically, intellectually and socially/emotionally. Interdisciplinary instruction focusing on developmentally appropriate literacy and numeracy skills embedded within Values and Character Education themes are integral instructional delivery systems for this course of study.

841 COMPETITION SPORTS SKILLS**GR: 10-12 CR: 0.50**

Competition Sports Skills is designed to offer a flexible menu of sports skill development activities as chosen by students, and commensurate to their motivational and skill abilities. This course puts particular emphasis on skill development activities that prepare students for interscholastic competition. Interdisciplinary instruction focusing on developmentally appropriate literacy and numeracy skills embedded within Values and Character Education themes are integral instructional delivery systems for this course of study.

842 RECREATIONAL & LIFETIME SPORTS SKILLS**GR: 10-12 CR: 0.50**

Recreational and Lifetime Sports Skills is designed to offer a flexible menu of sports skill development activities as chosen by students, and commensurate to their motivational and skill abilities. This course puts particular emphasis on recreational and lifetime activities that prepare students for social recreation. Interdisciplinary instruction focusing on developmentally appropriate literacy and numeracy skills embedded within Values and Character Education themes are integral instructional delivery systems for this course of study.

843 GENERAL PHYSICAL EDUCATION ELECTIVE GR: 9-12 CR: 0.50

General Physical Education Elective is designed to offer students a wide range of sports skill development activities in order to promote lifelong participation in athletic and fitness-related pursuits. Students will acquire knowledge and skills for a variety of sports and games, including rules, strategies and recreational opportunities both within school, and throughout the wider community. Interdisciplinary instruction focusing on developmentally appropriate literacy and numeracy skills embedded within Values and Character Education themes are integral instructional delivery systems for this course of study.

847 ADVANCED BASKETBALL GR: 9-12 CR: 0.50

Advanced Basketball is designed to offer students a highly specialized range of competitive basketball skill development activities in order to promote participation in interscholastic and/or competitive athletics. Students will acquire knowledge and practice fundamental to advanced skills of the game of basketball. This course provides effective strategies for personal conditioning and skill development drills in preparation for game play, includes direct instruction on the official NAIA basketball rule book, and promotes participation both within school, and throughout the wider community in recreational basketball opportunities. Interdisciplinary instruction focusing on developmentally appropriate literacy and numeracy skills embedded within Values and Character Education themes are integral instructional delivery systems for this elective.

856 ADVANCED WEIGHT TRAINING & BODY SHAPING GR: 9-12 CR: 0.50

Advanced Weight Training and Body Shaping is designed to offer students a highly specialized range of conditioning and body shaping development activities in order to promote personal conditioning. Students will acquire knowledge and practice fundamental to advanced skills for safe and effective weight training as well as proper nutrition. This course helps students develop effective natural techniques, strategies and habits for personal conditioning leading to increased strength, muscle mass, cardiovascular endurance, flexibility, core development, increased speed and agility and prescriptive weight management. Particular emphasis on the use of natural training techniques and student avoidance of performance-enhancing products and substances to ensure long-term health and safety will be pervasive in all aspects of this course. Interdisciplinary instruction focusing on developmentally appropriate literacy and numeracy skills embedded within Values and Character Education themes are integral instructional delivery systems for this elective.

SUBSTANCE ABUSE PREVENTION MODULES 1, 2 & 3 CR: 0.10 each

861 SAP Module 1

862 SAP Module 2

863 SAP Module 3

Completion of eighteen (18) class sessions per year required for HS Graduation

The S.A.P. curriculum presents the core content for Substance Abuse Prevention Education in the high school. It determines what students should know, feel, and be able to do as a result of SAP Education by the end of grade 12. The program goals, content standards, and performance standards have been adapted from national and state standards, most specifically from the Connecticut State Department of Education's *Healthy and Balanced Living Curriculum Framework*. Its purpose is to challenge and motivate students to become increasingly resistant to social influences that promote substance abuse and reinforce healthy lifestyle choices in ways that support student academic learning. SAP Education is embedded within the 840 Health and Conditioning portion of the curriculum in order to prevent curricular redundancy/overlap while satisfying Connecticut state requirements for annual Health, Safety, and SAP instruction Pre-K to

12 in the year in which the student is enrolled in 840 Health and Conditioning. Course scheduling will be accommodated through one period per week for one semester per year when student is not enrolled in 840 Health and Conditioning.

MATHEMATICS

300K ALGEBRA 1 HONORS SOAR **GR: 9** **CR: 1.00**

300 ALGEBRA 1 HONORS **GR: 9** **CR: 1.00**

This intense and accelerated course applies the tools and critical thinking skills needed to solve real world problems. The course covers all types of linear equations and inequalities, quadratic functions, exponential functions, and systems of equations. Coordinate geometry will be integrated into the investigation of these functions. Data analysis including measures of central tendency and visual representations of data are studied. An understanding of correlation and causation will be developed and reasonable lines of best fit will be used to make predictions. Students use a graphing calculator in order to stay current with modern technological trends. Content is aligned to the Connecticut Core Standards and the new SAT; TI-83 (Plus) or TI-84 (Plus) or online graphing utility strongly recommended.

301 ALGEBRA 1 **GR: 9** **CR: 1.00**

301S ALGEBRA 1 **GR: 9** **CR: 1.00**

This course applies critical thinking skills needed to solve real world problems. It covers patterns and sequences, all types of linear equations and inequalities in one variable, systems of equations, quadratic functions, and an introduction to exponential functions. Coordinate geometry will be integrated into the investigation of these functions. Students learn how to use a graphing calculator in order to stay current with modern technological trends. Content is aligned to the Connecticut Core Standards and the new SAT; TI-83 (Plus) or TI-84 (Plus) or online graphing utility strongly recommended.

350K GEOMETRY HONORS SOAR **GR: 10** **CR: 1.00**

350 GEOMETRY HONORS **GR: 10-12** **CR: 1.00**

This course offers an accelerated and in depth approach to plane, solid and coordinate geometry. Intensive investigations of basic properties, angles, triangles, polygons, parallelograms, circles, area, volume, congruence, trigonometry, and similarity are covered. Through the development of inductive/deductive reasoning and proofs students will develop their logical reasoning skills. Students will apply critical thinking skills by solving rigorous, real life problems utilizing technology. Content is aligned to the Connecticut Core Standards; TI-83 (Plus) or TI-84 (Plus) or online graphing utility strongly recommended.

351 GEOMETRY **GR: 10-12** **CR: 1.00**

351S GEOMETRY **GR: 10-12** **CR: 1.00**

Students discover, explore and make conjectures about geometric concepts and relationships including parallelism, congruence, similarity, area, volume, trigonometry and coordinate geometry. Emphasis is placed on discovery of patterns, real life problem solving using technology, mathematical connections to other disciplines, critical thinking, reasoning, and communicating mathematics. Algebra skills are reviewed and strengthened throughout the course through the application of geometric concepts. Content is aligned to the Connecticut Core Standards; TI-83 (Plus) or TI-84 (Plus) or online graphing utility strongly recommended.

320K ALGEBRA 2 HONORS SOAR **GR: 10** **CR: 1.00**
320 ALGEBRA 2 HONORS **GR: 10** **CR: 1.00**

Prerequisite: Algebra 1. Teacher Recommendation.

This rigorous, accelerated course provides students with opportunities to interpret, evaluate, and develop models that describe real-world phenomenon. Topics studied in this class include quadratic function, exponential and logarithmic functions, trigonometric functions, and polynomial functions. Advanced features of the graphing calculator are incorporated into the course work, as well as real life problem-solving and applications of Algebra 2 in various fields such as engineering and the sciences. Preparation for the SAT is an important part of Algebra 2 Honors and Algebra 2 SOAR; TI-83 (Plus) or TI-84 (Plus) or online graphing utility strongly recommended.

321 ALGEBRA 2 **GR: 10-12** **CR: 1.00**
321S ALGEBRA 2 **GR: 10-12** **CR: 1.00**

Prerequisite: Algebra 1.

Algebra 2 continues the study of quadratic functions and introduces students to polynomial functions, logarithmic functions and trigonometric functions. Students will also study inferential statistics. Advanced features of the graphing calculator are incorporated into the course work. Real-world problem solving and applications of algebra in various fields such as engineering and the sciences are a focal point of instruction. Content is aligned to the Connecticut Core Standards and the new SAT; TI-83 (Plus) or TI-84 (Plus) or online graphing utility strongly recommended.

345 PRE COLLEGE ALGEBRA **GR: 12** **CR: 1.00**

The main themes of Intermediate Algebra are functions, represented by tables, graphs, and rules, and problem solving. The study of polynomial functions is extended via applications involving linear functions, linear systems, and quadratic functions. Students also study exponential functions, rational functions, radical functions, and absolute value functions. Computer component required; TI-83 (Plus) or TI-84 (Plus) or online graphing utility strongly recommended. This may be used as a general elective

370K PRE-CALCULUS SOAR **GR: 11-12** **CR: 1.00**
370 PRE-CALCULUS HONORS **GR: 11-12** **CR: 1.00**

Prerequisite: Algebra 2. Teacher Recommendation.

This course provides algebraic and graphical explorations of polynomial, rational, exponential, logarithmic, and inverse functions with real life applications. In addition, trigonometric functions are studied as circular functions with applications to triangle problems. Topics include trigonometric identities, inverse trigonometric functions and oblique triangle trigonometry. Limits and sequences and series will be introduced if time permits. Extensive use of the graphing calculator will assist the student in a balanced approach to solving problems; TI-83 (Plus) or TI-84 (Plus) or online graphing utility strongly recommended.

371 PRE-CALCULUS **GR: 11-12** **CR: 1.00**

Prerequisite: Algebra 2.

This course is designed to provide a strong foundation of pre-calculus concepts, techniques, and applications to prepare students for more advanced work. It places appropriate emphasis on discrete mathematics and data analysis as the mathematical framework for many important contemporary applications. Units covered include polynomial, rational, exponential, logarithmic and inverse functions, graphs, and applications, trigonometry, and discrete mathematics. Extensive

use of the graphing calculator will assist the student in a balanced approach to solving problems; TI-83 (Plus) or TI-84 (Plus) or online graphing utility strongly recommended.

394 STATISTICS

GR: 12 CR: .50

This course provides for the collection, organization, classification, analysis, interpretation and presentation of significant data as a basis of the study of events. Using real data-based applications taken from a variety of journals, newspapers and other sources, students will develop skills to comprehend problems that describe situations to which techniques and the mechanics may be applied. Extensive use of algebraic skills and the graphing calculator will be applied throughout the course; TI-83 (Plus) or TI-84 (Plus) or online graphing utility strongly recommended. *Taken with 393*

393 TRIGONOMETRY

GR: 12 CR: .50

This course is a rigorous one for students needing further study prior to taking Pre-calculus and will focus on function theory, right triangle trigonometric functions and applications; TI-83 (Plus) or TI-84 (Plus) or online graphing utility strongly recommended. *Taken with 394*

380A CALCULUS AB AP

GR: 12 CR: 1.00

This course includes the in depth study of functions, analysis of graphs, limits, continuity; derivatives at a point and of functions, second derivatives and applications and computation of derivatives: interpretations and properties of definite integrals, applications of integrals, including volumes of solids of revolution, disks, and washer; the approximations to definite integrals. All topics are covered algebraically, geometrically, and analytically. Students are required to take the Advanced Placement examination in May and may receive college credit for one semester of calculus; TI-83 (Plus) or TI-84 (Plus) or online graphing utility strongly recommended.

385A CALCULUS BC AP

GR: 12 CR: 1.00

This course includes the study of topics in all Calculus AB AP plus studies of parametric, polar and vector functions; applications of integrals; polynomial approximations and series including the concepts of series, divergence versus convergence and types of series, series of constants, and Taylor/Maclaurin series. Students are required to take the Advanced Placement examination in May and may receive college credit for up to two semesters of Calculus; TI-83 (Plus) or TI-84 (Plus) or online graphing utility strongly recommended.

394A STATISTICS AP

GR: 12 CR: 1.00

The course is equivalent to a one-semester college course in statistics. Students will be introduced to the major concepts for collecting, analyzing, and drawing conclusions from data. Topics also include sampling and experimentation. Students are required to take the Advanced Placement examination in May and may receive college credit based on their score; TI-83 (Plus) or TI-84 (Plus) or online graphing utility strongly recommended.

373 MATH SAT PREP

GR: 11-12 CR: .50

This is a half-year course that reviews test-taking strategies and problem solving techniques, and encourages both long-term and short-term preparation for the SAT and other standardized assessments. Tips on improving computational and reasoning skills are included. Practice sessions guide students to a better understanding of the problems that commonly appear on the SAT and related tests. The graphing calculator is used throughout the course; TI-83 (Plus) or TI-84 (Plus) or online graphing utility strongly recommended. *Taken with 073 ENGLISH SAT PREP.*

MUSIC

917 CONCERT BAND

GR: 9- 12 CR: 1.00

This course is designed for musicians of all ability levels (beginner to advanced) to learn and perform High quality Concert Band Literature within a large ensemble setting. Students will develop technical ability as well as overall musicality and musical understanding. Instruments include, but are not limited to: Flute, Trumpet, Trombone, Euphonium, Tuba, Percussion and all varieties of Clarinets and Saxophones.

928 VOCAL ENSEMBLE

GR: 9-12 CR: 1.00

Students learn to sing various styles of choral compositions ranging from classical through the modern composer. Basic vocal skills along with theory and harmony are taught in relation to the singing material used. This is a performance based group. (No musical background is required.)

919 GUITAR

GR: 9-12 CR: 1.00

This course is available to students of all ability levels. Students learn how to read and perform standard music notation, as well as how to read and perform chords. This course progress from basic fundamental skills to performing blues scales, improvisation and barre chords.

922 MUSIC THEORY

GR: 10-12 CR: 1.00

This course provides students with an understanding of the construction of music. Previous musical theory training is not required to complete this class. Students will learn written music fundamentals and definitions, as well as aural training and melodic and harmonic construction. Students will learn how to create their own music through the study of classical and modern music literature.

923 PERCUSSION

GR: 9-12 CR: 1.00

Students will study a wide array of percussion performance styles including: Concert Percussion, Marching Percussion and Non-Traditional Percussion. Students will have the opportunity to learn performance techniques on multiple percussion instruments including: Snare Drum, Bass Drum, Mallets Percussion, Timpani and Accessory Percussion.

921 PIANO LABORATORY

GR: 9-12 CR:1.00

The Piano Laboratory class is for the student who has had no previous piano training. Piano technique and music reading are the emphasized skills. Theory, dictation, and composition are included.

SCIENCE

430 PHYSICAL SCIENCE HONORS

GR: 9 CR: 1.00

Designed for the high achieving student, this course offers an examination of earth science, chemistry, and physics. Analytical skills including the scientific method, measurement, and data analysis are developed. Problem solving, experimentation, and research skills are emphasized.

431 PHYSICAL SCIENCE

GR: 9 CR: 1.00

431S PHYSICAL SCIENCE

GR: 9 CR: 1.00

This course provides a broad overview of earth science, chemistry, and physics. Analytical skills including the scientific method, measurement, and data analysis are developed. This course is intended to serve college-bound students.

400A BIOLOGY AP

GR: 11-12 CR: 1.20

This course provides a thorough and advanced study of biological principles and concepts at the college freshman level. Students must be highly motivated, and competent in scientific experimentation and research. College credit may be awarded to students who successfully pass the Advanced Placement test given in May by the College Board. Availability of this and other AP courses in a given year depends on student enrollment.

400K BIOLOGY HONORS SOAR

GR: 9 CR: 1.20

This course explores biological science through extensive use of laboratory exercises designed to promote laboratory skills such as use of the scientific method, data collection and analysis, and formulation of conclusions based on available data. Computers are used in class for data gathering and analysis, preparation of reports, and Internet research. The depth of the course includes molecular and cellular biology, heredity, ecology, evolution, and human body systems. A two-period lab is included each week.

400 BIOLOGY HONORS

GR: 10 CR: 1.20

Honors Biology is oriented toward laboratory investigation, the use of technology, and the development of higher level thinking skills. Fundamental biological concepts are developed through inquiry and problem solving. The curriculum emphasizes the cellular level of life forms, as well as heredity and evolution. A two period lab is included each week.

401 BIOLOGY

GR: 10 CR: 1.20

401S BIOLOGY

GR: 10 CR: 1.20

Biology examines the basis for life including genetics, cellular function, and biochemistry. Scientific skills are developed including prediction, data collection, analysis, and reasoning. The course is geared to the college-bound student. A two-period lab is included each week.

420A CHEMISTRY AP

GR: 11-12 CR: 1.20

AP Chemistry is for high achieving students interested in exploring chemistry concepts in greater depth and complexity. These concepts include the structure and states of matter, intermolecular forces and reactions. You will work in groups to think analytically about problems, identify experimental questions, and design experiments to answer those questions. A two-period lab is included. College credit may be awarded to students who successfully pass the Advanced Placement test given in May. Availability of this and other AP courses in a given year depends on student enrollment.

420K CHEMISTRY HONORS SOAR

GR: 10 CR: 1.20

This is an advanced level chemistry course open only to students enrolled in the SOAR program. Topics are covered in depth with emphasis on the quantitative aspects of inorganic chemistry. These topics include quantum chemistry, chemical reactions, stoichiometry, gas laws, and solution chemistry. Problem-solving and critical thinking skills are further developed. The course includes a two-period laboratory.

420 CHEMISTRY HONORS**GR: 11 CR: 1.20**

Designed for the high achieving student, honors chemistry explores a wide range of chemistry topics, including atomic structure, periodicity, chemical reactions, gas laws, and stoichiometry. Emphasis is on problem solving and laboratory inquiry. The course includes a two-period laboratory.

421 CHEMISTRY**GR: 11 CR: 1.20**

Chemistry explores the structure of elements, compounds, and mixtures, and the chemical reactions they undergo. Emphasis is placed on chemical theories that are substantiated by experimentation in the laboratory. Hands-on activities and demonstrations are used to show applications of chemistry to everyday life. A two-period laboratory is included.

450A PHYSICS AP**GR: 11-12 CR: 1.20**

This course provides a thorough and advanced study of principles and concepts of physics at the college freshman level. Students must be highly motivated and competent in scientific experimentation and research. College credit may be awarded to students who successfully pass the AP Physics test given in May by the College Board. Availability of this and other AP courses in a given year depends on student enrollment.

450K PHYSICS HONORS SOAR**GR: 11-12 CR: 1.20**

Physics SOAR provides a challenging and in-depth examination of mechanics, thermodynamics, sound waves, light waves, electricity, sound, and magnetism. In each area, quantitative problem solving is emphasized. The course is designed for highly motivated students with strong science and math backgrounds. A two-period laboratory is included.

450 PHYSICS HONORS**GR: 12 CR: 1.20**

This course is for students capable of moving at a fast pace and exploring concepts in depth. The student should possess well developed analytic and quantitative skills. Topics include motion, thermal energy, electricity, sound, and magnetism. A two-period laboratory is included.

451 PHYSICS**GR: 12 CR: 1.20**

Physics presents a quantitative treatment of energy, mechanics, light, sound, electricity, and magnetism. While a prerequisite for college and most technical careers, it is also geared to meet the needs of the general students. A two-period laboratory is included.

411 HUMAN BIOLOGY**GR: 11-12 CR: 1.00****411S HUMAN BIOLOGY****GR: 11-12 CR: 1.00**

An introduction and survey of human anatomy and function including the digestive, circulatory, respiratory, immune, urinary, nervous, sensory, muscular, skeletal, endocrine, and reproductive systems of the body. The course has a two-period lab that features dissections of animal organs/systems, internet research, and lab simulations. Alternate laboratory assignments are available for students who elect not to dissect animal organs/systems.

446 FORENSICS**GR: 11-12 CR: 1.00**

Forensics is a full year course offering a hands-on, problem-solving approach to crime scene investigation. The course provides a broad survey of techniques used to distinguish and categorize the physical and chemical evidence found at a crime scene. Activities include crime scene sketching and analysis of fingerprints, handwriting, impressions and DNA. Forensics does not include a double lab period.

457 METEOROLOGY**GR: 11-12 CR: .50**

This is a one semester course offered in the fall for any student interested in weather-related phenomenon. The course offers a broad survey of weather maps, the atmosphere, cloud types, precipitation patterns, frontal boundaries, air masses, and storms. If you ever wanted to know how weather predictions are made, this course is for you. This course does not include a double lab period. *Taken with 458 Introduction to Astronomy*

458 ASTRONOMY**GR: 11-12 CR: .50**

This is a one semester project-based course offered in the spring. The course not only offers a broad survey of the composition of our solar system including the sun, the planets, moons, comets, asteroids and belts, it focuses on the importance of understanding space through time. Views of ancient civilizations, the development of modern astronomy, as well as past, present and future space missions are explored. This course does not include a double lab period. *Taken with 457 Introduction to Meteorology*

459 ZOOLOGY**GR: 11-12 CR: 1.0**

This full year course is oriented toward students who enjoy biology and hands-on investigation. It examines the anatomy and physiology of invertebrates and vertebrates, from both the ocean and land. You will investigate invertebrates such as protozoans, sponges, jellyfish, mollusks, echinoderms and arthropods. On the vertebrate side, you will learn about cold-blooded and warm-blooded animals from bony fish to mammals. Activities include microscopic examination, lab simulations and dissections. Alternate laboratory assignments are provided for students who elect not to dissect invertebrates. This course does not include a double lab period.

445 ENVIRONMENTAL SCIENCE**GR: 10-12 CR: 1.00**

This full year course is an exploration of scientific principles underlying today's environmental issues. The earth's geologic history, oceans, atmosphere, soils, biomes including rainforests, and human population are studied. The course also examines the science behind pollution, climate change, and energy consumption. Outdoor and hands-on activities will be emphasized. The course perspective will be political and social, as well as scientific. Environmental Science does not include a double lab period.

480 MARINE BIOLOGY**GR: 11-12 CR: 1.00**

This course introduces students to marine invertebrate organisms. Students will investigate the evolutionary relationships and ecology of these organisms. Physiology, cell biology, embryology, and behavior are also examined. Students will gain an appreciation of the tremendous diversity in form and function of these fascinating organisms. This course does not have a two-period lab.

415 ANATOMY & PHYSIOLOGY**GR: 11-12 CR: 1.00**

Taken only by students in the Allied Health Program, this course focuses on the structure and function of the human organism. Classroom instruction is closely related to the students' clinical experience. The class meets for two periods each day for three weeks. The next three week cycle is spent at the hospital, where students are given the opportunity to apply their knowledge in the allied health services. *Offered alternate years*

425 CHEMISTRY**GR: 11-12 CR: 1.00**

Taken only by students in the Allied Health Program, this course covers the principles of chemistry using a conceptual and qualitative approach. This is a course specifically for students interested in

preparing for careers in the field of allied health. The students meet for two periods a day over a three week period, and then spend the following three weeks gaining clinical experience. *Offered alternate years*

445A ENVIRONMENTAL SCIENCE AP

GR: 11-12 CR: 1.20

AP Environmental Science is designed for highly interested students who otherwise might not take an AP course. Topics include water quality, air pollution, population growth, alternative energy, global warming, and recycling. Outdoor activities and field studies are emphasized. Students must intend on taking the AP test, and may receive up to one semester college credit. A two-period lab is included. Availability of this and other advanced placement courses in a given year depends on student enrollment.

SOCIAL STUDIES

570K MODERN WORLD HISTORY HONORS SOAR

GR: 9 CR: 1.00

570 MODERN WORLD HISTORY HONORS

GR: 9 CR: 1.00

571 MODERN WORLD HISTORY

GR: 9 CR: 1.00

571S MODERN WORLD HISTORY

GR: 9 CR: 1.00

This course will focus on the 19th and 20th century beginning with the philosophical roots of economic and political conflict of the late 18th century. This will explore the impact of democratic and industrial revolutions, the wars that changed empires and the European dominance of the world, as well as, the ideas that lead to independence movements and the effects of global interdependence. Students in this course will continue to develop their historical thinking skills from previous years by emphasizing such skill areas as argumentative writing, oral communication, and evaluation of primary and secondary sources, map analysis, research techniques, and critical thinking dispositions.

530K CIVICS HONORS SOAR

GR: 10 CR: .50

530 CIVICS HONORS

GR: 10 CR: .50

531 CIVICS

GR: 10 CR: .50

531S CIVICS

GR: 10 CR: .50

This course will cover the development of democratic within the context of the United States government and the role of citizens within that government. It will prepare students to participate in their political responsibilities as thoughtful and informed citizens. Civics provides a basis for understanding the rights and responsibilities for being an American citizen and a framework for competent and responsible participation within society. Emphasis is placed on the historical development of government and political systems, and the importance of the rule of law; the United States Constitution; Federal, State and local government structure; and the rights and responsibilities of citizenship. Students will actively investigate local, state and national issues, actively negotiate discussions, and develop informed arguments using a variety of writing forms.

540K UNITED STATES HISTORY 2 HONORS SOAR

GR:10 CR: .50

540 UNITED STATES HISTORY 2 HONORS

GR: 10 CR: .50

541 UNITED STATES HISTORY 2

GR: 10 CR: .50

541S UNITED STATES HISTORY 2

GR: 10 CR: .50

This course will take an in-depth look at the domestic and foreign policies that divided the United States leading it from Civil War to a newly industrialized nation. Students will analyze primary and secondary sources in order to interpret historical viewpoints, research important people and

events in an effort to determine their significance, and evaluate the government's failures and success based on legislation and executive orders from the time.

550 UNITED STATES HISTORY 3 HONORS GR: 11 CR: 1.00

551 UNITED STATES HISTORY 3 GR: 11 CR: 1.00

551S UNITED STATES HISTORY 3 GR: 11 CR: 1.00

U.S. History III is a mandatory course for all juniors. The course begins with the American Progressive Era and leads up to the present day. Topics will cover the social, cultural, political, military, and economic transformations of nineteenth century America. Typical course activities include analyzing primary and secondary sources, class debates, research into historical events of significance, and creation of argumentative writings.

580A EUROPEAN HISTORY AP GR: 10 CR: 1.00

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. College credits (3) are awarded to students who successfully pass the Advanced Placement Examination which they are required to take in May.

550A U.S. HISTORY AP GR: 11 CR: 1.00

The course provides students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. It prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. College credits are awarded to students who successfully pass the Advanced Placement U.S. History Examination given in May by the College Board. Credits are accepted by over 1,200 colleges and universities in the U.S. and Europe. College credits (3) are awarded to students who successfully pass the Advanced Placement Examination which they are required to take in May.

550U AMERICAN STUDIES/U.S. HISTORY/UCONN GR: 11 CR: 1.00

American Studies is a team taught, full year course that takes an interdisciplinary approach to the study of American culture. The course rests on two main pillars, the study of United States History and American Literature. The course also integrates art, architecture, and music to help the student develop a total picture of the American Experience. The course offers a variety of teaching strategies and learning activities. Students in American Studies are assigned a double class period. After successful completion of the course, the student will have fulfilled the United States History requirement and the junior year American Literature requirement.

544A PSYCHOLOGY AP GR: 12 CR: 1.00

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

585 AFRICAN-AMERICAN HISTORY**GR: 12****CR: 1.00**

African-American history is a course which surveys selected major aspects of the African-American experience from its African origins to the present. While much of the African-American experience is that of racism and oppression, the course seeks to emphasize the contributions of African-Americans to the American way of life.

504 COMPARATIVE GOVERNMENT**GR: 12****CR: 1.00**

Emphasis is placed on the structure of the local, state and national governments, the goals of democratic society, and the prime role of the good citizen in an era of challenge. To appreciate the government of the United States, comparisons are made with selected major political systems throughout the world.

505 GEOGRAPHY**GR: 12****CR: .50**

Geography introduces students to the environmental factors that have so greatly influenced man. Studies are made on a regional basis and include a systematic approach to the physical, economic and cultural changes which help man satisfy his needs.

521 CONTEMPORARY ISSUES**GR: 12****CR: .50**

Through discussion, this course focuses on the long-range problems of society as well as controversial issues of the day. Opportunity for understanding current affairs is also provided. Students will be encouraged to pursue individual topics of interest.

525 LAW & SOCIETY**GR: 12****CR: .50**

This course stresses the importance of law in our society to better enable the student to function as a citizen. An overview of the Anglo-American Legal System, the development and growth of the U. S. Constitution, and the salient features of American Criminal and Civil Laws are presented in this course.

545 SOCIOLOGY**GR: 12****CR: .50**

This course provides insights into human relations by incorporating characteristics that are common to groups, races, and cultures. Emphasis is on the problems approach and attempts are made to reduce narrow-mindedness and prejudice by promoting better understanding of inter-group relations.

546 PSYCHOLOGY**GR: 12****CR: .50**

This course is designed to develop student interest in human behavioral patterns by learning fundamentals of psychological study. Further development of concentrated study will include the understanding of personality traits, the role of heredity and environment and their consequences on the intelligent world community.

530A UNITED STATES GOVERNMENT & POLITICS AP GR: 12 CR: .50

This course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. In addition to providing an analytical perspective on government in the United States, this course focuses in on the six major categories assessed on the U.S. Government and Politics' AP exam. These categories include: The Constitutional Underpinnings of United States Government, Political Beliefs and Behaviors, Political Parties, Interest Groups and Mass Media, Institutions of National Government: The Congress, the Presidency, the Bureaucracy, and the Federal Courts, Public Policy and Civil Rights and Civil

Liberties. College credit can be earned by students who successfully pass the Advanced Placement Examination which they are required to take in May.

591A COMPARATIVE GOVERNMENT & POLITICS AP GR: 12 CR: 1.00

This course introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. In addition to covering the major concepts that are used to organize and interpret what we know about political phenomena and relationships, the course covers six specific countries and their governments. College credit can be earned by students who successfully pass the Advanced Placement Examination which they are required to take in May.

SPECIAL EDUCATION

Kennedy High School provides a full continuum of special education services designed to meet the needs of students with identified disabilities. Students are eligible for special education when specific testing and student response to research-based interventions document how the student's disability adversely affects academic performance and cannot be corrected without special education and/or related services. Through an Individualized Education Plan (IEP), students have the opportunities to reach their full potential in the least restrictive environment (LRE) possible.

Additionally, speech and language services are available for students who may experience communication impairments. These services involve student observations and evaluations, consultations with staff and parents, and student therapy. Communication impairments may be divided into the following five categories: language impairment, articulation impairment, fluency impairment, voice impairment, and hearing impairment. Under the Individuals with Disabilities Act (IDEA), when a communication impairment adversely affects educational performance it is considered a communication disability. The student then qualifies for special education speech and language services

Special education service delivery models include, but are not limited to:

- ***Co-Teaching:*** An approach that facilitates the inclusion of students who have disabilities in the general education classroom. The two teachers involved, usually a general education teacher and a special education teacher, work together to develop a differentiated curriculum that meets the needs of a diverse population of students.
- ***Supported Instruction:*** An approach delivered in the classroom when a paraprofessional assists students in the general education classroom. Paraprofessionals are utilized in a variety of situations to support student learning.
- ***IWE (Independent Work Experience):*** junior and senior special education students gain independent, hands-on work experience while developing employment skills necessary to be successful in an entry-level position.
- ***CBT (Community Based Training):*** Students, along with a certified teacher and paraprofessional, rotate work sites highlighted each marking period. Students perform tasks in small clusters emphasizing appropriate work attitudes, social skills and problem-solving skills.

- **BDLC (Behavior Disorder Learning Center):** Specialized, self-contained instruction for students with behavioral needs.
- **Resource classes:** Small-group specialized instruction determined by IEP. *English Resource 1 and 2, Math Resource 1 and 2, Resource Room Study, Read 180, Science Resource, Biology Resource, World History Resource, Roots of American Citizenship/US History 1 Resource, US History 2 Resource, Life Skills 1 and 2*

TECHNOLOGY EDUCATION

796 PRINCIPLES OF TECHNOLOGY

GR: 9-12 CR: 1.00

This course will provide students with opportunities to develop an understanding of technology in the past, present, and future. Technological skills in the areas of systems, materials, construction, communication and transportation will be attained. Career exploration through mentors, field trips and written activities will increase awareness of opportunities in high technology fields. This is an activity-based course, which provides students with experiences in the application of technology, and an understanding of its impact on the individual and society. It focuses on the study of technology. Technical careers are explored. Mentors from industry come in and participate in the class activities and discuss careers with the students. Students are actively involved in projects that use computers, tools, materials, problem solving skills, and the design process. The effect of technology on the individual and society is discussed. The course makes technology “user friendly” for both male and female students.

750 CONSTRUCTION 1

GR: 9-12 CR: 1.00

The construction system course provides students with a working understanding of the key elements associated with designing, planning, and constructing a structure on-site. Students learn major concepts through hands-on activities, using contemporary construction tools and materials. Activities involve a variety of types of construction, such as commercial and residential buildings, bridges, and other structures including cabinets and furniture. Emphasis is placed on student understanding of major concepts associated with each main content element as well as interrelationship of management and production elements. The content and activities are inclusive of the Connecticut Career Clusters of Construction: Technologies and Design and Technologies: Manufacturing, Communications, and Repair.

751 CONSTRUCTION 2

GR: 10-12 CR: 1.00

Prerequisite: Construction 1

This course is a continuation of the Construction 1 course. Opportunities are provided for individual studies as well as group activities such as shed construction. Emphasis will be directed toward gaining modern concepts of wood technology with emphasis on carpentry and construction, cabinetmaking, furniture construction and wood finishing. Students will also have the opportunity to experiment with a variety of wood-related products in wide use today and to explore the many career opportunities in the wood-related field.

755 ADVANCED CONSTRUCTION

GR: 11-12 CR: 2.00

Prerequisite: Construction 1 and 2, Teacher Recommendation

Advanced Construction will expand upon the depth of content in understanding built in Construction 1 and 2 as well as introduce more complex contents as noted in the topic listing. The

woodworking production system will provide students with valuable insight into wood/cellulose manufacturing industry and the production of articles from these products. Learning experiences will include design, construction, production, safe operation of industrial woodworking tools and machinery, wood machining, and finishing.

720 GRAPHIC COMMUNICATIONS 1 GR: 9-12 CR: 1.00

Graphic Communications is a course of study of the processes used in the graphic communication profession. It is the exchange of information in a visual form, such as words, drawings, photographs, or a combination of these in both printed and electronic form. Students will learn computer applications, the use of varied equipment, and they will incorporate the use of the Internet as a resource in their projects.

722 GRAPHIC COMMUNICATIONS 2 GR: 10-12 CR: 1.00

Prerequisite: Graphic Communications

Students receive more advanced instruction in desktop publishing and offset printing, including job planning and layout. Students will study web design, web page development and manage a school web site. They will learn job related skills in this industry through hands-on activities that print items for the school. Students will explore career opportunities in the printing and graphic fields.

727 VIDEO PRODUCTION 1 GR: 9-12 CR: 1.00

Video Production 1 is designed to introduce students to the use of video production technology. The course will focus on the use of cameras and related equipment to produce live and scripted video and to solve technical problems associated with the production process. Through the use of our studio and its equipment, we will develop skills involved in the various roles associated with a video production studio. We will also be involved in maintaining the proper and continuous broadcasting of video on the local education channel via cable. The editing process will incorporate many current techniques employed in both digital and linear modes. The emphasis is on technical skills and the various employability skills associated with such an interactive production atmosphere.

728 VIDEO PRODUCTION 2 GR: 10-12 CR: 1.00

Prerequisite: Video Production 1

In Video Production 2, students continue the technical and script writing skills learned in Video Production 1 and Media Communications. Students produce the principal's weekly show shown on the local educational channel.

706 ARCHITECTURAL CAD 1 GR: 9-12 CR: 1.00

This course introduces students to the basic drafting techniques, building codes, and conventions used in producing architectural drawings. Students produce both CAD and board drafting and models of architectural subjects. Emphasis is placed on the planning and specifications of structures in light of their intended functions, and the characteristics of their component parts.

707 ARCHITECTURAL CAD 2 GR: 10-12 CR: 1.00

Prerequisite: Architectural CAD 1

This course builds upon the experience in Architectural CAD 1. Students will address the more advanced concepts of design, structural efficiency, and aesthetics. These concepts will be incorporated into student-constructed scale models and computer assisted drawings. This course may be elected repeatedly with emphasis on individual research and advanced projects.

704 MECHANICAL CAD 1**GR: 9-12 CR: 1.00**

With the explosion of technology as we view it today, an understanding of moving from idea to product is essential. In drafting the student is introduced to concepts as they relate to the four technologies. Within each aspect the student will be guided through instruction, demonstration, hands-on activities and problem solving techniques. Computer Aided Design (CAD) will be introduced. CAD is the organized use of a computer, monitor, input device, and CAD software to perform drafting and design tasks. These tasks can range from simple and repetitive to the complex. Since all drafting skills can be reduced to the use of lines, arcs, points, symbols, and text, most CAD systems deal with these primitives and the many ways of grouping, reusing, and manipulating these items. The primitives are used to create more complex drawings through the use of any number of input devices to form the drawing on the screen. Through the use of the software, the drawing can be modified, stored, or dumped to a plotter to produce a hard copy.

705 MECHANICAL CAD 2**GR: 10-12 CR: 1.00**

Prerequisite: Mechanical CAD 1

Mechanical CAD 2 will expand upon the depth of content in understanding built in Mechanical CAD 1 as well as introduce more complex construction as noted in the topic listing.

710 ELECTRONICS**GR: 9-12 CR: 1.00**

The field of electronics employs more people worldwide than any other area. The role of electronics in business, industry, education, medicine, and virtually all other fields of endeavor is increasing dramatically and will most probably continue to do so in the foreseeable future. This course begins with an introduction to electricity and moves to electronics, both analog and digital.

740 AUTOMOTIVE TECHNOLOGY 1**GR: 9-12 CR: 1.00**

This course covers the theory behind an internal combustion engine. Students will learn this theory and apply it to the disassembly, cleaning, stripping, painting, repair, and reassembly of a small 4-stroke-cycle engine. Basic tool skills, personal responsibility, positive attitude, and lab safety will be stressed.

741 AUTOMOTIVE TECHNOLOGY 2**GR: 10-12 CR: 1.00**

Prerequisite: Automotive Technology 1

Automotive Technology 2 continues with the learning concepts from Automotive 1 and builds upon the skills needed to keep current in the automotive industry. Students will continue to develop knowledge of the different transportation systems and learn through hands-on activities how to use different automobile equipment in repairing automobiles.

745 ADV. AUTOMOTIVE TECHNOLOGY**GR: 11-12 CR: 2.00**

Prerequisite: Automotive Technology 1 and 2, Teacher Recommendation

Advanced Automotive Technology will expand upon the depth of the content in understanding built in Automotive 1 and 2 as well as introduce more complex contents as noted in the topic listing.

WORLD LANGUAGES

211 ITALIAN 1

GR: 9-12 CR: 1.00

This course offers the basic elements of grammar, pronunciation, and simple conversation with some reading and writing; practice in easy conversation with emphasis on oral repetition; drill in pronunciation and development of a basic vocabulary; introduction to essential construction and patterns.

221 ITALIAN 2

GR: 10-12 CR: 1.00

Prerequisite: Italian 1

Students concentrate on the study of grammar, pronunciation, basic speech patterns, reading and writing. Attention is given to the four fundamental language skills: listening, speaking, reading, and writing Italian; introduction to Italian geography, history, literature, culture and civilization.

235 ITALIAN 3

GR: 11-12 CR: 1.00

Prerequisite: Italian 2

The third year student continues to develop the four fundamental skills approach integrated with a thorough review of the essential grammar; intensive practice in aural comprehension and speech patterns; more reading and some composition. Continued interest in culture and civilization is stressed.

245 ITALIAN 4

GR: 12 CR: 1.00

Prerequisite: Italian 3

With stress on comprehension, the student is now involved with more advanced reading and more practice in writing. Knowledge of Italian writers, artists, musicians, scientists and historical personages is encouraged through research projects.

245U ITALIAN 4/UCONN

GR: 12 CR: 1.00

Prerequisite: Italian 3

With stress on comprehension, the student is now involved with more advanced reading and writing. Knowledge of Italian writers, artists, musicians, scientists, and historical personages is encouraged through research projects.

251 SPANISH 1

GR: 9-12 CR: 1.00

The object of this course is to give the student a working command of basic speech patterns, vocabulary, and comprehension through the learning of everyday idioms. The emphasis is on listening and speaking with some reading and writing. Interest is stimulated through independent projects and an introduction to Spanish history and civilization.

261 SPANISH 2

GR: 10-12 CR: 1.00

Prerequisite: Spanish 1

This course concentrates on structure and sound, with special emphasis on grammar. It is designed to achieve proficiency in reading and writing. It also includes discussion of culture and the geographical areas where Spanish is spoken.

275 SPANISH 3**GR: 11-12 CR: 1.00***Prerequisite: Spanish 2*

This course consists mainly of review of grammar, graded compositions with emphasis on oral and on comprehension, extensive reading; individual projects directed toward reading proficiency and vocabulary growth.

285 SPANISH 4**GR: 12 CR: 1.00***Prerequisite: Spanish 3*

Extensive reading in class, outside assignments of selected classics and advanced composition using stylistic analysis of texts of note. Spanish authors are emphasized.

285A SPANISH AP**GR: 12 CR: 1.00***Prerequisite: Spanish 3*

AP Spanish explores the prose, poetry and drama of the great Spanish authors from the Golden Age to the Modern Age. Particular emphasis is placed on literary criticism and oral expression in the language. The course is specifically designed to prepare students for college study of Spanish. College credits are awarded to students who successfully pass the Advanced Placement Spanish examination given in May by the College Board. College credits (3) are awarded to students who successfully pass the Advanced Placement Examination which they are required to take in May.

256 SPANISH NATIVE SPEAKERS**GR: 9-12 CR: 1.00**

This course will challenge advanced speakers of Spanish. It is intended to provide fine tuning of reading and writing skills of native and fluent Spanish speakers, and is geared to-but not limited to-native speakers. Candidates must have a firm grasp (fluency) of spoken Spanish.

CRUTCH POLICY

Students that are on crutches must report to the nurse's office before being allowed to return to class.

DETENTION

Students may be assigned to an after-school detention session under the supervision of the Assistant Principal and/or member of the faculty. If a student is detained, it is because of an infraction of school rules; consequently, he must report promptly. Failure to report without a reasonable excuse will result in further disciplinary action and/or suspensions. Refer to the City of Waterbury Board of Education Student/Parent Handbook 2018/2019. A copy of which is provided to students and available on the school's website.

DISCIPLINE

A student who violates the district's code of conduct shall be subject to disciplinary action. The Board of Education's disciplinary actions may include using one or more discipline management techniques, such as detention, removal from class, removal to an alternative education program, in school suspension, out of school suspension, and expulsion. Disciplinary measures will be appropriate for the offense. In addition, when a student violates the law that student may be referred to legal authorities for prosecution. Students are subject to discipline, up to an including suspension and expulsion for misconduct, which is seriously disruptive of the educational process and violates

publicized board of education policy even if such conduct occurs off-school property and during non-school time.

Refer to the City of Waterbury Board of Education Student/Parent Handbook 2018/2019. A copy of which is available on the school's website.

DRESS CODE

The Board of Education has determined that reasonable regulation of school attire can contribute to a positive learning environment in the following manner:

- (1) Reducing distraction and minimizing disruption in the classroom.
- (2) Providing an environment where students can focus on learning;
- (3) Creating an atmosphere reflecting the seriousness of purpose about education;
- (4) Reflecting a level of respect one has for oneself, one's peers and respect for one's school.
- (5) Creating a greater sense of community amongst the students; and
- (6) Preparing students for future roles as responsible members of the community.

It is the responsibility of parents/guardians to ensure that their children's' dress conforms to the requirements set forth below. The health, safety, and education of the child must be the concern of every parent/guardian. It is the recommendation of professional school personnel that parents/guardians hold their children to the highest standards in regard to school attire.

Mandatory Dress Code Policy: The following Dress Code Policy is mandatory for John F. Kennedy High School students. The purpose of this policy is to further the important educational interests identified above.

1. BOYS:

- a. Pants or shorts/or cargo shorts in solid black or khaki cloth or denim; worn at the waist and completely covering undergarments and no more than three inches above the knee.
- b. Tops in solid black "polo" or "golf" collared shirt with/without the "Waterbury High Schools" logo. In addition to districtwide black shirt, KHS will have navy blue solid color "polo" or "golf" collared shirt with/without "eagle" logo.

2. GIRLS:

- a. Pants, shorts, skirts, skorts, or dresses in solid black or khaki cloth or denim; worn at the waist and completely covering undergarments and no more than three inches above knee. Note: Leggings, stockings or other stretch/form fitting leg coverings may only be worn under shorts, skirts, skorts, or dresses.
- b. Tops in solid black "polo" or "golf" collared shirt with/without the "Waterbury High Schools" logo. In addition to districtwide black shirt, KHS will have navy blue solid color "polo" or "golf" collared shirt with/without "eagle" logo; covering undergarments, cleavage and midriffs.

3. ALL STUDENTS:

- a. Optional solid colored non-hooded BLACK or NAVY BLUE colored sweater, vest, suit jacket, or fleece style top may be worn OVER a dress code shirt.
- b. Shoes or sneakers must be worn at all times. Laces on shoes or sneakers must be tied. Sandals, clogs, flip-flops, heels or bare feet are not permitted. All shoes must have backs.

RESTRICTIONS: ALL students are **not** permitted to wear the following during the school day:

- a. Blue jeans of any kind.
- b. Leggings, stockings or other stretch/form fitting leg coverings unless worn under skirts, shorts, skorts or jumpers.

- c. Skirts, shorts, skorts, dresses, or jumpers worn more than three inches above the knee.
- d. Pants worn at a length which is dangerous to themselves or others.
- e. Hooded shirts or sweatshirts.
- f. Clothes which are torn, ripped, ragged or have holes.
- g. Clothes worn to expose midriffs, cleavage, or undergarments.
- h. Clothing which displays words, pictures or symbols that advocate or depict profanity, violence, drugs, alcohol, sex, hate groups or gang affiliation.
- i. Clothing that is distracting to the educational process.
- j. Outer coats of any kind.
- k. Any article of clothing that covers any part of the face and/or head including but not limited to hats, visors, earmuffs, headbands, do-rags, bandannas, curlers, goggles, and sunglasses.
- l. Footwear which is unsafe or a health hazard including but not limited to flip-flops, sandals, clogs, heels and all open-toed shoes.
- m. Clothing or items indicating gang affiliation.

Adherence to the B.O.E. Dress Code Policy:

First Offense: Contact with parent; written warning; removal from class with a chance to correct and return to class.

Second Offense: Contact with parent; Detention.

Third Offense: Contact with parent; In-school Suspension.

Fourth and Subsequent Offense: Contact with parent; Suspension (1 day), and/or Administrative investigation of misbehavior; appropriate application of Waterbury Board of Education Discipline Policy for specific infraction(s).

Religious, Disability and Health Accommodations: Where the bona fide religious beliefs, disability, or health needs of a student conflict with the school attire policy, the schools will provide reasonable accommodation. Any student desiring accommodation shall notify their school principal or team in writing of the requested accommodation and the factual basis for the request. Approved coverings worn as part of a student's bona fide religious practices or beliefs shall not be prohibited under this policy.

Clothing Assistance: It is the policy of the Board of Education that no student will be denied an education due to bona fide financial inability to obtain clothing that complies with the School Attire Policy. Any student for whom compliance with the school attire policy poses a bona fide financial burden, may submit a written request for clothing assistance to their school principal specifying the clothing needed together with a statement of financial need. School principals will contact central office with recommendations to address the written request from families with financial need.

Accommodation of Free Expression: An item of approved clothing containing an expressive message is permitted. Expressive items are prohibited if, in the reasonable judgment of school officials, they tend to disrupt or interfere with educational interests.

Administrative Review: Any student who believes that their school has not reasonably accommodated his or her bona fide religious, health or financial needs or right of free expression, may submit a written request for review to the Waterbury Board of Education. The Board of Education, or its designee, will review the matter and respond in writing to the student's concern.

Compliance: School administrators and teachers are encouraged to use positive reinforcement to obtain compliance with school attire requirements. However, when a student fails to comply with the School Attire Policy, discipline is appropriate.

EDUCATION RECORDS

Notification of Rights under FERPA for Elementary and Secondary Institutions

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within forty-five (45) days after the day a Waterbury district school ("School" hereafter)] receives a request for access. "Education records" are records that directly relate to a student and that are maintained by an educational agency or institution or by a party acting for the agency or institution. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask a "School" to amend a record should write the school principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by a "School" to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. FERPA permits the disclosure of personally identifiable information (PII) from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures.

EMERGENCY EVACUATIONS/FIRE DRILLS

Fire drills are held at regular intervals as required by state law. Students must follow the exit directions posted in each classroom. A crisis response drill will be substituted for one of the required monthly school fire drills every three months. Such crisis response drill will be planned and conducted with the local law enforcement agency. Students are expected to follow the direction of teachers or others in charge quickly, quietly and in an orderly manner. Exit promptly; do not take time to go to the lockers. Remain in the designated assembly area with your teacher until the all clear signal is given. Kennedy High School uses the IRIS phone messaging system to communicate with parents/guardians regarding emergency evacuations.

EMERGENCY SCHOOL CLOSING INFORMATION

In the event school is closed because of bad weather or another emergency, announcements will be made on local television and radio stations. Emergency closings will also be posted on the district's website: www.waterbury.k12.ct.us. Additionally, Kennedy High School uses the IRIS phone messaging system to communicate with parents/guardians regarding school closing information.

ENLIGHTENMENT PROGRAM/STATE STREET SCHOOL

The Enlightenment Program and State Street School are alternative off-campus programs designed to provide students with the opportunity to develop the academic, vocational, social, and personal skills necessary to succeed in high school and beyond.

EXTRACURRICULAR ACTIVITIES/ATHLETICS

Athletics are considered an integral part of the school's educational program. Whether participation is on the intramural, interscholastic, or class level, students have an opportunity to acquire qualities of fitness, self-discipline, and cooperation.

Student-Athlete Eligibility Policy

For the purpose of determining high school athletic eligibility, the following shall be considered "additional" to those required by the CIAC Board of Control (Appendix B).

Student-Athlete Eligibility Checklist – High School

1. () Enrolled in no less than four full-time courses (*CIAC Rule 1.B.*).
2. () Passing in no less than four full-time courses (*CIAC Rule 1.B.*).
3. () Maintained a numeric grade average of 70 or higher **OR** a 1.67 GPA during the marking period preceding and during the student's participation (see conversion table attached). Changes in a student's academic eligibility status commence on the date of district report card distribution. **Exception: Grade 9 Fall Sports only.**
4. () **Fall Sports:** Earned no less than four credits toward graduation in the preceding school year (*CIAC Rule 1.A.*).
5. () Is an enrolled student in the school for which playing (*CIAC Rule II.A.*).
6. () Has never dropped out of school (*CIAC Rule II.A.*).
7. () Has not changed schools without parents moving to another school district or school service area (*CIAC Rule II.C. - see exceptions.*).

8. () Has not attended more than eight (8) consecutive semesters or four (4) consecutive years of school after entering grade nine (*CIAC Rule II.B. and specific exceptions as stated therein apply*).*
9. () Has not turned 20 years of age during the season in which he/she is playing (end of season date is state finals) (*CIAC Rule II.B.*).
10. () Has not played or practiced a sport with another team during the high school season for the same sport (*CIAC Rule II.E.*).
11. () Has not been on more than one school team in the same season nor represented more than one school in the same season at the same time (*CIAC Rule II.D.*).
12. () Has not received a salary or personal economic gain for playing the sport or competed under an assumed name (*CIAC Rule II.F.*).
13. () Is not a member of a school team of the opposite gender (boy on a girl's team) (*CIAC Rule IV.F.*)
14. () Has not been recruited to attend his/her high school for athletic purposes (*CIAC Rule IV.C.*).
15. () Is a foreign exchange student registered with the Council on Standards for International Educational Travel (CSIET) (*CIAC Rule II.C.4.*).
16. () Is complying with all additional CIAC and school athletic regulations.
17. () Every athlete who participates in any tryout, practice, or contest must first be determined physically fit through an annual, written pre-participation medical evaluation conducted by a licensed medical professional. The Waterbury Public Schools provides opportunities to lessen the financial impact to families of student/athletes requiring this service.

* A student has eight (8) consecutive semesters or four (4) consecutive years of eligibility from the date of entry into the ninth grade to be eligible for interscholastic competition. Date of entry is defined as the first date of enrollment as a grade 9 student taking four (4) or more high school subjects. (1) Students who are not eligible or elect to not participate do not preserve additional semesters for use at a later time. That is, there is no fifth year of eligibility per se.

NOTE: The use of this checklist does not absolve the athlete of the responsibility of checking eligibility against the complete rules and regulations contained in the document entitled "Rules of Eligibility and Control for Boys and Girls High School Athletics in Connecticut", effective July 1, 2016.

STUDENTS MUST NOT DETERMINE THEIR ELIGIBILITY. THIS IS THE RESPONSIBILITY OF THE SCHOOL. This checklist is for the coach, athletic director, principal, assistant principal, guidance counselor or athlete to enable him/her to become aware of the CIAC and WPS rules of eligibility.

WATERBURY PUBLIC SCHOOLS
DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION
Joseph R. Gorman – Supervisor (203) 574-8051 email: jgorman@waterburyk12.ct.us

GPA Conversion Scale for Athletic Eligibility
This table is utilized for the sole purpose of determining eligibility for students to
Participate in *Waterbury High School Athletics*

(Based on Academic Core Scale)

Grade	GPA		Grade	GPA		Grade	GPA		Grade	GPA
100	4.33		91	3.67		82	2.67		73	2.0
99	4.33		90	3.67		81	2.67		72	1.67
98	4.33		89	3.33		80	2.67		71	1.67
97	4.0		88	3.33		79	2.33		70	1.67
96	4.0		87	3.33		78	2.33		69	1.33
95	4.0		86	3.00		77	2.33		68	1.33
94	4.0		85	3.0		76	2.0		67	1.33
93	3.67		84	3.0		75	2.0		66	1.0
92	3.67		83	3.0		74	2.0		65	1.0

*all grades rounded off to the nearest one hundredth

Eligibility Calculations – Examples

*In order to be eligible to play, a given student must maintain a minimum 1.67 Grade Point Average (GPA) and/or a 70+ numeric average in the marking period immediately preceding, and during, the student's participation. Changes to a student's academic eligibility status commence on the date of district report card distribution.**

<u>Example #1</u>			<u>Example #2</u>			<u>Example #3</u>		
<u>KHS Student X</u>			<u>WHS Student Y</u>			<u>WCA Student Z</u>		
	<u>#</u>	<u>GPA</u>		<u>#</u>	<u>GPA</u>		<u>#</u>	<u>GPA</u>
Algebra I	73	2.0	Geometry	72	1.67	Algebra II	70	1.67
World Civ. I	81	2.67	US History	81	2.67	US History	80	2.67
English I	62	0.0	English II	60	0.0	English III	60	0.0
Spanish I	71	2.0	Chemistry	25	0.0	Biology	70	1.67
Earth Science	55	0.0	Keyboarding	81	2.67	Italian II	55	0.0
Art I	87	3.33	Art II	81	2.67	Marketing	80	2.67
Health & Cond.	82	2.67	Concert Band	81	2.67	Chorus	70	1.67
Total	511	12.67	Total	481	12.35	Total	485	10.35
Average	73.0*	1.81*	Average	68.7	1.76*	Average	69.3*	1.48*

*Eligible to play by virtue of 70.0 + avg. and 1.81 GPA

*Eligible to play by virtue of 1.76 GPA

*Ineligible to play by virtue of substandard GPA and <70.0 avg.

*Exception to academic eligibility requirement: Grade 9 Fall Sports only.

High School

In the event that a student is deemed academically ineligible to play, coaches may elect, at their discretion, to require the student-athlete to continue to attend and/or participate in practices with the team while ineligible to compete in game play. Coaches may elect to accommodate a student in such a manner for up to one (1) full marking period, maximum. Changes to a student's academic eligibility status will be determined for all students on the date that report cards are distributed or on the fourteenth calendar day following the end of the marking period, whichever comes first, per CIAC Board of Control policy.

Summer School passing grades may be used to satisfy the four (4) passing subject areas pursuant to CIAC regulation 1.B.

Equivalent passing grades for any/all summer school courses shall be computed as the equivalent of a seventy (70) and commensurate 1.67 GPA solely for the purpose of determining athletic eligibility.

Equivalent passing grades for any/all district-approved online courses shall be computed as the actual numeric grade earned online, and the corresponding GPA conversion calculation awarded the student for the purposes of determining athletic eligibility.

Enforcement of compliance with the policy subsequent to July 1, 2016 is a directive from the Superintendent that is backed by her full authority.

Non-compliance with the policy is subject to disciplinary action(s) from the Superintendent, and may also be subject to a full range of CIAC sanctions, including forfeiture, suspension and fines as enumerated in the "Rules of Eligibility and Control for Boys and Girls High School Athletics in Connecticut", effective July 1, 2006.

Unified Sports

For the purposes of determining the eligibility of both a student with intellectual disabilities AND their non-disabled partners, the WPS High School academic eligibility provisions will NOT apply – the sole considerations for partnering disabled and non-disabled peers will be those articulated by the CIAC Board of Control (Appendix A) and those determined, in the best collective judgement of the school faculty and staff, regarding the overall suitability of such personalized partnerships on a sport-by-sport basis.

CIAC Eligibility Checklist for participation in Unified Sports:

General Statement of Eligibility – Every person with intellectual disabilities who is at least five years of age is eligible to participate in Unified Sports.

A student who has a special education identification of intellectually disabled can participate in the CIAC-sanctioned Unified Sports program prior to reaching his/her 22nd birthday. This student must be enrolled in a CAS-CIAC member school with a documented individual educational program approved by the pupil placement team at such school.

The minimum age requirement for participation in Unified Sports is five (5) years of age.

High School

Degree of Disability – Participation in Unified Sports training and competition is open to all persons with intellectual disabilities who meet the age requirement of this Section, regardless of the level or degree of that person’s disability, and whether or not that person also has other mental or physical disabilities, so long as that person registers to participate in Unified Sports as required by these General Rules.

Identifying Persons with Intellectual Disabilities – A person is considered to have intellectual disabilities for purposes of determining his or her eligibility to participate in Unified Sports if that person satisfies any one of the following requirements:

- o The person has been identified by an agency or professional as having intellectual disabilities as determined by their localities; or
- o The person has a cognitive delay, as determined by standardized measures such as intelligent quotient or “IQ” testing or other measures which are generally accepted within the professional community in that accredited program’s nation as being a reliable measurement of the existence of a cognitive delay; or
- o The person has a closely related developmental disability. A “closely related developmental disability” means having functional limitations in both general learning (such as IQ) and in adaptive skills (such as in recreation, work, independent living, self-direction, or self-care). However, persons whose functional limitations are based solely on a physical, behavioral, or emotional disability, or a specific learning or sensory disability, are not eligible to participate as Special Olympic athletes, but may be eligible to volunteer for Unified Sports.

UNIFIED PARTNER ELIGIBILITY

Definition

Special Olympics Unified Sports is a program that combines approximately equal numbers of Special Olympics athletes and athletes without intellectual disabilities (partners) on sports teams for training and competition. Age and ability matching of athletes and partners is specifically defined on a sport-by-sport basis.

Partner Eligibility

Though the above definition allows for partners with disabilities other than intellectual disabilities, Unified Sports was developed to provide Special Olympics athletes with the choice of a sports program that brings about meaningful inclusion with their non-disabled peers.

The spirit of Unified Sports intends to introduce opportunities to those Special Partners who do not qualify/play at a varsity or junior varsity level to participate on a Unified Sports team. However, Unified Sports programs would be remiss if we did not allow all non-intellectually disabled (ID) students to qualify as Special Partners. Further options would allow a Special Partner to participate on a Unified Sports team as a practice only partner, assistant coach, or a one-on-one aide. A varsity or junior varsity athlete may compete as a Special Partner in any Unified Sports sport season that is a different sport season than the varsity or junior varsity athlete is qualified in.

Student Sports – Concussions

Student & Parent – Concussion Education Plan & Consent Form

NOTE: This document was developed to provide coaches, students, and their parents/guardians with an annual review of current and relevant information regarding concussions and head injuries. A new form is required to be read, signed, dated and kept on file by their associated school district annually to comply with Public Act No. 14-66 AN ACT CONCERNING STUDENT ATHLETES AND CONCUSSIONS.

A concussion is the immediate and transient alteration of neurological function in the brain caused by mechanical acceleration and deceleration forces.

Part I – SIGNS AND SYMPTOMS OF A CONCUSSION

A concussion should be suspected if any one or more of the following signs or symptoms are present, OR if the coach/evaluator is unsure.

1. Signs of a concussion may include (what the athlete looks like):

- Confusion/disorientation/irritability
- Act silly/combative/aggressive
- Trouble resting/getting comfortable
- Repeatedly ask same questions
- Lack of concentration
- Dazed appearance
- Slow response/drowsiness
- Restless/irritable
- Incoherent/ slurred speech
- Constant attempts to return to play
- Slow/clumsy movements
- Constant motion
- Loss of consciousness
- Disproportionate/inappropriate reactions
- Amnesia/memory problems
- Balance problems

2. Symptoms of a concussion may include (what the athlete reports):

- Headache or dizziness
- Oversensitivity to sounds/light/touch
- Nausea or vomiting
- Ringing in ears
- Blurred or double vision
- Feeling foggy or groggy

Note: Public Act No. 14-66 requires that a coach MUST immediately remove a student- athlete from participating in any intramural or interscholastic athletic activity who (A) is observed to exhibit signs, symptoms or behaviors consistent with a concussion following a suspected blow to the head or body, or (B) is diagnosed with a concussion, regardless of when such concussion or head injury may have occurred. **Upon removal of the athlete a qualified**

school employee must notify the parent or legal guardian within 24 hours that the student athletes has exhibited the signs and symptoms of a concussion.

Part II – RETURN TO PARTICIPATION (RTP)

Currently, it is impossible to accurately predict how long concussions will last. There must be full recovery before someone is allowed to return to participation. Connecticut Law now requires that no athlete may resume participation until they have received written medical clearance from a licensed health care professional (Physician, Physician Assistant, Advanced Practice Registered Nurse, Athletic Trainer) trained in the evaluation and management of concussions.

Concussion Management Requirements:

1. No athlete SHALL return to participation (RTP) on the same day of concussion.
2. Any loss of consciousness, vomiting or seizures the athlete MUST be immediately transported to the hospital.
3. Close observation of an athlete MUST continue following a concussion. This should be monitored for an appropriate amount of time following the injury to ensure that there is no escalation of symptoms.
4. Any athlete with signs or symptoms related to a concussion MUST be evaluated from a licensed health care professional (Physician, Physicians’ Assistant, Advanced Practice Registered Nurse, Athletic Trainer) trained in the evaluation and management of concussions.
5. The athlete MUST obtain an initial written clearance from one of the licensed health care professionals mentioned above directing them into a well-defined RTP stepped protocol similar to one outlined below. If at any time signs or symptoms should return during the RTP progression the athlete should cease activity*.
6. After the RTP protocol has been successfully administered (no longer exhibits any signs or symptoms or behaviors consistent with concussions) , final written medical clearance is required by one of the licensed health care professionals mentioned above for them to fully return to unrestricted participation in practices and competitions.

Medical Clearance RTP protocol (Recommended one full day between steps):

Rehabilitation stage	Functional exercise at each stage of rehabilitation	Objective of each stage
1. No activity	Complete physical and cognitive rest until asymptomatic. School may need to be modified.	Recovery
2. Light aerobic activity	Walking, swimming or stationary cycling keeping intensity, <70% of maximal exertion; no resistance training.	Increase Heart Rate
3. Sport Specific Exercise	Skating drills in ice hockey, running drills in soccer; no head impact activities.	Add Movement
4. Non-contact Training drills	Progression to more complex training drills, i.e., passing drills in football and ice hockey; may start progressive resistance training.	Exercise, coordination and cognitive load
5. Full Contact Practice	Following final medical clearance, participate in normal training activities.	Restore confidence and assess functional skills by coaching staff

*If at any time signs or symptoms should worsen during the RTP progression the athlete should stop activity that day. If the athlete's symptoms are gone the next day, she/he may resume the RTP progression at the last step completed in which no symptoms were present. If symptoms return and don't resolve, the athlete should be referred back to their medical provider.

Part III – HEAD INJURIES

● Injuries to the head includes:

● Concussions: (See above information). There are several head injuries associated with concussions which can be severe in nature including:

a) Second impact Syndrome - Athletes who sustain a concussion, and return to play prior to being recovered from the concussion, are also at risk for Second Impact Syndrome (SIS), a rare but life-altering condition that can result in rapid brain swelling, permanent brain damage or death; and

b) Post-Concussion Syndrome - A group of physical, cognitive, and emotional problems that can persist for weeks, months, or indefinitely after a concussion.

● Scalp Injury: Most head injuries only damage the scalp (a cut, scrape, bruise or swelling)... Big lumps (bruises) can occur with minor injuries because there is a large blood supply to the scalp. For the same reason, small cuts on the head may bleed a lot. Bruises on the forehead sometimes cause black eyes 1 to 3 days later because the blood spreads downward by gravity;

● Skull Fracture: Only 1% to 2% of children with head injuries will get a skull fracture. Usually there are no other symptoms except for a headache at the site where the head was hit. Most skull fractures occur without any injury to the brain and they heal easily;

● Brain Injuries are rare but are recognized by the presence of the following symptoms: (1) difficult to awaken, or keep awake or (2) confused thinking and talking, or (3) slurred speech, or (4) weakness of arms or legs or (5) unsteady walking (American Academy of Pediatrics – Healthy Children, 2010).

Part IV – STUDENT, PARENT/GUARDIAN REQUIREMENT

Starting with the 2015-2016 school year, and each school year thereafter, P.A. 14-66 prohibits a student athlete to participate in any intramural or interscholastic athletic activity unless the student and his/her parent/guardian (1) reads written materials, (2) views online training or videos, or (3) attends in-person training regarding the concussion education plan.

Part V – APPLICABLE SCHOOL BOARD CONCUSSION POLICIES

Board Policy #5141.7, “Student Sports – Concussions,” and its accompanying procedures, appendices and forms constitute the Board of Education’s School Concussion Policy. They contain information on the following topics:

- the recognition of signs and symptoms of concussion,
- the means of obtaining proper medical treatment for a person suspected of sustaining a concussion,
- the nature and risks of a concussion, including the danger in continuing to engage in athletic activity after sustaining a concussion,
- the proper procedures for allowing a student who has sustained a concussion to return to athletic activity, and
- current best practices in the prevention and treatment of concussion

Sudden Cardiac Arrest Awareness

Student & Parent Informed Consent Form

NOTE: This document was developed to provide student-athletes and parents/guardians with current and relevant information regarding sudden cardiac arrest. A new form is required to be read, signed, dated and kept on file by the student-athlete's \ school athletic director annually to comply with Connecticut General Statutes Chapter 163, Section 10-149f: SUDDEN CARDIAC ARREST AWARENESS EDUCATION PROGRAM.

Part I – SUDDEN CARDIAC ARREST - What is sudden cardiac arrest?

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA doesn't just happen to adults; it takes the lives of students, too. However, the causes of sudden cardiac arrest in students and adults can be different. A student's SCA will likely result from an inherited condition, while an adult's SCA may be caused by either inherited or lifestyle issues.

SCA is NOT a heart attack. A heart attack may cause SCA, but they are not the same. A heart attack is caused by a blockage that stops the flow of blood to the heart. SCA is a malfunction in the heart's electrical system, causing the heart to suddenly stop beating.

PART II - HOW COMMON IS SUDDEN CARDIAC ARREST IN THE UNITED STATES?

SCA is the #1 cause of death for adults in this country. There are about 300,000 cardiac arrests outside hospitals each year. It is a leading cause of death for student athletes.

According to an April 2014 study for PubMed the incidence was

- 0.63 per 100,000 in all students (6 in one million)
- 1.14 per 100,000 athletes (10 in one million)
- 0.31 per student non-athletes (3 in one million)
- The relative risk of SCA in student athletes vs non-athletes was 0.65
- There is a significantly higher risk of SCA for boys than girls

Leading causes of sudden death among high school and college athletes, according to the National Collegiate Athletic Association (NCAA) (on CBS News, June 28, 2012)* are heat stroke, heart disease and traits associated with sickle cell anemia. Prevention of sudden death, the same study concludes, is associated with more advanced cardiac screening with attention to medical histories and birth records, improved emergency procedures, and good coaching and conditioning practices. SCA can be prevented if the underlying causes can be diagnosed and treated.

PART III - WHAT ARE THE WARNING SIGNS AND SYMPTOMS?

Although SCA happens unexpectedly, some people may have signs or symptoms, such as: fainting or seizures during exercise; unexplained shortness of breath; dizziness; extreme fatigue; chest pains; or racing heart. These symptoms can be unclear in athletes, since people often confuse these warning signs with physical exhaustion. Sudden cardiac arrest is a medical emergency. If not treated immediately, it causes sudden cardiac death. With fast, appropriate medical care, survival is possible. Administering cardiopulmonary resuscitation (CPR) — or even just compressions to the chest — can improve the chances of survival until emergency personnel arrive. (<http://www.mayoclinic.org/diseases-conditions/sudden-cardiac-arrest/basics/>)

WHAT ARE THE RISKS OF PRACTICING OR PLAYING AFTER EXPERIENCING THESE SYMPTOMS?

There are risks associated with continuing to practice or play after experiencing these symptoms. When the heart stops, so does the blood that flows to the brain and other vital organs. Death or permanent brain damage can occur in just a few minutes. Most people who experience SCA die from it.

REMOVAL FROM PLAY

Any student-athlete who shows signs or symptoms of SCA must be removed from athletic activity and referred to a licensed health care professional trained specifically in the treatment of cardiac care. The symptoms can happen before, during or after activity.

RETURN TO PLAY Before returning to play, the athlete must be evaluated. Clearance to return to play must be in writing. The evaluation must be performed and written clearance be provided by a licensed medical provider.

To summarize:

- SCA is, by definition, sudden and unexpected.
- SCA can happen in individuals who appear healthy and have no known heart disease.
- Most people who have SCA die from it, usually within minutes.
- Rapid treatment of SCA with a defibrillator can be lifesaving.
- Training in recognition of signs of cardiac arrest and SCA, and the availability of AEDs and personnel who possess the skills to use one, may save the life of someone who has had an SCA. (National Heart, Lung, and Blood Institute).

EXTRACURRICULAR ACTIVITIES/CLUBS AND ORGANIZATIONS

Aside from academic studies, John F. Kennedy High School offers students the opportunity to participate in other activities of a scholastic and recreational nature. Colleges and employers are interested not only in scholastic record but also in personal and community involvement. They want to know in what kind of activities you participated, how well you worked with others, how dependable and resourceful you were and what leadership ability you demonstrated in high school.

Enter wholeheartedly into the life of your school, i.e., in advisory, in class and in extra-curricular activities. Plan your high school activities around your future goals so that they will help you to achieve them. There is no better way to develop socially than to participate in extra-curricular endeavors. Students interested in joining a club should hand in their names, homeroom numbers and the names of the clubs to the faculty advisors for those clubs during the first few weeks of the school year. All clubs and groups will take attendance at mandatory meetings.

Although student participation in field trips is encouraged as a supplement to classroom learning, be mindful that excessive absences from classes may result in the loss of valuable instructional time.

ART CLUB – The Art Club provides students the time to share and express their creative ideas. Officers are elected and yearly events, involving school and community endeavors, are planned. Often students from the Art Club are chosen to become museum docents at the Aldrich Museum.

ATHLETICS – Health, recreation and the development of good sportsmanship and fair play are provided for students through the Interscholastic Athletic Program sponsored by J.F. Kennedy High School. Activities include football, basketball, baseball, softball, swimming, track, golf, cross-country, tennis, soccer, girls' softball, girls' volleyball, and girls' tennis. Since Kennedy High School is a member of the Connecticut Inter-scholastic Athletic Conference, all conference rules of eligibility, as well as the policies of the Department of Education and the school, must be fulfilled. These include, but are not limited to, such standards as course load, grades, participation in outside activities and behavior.

AUDIO VISUAL CLUB – This club's members are responsible for providing the sound for all music and drama productions.

BEST BUDDIES CLUB – Students of all abilities work and interact together to participate in group activities and celebrations. Regular education and special education student members from KHS will develop leadership and communication skills.

BOOK CLUB – This club is for those who love books and reading. Students have the opportunity to discuss things they have recently read with others. Some students read everything, while others focus on a specific genre such as young adult classics, science fiction, mystery or romance. General discussions often focus on special interest books in group discussion. Discussion leaders are selected and the job is rotated among group members. The leader's role is to conduct the conversation, while bringing up relevant points and questions, the writing style of the author, how the characters and plot made everyone feel, underlying themes, symbolism in the book, the book's relationship to other books the group has discussed, and the information about the author and how his or her life has factored in the book. The club meets once a week after school for forty-five minutes.

CHESS CLUB/CRANIUM CLUB – The Chess Club/Cranium Club is designed for those who enjoy challenges. The club’s main focus is to encourage students to use both logic and strategy while employing mind-related games and activities that foster creative and scientific reasoning. Chess play and competition are the primary focus of the club; however, brain teasers, computer strategy games, trivia contests, and board games are also utilized. **No previous chess experience is necessary to participate.** At our meetings, we play casual games, speed games, and more formal time competitions. All levels and abilities are encouraged to participate.

CHORUS CLUB – The Chorus Club is open to all pupils who enjoy singing. It, too, sponsors a concert in the spring.

COMPUTER CLUB – The Computer Club involves computer students who wish to enrich their understanding of computer hardware/software through field trips and the application of acquired skills to school related projects.

DECA -The Distributive Education Clubs of America, is the nationwide youth organization to D.E. It is the only national youth organization operating through the public schools to attract young people to careers in marketing and distribution. DECA members learn to serve as leaders and followers, and have opportunities for city, state and national recognition that they might not have otherwise. All members must be enrolled in Kennedy High School’s business courses.

DRAMA CLUB - The Drama Club is open to students interested in all phases of drama. Election to the National Thespian Society is the reward for having achieved a specified number of points through performance in the field of drama. Plays are presented regularly and the public is invited to attend.

EAGLE FLYER NEWSPAPER - The *Eagle Flyer* Newspaper Club affords an excellent opportunity to participate in a journalistic endeavor. Open to all members of the student body, Kennedy’s school newspaper is one of varied opinions and tries to stay abreast of news that is interesting to each grade level. While the prime purpose of the newspaper is to inform the student body and staff members, students find themselves enriched in the basic backgrounds of journalism and learn news writing tasks from the bottom up. The school newspaper offers a student the chance to know what’s happening around her/him, and offers the staff an insight into good journalism.

FIRST ROBOTICS TEAM 3525 – The Nuts and Bolts of Fury Robotics Team #3525 allows students to have a hands-on, collaborative experience with science, math, technology, and engineering. We actively participate in the Robotics Challenge, an intensive 6 weeks in January and February in which we design and build a robot to compete against other schools at the Connecticut Regional Competition. Our team provides students the opportunity to work with tools, computers, and other forms of technology in order to solve complex problems. Students learn to value respect, responsibility, communication, honesty, integrity, and gracious professionalism.

HISTORY CLUB –The History Club is a social group that provides students with the opportunity to understand and appreciate culture through the use of field trips and study tours.

H.O.P.E. CLUB (Helping Out People Everywhere) - This is the only school student organization where helping others is the central focus. The desire to act comes from pride, caring, and respect for community. Community Service must be harnessed to foster a sense of community in our school, our neighborhood, and beyond. H.O.P.E. members promote the ethic of service, foster youth leadership, and builds community spirit.

ITALIAN CLUB - The mission of the Italian Club is to promote a greater understanding of the Italian culture, history and tradition within the KHS community. The club promotes positive interaction among students and celebrates the rich heritage of the Italian culture by encouraging an appreciation of the Italian art, music, literature, commerce and cuisine through different activities as well as stimulating knowledge and advancing the study of the Italian language.

KEY CLUB INTERNATIONAL – Key Club International is sponsored by the Waterbury Kiwanis Club for young men and women. The main goals are to form responsible citizens, and to develop their initiative, leadership, and good citizenship practices through services to school and community.

LIBRARY CLUB – The Library Club allows students to help out in the library, learning the library routine and earning community service hours if needed.

MATH CLUB – The Math Club allows students from the entire student body to experience mathematics beyond the classroom realm. Programs are arranged to broaden students’ mathematical knowledge as well as to have fun. The math club provides tutoring one afternoon each week. Any student may “drop in” for math skills help.

NATIONAL HONOR SOCIETY - Kennedy High School is a member of the National Honor Society of Secondary Schools. Membership in this chapter shall be based upon scholarship, leadership, character, and service.

SCHOLARSHIP – Students will meet the Scholarship standard with quality point average of 9.0 or better for the Freshmen, Sophomore, and first two marking periods of the Junior Year. If a student is a Senior, then the quality point average would be factored from their Freshmen, Sophomore, Junior, and first two marking periods of their Senior Year.

LEADERSHIP – Students will meet the Leadership standard with the equivalent of participation in at least two school clubs/activities.

CHARACTER – Students will meet the Character standard with:

- a. Two written recommendations from teachers.
- b. Recommendation from your Vice-Principal.
- c. Recommendation from your guidance counselor.
- d. No discipline referral which caused an out of school suspension.
- e. No serious breach of student ethics.

SERVICE – A student must have rendered to the school or community a minimum of 40 hours of service at the time of application for membership (50 hours for seniors).

PASS COMMITTEE (PRIDE & SPIRIT SENIORS) – The PASS Committee is open to any fully accredited member of the senior class. It organizes events to develop Pride and Spirit in KHS.

PHOTOGRAPHY CLUB – Students are taught the basics of photography through regular after school meetings. The members of the club get a chance to photograph many of the school athletic, academic and social events.

SIGN LANGUAGE CLUB – The Sign Language Club provides some insight into the culture of the Deaf. Students will learn about some of the history of ASL, Deaf culture and have fun while doing it! We will discuss different kinds of deafness, sign language, and diversity, as well as, expressing the beauty of sign through song.

SPANISH CLUB – The Spanish Club promotes the Spanish language and cultural awareness through interactive activities such as club meetings, fundraisers and Spanish holiday celebrations. Students will honor well known Hispanics and their accomplishments in the United States and in the world. Members of the Spanish Club will also proudly pledge to uphold all of KHS’s policies and procedures.

STUDENT COUNCIL – The Student Council is established to represent students, act as a liaison between administration and students, to develop high standards of honor and scholarship, to further school spirit and to direct and coordinate extra-curricular activities in cooperation with faculty and school administration. Activities are designed using the best interest of the whole school community criterion. Members of the Student Council will develop knowledge of the power of self-government by teaching active participation and responsibility to students and to the school. The executive board members meet with the principal on a monthly basis. Membership is open to all students who sign up.

VIDEO PRODUCTION CLUB – Students videotape and edit school and community events. Selected tapes are viewed on Waterbury’s local access educational channel.

WOMEN IN SCIENCE & ENGINEERING CLUB (WISE) - W.I.S.E. Club seeks to inspire and support young women in the exploration and pursuit of academic degrees & careers in STEM fields. W.I.S.E. Club strives to create a positive and healthy learning space where students can engage in STEM enrichment activities that serve to supplement and enhance classroom experiences. W.I.S.E. Club is open to students of all ethnic and gender backgrounds but maintains the mission of supporting young women

YEARBOOK CLUB – Students work with the faculty advisor to document all areas of student culture. Individual and group photographs are taken and included in the annual yearbook.

YES CLUB - Young Educators Society (YES Club) is affiliated with the international Future Educators Association whose mission is to provide students with opportunities to explore teaching as a profession. The club provides leadership opportunities and community service opportunities within the school and the community. It is partnered with a local elementary school for on-going service projects and interacts with other clubs at the annual state conference.

YOGA CLUB – The Yoga Club focuses on providing our students with the tools to learn and practice yoga postures and breathing techniques noted to increase the strength and flexibility of the body. It is a time to have fun and observe our bodies in motion improving body awareness. Meditation techniques are introduced and practiced to help students improve concentration and decrease stress. We discuss nutrition to improve the health of students and provide them with the knowledge on how to use this information.

FACILITY

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are expected to remain in the area in which their activity is scheduled to take place. After dismissed and unless involved in a teacher/staff supervised activity, students are expected to leave the school grounds immediately

FACULTY and STAFF

MR. ROBERT A. JOHNSTON, Principal
 MR. MATTHEW J. GWIAZDOSKI, Assistant Principal
 MS. ROSALYN D. GLASS, Assistant Principal
 MR. PETER G. MCCASLAND, Assistant Principal

GUIDANCE COUNSELORS

Mr. Shocki* Dr. Mikael Mrs. Mulligan
 Mrs. Ortiz Mr. Poulter

TEACHERS

Mrs. Anton	SPED
Mr. Awwad	SCIENCE
Mr. Bernarbe	SCIENCE
Mrs. Borges	SCIENCE
Mr. Buda	TECH ED
Mr. Burns	BUSINESS
Mrs. Calabro	SPED
Ms. Carpinella	ART
Mr. Caruso	ENGLISH
Ms. Cinquegrana	W LANG*
Mr. Clark	TAG
Mrs. Clark	SCIENCE
Mr. Conway	TECH ED
Ms. Costa	AL HEALTH
Ms. Cumbo	PHYS ED
Dr. Cybart-Persenaire	ENGLISH*
Mr. Cyr	SCIENCE*
Ms. Davis	SPED
Mr. Danaher	TECH ED
Mr. DelDebbio	SCIENCE
Dr. Dell'Anno	SPED
Ms. DeSantis	FCS
Mrs. H. DeVeau	ENGLISH
Ms. N. DeVeau	MATH
Ms. DiLorenzo	SAP
Mr. Dimaio	TECH ED
Mr. Diorio	MATH*
Mr. Dos Santos	BUSINESS
Ms. Drewry	ENGLISH
Mr. Edwards	MATH
Mrs. Fann-Pierce	FCS

Mr. Feola	SS*
Mr. Ferrare	PHYS ED
Ms. Ferrer	W LANG
Mr. Flaherty	MATH
Dr. Gagne	SPED
Mrs. Gaydosh	SCIENCE
Ms. Gaynes	SPED
Mrs. Gomulinski	SPED
Ms. Griffin	ENGLISH
Ms. Hagley	SPED
Mrs. Harris	SS
Ms. Hermes	SS
Mrs. Hicks	SPED
Ms. Hicock	ENGLISH
Mrs. Joyce	SS
Mr. Knecht	MUSIC
Mr. Krisavage	PERM. SUB
Mr. LaFayette	SCIENCE
Ms. Lawrence	ENGLISH
Mr. Likorama	W LANG
Mr. Lopez	W LANG
Mr. Lucian	BUSINESS*
Ms. Martinez	ESL
Mr. McGrath	BUSINESS
Ms. Miceli	AL HEALTH
Mr. Miller	ENGLISH
Mr. Mobilio	SS
Ms. Moffo	MATH
Mr. Morgan	ENGLISH
Mrs. Morris	SCIENCE
Mrs. Muro	FCS

Mr. Murphy	ENGLISH
Ms. Neal-Goulet	PHYS ED
Mrs. A. Ortiz	SCIENCE
Mr. Pantoni	ESL
Mrs. Pape	MUSIC
Mr. Phostole	SPED*
Mrs. Pisani	TECH ED
Mr. Proto	ART
Mrs. Rincon	W LANG
Ms. Rosin-Capolupo	SS
Mrs. Rothen	MATH
Dr. Sagnella	W LANG
Ms. Salcito	SS
Mr. Saraceno	TECH ED
Mr. Sarlo	SS
Mrs. Sasso	BUSINESS
Mr. Schmidt	SPED
Ms. Scialla	MATH
Mrs. Scrivano	SPED
Mr. Stango	PHYS ED
Mrs. Sullivan	ENGLISH
Mrs. Szwaba	MATH
Ms. Travisano	ENGLISH
Mr. Turek	SS
Mr. Unluturk	MATH
Ms. Vargas	ESL
Mr. Walker	SCIENCE
Mrs. Wright	SCIENCE

*Department Chairperson

SPECIALISTS

Mrs. M. Sideravage, Attendance Counselor Mrs. K. Currier, Social Worker
 Ms. J. Doyle, Hearing Impaired Mrs. H. Jacobson, School Psychologist Mrs. B. Sarris, Behavior Specialist
 Ms. L. Naughton, Speech Pathologist Mr. D. Rossi, Athletic Director Mrs. C. Guglielmo, Social Worker

SECRETARIES

Ms. D. Feliciano, School Secretary Mrs. V. Birdsall, Clerical Secretary Ms. W. Cronk, V.P. Secretary
 Ms. M. Castellanos, Attendance Secretary Ms. V. Munoz, Clerical Secretary Ms. K. Hinton, Guidance Secretary

HEALTH OFFICE

Mrs. M. Owens, R.N, P.H.N. Ms. L. Levasseur, Aide

SECURITY

Mr. R. Camelletti Mr. R. Readel

LIBRARY MEDIA SERVICES

Ms. L. Lizak

CAFETERIA

Mrs. C. Dziezynski, Manager

HEAD CUSTODIAN

Mr. C. Palangio

PARAPROFESSIONALS

Nancy Cocchiola	Iris Cosme	Consuelo Finelli	Shawntina Hodges
Amy Lafountain	Cheryl Marshall	Joseph Martinez	John Phelan
Maximina Reyes	Susan Rivera	Mary Samaha	Maria Sanchez
Sharon Sweatt	Clement Vilardo	Audrey Whidbee	Paul Williams

FIELD TRIPS

Field trips may be scheduled for educational, cultural, or extracurricular purposes. Any student whose behavior is considered detrimental to the well-being of other students may be barred from participation by the principal. **Additionally, any student can be prohibited from participating on a fieldtrip based on their discipline history or attendance history.** While on a trip, all students are considered to be “in” school. This means that conduct and dress standards will be appropriate for the field trip activity.

GAMBLING

Gambling is strictly prohibited on school grounds; therefore, gambling devices such as PLAYING CARDS, DICE, ETC. ARE NOT ALLOWED AT ANY TIME DURING THE SCHOOL DAY.

GEAR-UP PROGRAM

GEAR UP - Gaining Early Awareness and Readiness for Undergraduate Programs, is a federal program funded by the U.S. Department of Education. The goal of the program is to increase the number of students who are prepared to enter and succeed in postsecondary education. Students in the class of 2018 and the class of 2019 are eligible for GEAR UP services. GEAR UP services include in-class mentoring lessons once a month, afterschool programming, academic tutoring and support, SAT prep, and college visits. For more information about GEAR UP, contact GEAR UP Director, Liana Cunningham, at 203-596-8758.

GRADING

GRADUATING CLASSES OF 2019 AND BEYOND:

FORMULA:

The formula to be used for grading students' performance in the area of knowledge acquisition will be 100% as defined below:

Calculating Student Grades	
60% Assessments:	i.e. meets expectations through standards based assessments, meets expectations through summative assessments, meets expectations through teacher made test, quizzes, text driven assessment, projects curriculum based and completed with accuracy.
20% Class work:	i.e. Daily assignments completed, with accuracy, extended assignments completed on time and with accuracy, formative assessments curriculum based.
10% Disposition toward learning:	i.e. actively engages in class, participates in group, displays perseverance, integrity and social and civic expectations.
10% Homework:	i.e. assignments independently completed outside of the classroom.

GRADING: All teachers shall develop and maintain a numerical grade for all students. This is becoming increasingly necessary when students transfer from one school to another in the middle of a semester and don't have grades to accompany their registration. Upon the District updating of classroom student rosters into Progress Book, teachers will upload all student assignment, quiz and test grades into Progress Book on a regular basis, but at a minimum of at least every three weeks. Student grades will be uploaded on a weighted average basis, whereby the teacher will assign a weight to particular types of assignments (e.g. homework, quizzes, and tests) by following the applicable Board of Education grading policy. A numerical grade indicating student performance at the time of exit from a school must be made available for the receiving high school. Teachers shall make two or more comments per student per subject for each marking period. Report cards shall be expeditiously processed and returned to the teacher as soon as practicable after submission to Central Office.

INTERIM REPORTS: Reports shall be sent home half-way through each marking period. These reports are issued to students whose academic achievement is below expected level. A copy shall be submitted to the building principal.

MAKE- UP WORK: Work missed due to absences will be completed within 10 school days upon return to school. Exceptions may be made with administrative approval.

GRADING SENSITIVITY: Teachers are reminded to be sensitive to students who receive poor grades and feel there is no way to improve their grade or pass the course. Teachers shall dialogue with students, guidance counselors, department heads, and administrators to seek an

alternative route to improve student performance.

HOMEBOUND INSTRUCTION: All long term homebound instructors will contact the classroom teacher for material to be covered and administer quizzes and tests developed by the classroom teacher. The homebound instructor will return the test to the classroom instructor for grading. Regular reports on the status of the student's performance will be sent to the building principal at the high school the student attends.

EXTRA-CURRICULAR ACTIVITIES: Students who have not earned the required Carnegie Units for the designated rank will be ineligible to participate in extra-curricular activities. As soon as students exceed unexcused absences, in accordance with the Board of Education attendance policy, they will be immediately ineligible to participate in extra-curricular activities (all after school programs). Students who have not maintained a 1.67 GPA or higher during the marking period preceding AND during the student's participation will be ineligible to participate in extra-curricular activities. (See Student –Athlete Eligibility Checklist-High School also).

PASSING GRADE: The passing numerical grade is 65.

District-wide curriculum offerings at the high schools will consist of core academics and electives. Selected district-wide core and elective courses at the Accelerated Level will be modified to incorporate extended requirements for students to earn additional quality points.

To achieve a passing grade for the class for the year a student must have an average credit value of 1.0 for the entire year as calculated for a final grade.

Final grades will be calculated with the each Quarter worth 20% of a students' grade and the midterm exam and final exam each worth 10% of the final grade. (In half-year courses, the final exam for the course will count as 20% of the course grade).

To qualify for Summer School students need to earn a numerical grade of 40 for the academic year as a sum of the four quarter credit values (exam grades are not included).

A grade of "E" is given to any student that is denied credit for excessive absences

A grade of "I" is given if the teacher determines that the student's work is incomplete. Grades of "I" can be changed by a teacher at any point during the year. Any grade of "I" that remains at the conclusion of September of the next school year will be changed to an "F".

GRADE WEIGHTING & CLASS RANKING: Students are provided with a non-weighted Grade Point Average and a weighted Quality Point Ranking (QPR) at the end of each academic year, excluding senior year. Final senior GPAs and QPRs will be determined after seven semesters. GPA (non-weighted) ranges from 4.33 to 0 and is an indicator of academic success; QPR (weighted) ranges from 15.5 to 0 and is an indicator of average academic rigor. In each case, the higher the numeric value, the more successful the academic performance.

OVERALL GRADE POINT AVERAGE: An overall GPA will be calculated based on the un-weighted arithmetic average of grades in all courses, using numerical grade values as follows:

QUALITY POINT RANKING (QPR)/CLASS RANK: The Waterbury Public School System

believes it is necessary and important to provide differentiated quality points for the purpose of weighting its academic course offerings at the high school. The current curriculum contains a wide variety of courses at various levels of academic challenge. Students are allowed considerable choice and are encouraged to strive for academic excellence. Grade weighting encourages and reward students for selecting courses at more challenging levels of difficulty.

Quality points are the weights that are assigned to courses in order to communicate their differing academic challenge. Weights assigned to academic courses communicate the level of academic challenge inherent in each course to students and their parents; therefore, the weights assigned help students to make more appropriate course selections. Additional weights assigned to college preparatory courses recognize that more challenging courses require advanced levels of work; therefore, advanced courses have higher course weights.

A grade weighting/class ranking system shall be implemented for the high schools as follows:

Grade Range			Advanced	Accelerated	Honors	Academic Core
Min	Max		AP/UCONN	ACE/ATOMS/SO AR		
97	100	A+	15.5	14	13	11
93	96	A	14.5	13	12	10
90	92	A-	13.5	12	11	9
87	89	B+	12.5	11	10	8
83	86	B	11.5	10	9	7
80	82	B-	10	9	8	6
77	79	C+	9	8	7	5
73	76	C	8	7	6	4
70	72	C-	7	6	5	3
67	69	D+	6	5	4	2
65	66	D	5	4	3	1
Below 65		F	0	0	0	0

All grades shall be rounded to the nearest whole number

$$\text{Overall QPR} = \frac{\sum(\text{Course Credit}) * (\text{Course QPR})}{\sum \text{Course Credits}}$$

CLASS RANKING: A student must be in attendance in the Waterbury School System for at least 3 continuous semesters (1 ½ years) to be considered for all academic recognition related to class rank.

HONOR ROLL: The designation of High Honors and Honors will be based on GPA each marking period.

High Honor Roll: Average of 90 or above and no individual grade below 80

Honor Roll: Average of 80-89 and no individual grade below 70

GRADUATION – Participation in the graduation ceremony is a privilege offered to all seniors who fulfill all graduation requirements. Participation may be denied if a student fails to abide by all of the rules and regulations set forth by the Board of Education and J.F. Kennedy High School.

High School Graduation Exit Criteria for Graduating Classes of 2016 through 2019

To complete the graduation requirements and receive a high school diploma from the City of Waterbury Public Schools, a student must take the Science CAPT (Science Connecticut Academic Performance Test) in Grade 10, and SB (Smarter Balanced) or CTAA (Connecticut Alternative Assessment) in grade 11 to satisfy the State Department of Education requirements for the core subjects, and complete the Waterbury Board of Education policy (High School Grading/QPR - #6146.1) for the attainment of 22 Carnegie Units.

In the event that the student does not meet the Exit Criteria goal on CAPT or SB or CTAA established by the Board of Education, the student will meet with his/her Guidance Counselor to determine an appropriate course of action for meeting graduation requirements.

Graduation Requirements 22 credits

- 4.0 English
- 3.0 Mathematics
- 2.0 Science
- 3.0 Social Studies
(1.0 US History & 0.5 Civics)
- 1. Physical Education (0.5 Health)
- 1.0 Arts and/or Vocational Education
- 8.0 Open Electives

A student must earn five (5) Carnegie units to be promoted to the 10th grade.

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

A student must earn fifteen (15) Carnegie units and have completed three (3) years of high school to be promoted to the 12th grade.

Twenty-two (22) Carnegie Units and completion of four (4) years of high school are required for graduation. All students must follow the core curriculum as outlined by the Board of Education.

Further, if a student has credits withheld due to unexcused absences, in accordance with the Board of Education attendance policy, those credits are declared unearned credits.

<u>Carnegie Units</u>	<u>Meeting Times</u>	<u>C.U.'s Earned</u>
Extended courses	10 periods/per week	2.0 c.u.
Lab Sciences courses	6 periods/per week	1.2 c.u.
Regular courses	5 periods/per week	1.0 c.u.
Elective courses	4 periods/per week	0.8 c.u.
½ year courses	5 periods/per week	0.5 c.u.
½ year courses	4 periods/per week	0.4 c.u.

High School Graduation Exit Criteria for the Graduating Class of 2020 and Beyond

To complete the graduation requirements and receive a high school diploma from the City of Waterbury Public Schools, a student must take the Science CAPT (Science Connecticut Academic Performance Test) in Grade 10, and SB (Smarter Balanced) or CTAA (Connecticut Alternative Assessment) in grade 11 to satisfy the State Department of Education requirements for the core subjects, and complete the Waterbury Board of Education policy (High School Grading/QPR - #6146.1) for the attainment of 25 Carnegie Units (Graduation Cohorts 2020 and beyond).

In the event that the student does not meet the Exit Criteria goal on CAPT or SB or CTAA established by the Board of Education, the student will meet with his/her Guidance Counselor to determine an appropriate course of action for meeting graduation requirements.

College & Career Ready 25 credits		Career & Life Skills 25 credits	
4.0	English	4.0	English
4.0	Mathematics	4.0	Mathematics
3.0	Science	3.0	Science
3.0	Social Studies	3.0	Social Studies
1.5	Physical Education	1.5	Physical Education
1.0	Fine Arts	1.0	Fine Arts
1.0	Educational Technology	1.0	Educational Technology
3.0	World Languages	2.0	Career & Life Skills Electives
3.0	Open Electives	4.0	Open Electives
1.5	Capstone Experience	1.5	Capstone Experience

A student must earn five (5) Carnegie units to be promoted to the 10th grade.

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

A student must earn fifteen (15) Carnegie units and have completed three (3) years of high school to be promoted to the 12th grade.

Twenty-five (25) Carnegie Units and completion of four (4) years of high school are required for graduation. All students must follow the core curriculum as outlined by the Board of Education.

Further, if a student has credits withheld due to unexcused absences, in accordance with the Board of Education attendance policy, those credits are declared unearned credits.

<u>Carnegie Units</u>	<u>Meeting Times</u>	<u>C.U.'s Earned</u>
Extended courses	15 periods/per week	3.0 c.u.
Extended courses	10 periods/per week	2.0 c.u.
Lab Sciences courses	6 periods/per week	1.2 c.u.
Regular courses	5 periods/per week	1.0 c.u.
Elective courses	4 periods/per week	0.8 c.u.
½ year courses	5 periods/per week	0.5 c.u.
½ year courses	4 periods/per week	0.4 c.u.

(NOTE: Graduating Class is defined as a group of students who started ninth grade for the first time and are expected to graduate in four years. For example, if a student started as a freshman in 2015 then their expected graduating class would be 2019).

GUIDANCE DEPARTMENT

The guidance program is an organized plan of services designed to give the individual student systematic assistance with Educational, Vocational, Personal and Social issues. The Guidance Department is concerned with each student as an individual. Because of the variety of problems that confront a high school student, the members of the Guidance Department strive to help each one to adjust to current problems and to plan wisely for their future. Counselors attempt to obtain a complete understanding of you as a student—your interests, abilities, aptitudes, achievements and weaknesses. Through counseling, evaluation of your cumulative record and by an organized program of group testing, the counselor is able to assess your individual needs. Individual testing is also given when necessary. Educational and occupational information, to help you in choosing your future career, may be obtained in the guidance office. Catalogs of colleges, nursing schools, technical institutes and of many other schools of advanced training are available to you. Some career and vocational information is also available as well as College Boards (P.S.A.T., S.A.T. and A.C.T.) materials and scholarship information. The Naviance computer system is employed to access individual student career paths. Individual counseling is also offered to all students whether the problem is educational, vocational, social or emotional. Many of these difficulties overlap. Each student also has his own pattern of problems and characteristics. The Guidance Department wants to help each one of you. Take advantage of every opportunity to seek help from your guidance counselor. Parents are encouraged to visit, by appointment, any school personnel regarding their child. The Guidance Department can be reached at: (203) 574-8150, Ext. 3.

HALL PASSES

No pupil shall be permitted to leave a classroom or study hall without a pass properly filled out and signed by a teacher or staff member, except during passing time.

Students who wish to use the lavatory must obtain a dated, timed and signed hall pass to a specific lavatory. During period five (5), the only students who may use the conveniences of the lavatory without a pass are those students assigned to the cafeteria area. When a student is issued a hall pass to the lavatory, he is to go directly to the assigned lavatory.

HALL SWEEPS

These are announced randomly during the day. All students must have a valid hall pass to be in the hallways. Failure to have a valid hall pass will result in disciplinary action.

HARASSMENT/SEXUAL OR OTHER FORMS

Harassment of an individual on the basis of sex or inclusion in a protected class under law creates a harmful environment and is illegal under state and federal law. It is the policy of the City of Waterbury to maintain an environment free from harassment, insults or intimidation on the basis of an individual's sex or inclusion in a protected class.

- A. Sexual Harassment – verbal or physical conduct by an individual relating to an individual's sex which has the effect of creating an intimidating, hostile or offensive environment, unreasonably interfering with the individual's performance, or adversely affecting the individual's opportunities is prohibited. Sexual harassment is a violation of Title VII of the Civil Rights Act of 1964 as well as Connecticut General Statutes, Sec. 46a-60 (a) (8). Sexual harassment is generally defined under both state and federal law as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature where:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's performance.
2. Submission to or rejection of such conduct by an individual is used as the basis for decisions affecting such individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, hostile or offensive environment.

Although not an exhaustive list, the following are examples of the type of conduct prohibited by the policy against sexual harassment:

1. Unwelcome sexual advances from an individual, such as unwanted hugs, touches, or kisses;
2. Unwelcome attention of a sexual nature, such as degrading, suggestive or lewd remarks or noises;
3. Dirty jokes, derogatory or pornographic posters, cartoons or drawings;
4. The threat or suggestion that continued success depends on whether or not the individual will submit to or tolerate harassment; and
5. Engaging in indecent exposure.

Retaliation against any individual for complaining about sexual harassment is prohibited under this policy and illegal under state and federal law. Violations of this policy will not be permitted and may result in discipline up to and including suspension. Individuals who engage in acts of sexual harassment may also be subject to civil and criminal penalties.

If any individual believes that he or she has been subjected to sexual harassment, they should:

1. Make his/her unease and/or disapproval directly and immediately known to the harasser and direct them to stop their behavior.
2. Make a written record of the date, time, and nature of the incident (s) and the names of any witnesses; and
3. Report the incident to his/her Assistant Principal.

Assistant Principals must deal expeditiously and fairly with allegations of sexual harassment within their school whether or not there has been a written or formal complaint.

1. Need to be alert to any sexual harassment and responsible for maintaining an environment free of harassment and to refrain from harassment at all times;
2. Responsible for promptly referring reports or complaints of sexual harassment to the Principal.
3. Responsible for maintaining complete and thorough documentation of any reports or complaints of sexual harassment.
4. The Administration or designee will be responsible for the investigation of the reports or complaints of harassment;
5. Appropriate disciplinary or other action will be taken based on the circumstances.

Administrators who knowingly allow or tolerate sexual harassment are in violation of this policy. All incidents of sexual harassment or inappropriate sexual conduct should be reported immediately regardless of their seriousness. To the extent permitted by the law, the City will endeavor to keep such reports or complaints confidential, sharing them with others only on a need-to-know basis to enable their investigation and resolution.

- B. Other Forms of Harassment – While this policy generally addresses only sexual harassment, other types of harassment also are prohibited by federal or state law, such as harassment on the basis of sexual orientation, race, color, religious creed, marital status, national origin, ancestry, present or past history or mental disorder, mental retardation, learning disability or physical disability or age.

Therefore, individuals should also report situations involving any of these other forms of harassment through the complaint and investigation procedure set forth above. Any questions should be directed to an administrator. As with sexual harassment, individuals may make inquiries of, or file complaints with, the Connecticut Commission on Human Rights and Opportunities.

HEALTH

Since health is a primary objective of education, it is the aim of the school nurse to help you secure and maintain maximum health, thus enabling you to benefit fully from school life.

The school nurse is a public health nurse employed by the Department of Health. The nurse and/or public health aide is at school each school day from 7:25 a.m. to 1:45 p.m. Whenever you do not feel well or have a problem which may require her help, you must secure a permission slip to see the nurse. However, she is not allowed to give medication of any kind—not even aspirin. If students are required to take daily medication in school, a form must be signed by both parents and physician before approval can be granted by the City Medical Advisor.

The school health services include a health appraisal of students, communicable disease control, first aid and emergency care, attention to special health problems, help for the handicapped, health counseling and follow-up, and keeping health records. The nurse will hold conferences with the faculty and parents in regard to a child when such a conference is requested, or is felt necessary by the nurse. Since a good school health program requires teamwork, based on mutual understanding, it is important that the student and the home cooperate with the nurse at all times.

Procedure for dismissal because of illness will be found under General Regulations. State law requires that all tenth grade students have a physical examination by either a private physician or the school doctor. In addition, all athletes in any grade who intend to participate in school sports must also undergo physical examination yearly.

Health forms are distributed in May to all ninth grade students. State law requires all tenth (10th) grade students to have a current physical exam. Tenth graders without their tenth (10th) grade physicals will not be allowed to attend school.

It will be considered an unexcused absence.

HOMEBOUND INSTRUCTION

Home instruction is available to students who are unable to attend school for medical and/or mental health reasons for a period of two weeks or longer as diagnosed by a physician, psychiatrist or the Planning and Placement Team. Home instruction may also be provided for those students who have been excluded from regular school attendance for disciplinary reasons. Parents, see the school nurse for Homebound applications. (Refer to the GRADING section.)

HOMEWORK AND STUDY HINTS

The Waterbury Board of Education believes that the learning process must be student-centered. Homework, which includes reading, writing, research or project assignments outside the classroom, is an essential part of this process. It contributes to the development of good study habits, reinforces classroom skills, and increases the possibility of student success.

Homework will be assigned by the classroom teacher. A total time span of two hours per day (approximately thirty minutes per major subject) is a realistic guide. Homework for elective subjects may be assigned at the discretion of the teacher. The actual amount of homework is dependent upon the student's ability and level of performance.

HINTS FOR EFFECTIVE STUDY

1. Develop a proper attitude towards study. It is time invested in yourself for your benefit.
2. Have a definite place every day for your study, preferably a quiet, well-lighted room.
3. Check your assignment notebook for your daily homework.
4. Organize your work. Start the hardest subject first, reviewing briefly the last lesson before beginning your assignment.
5. Take notes and outline what you read. Good notes will make it easier to study for tests.
6. Persistent repetition will help you overcome any difficulty. Go over the difficult parts of your lesson again and again until you have understood and learned them.
7. Pay attention in class and make sure to do your homework every night.

ILLNESS

A student who becomes ill must obtain a hall pass from the teacher in order to see the nurse. If the nurse feels that the student should go home, she will contact the home first to make arrangements for the student's dismissal. If no one is at home, the student shall stay in school until the nurse is able to contact a designated member of the family. If the nurse is not available, the student should go to the Assistant Principal or to his/her Guidance Counselor.

IN-SCHOOL/OUT-OF-SCHOOL SUSPENSION ASSIGNMENTS

In-School Suspension Program is an alternate disciplinary procedure developed by the Waterbury Board of Education. Under this program, students attend school, receives assigned work, and spends the day in a quiet, strictly controlled atmosphere completing their assignments. Students must report to room 132 after announcements. Failure to do so will result in further disciplinary action. Refusal to serve In-House suspension will automatically result in an Out Of School suspension. Any student who causes a disruption in In-School will be given an appropriate Out-Of-School suspension. (Refer to the City of Waterbury Safe School and Positive Climate Handbook.)

INTERNET USAGE POLICY

The operation of the Internet relies heavily on the proper conduct of the users, who must adhere to strict guidelines. Internet access is a privilege, not a right. If a district user, faculty member, staff or student, violates any of the acceptable use provisions outlined in the Board of Education Policy, his/her access privilege may be terminated and future access may be denied. Violations may also result in disciplinary action from school officials. At no time are students to access private e-mail accounts, participate in instant messaging or access social media.

Acceptable Use In-school of the Internet and Other Networks policy

The Internet and electronic communications (e-mail, chat rooms, blogs, instant messaging, pod casts, websites and other forms of electronic communication) have vast potential to support curriculum and student learning. The Board of Education believes they should be used in school as a learning resource both in developing student literacy and providing on-going professional staff development activities.

The Internet is a “network of networks” which is used by many organizations including schools, government and businesses. It should be viewed as an educational tool similar to books, CD-ROMS, videos, periodicals and other information sources. Because it is impossible to predict or control what information might be accessed, it is the responsibility of students and staff to adhere to this Acceptable Use Policy.

The District requires responsible behavior and ethical on the part of all Internet users. Failure to adhere to this policy will result in restriction of access to the Internet and/or disciplinary actions.

The operation of the Internet relies heavily on the proper conduct of the users, who must adhere to strict guidelines. Internet access is a privilege, not a right. If a district user, faculty member, staff member or student, violates any of the acceptable use provisions outlined in this document, his/her access privilege may be terminated and future access may be denied. Violations may also result in disciplinary action from school officials.

Students shall use the Internet only with permission and supervision of a teacher, administrator, or authorized staff member.

Each district computer with Internet access shall have a filtering device that blocks entry to visual depictions that are obscene, pornographic or harmful or inappropriate for students, as defined by the Children’s Internet Protection Act and as determined by the Superintendent or his/her designee. The Superintendent or his/her designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or his/her designee.

Responsible use of the Internet and other networks includes, but is not limited to:

- research
- instructional activities
- electronic mail

Because technology and ways of using technology are constantly evolving, every unacceptable use of district computers and computer systems cannot be specifically described in policy. Therefore, examples of unacceptable uses include, but are not limited to, the following.

- any illegal activity
- using electronic communications to harass others
- using the Internet for monetary gain
- vandalism of hardware or software
- using inappropriate or abusive language or behavior
- unauthorized access
- misusing and abusing passwords
- violating copyright law or engaging in plagiarism
- pornography
- private and commercial uses

- personal political activity
- downloading, installing or using software without authorization
- revealing personal identifiable information about oneself and others. Personal identifiable information includes, but is not limited to, names, photographs, family members' names
- personal identifiers such as social security numbers, student ID numbers and information about characteristics making it easy to trace a student's identity.

District Rights

The District shall include measures to address the following and/or reserves the rights to:

- a. Limiting student access to inappropriate matter as well as restricting access to harmful materials;
- b. Student safety and security when using electronic communications;
- c. Limiting unauthorized access, including "hacking" and other unlawful activities; and
- d. Limiting unauthorized disclosure, use and dissemination of personal identification information.
- e. Deem what is appropriate use and determine whether specific uses of the network are consistent with this acceptable use policy.
- f. Monitor all activity on the Waterbury Public Schools Wide Area Network, computer network, including Internet, homepages, email accounts, blogs, pod casts and other forms of electronic communication.
- g. Log network use and monitor storage disk space utilization by users.
- h. Cooperate fully with any investigation concerning or relating to any illegal activity.
- i. Monitor school websites for content in accordance with Policy 5145.2.

All students and staff must sign an agreement to adhere to this Acceptable Use Policy. Student agreements must be co-signed by either parents/guardians.

Acceptable Use In-school of the Internet and Other Networks, regulations

- Must be in support of educational objectives and research consistent with the district policy
- Must use rules of network etiquette, which include the use of appropriate language and polite responses
- No abusive language of any type, including swearing and name-calling
- Be considerate of others on the Internet
- Send appropriate E-mail to others and understand that E-mail is not guaranteed to be private
- Unauthorized use of copyrighted material is prohibited
- Never divulge personal information; this includes but is not limited to personal address, telephone number, credit card number, bank account number, social security number, etc
- Do not share your password with anyone
- Do not interfere with or disrupt network users, services, traffic, or equipment (Disruptions include, but not limited to, distribution of unsolicited advertising, propagation of computer viruses, and attempting to gain access to restricted or unauthorized network services)
- Do not engage in activities which are prohibited under local, state or federal law
- Do not use telecommunications access to transmit threatening, obscene, or harassing materials
- Do not retrieve or send unethical, illegal, immoral, inappropriate or unacceptable information including, but not limited to, sexually explicit materials pornographic materials, hate materials, devil worshiping, etc.

LEAVING SCHOOL GROUNDS/RELEASE OF STUDENTS FROM SCHOOL

Under no circumstances may a student leave the school or school grounds during school hours without permission from his/her parents or guardians and school administration. In the event it is necessary for a

student to be dismissed early, a parent or guardian should send a written request to the office. Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student's parent or guardian. Children of single-parent families will be released only upon the request of the parent whom the court holds directly responsible for the child and who is identified as such in the school records, unless prior arrangements have been made with the school. Arrangements should be made with the building administrator of the parent/guardian to pick up the student in the school office. If someone other than a parent/guardian picks up the student, the person appearing in the school office should bring a note of identification from the parent/guardian. Dismissal before the close of school is granted only for emergencies. Students must report to the Assistant Principal to obtain such permission. A minimum of four and half (4 ½) hours constitute a school day. Parents must provide a written reason for dismissal and a current phone number where they can be reached for confirmation. (Refer to The City of Waterbury Safe School and Positive Climate Handbook.)

LOCKERS

Each student is assigned her/his own locker. It is the student's responsibility to maintain this locker properly and to keep it locked at all times, so as to safeguard his personal belongings. Never leave combination locks on 'set' position. ***Students must provide a lock for both their homeroom locker and gym locker. The student should not share his locker combination with classmates.

The school has an obligation to maintain proper standards of environment. Therefore, where there is a suspicion of a condition which endangers the health, welfare or safety of any student, the school not only has the right, but the obligation to examine locker contents.

LOST AND FOUND

All articles, which are found, should be taken to the Main Office. Inquiries about lost articles may be made at the office.

MEDIA CENTER/LIBRARY

This library media center, located on the main level, is a state of the art educational research facility for the entire school population. It is handicapped accessible to meet the needs of the entire community. Equipped with upwards of fifteen thousand (15,000) volumes including works of fiction and non-fiction as well as subscriptions to both popular and professional publications, and a wide selection of audio-visual materials, it meets the personal and educational needs of students, faculty, and staff alike. In addition to the computer terminals where individuals can access internet resources, ample table space is available for students to quietly complete assignments during their scheduled study halls, and for faculty to prepare lessons, correct tests, or work on grades.

Permanent screens, LCD projectors, and laptop computers allow the central area to be used for group presentations by classes, clubs, faculty, staff, and the community as a whole. Two fully equipped computer rooms with access to multiple laptops and a conference room are available for research and classroom instruction.

MESSAGES

If an emergency occurs, please contact the office of the Vice-Principal (203-574-8150, Ext. 2) and the student will be notified. No personal messages will be accepted.

NO CHILD LEFT BEHIND (NCLB) – PARENTAL RIGHT-TO-KNOW NOTICE - At the beginning of each school year, school districts that receive Title I funds must notify parents of all children in a school or program supported by Title I funds, that they may request information regarding the professional qualifications of their child's classroom teacher (s). Upon request, the information must be provided in a timely fashion and include, at a minimum:

- Whether the teacher has met state qualifications and certification criteria for the grade level and subject areas taught;
- Whether the teacher is teaching under a DSAP, Minor Assignment, Limited Extended Authorization, Interim Certificate or long-term substitute permit;
- Whether the teacher is teaching out of his/her endorsement area;
- The baccalaureate degree major and any other graduate certification or degree held by the teacher and the field of discipline of degree;
- Whether the child is provided with paraprofessional services and, if so, their qualifications.

ONLINE COURSES

The Waterbury Board of Education has approved an online program of study, which allows enrolled students to complete selected coursework for the purpose of credit retrieval only. Courses available for online credit retrieval are: English 9 (011W); English 10 (021W); English 11 (031W); English 12 (041W); Algebra 1 (301W); Algebra 2 (321W); Geometry (351W); Physical Science (431W); Biology (401W);

Chemistry (421W); Physics (451W); World History (571W); Civics (531W); U.S. History 2 (541W); U.S. History 3 (551W). Discuss your eligibility for this online course program with your Guidance Counselor.

OUTSIDE ACTIVITIES

Sale of tickets, candy, food, beverages, or other items or advertising for outside activities is prohibited in the school building. Posters for outside activities and the sale of tickets for non-sponsored school activities must have approval from the Office of the Superintendent of Schools.

PARENT INVOLVEMENT POLICY

We are committed to an equal partnership with parents and guardians in adherence to the following:

1. Kennedy High School will make available information pertaining to:

- Curriculum/programs of study
- Local and state standards
- Graduation requirements
- Methods of contact with faculty/staff
- Bus routes
- District policies

2. Kennedy High School recognizes that parents have the responsibility to:

- Actively communicate with staff when they have a concern
- Be aware of rules and regulations of the school
- Play an active role in their student's education
- Make every effort to see that their student attends school every day, on time, in dress code, and prepared
- Utilize opportunities offered to participate in parent meetings, workshops and activities
- Respect the school, staff, other students and families

3. Kennedy High School recognizes that the members of our staff have the responsibility to:

- Communicate with parents/guardians in a friendly manner
- Provide timely communications to parents regarding their child's academic, behavioral and attendance status
- Have regular two-way communication with parents through conferences, progress reports, telephone calls and postings on the school website
- Inform parents of school activities and events through newsletters, websites, emails, and other social media outlets administered by Kennedy High School

4. Kennedy High School will engage in the following activities to promote maximum parental involvement:

- Offer parents the opportunity to provide suggestions and participate in decision making regarding activities to support/improve parent engagement
- Reinforce team work and communication to support students in reaching their highest potential

- Hold a Title 1 meeting annually explaining the nature of Title 1 regulations and programs
- Provide inclusive activities that engage parents supporting the education process, successful graduation, and advancement to a higher education or career setting

PARENT-TEACHER-STUDENT ASSOCIATION (PTSA)

PTSA is a vital link between the students, school, community and the parents it serves. Thus, parents are urged to join and take an active part in the PTSA.

PARKING REGULATIONS

The student use of automobiles on school grounds whether to drive or to park is a privilege and governed by Board of Education policy and motor vehicle laws. A permit must be issued which is valid for the academic year only to the car assigned in order for that car to be driven or parked on school grounds. Permits are issued by the administration. Students parking without a permit may have their cars towed and face further disciplinary actions.

Permits may be issued according to the following criteria:

1. Adequate space.
2. Late admissions or early dismissal.
3. Engaged in extracurricular activities.
4. Employed on a part-time basis which requires use of a car.
5. Meeting and maintaining the following responsibilities:
 - A valid driver's license, vehicle registration, and insurance as required under Connecticut Law.
 - Maintaining slow and safe control of the vehicle on the school grounds and streets surrounding school parking area.
 - Signing of release by parents waving all liability or property damage against the school, school officials and Board of Education.

This privilege may be revoked for the following reasons:

1. Driving at an excessive speed on the school grounds.
2. Reckless or dangerous driving on the school grounds.
3. Leaving the school grounds without permission.
4. Failure to park in the area designated for students.
5. At the request of their parents if student is under 18.
6. Excessive tardiness, absenteeism, or suspensions.

Kennedy High School Student Parking Requirements

1. Cars are to be driven only for the purposes of coming to school in the morning and leaving school at the end of the day, except in those instances where a student has been officially excused earlier in the day. During school hours, students may not leave, nor take any student with them, if they have not been officially excused by the main office.
2. If you leave school grounds during school hours without permission, whether you are in your vehicle or another vehicle, you may lose your parking privileges. Students who fail to comply with parking rules and related school regulations will result in disciplinary actions and loss of parking privileges.
3. Students may use their parking spaces only for those vehicles fully registered for that space. If your primary or secondary car information changes, notify Mr. McCasland immediately. A

copy of the new registration will be needed. Failure to do this will result in a loss of parking privilege.

4. No student may allow another student to use his/her parking space. Each parking space may only be used for the car(s) which was registered for that space. Failure to adhere to this policy will result in forfeiture of the parking space.
5. No student is permitted in the parking lot at any time during the day without permission. All cars should be locked throughout the day, as the school is not responsible for the automobile or its contents.
6. Cars must always be driven at a reasonable speed (5MPH) and in a safe manner.
7. Students may park only in their assigned parking space. No student is permitted to park in the faculty area, or visitor's area at any time during the day, regardless of the length of time. This includes students who are tardy to school or are returning from early dismissal. If your space is taken, do not park in another space. Report the problem to the Assistant Principal's office immediately. Make sure that you bring the license plate number of the car parked in your space. This protects your right to park in your assigned space.
8. All parking problems should be brought to the attention of Mr. McCasland.
9. Parking regulations will be strictly enforced. It is considered a privilege to park on school grounds.

John F. Kennedy High School Parking Application	
Student's Name:	_____
Address:	_____
Telephone:	_____ Class of: _____
Registered Car:	
License Plate Number:	_____
Make/Model:	_____
Registered TO:	_____

We have read and understand the "Statement of Responsibilities" regarding KHS Student Parking.	
Student's Signature:	_____
Parent's Signature:	_____ Date: _____
JFK EAGLES	
<small>*Adopted from Cheshire High School Student Parking Responsibilities Parking Application</small>	

PEDESTRIAN STUDENT REGULATIONS

1. Enter building immediately upon arrival at school. **DO NOT LOITER ON SIDEWALK OR SCHOOL STEPS. LEAVING SCHOOL GROUNDS AFTER ARRIVAL IS PROHIBITED.**

2. Proceed to your ASSIGNED LOCKER. Remove and secure all hoodies, outerwear, headphones, mp3 players, cell phones, games and other electronic devices including cameras.
3. Go directly to your first period classroom when warning bell rings (7:00 a.m., 7:15 a.m.). Do not loiter in corridors.
4. Tardy students must enter through the main lobby and report directly to the Tardy Center.
5. Walk and keep to the right on stairs and in corridors at all times.
6. Talk in normal tones. Be courteous.
7. Proceed directly to your assigned classrooms, study hall, or destination.
8. Early dismissal students must exit promptly and must leave by the front entrance.

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS) EAGLE PRIDE

PBIS at John F. Kennedy High School is designed to accentuate and acknowledge desirable student behavior in the school setting. The goal of this program is to diminish inappropriate behaviors, reduce discipline referrals, and reward students who behave appropriately. Students will be taught school-wide expectations at the beginning of the school year. Students who model appropriate behaviors will be rewarded throughout the year and with activities on PBIS reward days. Students with no violations each marking period will have the opportunity to earn an *Eagle Pride* bracelet in an effort to acknowledge positive conduct. Students who do not model appropriate behaviors will be re-taught school rules and expectations periodically throughout the year as needed by teachers, administrators, and counselors.

PROM

Students Attending Kennedy High School Proms:

Prom tickets are available to fully accredited Juniors and Seniors. Guests may attend from within the Kennedy school community or from the outside. Invited guests from within the KHS community may attend only with the approval of the Assistant Principals' Office after a review of their disciplinary and attendance records. Invited guests from outside the KHS community may only attend with the approval of the Assistant Principal's office. However, invited guests from outside must submit to the Assistant Principals' Office, the prom information sheet obtained from the class advisor, and a current photo identification. This documentation must be submitted two weeks prior to the event, so that the student data can be reviewed and a timely decision made as to the eligibility of invited guests.

PUPIL PERSONNEL SERVICES

Psychological and social services are available to the students by a written referral to the Special Services Office of the School Department. These services may be suggested by the Principal, Assistant Principal, counselors or teachers when it is felt necessary or they may be requested by the student or parent. Parental permission is necessary for referral.

KENNEDY INTERVENTION TEAM

The Kennedy Intervention Team will use a school-based approach to aid students who are experiencing problems that affect their school life. This program is based on three beliefs:

1. Students who are worried about personal problems will not learn effectively.
2. Schools often are the first system to experience the disruptive behavior of a troubled student.
3. The school provides a logical setting to help students.

The Kennedy Intervention Team approach is to promote early identification of students with problems and provide support to enable them to more successfully deal with their problems. We hope this will result in higher achievement. The Kennedy Intervention Team will respond to self-referrals, referrals from staff and other students. The nature and extent of the problem will be assessed and appropriate recommendations and referrals will be made. The team will provide follow-up service to the student, parents and staff. This program is to be viewed as a positive means of assisting students in need, and therefore, is neither mandatory nor punitive.

SCHOOL GOVERNANCE COUNCIL

The School Governance Council consists of 14 voting members and 3 non-voting members: 7 parents, 5 teachers, 2 community leaders, 2 students, and the principal. The council is intended to represent the diverse interests of families, teachers, students, and community members in an advisory capacity to school administration.

SCHOOL LEADERSHIP TEAM

The School Leadership Team, formerly the Kennedy Data Team, is a professional learning community comprised of members of the faculty and staff working to identify areas of weakness in student achievement as indicated by state tests, district level benchmark assessments and course exams. Teacher constructed assessments modeled after these state and district tests, produce specific areas of strengths and weaknesses upon which to design classroom instruction to deliver specific lessons which increase student performance.

In addition to these academic indicators, the School Leadership team works to identify strengths and habits of high performing students in order to recognize and reward students who demonstrate the work ethics of successful students. Monthly “Perfect Attendance” and “Students of the Month” provide the recognition to the students who possess these indicators of success.

SCHOOL PROPERTY & EQUIPMENT

Students should take pride in the appearance of the school and should help to keep it neat and attractive. Students will use the baskets and containers provided for wastepaper and refuse in classrooms, the cafeteria, and hallways. Please help to keep the building and grounds presentable at all times. Students will keep the area by their desks in neat and clean condition at all times.

Any student damaging or defacing school property will be financially liable for restoring the property regardless of the condition of the property at the time of the destructive act, in addition to any other discipline up to and including arrest or civil prosecution as deemed appropriate. In addition, anyone who witnesses such an act and fails to report it to the proper authorities will be considered as having contributed to that action. Such charges for damaged property will be exactly those which the school must incur to repair the damage.

SMOKING

Smoking is prohibited in all public school buildings and on all public school grounds.

SOAR

SOAR signifies School of Academic Renown. This program is based on the concept of a school within a school. Courses within this program are assigned additional quality points and are designated a level above our honors program. Participation in this program is indicated on a student's transcript.

Criteria for acceptance into this program include academic achievement at the honors level, above average standardized test scores, and teacher recommendation. Once accepted into the program, requirements include advanced coursework and attainment of credits beyond those required by the State of Connecticut for high school graduation.

Additionally, students are obligated to enter into a contractual agreement along with their parents requiring community service, compliance with the dress code, and a stringent disciplinary policy, such that they serve as role models for the entire school.

STUDENTS' GENERAL INFORMATION – What to do...

If tardy, report directly to the Tardy Desk.

If you have been absent, bring a note from home on the day you return and give it to Main Office, Period 1 teacher or Nurse.

If you wish to be excused during the day, you must have a note signed by a parent or legal guardian, and school authorities must contact your parent or guardian by telephone prior to dismissal. This note should indicate the reason for dismissal. Dismissal notes will only be accepted until 8:30 a.m.

If you become ill during the school day, secure a slip from the teacher and report to the Nurse's Office. If the nurse or aide is not available, report to the attendance office.

If you are unable to participate in physical education, you must report with a medical statement from your doctor.

If a substitute teacher replaces your regular teacher, you must report to that class. Students must respect the authority of substitutes and must recognize that they are guests of this school performing a vital service.

STUDY HALL

Students having a free period will be assigned to a Study Hall. Study Hall attendance is mandatory. This period should be devoted to class preparation only. Silence must be observed at all times. No cards, dice, or electronic devices are allowed. Such periods are provided to enable students to prepare their school work with a minimum of distraction. All students, therefore, must observe the following rules:

1. Students, upon entry to Study Hall, must take their seats promptly and start their homework immediately.
2. Students must come supplied with pencils, pens, papers, books and other necessary school materials.
3. Talking, humming or disturbances of any kind will not be tolerated. A student violating any of these rules will be reported to the Assistant Principal for disciplinary measures.

SUMMER SCHOOL

The Board of Education, on an annual basis, approves a summer school program.

- This program is designed for students who fail major subjects with a grade above 45. The cost for this summer session must be borne by the student.
- This summer program consists of a minimum of 37 1/2 hours per subject. Strict attendance, tardy and disciplinary policies are enforced.
- Further details are available from your guidance counselor.

SUPER SENIOR APPRECIATION SUPPER

Criteria for participation

- a. **Status** – Student must be a June graduate of the class of 2018 (no summer school). Student must be in attendance at Kennedy High School and have been a Waterbury Public High School student for at least four semesters/two full years.
- b. **Absences** – No more than 10 absences in any one school year. (Extenuating circumstances will be reviewed by the committee).
- c. **Tardiness/Early dismissals** – No more than a total of 8 days tardy and/or early dismissals during four years.
- d. **Discipline** – No in-house or out-of- school suspensions. All discipline records from previous school(s) will be reviewed.
- e. **Student Acceptance** as a Super Senior – Ultimately is at the Super Senior Committee by a roll call vote.

TALENTED AND GIFTED PROGRAM (TAG)

This program is for the intellectually gifted students which operate on a part-time supplementary resource model in which students receive special services from a resource teacher approximately three periods per week.

The student's program comprises of small group seminar and independent study. The seminar consists of instruction and practice of process skills; additional seminars or mini-courses are presented by mentors or consultants on topics of students' interests.

The independent study aspect of the program affords the gifted student the opportunity to identify and pursue an area of interest in greater depth than normally possible within the scope and pace of the regular classroom.

In addition to the required seminar and independent study activities, the high school program will permit the following additional options, as deemed appropriate for individuals and groups:

1. Placement in courses in local colleges.
2. Off-campus placement or internships with mentors.
3. Participation in recognized state and national programs and competitions.
4. Special large group events (conferences, workshops, symposia)

TELEPHONE USE

The office telephone is not to be used by students during their assigned class periods without an administrator's permission. Students may also receive permission to use the telephone during their assigned lunch period. Use of cell phones during the school day is prohibited. (Refer to The City of Waterbury Board of Education Safe School and Positive Climate Handbook.)

TEXTBOOK CARE AND OBLIGATIONS

Students are responsible for the care of books and supplies entrusted to their use. They will be assessed damage to textbooks, equipment or materials. In accordance with state law, the school reserves the right

to withhold grades, transcripts, or report cards until the student pays for or returns the textbooks, library book or other educational materials.

VACATIONS

School policy strongly encourages the scheduling of family vacations and trips during times which coincide with school vacations. Student absences for reasons of a family vacation or trip that takes place when school is in session are considered “unexcused absences.” Parents should note that the scheduled last day of school may, and often does, change due to inclement weather school closings.

VALUABLES

Under no circumstances should money, jewelry, or other valuables be left in desks or lockers. The school will not be responsible for articles taken from unlocked desks and lockers. Pocketbooks and book bags containing valuables are to remain with students at all times. They are not to be left unsupervised.

VIDEO RECORDERS ON SCHOOL BUSES AND SCHOOL CAMPUS

The district has installed video recording equipment on school buses to monitor school transportation and discipline. Videotaping will be done randomly during the school year, students will not be notified when a recording device has been installed and in use on their bus. Tapes will be viewed by the administration. Students violating bus conduct rules will be notified and disciplinary action will be taken. Videotapes shall be treated as protected student records under the Family Educational Rights and Privacy Act.

Video equipment will be used to monitor student behavior in common areas or campus. Students will not be told when the equipment is being used. The principal or his/her designee will review the tapes routinely and document students’ misconduct. Discipline will be in accordance with the District’s discipline policy.

VISITORS

Parents and other visitors are welcome to visit Kennedy High School. All visitors must first report to the main office, present a photo ID, and get a Visitor’s Pass. Visits to individual classrooms during instructional time shall be permitted only with the principal’s approval, and such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment.

Unauthorized persons shall not be permitted in school buildings or on school grounds. School principals are authorized to take appropriate action to prevent such persons from entering the building or from loitering on the grounds. Such persons will be prosecuted to the full extent of the law.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior will not be permitted.

WITHDRAWAL FROM SCHOOL

Students who contemplate withdrawing from school must consult the Guidance Counselor to discuss their plans and should submit written permission from parent or guardian. All books and materials on loan from

the school must be returned. All fees and money owed must be paid before transfers are processed. No student under 17 years of age can be signed out of school to attend Adult Education classes.

WORKING PAPERS

Minors (between the ages of 15 and 18) must appear in person at the office of the Superintendent of Schools or his agent when applying for first working papers, bringing with him at the time an unaltered birth certificate and a written promise of employment, signed by the employer, showing the exact nature of the job. All subsequent employers must be covered by transfers of original papers, which should be obtained, in each case, by submitting a written promise (as above) of a new job to the original office of issuance. This new promise should give the minor's name, address and the number of his first copy. Employers may use any memo or letterhead bearing the company name to submit the written promise.

Working papers are issued Monday through Friday (except holidays) at the Chase Building, 236 Grand Street. Further information may be obtained from the Guidance Dept.

JOHN F. KENNEDY HIGH SCHOOL
422 Highland Avenue • Waterbury, CT 06708

Date: _____, 2018

Today, I received my copy of the Kennedy High School Student Handbook and the Waterbury Public Schools Internet Acceptable Use Policy for the school year of 2018-2019.

My responsibility as a student is to take the Student Handbook and the Waterbury Public Schools Acceptable Use In-School of the Internet and Other Networks Policy home, give it to my parent/guardian for their review. I should also read the handbook and ask my parent/guardian to sign below and return the signed statement to my session room teacher within seven (7) days.

Signature of Student

Signature of Parent or Guardian

Date

FOR THOSE WISHING TO PARTICIPATE IN ATHLETICS

(Please read "EXTRACURRICULAR ACTIVITIES/ATHLETICS" within this Handbook.)

Please sign and return to the coach. YOU WILL NOT BE ABLE TO PARTICIPATE IN ATHLETICS UNLESS THE RULES AND REGULATIONS ARE READ AND SIGNED BY BOTH THE STUDENT AND A PARENT/GUARDIAN.

I have read the rules and regulations pertaining to the High School Athletic Program at J.F. Kennedy High School. I understand that any violation of the rules is subject to disciplinary actions or dismissal from the TEAM.

Signature of Student

Signature of Parent or Guardian

Date

FOR THOSE WISHING TO PARTICIPATE IN ATHLETICS

(Please read “EXTRACURRICULAR ACTIVITIES/ATHLETICS *Students Sports-Concussion*” within this Handbook.)

I have read and understand the document the “Student/Parent - Concussion Education Plan & Consent Form” and understand the severities associated with concussions and the need for immediate treatment of such injuries. I further understand my responsibilities to be informed and participate in the concussion education plan as described.

Student name: _____
(Print Name)

Date: _____ **Signature** _____

Parent/Guardian name: _____
(Print Name)

Date: _____ **Signature** _____

** Must be signed by Parent/Guardian and returned to school within one week.*

FOR THOSE WISHING TO PARTICIPATE IN ATHLETICS

(Please read “EXTRACURRICULAR ACTIVITIES/ATHLETICS *Students Sudden Cardiac Arrest Awareness*” within this Handbook.)

I have read and understand this document the “Student & Parent Informed Consent Form” and understand the severities associated with sudden cardiac arrest and the need for immediate treatment of any suspected condition.

Student name: _____ **Date** _____
(Print Name)

Date: _____ **Signature:** _____

I authorize my child to participate in _____ **for**
(Sport/Activity)
_____ **school year.**

Parent/Guardian name: _____
(Print Name)

Date: _____ **Signature:** _____

** Must be signed by Parent/Guardian and returned to school within one week.*

Waterbury Public Schools 2018 ~ 2019 School Year Calendar

July						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

21st - New Teacher Orientation - 7hr.
22nd - New Teacher Orientation - 7hr.
23rd - Professional Development Day - 7hr.
24th - Professional Development Day - 7hr.
27th - First Day of School

5 Days

September						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3rd - Labor Day - No School
19th - Open House Elem. 5-7pm - Early Dismissal
19th - Open House H.S. 7-9pm - Early Dismissal
19th - Early Dismissal - M.S. - Teacher Collab./PD
26th - Open House M.S. 7-9pm - Early Dismissal
26th - Early Dismissal - H.S. & Elem-Teacher Collab/PD

19 Days

October						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

5th - Professional Development - 7hr. - No School
8th - Columbus Day - No School
31st - End of the 1st MP: HS/MS/Elem

21 Days

November						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

6th - Election Day - No School/ PD Day - 7hr.
9th - Grade Submission Ends - 9AM
12th - Veteran's Day - No School
19th - Distribute 1st MP Report Cards
21st - Early Dismissal - Thanksgiving Recess
22nd & 23rd - Thanksgiving Recess - No School
28th - Pre-K & Kindergarten - End of 1st MP

18 Days

December						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

5th - Parent Conference Elem. 5-7pm - Early Dismissal
5th - Parent Conference H.S. 7-9pm - Early Dismissal
5th - Early Dismissal - M.S. - Teacher Collab./PD
6th - Pre-K & Kindergarten - Grade Submission Ends - 9AM
11th - Pre-K & Kindergarten-Distribute 1st MP Report Cards
12th - Parent Conference M.S. 5-7pm - Early Dismissal
12th - Early Dismissal - H.S. & Elem-Teacher Collab/PD
24th-31st - Winter Recess - No School

15 Days

January						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1st - New Year's Day - No School
6th - Three King's Day
11th - 17th - Mid Term Exams - Early Dismissal, HS Only
16th - Early Dismissal - Teacher Collaboration/PD
16th - End of the 2nd MP: HS/MS/Elem
21st - Martin Luther King Jr.'s Day - No School
24th - Grade Submission Ends - 9AM

21 Days

February						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

1st - Distribute 2nd MP Report Cards
15th - Lincoln's Day (Observed) - No School
18th - President's Day - No School

18 Days

March						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4th - Pre K & Kindergarten - End of the 2nd MP
8th - Professional Development - 7hr. - No School
13th - Pre-K & Kindergarten - Grade Submission Ends - 9AM
20th - Pre-K & Kindergarten-Distribute 2nd MP Report Cards
22nd - End of the 3rd MP: HS/MS/Elem

20 Days

April						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1st - Grade Submission Ends - 9AM
9th - Distribute 3rd MP Report Cards
10th - Parent Conference Elem. 5-7pm - Early Dismissal
10th - Parent Conference H.S. 7-9pm - Early Dismissal
10th - Early Dismissal - M.S. - Teacher Collab./PD
15th-19th - Spring Recess - No School
19th - Good Friday
24th - Parent Conference M.S. 5-7pm - Early Dismissal
24th - Early Dismissal - H.S. & Elem-Teacher Collab/PD

17 Days

May						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

6th - 17th - AP Exams
27th - Memorial Day - No School

22 Days

June						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

4th - Eid-al-fitr Muslim Holiday
** Pre-K - 8th-Grades due 5 days before last day
** Pre-K - 8th-Distribute Report Cards on last day
** H.S. Grade submission ends on last day
Last Day of School shall be Early Dismissal
7th - Last Day of School - Depending on Weather

5 Days

Full Day Professional Development Day
Prepared by the Computer Technology Center

School Closed
School Day

Early Dismissal Professional Development Day
BOE Approved 3-2018

KENNEDY ALMA MATER

*Hail to thee, dear Kennedy High, Hail all Hail, we sing with pride.
Sing we praises to thy name, Honor, glory be thy fame.
Loyal sons and daughters love thee; choose no other one above thee.
Proud thy banners, steep thy goals, challenge to all valiant souls.*

*Alma Mater blest by God, where so many hearts have trod;
Always seeking truth to show, seeds of wisdom to bestow.
Blest are we for having known thee, brighter still may all our lives be
For the friends both far and near, who have passed thru the portals here.*

*Ever onward thru the years, midst the toil and strife and tears
Be a beacon shining bright, spreading knowledge with thy light.
Teach again the rules of living; not for self alone, but giving
That true brotherhood shall be, noble motto of Kennedy.*

**SCHOOL MOTTO: PETERE VERITATEM
(To Seek Truth)**

SCHOOL COLORS: BLUE AND GOLD

SCHOOL MASCOT: THE EAGLE

City of Waterbury
CONNECTICUT

JOHN F. KENNEDY STUDENT HANDBOOK