

John F. Kennedy

High School

Student Handbook

Name of Student _____

Period 1 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-A						
2-A						
3-A						
4-A						
1-B						
2-B						
3-B						
4-B						

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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 Material contained herein may therefore be superseded by such Board policy, administrative regulation or negotiated agreement.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 Waterbury Public Schools is to inspire and prepare every student to be successful in and beyond school.

WATERBURY PUBLIC SCHOOLS VISION STATEMENT

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

CORE VALUES

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

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

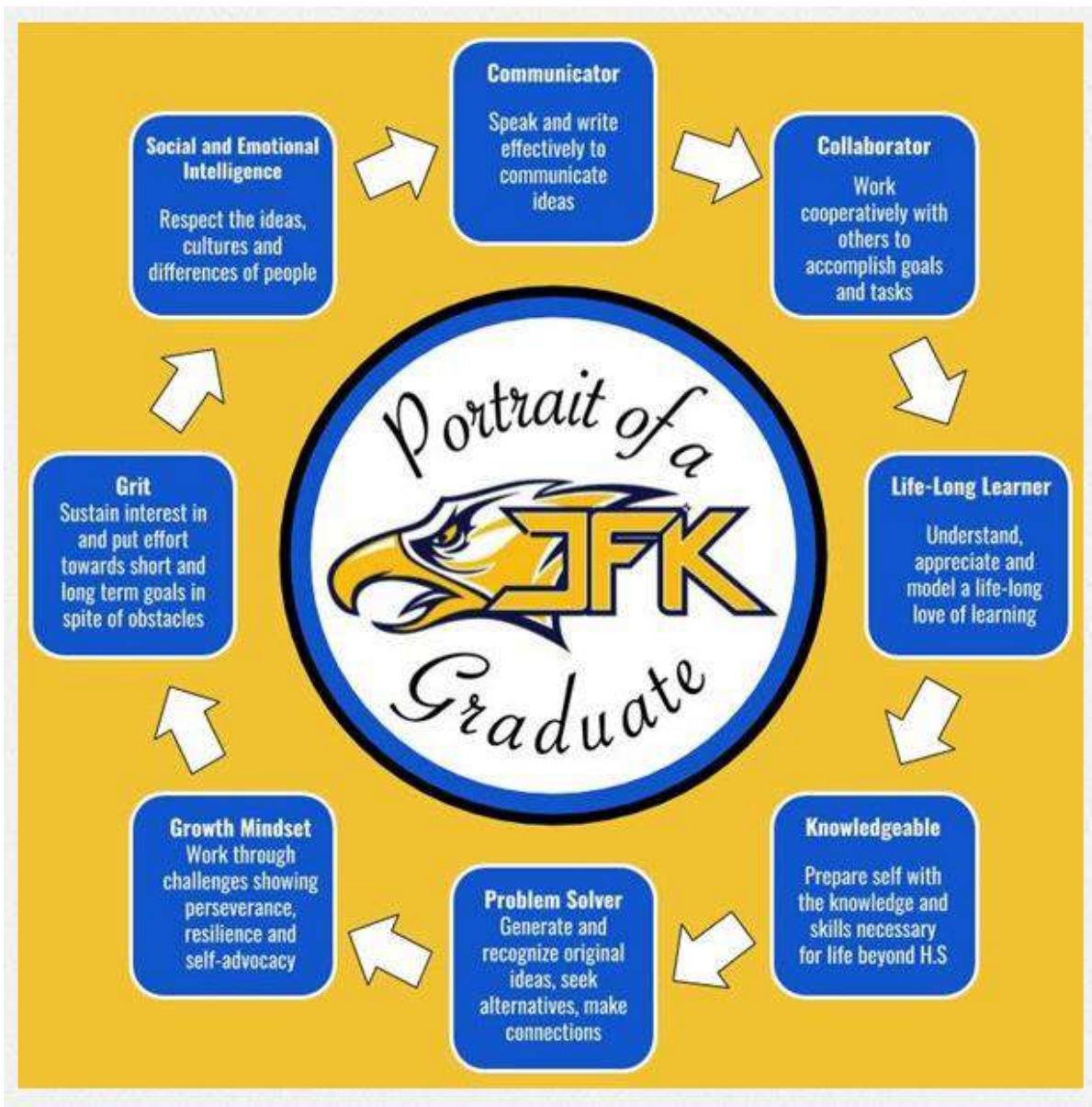
within and across disciplines.

- 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.

Portrait of a Graduate



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

NONDISCRIMINATION

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) as amended; gender identity and expression, (PA 11-55); status as a veteran (PA 17-127); or any other protected status, such as sexual orientation. The term "disability" shall be broadly construed. The question of whether an individual's impairment is a disability under the ADA shall not demand extensive analysis. The District provides equal access to the Boy Scouts and other designated youth groups.

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

EQUITY POLICY

Purpose

The purpose of this policy is to establish a framework for educational equity for all students to ensure the elimination of bias, particularly institutionalized racism - and cultural bias, as factors affecting student achievement and learning experiences, and to promote teaching and learning and work environments that welcome, respect, and value strength in diversity.

Equity in education is about inclusiveness and social justice and not to be used interchangeably with the principles of equality. The principle of educational equity goes beyond formal equality where students are treated the same. Instead, educational equity fosters a barrier-free environment in which all students have the opportunity to benefit equally. Equity is achieved when there is sufficient evidence that each child has a high- quality educational experience, and outcomes and successes are not predicated by a student's subgroup.

Definitions

For the purposes of this policy the following terms shall have these meanings:

A. "Educational equity" means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students, and (2) eliminating the racial or cultural predictability and disproportionality of which student groups occupy the highest and lowest achievement categories including rates of graduation.

B. "Institutional racism" means the collective failure of a public or private organization, implicitly or explicitly, to provide an appropriate and professional service to people because of their race/, color, language, culture or ethnic origin which can be seen or detected in practices, processes, systems, attitudes and behavior. It looks beyond individual acts of prejudice to the systemic biases that may be built into institutions. These systemic biases discriminate against and disadvantage people of color through unwitting prejudice, ignorance, thoughtlessness, or racial stereotyping while maintaining the privilege of others.

C. "Diversity" includes characteristics of persons including, but not limited to race/color, culture, language, color, creed or religion, national origin, gender, mental and physical ability, age, marital status,

family structure, citizenship status, sexual orientation, sexual expression or identity, economic status, veteran's status, and any other protected class in conformance with federal, state, and local laws.

D. "District staff" includes all faculty and staff, consultants, and contractors of the Waterbury Public Schools.

Policy

The inclusion of all students and families supports District goals to increase student engagement and academic performance.

Each child and member of the learning community deserves a respectful learning environment in which their cultural, racial, ethnic, and linguistic background is valued and contributes to successful academic outcomes. The responsibility for student success is shared by the Board of Education, District staff, students, families and the community. The Waterbury Public Schools is committed to identifying and correcting practices and policies that perpetuate racial disparities and institutional racism in all forms in order to provide all of its students with the opportunity to succeed. Learning and work environments are enriched and improved by the contributions, perspectives, and very presence of diverse participants.

The Waterbury Public Schools is committed to the success of every student in each of our schools and to our mission and vision statements. Persistent achievement and opportunity gaps are unacceptable if we are to meet the goals of these statements and our moral obligations to our students, their families, and our community as a whole. These gaps are contrary to our belief that all children can learn and succeed. Adult actions must not contribute to the perpetuation of inequities that create barriers to student success. Furthermore, adult actions must concentrate on the elimination of gaps, particularly those that are predicated on a student's race, ethnicity, home language, personal characteristics, or culture, and on the assurance of educational equity between students.

The Board is committed to hiring the most qualified employees who will bring their unique talents and skills into the school system. The District shall employ staffing processes that support and promote cultural, racial, ethnic, and linguistic diversity in its staff through recruitment, employment, training and retention of highly qualified employees that reflect the diversity of our students and community. It is important that all students see themselves as part of the education system. As such, the District is committed to increasing the recruitment and retention of highly qualified diverse staff.

The District shall offer opportunities for all staff to improve culturally responsive instructional practices, curriculum, and assessments in order to increase our individual and collective capacity to effectively teach our student population. Practices, procedures and programs that result in over or under representation of any group of students, compared to peers, shall be subject to close review to assure that such results are due to legitimate educational, social or emotional needs. Practices that do not meet this close review shall be modified or eliminated. Teachers, administrators and district staff shall collaborate to establish and implement researched based culturally responsive instructional practices, curriculum and assessments.

The District shall offer opportunities for all staff to improve its cultural competencies in serving a diverse student body and community. The District staff shall work together to increase their individual and collective capacity to effectively teach a culturally, racially and ethnically diverse student population and serve culturally, racially and ethnically diverse families and communities. The District shall provide professional development to staff specifically designed to strengthen employee's knowledge and skills for eliminating opportunity and achievement gaps between groups of students. The District shall seek partnerships with outside agencies, organizations and persons who have demonstrated culturally specific expertise to assist the District in meeting its equitable education and business goals, including, but not limited to: (1) government agencies, (2) non-profit organizations, (3) businesses, and (4) other community groups that support educational equity and cultural competencies.

The District is committed to promoting and providing equitable distribution of resources, opportunities, facilities and supports, even when this means differentiating resource allocations on the basis of student

needs. Resource allocation shall support the definition of educational equity adopted in this policy while complying with state and federal funding mandates.

The District shall promote the diversification of its vendor and supplier corps in accordance with law and district policy.

The Board, Superintendent, and staff commit to using an equity verification protocol to ensure all future policies have a significant impact on the equitable advancement of learning and resource allocation for the success of every child. This commitment also includes conducting assessments on policies that are periodically reviewed and updated through the policy development process.

Responsibility

A. The Board shall consider the values stated in this policy in conducting its business and in exercising its responsibilities to the people of this community.

B. The Superintendent shall establish in accordance with this policy such plans and procedures as may be necessary and appropriate to accomplish its purpose and intent. Plans and procedures established shall include clear accountability for actions and oversight.

C. The Superintendent shall promulgate regulations for the implementation of this policy as deemed necessary.

D. The Board and Superintendent shall establish specific goals to implement this policy as permitted by law and deemed necessary.

E. The Superintendent shall annually report to the Board and the community regarding District performance goals on academic achievement and progress toward meeting these goals and closing the achievement gap.

F. Families are partners with the District in a collaborative effort to address achievement and opportunity gaps.

G. Students are partners in their academic achievement. School attendance and engagement are essential to reduce achievement and opportunity gaps that exist.

H. The Board, Superintendent and employees will work with students and families to identify barriers to achievement and opportunities for academic success.

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 addressed 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.

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.

TITLE IX

The Board of Education agrees to comply with Title IX of the Education Amendments of 1972 and the Regulations promulgated pursuant thereto, the Board designates the Deputy Superintendent of Schools, as Compliance Officer. The Board shall, at least annually, notify all students, parents, employees and labor organizations with which it deals of the name, address and phone number of the Compliance Officer and the procedure for processing grievances.

Except as hereinafter noted, all complaints shall be addressed in writing to the Board designated Compliance Officer and he/she shall be responsible for investigating all complaints. Upon investigation, the Compliance Officer shall effectuate any changes deemed necessary to eliminate any discriminatory practices and shall inform the complainant in writing of his/her actions within ten (10) days of the receipt of such complaint. The Compliance Officer for J.F. Kennedy High School is Assistant Principal Karlyn Fitzpatrick at 203.574.8228.

If the complainant is not satisfied with the action of the Compliance Officer, within ten (10) days, the complainant may appeal the action of the Compliance Officer in writing to the Board of Education. The Board of Education shall hold a hearing within fifteen (15) days of receipt of such written request and

shall decide what, if any, remedies are necessary to eliminate the practices deemed discriminatory. The Board shall notify the complainant in writing of its decision within ten (10) days after such a hearing. Employees who are represented by labor organizations recognized by this Board for the purposes of collective bargaining shall process all complaints of alleged Title IX violations through the grievance procedures set forth in the applicable collective bargaining contracts.

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

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

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

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.

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, all student drivers must receive a parking permit.

BELL SCHEDULES

SCHEDULE #1 REGULAR DAY Block Schedule-A/B Days Early Bells 7:00; 7:10; 7:15	
<u>1:50 PM Dismissal</u>	
PERIOD 1-A	7:20-8:47
PERIOD 2-A	8:52-10:18
PERIOD 3-A	10:23-12:18
PERIOD 4-A	12:23-1:50
PERIOD 1-B	7:20-8:47
PERIOD 2-B	8:52-10:18
PERIOD 3-B	10:23-12:18
PERIOD 4-B	12:23-1:50
<i>Dismissal</i>	1:50

SCHEDULE #2 SHORT DAY/EMERGENCY	
<u>11:00</u>	<u>Dismissal</u>
PERIOD 1	7:20 - 8:12
PERIOD 2	8:17 - 9:08
PERIOD 3	9:13 - 10:04
PERIOD 4	10:09 - 11:00
<i>Dismissal</i>	11:00

SCHEDULE #3 LATE OPENING-2 HOUR DELAY <u>1:50 P.M. Dismissal</u> Early Bells: 9:00; 9:10; 9:15	
PERIOD 1	9:20 - 10:09
PERIOD 2	10:14 - 11:02
PERIOD 3A	11:07 - 11:31
PERIOD 3B	11:36 - 12:00
PERIOD 3C	12:04 - 12:28
PERIOD 3D	12:32 - 12:56
PERIOD 4	1:01 - 1:50
<i>Dismissal</i>	1:50

BULLYING /CYBER-BULLYING POLICY

The Waterbury Public Schools are committed to providing an educational environment where the right and dignity of every student is respected.

A. **POLICY STATEMENT:** The Waterbury Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, harassment and discrimination. In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying 1) causes physical or emotional harm to a student or such student's property; 2) places a student in reasonable fear of harm to himself or herself or of damage to his or her property; 3) creates a hostile environment at school for such student; 4) infringes on the rights of such student at school; or 5) substantially disrupts the educational process.

Discrimination and/or retaliation against an individual who reports or assists in the investigation of any act of bullying are likewise prohibited. Any student who engages in bullying behavior shall be subject to appropriate disciplinary action, which action may include suspension and expulsion, and/or referral to law enforcement officials in accordance with the Board's policies and state and federal law. In addition, the Waterbury Board of Education will address teen dating violence in accordance with its Safe School Climate Plan.

B. DEFINITIONS:

Bullying is defined as the repeated use by one or more students of a written, oral or electronic communication, such as cyber-bullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly 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 is not be limited to, a written, oral 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 or expression, socioeconomic status, academic status, 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.

Cyber-bullying means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

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 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 AND LAPTOP DEVICES

Textbooks and laptops, school equipment and school buildings are the property of the Department of Education, City of Waterbury. Textbooks and laptops are loaned to students for their use. Maintaining textbooks and laptops in good condition is the student's responsibility and no excuses will be accepted for damage, loss, or theft of a textbook or laptops. In the event a textbook or laptop is lost, stolen or destroyed, it shall be the student/parent's responsibility to pay the replacement cost of the textbook and/or laptop. 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

[Waterbury Public School High School Program of Studies](#)

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 2020-2021. A copy of which is provided to students and available on the school's website.

DISCIPLINE/STUDENT CONDUCT

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

These expectations include:

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

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

The Board of Education supports the utilization of progressive discipline.

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

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

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

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.

A parent who is incarcerated is also entitled to knowledge of and access to all educational, medical or similar records maintained in the cumulative record of any minor student of such incarcerated parent except in situations (1) where such information is considered privileged as defined in C.G.S. 10-154a, (2) such incarcerated parent has been convicted of sexual assault, or aggravated sexual assault, or (3) such incarcerated parent is prohibited pursuant to a court order.

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.

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 girls' 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 eli

High School Checklist

**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>GPA</u>	<u>WHS Student Y</u>	#	<u>GPA</u>	<u>WCA Student Z</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 either 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.

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
 MRS. KARLYN FITZPATRICK, Assistant Principal
 MR. MATTHEW J. GWIAZDOSKI, Assistant Principal
 MR. GEORGE T. SMALLEY, Assistant Principal

GUIDANCE COUNSELORS

Ms. Jacobs Dr. Mikael Ms. Moutinho Mr. Poulter Mrs. Stellmach

TEACHERS

Mrs. Anton	SPED	Ms. Elder	SS	Ms. Rosin-Capolupo	SS
Mrs. Amodeo-Titley	ART	Mr. Enquist	ART	Ms. Rothen	MATH
Mr. Bernabe	SCIENCE	Mr. Ferrare	PHYS ED	Dr. Sagnella	W LANG
Ms. Borges	SCIENCE	Mr. Flaherty	MATH	Ms. Salcito	SS
Ms. Bosworth	SS	Mr. Fricks	SPED	Mr. Saraceno	TECH ED
Dr. Brown	SPED	Ms. Gaynes	SPED	Mr. Sarlo	SS
Mr. Buda	TECH ED	Mrs. Gianelli	W.LANG	Mrs. Sasso*	BUSINESS
Ms. Burke	PHYS ED	Mrs. Gomulinski	SPED	Mr. Schmidt	SPED
Mr. Burns	BUSINESS	Mr. Heron	SS	Ms. Scialla	MATH
Mrs. Byron*	MATH	Mrs. Joyce*	SS	Mrs. Scrivano	SPED
Mrs. Calabro	SPED	Ms. Kearns	W. LANG	Mr. Stango	PHYS ED
Ms. Carpinella	ART	Mr. Krisavage	PERM. SUB	Ms. C. Sullivan	MATH
Mr. Caruso	ENGLISH	Mr. Lachance	PHYS ED	Mrs. K. Sullivan	ENGLISH
Ms. Cinquegrana	W LANG	Mr. LaFayette	SCIENCE	Mrs. Szwaba	MATH
Mr. Clark	TAG	Ms. Lawrence	ENGLISH	Ms. Travisano	ENGLISH
Mrs. Clark	SCIENCE	Mr. Likorama	W LANG	Mr. Turek	SS
Ms. Costa	AL HEALTH	Ms. Martinez	ESL	Mr. Unluturk	MATH
Ms. Cremins	ENGLISH	Mr. McGrath	BUSINESS	Mr. Walker	SCIENCE
Ms. Cumbo	PHYS ED	Ms. Miceli	AL HEALTH	Mr. Wiener	ENGLISH
Dr. Cybart-Persenaire	ENGLISH*	Mr. Mobilio	SS	Mrs. Wright	SCIENCE
Mr. Danaher	TECH ED	Mrs. Morris	SCIENCE		
Ms. Davis	SPED	Mr. Murphy	ENGLISH		
Mr. DelDebbio*	SCIENCE	Dr. Nigam	SCIENCE		
Dr. Dell'Anno	SPED	Mrs. A. Ortiz	SCIENCE		
Ms. DeSantis	FCS	Mr. Pantoni	ESL		
Ms. H. DeVeau	ENGLISH	Mrs. Pape	MUSIC		
Ms. N. DeVeau	MATH	Mr. Phostole*	SPED		
Mr. Dos Santos	BUSINESS	Ms. Pisani	TECH ED		
Mr. Drabik	BAND	Mr. Rego	PERM SUB		
Ms. Drewry	ENGLISH	Mrs. Rincon	W LANG		
Mr. Edwards	MATH	Ms. Rodriguez	SPED		

*Department Chairperson

SPECIALISTS

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

SECRETARIES

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

HEALTH OFFICE

Mrs. L. Breton, R.N.
Ms. J. Estrada - Aide

SECURITY

Mr. R. Camelletti Mr. R. Readell

LIBRARY MEDIA SERVICES

Ms. L. Lizak

CAFETERIA

Mrs. C. Dziezynski, Manager

HEAD CUSTODIAN

Mr. C. Palangio

PARAPROFESSIONALS

Nancy Cocchiola	Iris Cosme	Justine D'Amelio	Consuelo Finelli
Shawntina Hodges	Ferba Johnson	Amy Lafountain	Cheryl Marshall
Joseph Martinez	John Phelan	Maximina Reyes	Mary Samaha
Maria Sanchez	Sharon Sweatt		

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.

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:

A+	= 4.33	B+	= 3.33	C+	= 2.33	D+	= 1.33
A	= 4.0	B	= 3.0	C	= 2.0	D	= 1.0
A-	= 3.67	B-	= 2.67	C-	= 1.67	F	= 0.00

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

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

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

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

In the event that schools are unexpectedly closed under a municipal, state or federal mandate for ten (10) or more consecutive school days, and with the approval of the Board of Education, the Superintendent will provide equitable grading procedures in the best interest of all students that account for such a closure and communicate the changes in procedures. In the event of such a closure, the Superintendent's grading procedures will supersede the formulas and grading policies. These procedures will remain in effect, by decision of the Superintendent and the Board of Education, until a time deemed appropriate.

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 2020 through 2022

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

Graduation Requirements 22 credits

- 4.0 English
- 3.0 Mathematics
- 2.0 Science
- 3.0 Social Studies
(1.0 US History & 0.5 Civics)
- 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	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.

High School Graduation Exit Criteria for Graduating Classes of 2023 and Beyond

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

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

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

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

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

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

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

<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.

Graduation from Waterbury Public Schools implies (1) that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve, (2) that they have satisfactorily passed any examinations and satisfactorily demonstrated the district's performance standards, assessed in part by the statewide mastery examinations, established by the faculty and approved by the Board of Education, and (3) that they have fulfilled the legally mandated number and distribution of credits.

High School Graduation Exit Criteria, continued

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

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

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

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

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

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

In addition, also beginning with the graduating class of 2023, the Board of Education will provide adequate student support and remedial services for students. Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements, previously listed if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in summer school or through an on-line course; (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education, allowing students who received a failing score, as determined by the Commissioner of Education, on an end of the school year exam to take an alternate form of the exam; and (3) allowing those students whose individualized education plans state that such students are eligible for an alternate assessment to demonstrate competency on any of the five core courses through success on such alternate assessment.

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

High School Graduation Exit Criteria, continued

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

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

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

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

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

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

Connecticut Seal of Biliteracy

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

Native American tribe. The Board of Education shall include on such student's transcript a designation that the student received the "Connecticut Seal of Biliteracy."

Transfer and Home School Student

For students who transfer to Waterbury Public Schools from another state, country, school, program, or home-schooling situation, including educational programs that are not aligned with the District's High School's cross curricular and content area graduation standards, the Principal shall evaluate the value of the student's prior educational experiences and determine to what degree the student has met the school's graduation requirements. After enrolling in the District, these students will need to satisfy all assessment, proficiency, and graduation requirements in the appropriate subject areas, as determined by the Principal or his/her designee. The Superintendent will ultimately determine whether these students are eligible to receive a diploma. Home-schooled students must have attended a Waterbury Public School High School for a minimum of two (2) years or four (4) semesters to be eligible for a diploma.

Students Receiving Special Education Services

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

Academic Advancement Program

The Board of Education permits students in grades eleven and twelve to substitute (1) achievement of a passing score on an existing nationally recognized examination as determined, by the State Department of Education, or series of examinations approved by the State Board of Education, (2) a cumulative grade point average determined by the State Board of Education and (3) at least three letters of recommendation from school professionals (defined in 10-66dd), for the required high school graduation requirement. The State Board of Education will issue an Academic Advancement Program Certificate to any student successfully completing such program. The Academic Advancement Program Certificate shall be considered in the same manner as a high school diploma for purposes of determining eligibility of a student for enrollment at a Connecticut public institution of higher education.

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

Participation in Graduation Ceremony

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

(NOTE: Graduating Class is defined as a group of students who started ninth grade for the first time and are expected to graduate in four years. For example, if a student started as a freshman in 2019/2020 then their expected graduating class would be 2023.)

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 three (3), 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.

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:

Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's performance.

Submission to or rejection of such conduct by an individual is used as the basis for decisions affecting such individual; or

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:

Unwelcome sexual advances from an individual, such as unwanted hugs, touches, or kisses;

Unwelcome attention of a sexual nature, such as degrading, suggestive or lewd remarks or noises;

Dirty jokes, derogatory or pornographic posters, cartoons or drawings;

The threat or suggestion that continued success depends on whether or not the individual will submit to or tolerate harassment; and

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:

Make his/her unease and/or disapproval directly and immediately known to the harasser and direct them to stop their behavior.

Make a written record of the date, time, and nature of the incident (s) and the names of any witnesses; and 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.

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;

Responsible for promptly referring reports or complaints of sexual harassment to the Principal.

Responsible for maintaining complete and thorough documentation of any reports or complaints of sexual harassment.

The Administration or designee will be responsible for the investigation of the reports or complaints of harassment;

Appropriate disciplinary or other action will be taken based on the circumstances.

A. 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
- Accessing google classroom and 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 Assistant Principals (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. Smalley 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. Smalley.
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

*Adopted from Cheshire High School Student Parking Responsibilities Parking Application

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 40. 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.

UPWARD BOUND PROGRAM

Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound serves: high school students from low-income families; and high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants' complete secondary education and enroll in and graduate from institutions of postsecondary education.

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, with an appointment. 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.

WEAPONS AND DANGEROUS INSTRUMENTS

The Board of Education determines that possession, concealment, and/or use of a weapon by a student is detrimental to the welfare and safety of the students and school personnel within the district. Possession and/or use of any dangerous or deadly weapon, firearm, or destructive device in any school building on school grounds, in any school vehicle, or at any school-sponsored activity is prohibited.

Such weapons include but are not limited to any pistol, revolver, rifle, shotgun, air gun or spring gun; slingshot; bludgeon; brass knuckles or artificial knuckles of any kind; knives having a blade of greater than two inches, any knife the blades of which can be opened by a flick of a button or pressure on the handle, or any pocketknife where the blade is carried in a partially opened position; martial arts weapon; destructive device.

A "dangerous weapon" is any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious injury. A "deadly weapon" is any instrument, article or substance specifically designed for and presently capable of causing death or serious injury.

Pursuant to federal law, the term firearm includes, but is not limited to, any weapon designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or destructive device. A student who violates this policy will be reported to law enforcement authorities.

A "destructive device" is considered any device with an explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device which is designed primarily for use as a signaling, pyrotechnic, line-throwing, safety or similar device.

The possession or use of any such weapon or devices will require that the proceedings for the suspension and/or expulsion of the student involved will be initiated immediately by the principal. If the student is found to have possessed a firearm or other dangerous weapon as defined in Connecticut General Statutes 53a-3 in violation of 29-35 or 53-206, in or on the real property of a school or at any school activity as defined in Connecticut General Statutes 10-233a, he/she must be expelled for one calendar year. The Board of Education or hearing board may modify the period of expulsion on a case by case basis. To

comply with federal law, any finding of an exception shall be reduced to writing. All legal restrictions and requirements will be adhered to pertaining to special education students.

The Board shall consider a student's conduct off school grounds that is seriously disruptive of the educational process and is violative of publicized policies of the Board as grounds for expulsion.

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: _____, 2021

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 2021-2022.

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

2021 – 2022 School Year Calendar

July					August					September				
Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
			1	2	2	3	4	5	6			1	2	3
5	6	7	8	9	9	10	11	12	13	6	7	8	9	10
12	13	14	15	16	16	17	18	19	20	13	14	15	16	17
19	20	21	22	23	23	24	25	26	27	20	21	22	23	24
26	27	28	29	30	30	31				27	28	29	30	
1st - Administration Professional Learning					1st - Early Dismissal / PD Day					1st - Early Dismissal / PD Day				
19th - 20th - New Teacher Orientation - Thr.					2nd - Professional Development Day - Thu.					8th - Labor Day - No School				
22nd - Professional Development Day - Thu.					24th - Professional Development Day - Thu.					7th - Rosh Hashanah - Jewish Holiday				
25th - Professional Development Day - Thu.					25th - Professional Development Day - Thu.					8th & 9th - CN Early Dismissal / PD Day				
30th - First Day of School					30th - First Day of School					15th - Open House Elem. 5-7pm - Early Dismissal				
					2 Days					21 Days				
October					November					December				
Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
				1	1	2	3	4	5			1	2	3
4	5	6	7	8	8	9	10	11	12	6	7	8	9	10
11	12	13	14	15	15	16	17	18	19	13	14	15	16	17
18	19	20	21	22	22	23	24	25	26	20	21	22	23	24
25	26	27	28	29	29	30				27	28	29	30	31
1st - Professional Development - Thu - No School					1st - End of the 1st MP: HS/MS/Elem					1st - Early Dismissal / PD Day				
8th - Early Dismissal / PD Day					2nd - Election Day - No School					9th - Pro-K & Kindergarten - Grade Submission Elem - 9AM				
11th - Columbus Day - No School					3rd - Early Dismissal / PD Day					8th - Parent Conference Elem. 5-7pm - Early Dismissal				
13th, 20th, 27th - CN Early Dismissal / PD Day					10th - Grade Submission Ends - 9AM					8th - Parent Conference HS 7-9pm - Early Dismissal				
					19 Days					8th - Early Dismissal - M.S. - Teacher Collab. PD				
					11th - Veterans Day - No School					17th - Pro-K & Kindergarten-Distribute 1st MP Report Cards				
					18th - Distribute 1st MP Report Cards HS/MS/Elem					15th - Parent Conference M.S. 5-7pm - Early Dismissal				
					22nd - Pro-K & Kindergarten - End of 1st MP					17th - Early Dismissal - HS & Elem-Teacher Collab PD				
					24th - Early Dismissal - Thanksgiving Recess					22nd - CN Early Dismissal / PD Day				
					25th & 26th - Thanksgiving Recess - No School					24th - 21st - Winter Recess - No School				
					29th & 30th - CN Early Dismissal / PD Day					17 Days				
January					February					March				
Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
						1	2	3	4			1	2	3
3	4	5	6	7	7	8	9	10	11	7	8	9	10	11
10	11	12	13	14	14	15	16	17	18	14	15	16	17	18
17	18	19	20	21	21	22	23	24	25	21	22	23	24	25
24	25	26	27	28	28					28	29	30	31	
31					2nd - Early Dismissal / PD Day					2nd - Early Dismissal / PD Day				
1st - New Year's Day					3rd - Distribute 2nd MP Report Cards					8th - Professional Development - Thu - No School				
3rd - School Reunion					11th - Presidents Day (Observed) - No School					7th - Pro-K & Kindergarten - End of the 2nd MP				
5th - Early Dismissal / PD Day					22nd - Lincoln's Day (Observed) - No School					17th - Pro-K & Kindergarten - Grade Submission Ends - 9AM				
10th - Three Kings Day - No School					22th, 19th, 20th - CN Early Dismissal / PD Day					22nd - Pro-K & Kindergarten - Distribute 2nd MP Report Cards				
19th - 14th - Mid Term Exams - Early Dismissal HS Only										28th - End of the 3rd MP: HS/MS/Elem				
17th - Martin Luther King Jr. Day - No School										9th, 16th, 23rd, 30th - CN Early Dismissal / PD Day				
19th - End of the 2nd MP: HS/MS/Elem										22 Days				
27th - Grade Submission Ends - 9AM														
12th, 19th, 26th - CN Early Dismissal / PD Day														
19 Days					18 Days					22 Days				
April					May					June				
Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
				1	2	3	4	5	6			1	2	3
4	5	6	7	8	9	10	11	12	13	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20	13	14	15	16	17
18	19	20	21	22	23	24	25	26	27	20	21	22	23	24
25	26	27	28	29	30	31				27	28	29	30	
9th - Grade Submission Ends - 9AM					3rd - 14th - AP Exams					** Pro-K - 9th-Grade due 5 days before last day				
8th - Parent Conference Elem 5-7pm - Early Dismissal					3rd - End of 7th Martin Holiday					** Pro-K - 9th-Distribute Report Cards on last day				
8th - Parent Conference HS 7-9pm - Early Dismissal					4th - Early Dismissal / PD Day					** HS - Grade submission ends on last day				
9th - Early Dismissal - M.S. - Teacher Collab. PD					10th - Memorial Day - No School					Last Day of School shall be Early Dismissal				
12th - Distribute 3rd MP Report Cards					10th, 16th, 23rd - CN Early Dismissal / PD Day					1st - Early Dismissal / PD Day				
18th - Parent Conference M.S. 5-7pm - Early Dismissal										8th - CN Early Dismissal / PD Day				
15th - Early Dismissal - HS & Elem-Teacher Collab PD										13th - Last Day of School - Depending on Weather				
15th - Good Friday - No School														
18th - 22nd - Spring Recess - No School														
27th - Early Dismissal / PD Day														
15 Days					21 Days					9 Days				
Full Day Professional Development Day					School Closed					Early Dismissal Professional Development Day				
Prepared by the Computer Technology Center					School Day					181 School Days				
Commissioner's Secretariat/CN Early Dismissal/PD Day, Waterbury Walk South from last 9th										A001 approved 7/13/2021				

You may also access the school calendar at <http://www.waterbury.k12.ct.us/Content2/calendars>

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

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**J. F. KENNEDY HIGH SCHOOL
STUDENT HANDBOOK**