



WATERBURY
Public Schools

Today's Students, Tomorrow's Leaders

Student/Parent Handbook 2019-2020

Waterbury Board of Education


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

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 Material contained herein may therefore be superseded by such Board policy, administrative regulation or negotiated agreement.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,” “students,” or “children.” 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 Discipline/Student Conduct Policy 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.

All Board policies can be found on the District’s website www.waterbury.k12.ct.us.

EQUAL OPPORTUNITY

Each student is encouraged to develop and achieve individual educational goals. The district will provide every student with equal educational opportunities regardless of race, color, creed, gender, sexual orientation, gender identity or expression, national origin, religion, age, economic status, marital status, status as a veteran or disability. No student will be excluded on such basis from participating in or having access to any course offerings, student athletics, counseling services, employment assistance, extracurricular activities or other school resources. Programs and activities shall be accessible and usable by individuals with disabilities as prescribed by law. The District provides equal access to the Boy Scouts and other designated youth groups. For further information please contact the Human Resource Office who will coordinate compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

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ADMISSION/PLACEMENT

All children entering the Waterbury School System in grades kindergarten through eighth grade can register at the Waterbury Public Schools Welcome Center, One Jefferson Square, 185 South Main Street, Waterbury, 203-346-3511. All registration hours are 8:00 a.m. to 2:30 p.m., Monday through Friday. High school students can register at their district school in order to facilitate course selection. Families interested in pre-kindergarten registration may contact the Office of Early Childhood, 30B Church Street, Waterbury, 203-574-8025.

ADVANCED PLACEMENT COURSES

Advanced Placement (AP) is a college level course that follows the challenging plan of instruction issued by the Advanced Placement Board. Students participating in AP courses will take the Advanced Placement Examination administered by the AP Board. Successfully meeting criteria on the AP exam may earn a student college credit.

AIDS CURRICULUM

It is the policy of the Board of Education to provide during the school day, planned, ongoing, systematic instruction on Acquired Immune Deficiencies Syndrome (AIDS). Parents who wish to have their child excused from such instruction shall communicate this request to the principal.

AMERICANS WITH DISABILITIES ACT AND SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 ensures support for individuals with disabilities. Individuals with disabilities are provided a free and appropriate education (FAPE), and are accommodated and employed without discrimination related to their disabilities.

It is the intent of the District to provide a free and appropriate public education to each Section 504/ADA qualified and eligible student with a disability within its jurisdiction, as defined in 28 CFR, Parts 35 and 36, of the Amendments to Americans with Disabilities Act, Title II and Title III.

Section 504 prohibits discrimination against persons with disabilities (both students and staff members) by school districts receiving federal assistance of any kind for any program or activity. Districts may not discriminate against any person with a disability, regardless of whether the program or activity in which that person is involved receives federal funding directly.

Under 504 [29 U.S.C. & § 706(8)] a person is considered to have a disability if that person:

1. has a physical or mental impairment which substantially limits one or more of such person's major life activities.
2. has a record of such an impairment, or
3. is regarded as having such an impairment

Should you have any questions regarding Section 504, please call either your child's school principal or the Pupil Personnel Department at 203-574-8017.

ASBESTOS

Legislation requires all school buildings to be reevaluated to determine if asbestos is present and if it poses a significant health hazard to the building's occupants. The District has on file plans showing the location of asbestos in each building and measures undertaken to comply with regulations to maintain a safe school environment. Request to review these plans may be made in the school office.

ATTENDANCE

Introduction and Definitions

Connecticut state law requires parents to make sure that their children between the ages of 5 to 18 attend school regularly. Daily attendance is a key factor in student success, thus any absence from school is an educational loss to the student. These rules are designed to minimize student absenteeism while providing students the opportunity to make up school work missed due to a legitimate absence.

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

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

Excused Absence

A student's absence from school shall be considered "excused" if a 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:

- 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.
- B. Students receive an excused absence for the tenth absences and all absences thereafter, when they are absent from school for the following reasons:
 1. Student illness, verified by a licensed medical professional, regardless of the length of the absence.
 2. Students observance of a religious holiday.
 3. Death in the student's family or other emergency beyond the control of the student's family.
 4. Court appearance which are mandated. (Documentation required)
 5. The lack of transportation that is normally provided by the district other than the one the student attends.
 6. Extraordinary educational opportunities pre-approved by District administration and in accordance with Connecticut State Department of Education guidelines.
 7. Additional 10 days for children of service members.

The responsibility for makeup of work lies with the student, not the teacher. Unless a student has an extended illness, all makeup privileges must be completed within five (5) school days after the student returns to school.

Unexcused Absence

Unexcused absences are those which do not fall under any of the excused absences. Students who have unexcused absences may be denied makeup privileges. Such absences may also be reflected in the students' final grade.

Absences which are the result of school or district disciplinary action are excluded from the definitions.

Although the school will maintain records and keep parents informed within the limit of its capability, parents and students are expected to keep accurate attendance records and compare them to report cards issued quarterly. Parents are also encouraged to contact the teachers, guidance counselors and administrators to get help in verifying attendance and attendance records at any time during the year.

Chronic Absenteeism

A 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 the school year is considered to be a "chronically absent child." Such a student will be subject to review by the attendance review team and the chronic absenteeism prevention and intervention plan developed by the State Department of Education.

Truancy

Truancy is defined by statute as absence(s) from school without the knowledge or approval of parents/guardians and/or school officials. A student age five to eighteen inclusive with 4 (four) unexcused absences in one month or 10 (ten) unexcused absences in a school year will be considered a truant.

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.

BOARD OF EDUCATION

Board members are unpaid elected public officials with the responsibility for governance of the school district. In order to perform its duties in an open and public manner and in accordance with state law, the Waterbury Board of Education holds regular business meetings on the third Thursday of each month at 6:30 p.m. at the Waterbury Arts Magnet School. Parents, students and other community members are encouraged to attend.

Meetings of the Board follow a planned and posted agenda. At a certain time in the agenda the Board chairperson will recognize individuals who want to make a statement, not more than 5 minutes in length, or to express a viewpoint.

The Board's main purpose is policy setting designed to improve student learning. Board members are interested in the public's opinion on district issues, which can assist them in formulating policy which reflects community values and expectations.

CHILD ABUSE, NEGLECT AND SEXUAL ASSAULT

All school employees, including teachers, superintendents, principals, coaches of intramural or interscholastic athletics, paraprofessionals and other professional school staff including guidance counselors, school counselors, social workers, licenses behavior analysts, psychologists, and licensed nurses are obligated by law (C.G.S. 17a-101) to report suspected child abuse, neglect, or if a child is placed in imminent danger of serious harm or sexual assault by a school employee to the Connecticut State Department of Children and Families Services. Specific procedures governing the reporting of abuse and neglect are in effect, and staff receive yearly training in their use.

Reporting of child abuse, neglect and sexual assault by a school employee is a responsibility which is taken seriously. If there is any doubt about reporting suspected abuse, neglect or a sexual assault a report will be made. The school will work with the parents and appropriate social agencies in all cases.

Child abuse is defined as any physical injury inflicted by other than accidental means or injuries which are not in keeping with the explanation given for their cause. Improper treatment such as malnutrition, sexual molestation, deprivation of necessities, emotional abuse, cruel punishment or neglect are also considered child abuse.

The Board of Education will post in each school the telephone number of the Department of Children and Families' child abuse hotline, Careline, and the Internet web address that provides information about the Careline in a conspicuous location frequented by students. Such posting shall be in various languages appropriate for the students enrolled in the school.

COMPUTER RESOURCES

The Board of Education is committed to aiding students and staff in creating a 21st Century learning environment.

District resources have been invested in computer technology to broaden instruction and to prepare students for an increasingly computerized society. Use of these resources is restricted to students working under a teacher's supervision and for approved purposes only. Students and parents will be asked to accept an online electronic user agreement regarding appropriate use of these resources. Violations of this agreement may result in withdrawal of privileges and other disciplinary action.

Students and parents should be aware that e-mail communications, using district computers, are not private and may be monitored by staff. Students may not access social media sites using District equipment, while on District property, or at a District sponsored activity unless the posting is approved by a teacher. The District will not be liable for information posted by students on social media when the student is not engaged in District activities and not using District equipment.

The District reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the School District and no user shall have any expectation of privacy regarding such material.

Federal law requires the district to place filtering devices on school computers to block entry to visual depictions that are obscene, pornographic, harmful or inappropriate for students as defined in the Children's Internet Protection Act and as determined by the Superintendent or his/her designee.

CONDUCT

Students are responsible for conducting themselves properly in a responsible manner appropriate to their age and level of maturity. The district has authority over students during the regular school day and while going to and from school on district transportation. This jurisdiction includes any school-related activity, regardless of time or location, and any off campus school-related misconduct, regardless of time or location.

Student responsibilities for achieving a positive learning environment in school or school related activities include:

1. Attending all classes, regularly and on time.
2. Being prepared for each class with appropriate materials and assignments.
3. Being dressed appropriately.
4. Showing respect toward others.
5. Behaving in a responsible manner.
6. Paying required fees and fines.
7. Abiding by the code of conduct.
8. Obeying all school rules, including safety rules, and rules pertaining to Internet safety.

9. Seeking change in school policies and regulations in an orderly and responsible manner, through appropriate channels.
10. Cooperating with staff investigations of disciplinary cases and volunteering information relating to a serious offense.

Students who violate these rules will be subject to disciplinary action and shall be referred when appropriate to legal authorities for violation of the law.

Students are subject to disciplinary action, including suspension and expulsion, for misconduct which is seriously disruptive of the educational process and is a violation of publicized Board of Education policy, even if such conduct occurs off-school property and during non-school time. In determining whether conduct is “seriously disruptive of the education process” for purposes of suspension and expulsion, the administration in cases of suspension, and the Board of Education or impartial hearing board, in matters of expulsion may consider, but consideration is not limited to (1) whether the incident occurred within close proximity of a school, (2) whether other students were involved, or whether there was gang involvement, (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol.

Dangerous Weapons and Instruments

No guns, knives or any other objects, including martial arts weapons and facsimiles of weapons, capable of threatening or causing injury or death may be brought onto school grounds. Any object used to cause injury will be considered a weapon. Violators may be subject to arrest and prosecution, as well as, appropriate disciplinary action.

Assault On School Staff

In the event of an assault committed on a member of the staff, the Board of Education authorizes that staff person to (a) retreat if possible, (b) defend himself/herself, utilizing only what force is reasonably necessary. All assaults on staff are to be reported immediately by the building principal or his/her designee to the police for prosecution, to the Superintendent (for disciplinary action if the perpetrator is a pupil) and to the Clerk of the Board.

Smoking

Student shall not smoke or use tobacco products or e-cigarettes or vapor product devices on school property or at any school-related or school-sanctioned activity, on or off school property as provided by state and federal law.

Substance Abuse

The District prohibits the manufacture, distribution, dispensing, possession or use of alcohol or controlled substances on school grounds or during school activities. Any student in violation of this will be subject to disciplinary actions.

In addition to the prohibition pertaining to alcohol, drugs, tobacco and inhalants, the Board of Education prohibits the use of performance-enhancing drugs, including anabolic steroids and food supplements, including Creatine, by students involved in school-related athletics or any co-curricular or extracurricular school activity or program, other than use for a valid medical purpose as documented by a physician.

Substance abuse or distribution of drugs and/or drug paraphernalia including alcohol may indicate serious, underlying problems. Every effort will be made to offer student assistance, including early identification, referral for treatment to private or community agencies and aftercare support.

Disciplinary procedures will be administered with the best interests of the student, school population and community in mind and with due consideration of the rights of students. However, consideration must be given to the fact that substance abuse is illegal and

subject to criminal prosecution. Unauthorized possession, distribution, sale or consumption of dangerous drugs, narcotics or alcoholic beverages are considered grounds for expulsion.

Students are encouraged to consult with teachers, administrators and other professional staff on substance abuse problems. A staff member who is contacted by a student regarding a drug or alcohol problem may elect to keep that information confidential and not disclose it to any other person in accordance with state law. However, the student will be encouraged at the earliest appropriate time to seek help from parents or guardians.

In such cases, the decision to involve the parents/guardians will be arrived jointly by the student and educator unless, in the judgement of the educator, the mental or physical health of the student is immediately and dangerously threatened by drug/alcohol use. If such danger is imminent, the parents/guardians and health officials will be notified so that appropriate action can be taken.

DISCIPLINE

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.

A student may be detained outside of school hours to serve detention for violation of the code of conduct. The detention shall not begin however until the student's parents/guardian have been notified of the reason for detention and can make arrangements for the student's transportation.

The Board of Education authorizes the administration of the schools under its direction to suspend school bus privileges for any pupil whose conduct endangers persons or property or is seriously disruptive of the transportation process, or which conduct violates a publicized policy of the Board.

Suspension means an exclusion from school privileges for no more than ten (10) consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed.

Suspensions will result in loss of extracurricular and social privileges during the period of suspension.

All suspensions from school for students in grades three (3) to twelve (12) shall be in-school suspensions unless the administrator determines that:

- the pupil being suspended poses such a danger to persons or property or such a disruption of the education process that the suspension should be out-of-school; or
- an out-of-school suspension is appropriate for such student based on evidence of:

- (A) previous disciplinary problems that have led to suspensions or expulsion of such pupil and
- (B) efforts by the administration to address such disciplinary problems through means other than out of school suspensions including positive behavior support strategies or

For students in grades preschool to grade two (2) all suspension shall be in-school unless the administrator determines that an out-of-school suspension is appropriate for students in grades kindergarten through two (2) based on evidence that the student's conduct on school grounds is of a violent or sexual nature that endangers persons.

However, no student shall be suspended without an informal hearing before the building principal or his/her designee at which time the student shall be informed of the reasons for the disciplinary action and given an opportunity to explain the situation, unless circumstances surrounding the incident require immediate removal. In such instance the informal hearing will be held during the suspension.

No student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing in accordance with the procedures governing Board hearings concerning Expulsion.

Provision shall be made for the prompt referral to a planning and placement team of all children who have been suspended repeatedly or whose behavior, attendance or progress in school is considered unsatisfactory or at a marginal level of acceptance. (Effective September 1, 1980, see Conn. State Reg. 10-76d 7).

Any pupil who is suspended shall be given an opportunity to complete any classwork including, but not limited to, examinations which such pupil missed during the period of suspension.

Unless an emergency exists, the parent or legal guardian of a child who has been suspended shall be notified one day in advance of such suspension of the reason for and the duration of the suspension.

After an exclusion period the parent and/or legal guardian shall return with the pupil for a conference and reinstatement, except where extenuating circumstances preclude parent's presence.

Whenever the police are called in connection with a disciplinary action, every attempt should be made to notify the parent(s) of the pupil prior to the arrival of police authorities. When an emergency situation exists, the parent(s) should be notified as soon as possible. The principal or his/her designee will be present whenever the parent(s) are not at the scene.

Decision Making Guide

This guide will be used when determining the consequence for inappropriate student behavior.

Questions to consider:

1. Does the behavior markedly interrupt or severely impede the day-to-day operation of the school?
2. Is there a pattern of frequent or recurring incidents versus a single incident?

Mitigating Factors to Weigh in the Determination:

1. Intensity of any or all offenses.
2. Age, grade level, and developmental stage of the student.
3. Learning/behavioral support provided to the student (e.g., through special education, Section 504, etc.)
4. Student's discipline history and likelihood of repetition.
5. Student's intent and expressed reasons for the behavior.
6. Student's academic progress and relative risk of lost instruction
7. Interpretation of culture and communication factors.
8. History of school and family collaboration in supporting positive behaviors.

Discipline/Student Conduct Procedures

The following rules violations, disruptive and offensive behaviors have been leveled according to severity. Recommended consequences are listed in the chart that follows. Consequences will be determined on an individual basis and will vary with the degree of the offense.

Level 1: Rules Violations/Disruptive Behaviors	Level 2: Disruptive/Serious Behaviors
	All previous level interventions plus:
<p><u>Optional Progressive Interventions:</u> Teacher Action (<i>Not Referred to Office</i>)</p> <ul style="list-style-type: none"> • Classroom Interventions Examples: verbal prompting, verbal reminders, redirection, proximity control, preferential seating, positive reinforcement, praise • Verbal warning • Review File • Student/Teacher Conference • Parent Contact • Loss of classroom privileges • Academic consequence • Teacher Intervention Log • Restorative Practices/Restitution • SRBI Referral • Consult/collaborate with team members and/or support staff 	<p><u>Optional Progressive Interventions:</u> Administrative Actions</p> <ul style="list-style-type: none"> • Review of Intervention Log /SRBI • Loss of School Privileges • Appropriate School/Community service • Lunch Detention • Office Detention • Probation period at school • Behavior Support Plan • Meeting(s) with Behavior Technician • Written warning letter to parent(s)/guardian(s) • In School Suspension (1/2 day -1 day at the discretion of the administrator) <p><u>Optional Progressive Intervention</u> <u>3rd and Subsequent Offenses:</u> Administrative Actions</p> <ul style="list-style-type: none"> • Review of Intervention Log / SRBI • Detention • Administrator/Parent/Team conference • Restorative Practices/Restitution • Referral to Juvenile Review Board • In-School Suspension (1/2 day – 3 days) • Meeting(s) with Behavior Technician or Support Staff • Mentoring program • Behavior Contract • Out of School Suspension Grades 3-12 only (1-3 days at the discretion of the administrator) <p><u>Exception: No Out of School Suspension for Dress Code Violation</u></p>
<p><u>Optional Progressive Interventions</u> <u>3rd and Subsequent Offenses:</u> Refer to Administrator</p> <ul style="list-style-type: none"> • Review of Teacher Intervention Log • Loss of School Privileges • Lunch Detention • Parent/Team conference • Restorative Practices/Restitution • Consult/collaborate with team members and/or support staff • Written warning letter to parent(s)/guardian(s) • Meeting with Behavior Technician 	

<u>Level 3:</u> Safety Concerns	<u>Level 4:</u> Major Offenses Mandatory Referral to School Resource Officer/Police
All previous level interventions plus:	All previous level interventions plus:
<u>Optional Progressive Interventions:</u> Administrative Actions <ul style="list-style-type: none"> • Review of Intervention Log / SRBI • Administrator/Parent/Team conference • Restorative Practices/Restitution • Referral to Juvenile Review Board • In-School Suspension (1-5 days) • Out of School Suspension (1-5 days, additional days at the discretion of the Administrator * not to exceed 10 days) • SRBI Referral • Referral to Juvenile Review Board • Individual Counseling with Social Worker, School Counselor or other designated staff • Functional Behavior Assessment (parent consent required) • Law enforcement referral to Diversionary Program 	<u>Optional Progressive Interventions:</u> Administrative Actions <ul style="list-style-type: none"> • Review of Intervention Log / SRBI • Restorative Practices/Restitution • Out-of-school Suspension 5-10 days • Referral for consideration of expulsion • Refer to police • Referral to substance abuse intervention program • Referral to Juvenile Review Board • Individual Counseling • SRBI Referral

ED166 Offenses

	Offense	Level	State Code
<i>Fighting/Battery</i>			
1	Physical Aggression	3	[1700]
2	Battery/Assault	4	[1720]
3	Serious Disorderly Conduct	3	[1740]
<i>Personally Threatening Behavior</i>			
4	Harassment (non-sexual)	3	[1800]
5	Threat/Intimidation/Verbal Harassment	3	[1810]
6	Racial Slurs/Hate Crimes	3	[1811]
7	Hazing	4	[1813]
8	Teasing	1	[1814]
9	Threats of bodily harm	3	[1817]
10	Physical Intimidation	3	[1818]
<i>Physical/Verbal Confrontation</i>			
11	Physical Altercation	3	[1710]
12	Verbal Altercation	2	[1711]
13	Inciting a Fight/Riot	3	[1712]
14	Accessory to a Fight	3	[1713]
15	Throwing an object (serious)	3-4	[1730]
16	Gang Related Behavior	4	[1750]
17	Breach of Peace	4	[1760]
<i>Property Damage</i>			
18	Arson	4	[1100]
19	Reckless Burning	4	[1110]
20	Vandalism more than \$1000.00	4	[3500]
21	Vandalism less than \$1000.00	3	[3500]
22	Vandalism less than \$100.00	2	[3500]
23	Destruction of Personal Property	2	[3510]
<i>Theft/Theft Related Behaviors</i>			
24	Burglary/Breaking and Entering	4	[1400]
25	Theft/Stealing	2 - 4	[1410]
26	Robbery	4	[1420]
27	Possession of Stolen Property	2 - 4	[1430]
28	Sale or Intent to Sell Stolen Property	2 - 4	[1431]
29	Counterfeiting	4	[2800]
30	Possession of Counterfeit Currency	3 - 4	[2801]
<i>Sexually Related Behavior</i>			
31	Harassment (sexual)	3	[1900]
32	Sexual Battery	4	[1910]
33	Sexual Offense	4	[1920]
<i>Violent Crimes Against Persons</i>			
34	Foreign substance in food/drink (prescription medication)	4	[1821]
35	Foreign substance in food/drink (illegal drugs)	4	[1822]
36	Foreign substance onto a person	4	[1824]
37	Intentionally endangering an individual(s)	3	[1825]
38	Homicide	4	[2000]
39	Stabbing	4	[2100]
40	Blackmail	4	[2200]
41	Kidnapping (abduction)	4	[2300]
42	School Threat/Bomb Threat	4	[2700]
43	Weapon	4	[3700]
44	Drugs/Alcohol/Tobacco	4	[3800]

	Offense	Level	State Code
School Policy Violations			
45	Insubordination/Disrespect (minor)	1	[3601]
46	Insubordination/Disrespect (major)	2	[3601]
47	Cheating	1	[3604]
48	Forgery	1	[3605]
49	Plagiarism	1	[3606]
50	Grade Tampering *refer to district policy	*	[3607]
51	Disorderly Conduct	2	[3610]
52	Throwing objects (victimless)	1	[3611]
53	Obscene Behavior	2	[3620]
54	Obscene Gestures	2	[3621]
55	Obscene Written Messages	2	[3622]
56	Displays of Affection	1	[3623]
57	Obscene Language/Profanity	2	[3624]
58	Pornography	3	[3625]
59	Disruptive Behavior	1	[3628]
60	Attendance Policy Violation *refer to district policy	*	[3630]
61	Skipping Class	2	[3631]
62	Tardiness	1	[3632]
63	Truancy *refer to district policy	*	[3633]
64	Failure to Attend Detention (teacher)	1	[3634]
65	Failure to Attend Detention (administrator)	2	[3634]
66	Failure to Attend ISS	2-3	[3634]
67	Leaving School Grounds/Campus	2	[3635]
68	Loitering	1	[3636]
69	Dress Code Violation	1-2	[3638]
70	Trespassing	4	[3639]
71	Presence in Unauthorized Area	2	[3641]
72	Refusal to Identify	1	[3642]
73	Leaving class without permission	1	[3648]
74	False Fire Alarm	4	[3650]
75	False Information/Lying	1	[3653]
76	Gambling	2	[3660]
77	Unauthorized Use of Computers *refer to district policy	*	[3670]
78	Misuse of Technology *refer to district policy	*	[3670]
79	Cell Phone Violation *refer to district policy	*	[3671]
80	Hand held Gaming Device *refer to district policy	*	[3671]
81	Electronic Music Device *refer to district policy	*	[3673]
82	Tape Recorder/Recoding Device *refer to district policy	*	[3674]
83	Camera Possession/Use *refer to district policy	*	[3675]
84	Chewing Gum/Candy/Food	1	[3684]
85	Misuse of Hall Pass	1	[3686]
86	Failure to return school documents	1	[3687]
87	Excessive Talking	1	[3689]
88	Failure to complete assigned work	1	[3690]

Expulsion

Expulsion means an exclusion from school privileges for more than ten consecutive school days and shall be deemed to include, but not be limited to, exclusion from the school to which such pupil was assigned at the time such disciplinary action was taken, provided such expulsion shall not extend beyond a period of one calendar year (12 consecutive months). Such period of exclusion may extend to the school year following the school year in which such exclusion was imposed.

Actions Leading To Expulsion

- a. A principal must request expulsion in cases where a student, grades three (3) through twelve (12), inclusive, has already been or exclusion will result in the student's being suspended more than ten (10) times or fifty (50) days in a school year, whichever results in fewer days of exclusion, or in circumstances under which the student will be prevented from completing a normal course of study.
- b. A principal may request expulsion for students grades three (3) through twelve (12), inclusive, in cases where the principal has cause to believe:
 - i. That the student has committed conduct which has endangered persons or property or seriously disrupted the educational process and/or has violated a publicized policy of the Board of Education, and/or;
 - ii. That the student's past conduct at school is so serious as demonstrated by repeated violation of actions leading to suspensions to indicate that he/she will endanger persons or property or seriously disrupt the educational process if allowed to remain in school; or
 - iii. That the student's conduct while off school grounds violates a policy of the Board of Education and is seriously disruptive of the educational process

Mandatory Expulsion Policy

The Board of Education, in compliance with Connecticut General Statutes §10-233d, has adopted a policy under which whenever there is reason to believe that any student, grades kindergarten (K) to twelve (12), inclusive:

- i. on school grounds or at a school sponsored activity was in possession of a firearm as defined by law or
- ii. off school grounds to possess a firearm or did possess or use a firearm, instrument or weapon in the commission of a crime or
- iii. on or off school grounds offered for sale or distribution of a controlled substance, or possessed with intent to sell

shall be expelled for a period of one calendar year. The Board of Education may modify the period of expulsion for a pupil on a case by case basis. These students shall also be referred to the Criminal Justice System. Waterbury will maintain records that include: (1) the name of the school concerned; (2) the number of students expelled from the school; and (3) the type of weapons concerned. The Board of Education agrees to provide this information to the state upon request.

An expelled student may apply for early readmission to school. Such readmission is at the discretion of the Board of Education (unless the Board has delegated authority for readmission decisions to the Superintendent). The Board or Superintendent, as appropriate, may condition such readmission on specified criteria.

No preschool student enrolled in a program offered by the Waterbury Board of Education shall be expelled except an expulsion hearing may be conducted whenever there is reason to believe that any child enrolled in such preschool program was in possession of a firearm as defined by Title 18 of the United States Code Section 921, on or off school grounds or at a preschool program-sponsored event.

The Waterbury Board of Education may adopt the decision of a pupil expulsion hearing conducted by another school district. The pupil shall be excluded from school pending the expulsion period as identified by the student's previous educational facility and/or school. The excluded student may be offered an alternative educational opportunity.

Special Education Students:

1. If a PPT determines that the special education student's inappropriate behavior or actions are deemed not to be the result of the student's handicapping condition, suspension or expulsion procedures shall be conducted in accordance with the provisions of this policy for non-special education students.
2. If such behaviors are actions deemed to be caused by the student's handicapping condition, no suspension or expulsion shall ensue. Instead, the PPT will attempt to modify the student educational program to prevent recurrence of the undesirable behavior or actions for the protection of other students or the special education students.

Prior to an expulsion hearing, information concerning legal services that are provided free of charge or at a reduced rate that are available locally and how to access such services shall be provided to the student and his/her parent or guardian. An attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student has the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearings shall be held as soon as possible after the expulsion as possible.

The Board of Education may expel a student in grades 3 through 12 inclusive, from school privileges if, after a full hearing, the Board finds that the student's conduct endangers person(s), property or the educational process or is in violation of a publicized Board policy. Students who have been expelled may be eligible for an alternative educational program.

Expulsion from school will result in the loss of all extracurricular and social privileges during the period of expulsion.

For any student expelled for the first time and who has never been suspended, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board specified program and meets any other conditions required by the Board. Such a Board specified program does not require the student or the parent/guardian of the student to pay for participation in the program.

Students in grades kindergarten through grade 12 inclusive are subject to mandatory expulsion for the possession and/or use of weapons, including martial arts weapons, or other dangerous instruments in any school building, on school grounds, in any school vehicle, or at any school sponsored activity for a calendar year. A student in grades kindergarten through grade 12 inclusive, who offers illegal drugs for sale or distribution on or off school grounds is also cause for expulsion for a calendar year. The Board may modify the expulsion period on a case-by-case basis.

Whenever a student is expelled, notice of the expulsion and the conduct for which the student was expelled will be included on the student's cumulative education record. The record will be expunged if the student graduates from high school and the expulsion was not for weapon possession and/or for the sale or distribution of illegal drugs.

If students expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, has never been suspended and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion will be expunged from the cumulative educational

record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets other Board required conditions. The Board may modify the expulsion period on a case-by-case basis.

Expelled students, under age 16, will be offered an individualized learning plan as part of an alternative education. Students between ages 16 and 18 who are expelled, even for conduct that endangers others, will be offered an alternative educational opportunity if it is the students first expulsion (PA 16-147)

A district student who has committed an expellable offense who seeks to return to a District school after having been in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement for one year or more, in lieu of expulsion from the District, shall be permitted to return to the appropriate school setting within the District. Further, the District will not expel the student from any additional time for the offense(s).

The Board of Education may expel any pupil in grades three (3) to twelve (12) inclusive, from school if, after a full hearing, the Board finds that his/her conduct endangers persons or property or is seriously disruptive of the educational process or is in violation of a publicized Board policy or whose conduct off school grounds is violative of such policy and is seriously disruptive of the educational process. Students who have been expelled may be eligible for an alternative educational program.

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/legal 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, Elementary and Middle Schools: The following Dress Code Policy is mandatory for all elementary and middle school students. The purpose of this policy is to further the important educational interests identified above ***(please note separate policy for Waterbury Arts Magnet Middle School students)***.

1. BOYS:

- a. Pants or shorts in solid navy blue, white, gray, black or khaki; worn completely covering undergarments and no more than three inches above the knee.
- b. Tops in solid blue, white, gray, black or khaki; button down, pullover, or turtleneck style with long or short sleeves and a collar.

2. GIRLS:

- a. Pants, shorts, skirts, skorts, dresses, or jumpers in solid navy blue, white, gray, black or khaki; worn 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, dresses or jumpers.

- b. Tops in solid blue, white, gray, black or khaki; button down, pullover, or turtleneck style with long or short sleeves and a collar; worn completely covering undergarments, cleavage and midribs.

3. ALL STUDENTS:

- a. Optional solid blue, white, gray, black or khaki sweaters, vests, suit jackets or fleece may be worn over a dress code top.
- b. Optional solid white, gray, black or khaki denim pants may be worn.
- c. 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.
- d. Gym Day Attire (Boys and Girls): Elementary school students may wear sweats to school on scheduled gym day. Sweats must be solid navy blue, white, gray, black or khaki. Middle school students must bring gym clothing to change into for physical education classes.

4. BOYS/Waterbury Arts Magnet Middle School:

- 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 Columbia blue “polo” or “golf” collared shirt with/without the “WAMS” logo.

5. GIRLS/Waterbury Arts Magnet Middle School:

- 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 Columbia blue “polo” or “golf” collared shirt with/without the “WAMS” logo.

6. ALL STUDENTS/Waterbury Arts Magnet Middle School:

- a. Optional solid colored non-hooded BLACK or WPS school 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.

7. 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 midribs, 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.

Mandatory Dress Code Policy, High Schools: The following Dress Code Policy is mandatory for all high school students. The purpose of this policy is to further the important educational interests identified above (***please note separate policy for Waterbury Career Academy***).

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, each high school will have a school specific solid color “polo” or “golf” collared shirt (i.e. Crosby – royal blue with/without “bulldog” logo; Enlightenment navy blue with/without “Rise Up” logo ; Wilby – kelly green with/without “wildcat” logo; Kennedy – navy blue with/without “eagle” logo; and WAMS – white with/without “WAMS” 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, each high school will have a school specific solid color “polo” or “golf” collared shirt (i.e. Crosby – royal blue with/without “bulldog” logo; Enlightenment – navy blue with/without “Rise Up” logo; Wilby – kelly green with/without “wildcat” logo; Kennedy – navy blue with/without “eagle” logo; and WAMS – white with/without “WAMS” logo; covering undergarments, cleavage and midriffs.

School colors: all students have the option of wearing a black top or the color associated with their respective school. See below.

Crosby – Royal Blue	Kennedy – Navy Blue	Enlightenment – Navy Blue
WAMS – White	Wilby – Kelly Green	

3. ALL STUDENTS:

- a. Optional solid colored non-hooded BLACK or WPS school 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.

4. BOYS/Waterbury Career Academy:

- a. Pants or shorts/or cargo shorts in solid black or khaki cloth worn at the waist and completely covering undergarments and no more than three inches above the knee.
- b. Tops in solid black “polo” collared shirt with WCA “Spartan” logo.

5. GIRLS/Waterbury Career Academy:

- a. Pants, shorts, skirts, skorts, or dresses in solid black or khaki cloth; 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" collared shirt with WCA "Spartan" logo; worn completely covering undergarments, cleavage and midriiffs.

6. ALL STUDENTS/Waterbury Career Academy:

- a. Optional solid colored non-hooded BLACK or WPS school 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.

7. 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 midriiffs, 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.

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. See "Procedures for Disciplinary Action".

ENGLISH LEARNERS (EL)

Parents of students designated as English Learners who are participating in a language instructional program will be notified within 30 days of their child's placement in the program. The notification will include an explanation of why, a description of the program, and the parent's rights to remove their child from the program. In addition, the notification will explain how the program will help the child to develop academically, learn English and achieve the standards necessary for promotion.

Students not meeting the English mastery standard or demonstrating limited progress will be provided with additional language support services which may include, but are not limited to, English as a Second Language program, sheltered English programs, English Immersion programs, summer school, after-school assistance, homework assistance and tutoring. Students after 30 months in a bilingual program will not be offered additional bilingual education.

EMERGENCY SCHOOL CLOSING INFORMATION

In the event school is closed because of bad weather or another emergency, announcements will be made on local radio stations, television stations, and posted on the districts website, <http://www.waterbury.k12.ct.us>. Further, an automated call will be made to the student's phone number of record.

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 athletes may not participate in any intramural or interscholastic activity unless the student athlete and his/her parent/guardian completes the concussion education plan and sign the informed consent form.

The concussion education plan may consist of written materials, online training or videos, or in person training. The consent form includes a summary of the school/district's concussion education plan and applicable school board concussion policies.

Student interscholastic activities shall be governed by the Connecticut Interscholastic Athletic Conference (CIAC) regulations. Eligibility for participation is governed by state law as well as the regulations of the CIAC.

Any student athlete who has not reported to school by noon will not be permitted to practice or play that afternoon or evening. Exceptions to this rule will be considered only if the player's parent explains the unusual circumstances to the principal or designee.

Clubs and Performing Groups

Student clubs, performing groups, athletic teams and other extracurricular activities may establish rules of conduct for participants that may be stricter than those of students in general. Please note: Sponsors of student clubs and performing groups may establish standards of behavior, including consequences for misbehavior that are stricter than those for students in general.

FOOD ALLERGIES

The Waterbury Board of Education is committed to the safety and health of all students and employees. In accordance with this and pursuant to Connecticut laws Connecticut Public Act No.05-104 (2005), Chapter 170 Sec. 10-220f (1998), the purpose of this policy is to:

- Provide a safe and healthy learning environment for students with food allergies;
- Reduce the likelihood of severe or potentially life-threatening allergic reactions;
- Ensure a rapid and effective response in case of severe or potentially life threatening allergic reaction; and
- Protect the rights of food allergic students to participate in all school activities.

In order to properly implement the Board policy pertaining to the management of food allergies, the following administrative regulations are hereby established:

1. Parents with allergic children must provide the school with a physician documented medical history of a food allergy prior to school entry or within a reasonable period of time.
2. Each school shall establish a method of ensuring that relevant information is transmitted to all supervising persons of an identified student. It is incumbent upon the school to notify any person who may be supervising an identified student with food allergies, especially those which may be life-threatening, such as peanut allergies.
3. The primary concern of the school is the prevention and appropriate treatment of potentially severe allergic reaction, anaphylaxis.
4. The school nurse will establish an Emergency Care Plan with the parent/guardian.
5. At risk students who participate in the school system meal plan are identified with a separate alert window in the Food Service POS computer system following the Food Service SOP's.
6. Some food-allergic children bring their lunch from home. However, guidelines established by the USDA Child Nutrition Division in charge of school lunches requires school food service staff to provide substitute meals to severely allergic students if the physician of the student sends in a completed medical statement with written instructions certifying the child's allergy, what foods are to be avoided and safe substitutions. Food Service personnel will maintain an alphabetical log and updated computer list for each action plan and completed medical statement received from the school nurse.
7. Consider establishing a no-food trading policy within the school.
8. Parents are able to review menus on the Waterbury K-12 website in order to select safe foods their child may eat.

9. Consider the following avoidance strategies due to the fact that risk can never be fully eliminated in the school environment:
 - Parents should be encouraged to instruct their children in strategies for avoiding exposure to substances to which they are allergic, recognize symptoms of allergic reactions, read food labels (age appropriate) and how and when to tell an adult they may be having an allergy-related problem.
 - Carefully monitor identified children.
 - Allergic children can consider eating foods that are only prepared at home.
 - Students should be encouraged not to exchange foods or utensils with other students.
 - Surfaces, toys and equipment should be washed clean of allergic containing foods.
 - Food personnel are instructed about necessary measures required to prevent cross contamination during food handling, preparation and serving of food.
 - Establish a buddy system for identified students.
 - Provide staff updates at faculty meetings.
 - Consider a peanut-free table in the cafeteria.
10. Provide training for staff in the recognition of symptoms of an allergic reaction, basic first aid, resuscitative techniques and in the use of epinephrine auto injections.
11. Epinephrine and/or Adrenaline should be kept readily available to students at risk of anaphylaxis and in all cases where it is administered, the student must be sent to the hospital immediately.

GRADING POLICIES

Elementary School Uniform Grading Policy

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

10% *Class work/Participation:*

- 1) Actively engaged in class.
- 2) Communicates learning in class.
- 3) Participates in groups.

5% *Homework/Projects:*

- 1) Completes all assigned homework with accuracy.

85% *Content Knowledge:*

- 1) Meets expectations of curriculum through standards based assessments: DCMT, quarterly math assessment, quarterly writing prompts; and reports, projects, experiments.
- 2) Meets expectations of curriculum through summative assessments: teacher made tests, quizzes; text driven assessment; and application of spelling.
- 3) Meets expectations of curriculum through standardized tests: core tests (Trophies, Signatures, Saxon, etc.) and Navigator.

WEEKLY/BI-WEEKLY GRADING: All teachers shall develop and maintain a numerical grade for all students on a weekly or bi-weekly basis. A numerical grade indicating student performance at the time of exit from school must be made available to the receiving elementary school.

REPORT CARD TRANSFER: Waterbury School District plans to adopt a multiple copy report card. For those students who transfer, their report card will follow them to the receiving school.

USE OF REPORT CARD: The report card is a flexible document and can be used in the regular program, special education and bilingual programs. Teachers will check the area designated "modified curriculum" for students in Special Education and Bilingual Program. It will be the responsibility of the teacher to explain how the program was modified to meet the needs of the student. 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.

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. Teachers shall dialogue with parents, principal and Central Office to seek an alternative route to improve student performance prior to the end of the marking period.

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.

HOMEBOUND INSTRUCTION: All long term homebound instructors will contact the classroom teacher for material to be covered. The homebound instructor will provide a student portfolio to the classroom instructor for review and instructional placement. Regular reports on the status of the student's performance will be sent to the principal at the school the student attends.

SPECIAL EDUCATION: The decision to promote students in these grades will be made at the building level, including the planning and placement team for identified special education students.

INCOMPLETE GRADE: An incomplete grade must be changed to a numerical grade and submitted to the office by the end of the following marking period.

PASSING GRADE: Passing grade is 60. Beginning with the 2000/2001 school year, passing grade shall be 65.

RETENTION: Students retained shall be placed with a different teacher, if available, during their retention year.

Middle School Uniform Grading Policy

CURRICULUM: Districtwide curriculum offering at the middle schools will consist of core academics and unified arts.

WEIGHTING: All academic and unified arts subjects will be weighted based upon the formula set by the Board of Education in developing Quality Point Ratio (QPR) at the end of each school year.

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

10% *Class work/Participation:*

- 1) Actively engaged in class.
- 2) Communicates learning in class.
- 3) Participates in groups.
- 4) Graded notebook.

5% *Homework/Projects:*

- 1) Completes all assigned homework with accuracy.

85% *Content Knowledge:*

- 1) Meets expectations of curriculum through standards based assessments: DCMT, quarterly math assessment, quarterly writing prompts; and reports, projects, experiments.
- 2) Meets expectations of curriculum through summative assessments: teacher made tests, quizzes; text driven assessment; and application of spelling.
- 3) Meets expectations of curriculum through standardized tests

WEEKLY GRADING: All teachers shall develop and maintain a numerical grade for all students on a weekly or bi-weekly basis. A numerical grade indicating student performance at the time of exit from a school must be made available for the receiving middle 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 REPORT: Interim Reports shall be sent home half-way through each marking period. The reports are to be issued to all students. A copy shall be submitted to the respective house principals.

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 prior to the end of the marking period.

HOMEBOUND INSTRUCTION: All long-term homebound instructors will contact the classroom teacher for material to be covered. The homebound instructor will provide a student portfolio to the classroom instructor for review and instructional placement. Regular reports on the status of the student's performance will be sent to the house principal at the middle school the student attends.

SPECIAL EDUCATION: The decision to promote students in these grades will be made at the building level, including the planning and placement team for identified special education students.

INCOMPLETE GRADE: An incomplete must be changed to a numerical grade and submitted to the office by the end of the following marking period.

EXAMS: Mid-term and final exams will be given for all core subject courses beginning with the 1999-2000 school year. Mid-term and final examinations will count as 25% of the grade for the year.

PASSING GRADE: Passing grade is 65.

RETENTION: Students retained shall be placed on a different team, if available, during their retention year.

EXTRA-CURRICULAR ACTIVITIES: Beginning with the 2007/08 school year, students who are not passing in at least four core academic courses 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). Additionally, students who have not maintained a numerical average of 70.0 or higher OR a 2.0 GPA during the marking period preceding and during the student's participation will be ineligible to participate in extra-curricular activities.

High School Grading/QPR (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: i.e. actively engages in class, participates in group, displays toward learning: 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:

Min	Max		AP/UCONN	ACE/ATOMS/SOAR		
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

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

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

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*

GREEN CLEANING PROGRAMS

A green cleaning program to clean and maintain the school will be implemented by July 1, 2011. The program provides for the procurement and proper use of environmentally preferable cleaning products in the school. The cleaning products used meet standards approved by the Department of Administrative Services and minimize potential harmful effects on human health and the environment. Parents/Guardians may request a written copy of the District's policy pertaining to the green cleaning program and a written statement which includes the names and types of environmentally preferable cleaning products used in the school and where in the building they are applied; the schedule for applying the products; and the names of the school administrator or designee whom the parent/guardian or student may contact for more information.

No parent, guardian, teacher, or staff member may bring into the school facility any consumer product which is intended to clean, deodorize, sanitize or disinfect.

HEALTH SERVICES

The school nurses' office is designed to provide care to students who become ill or are injured while in school.

A cumulative health file is maintained for each student. This file includes notations of past illnesses, results of physical examinations, and other pertinent health information. Scoliosis and hearing tests are administered to students in grade eight. The results are provided to the parents.

Parents are notified of any deviation from the normal pattern of health and suggestions are given for follow-up. It is likewise important that parents notify the school nurse in case of a student's illness. If a student is to be excused or limited for an extended period from participation in school activities, he/she is required to bring a statement signed by a physician. The school nurse is available to parents and students for conferences regarding health issues.

Administration of Medication

Parents of students requiring medication during school should contact the school nurse. Special forms are required to permit the administration of medicine in school. They are available from the school nurse. All medication must be in original container with proper labels.

Communicable/Infectious Diseases

Students with any medical condition which within the school setting may expose others to disease or contagious and infectious conditions may be excluded from school and referred for medical diagnosis and treatment. Additional information concerning this may be obtained from the school nurse.

Before a child may return to school after an absence due to such condition, parents and students may be required to submit medical evidence that their child has recovered sufficiently to prevent exposing others.

Health Records

School nurses maintain health records using the Connecticut "Health Assessment and Record Form." These records are accessible to certified staff working with the child and to school health aides if permission is granted by the nurse or building administrator. Parents may request to inspect the health records of their child. Copies may be provided if requested. Original copies of the record are sent where a student transfers to another school in the state. If moving out-of-state, a copy will be forwarded. Health records are maintained for at least six years after the student graduates. The District will comply with the requirements of the Health Insurance Portability and Accountability Act (HIPPA) to maintain the privacy of protected health information.

A diabetic student may test his/her own blood glucose level per the written order of a physician or advanced practice nurse stating the need and the capacity of the student to conduct self-testing. Such self-testing shall be done in accordance with the guidelines issued by the Commissioner of Education.

HOMELESS STUDENTS/McKINNEY VENTO ACT

The McKinney Vento Act defines "homeless children and youth" as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes--children and youth who are:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometime referred to as doubled-up)
- living in motels, hotels, trailer parks, cars, parks, public spaces, abandoned buildings, bus or train station, or camping ground due to lack of alternative adequate accommodation
- living in emergency or transitional shelters
- abandoned in hospitals; or similar settings

The McKinney-Vento grant is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies (SEAs) must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

McKinney Vento provides*:

- Transportation from temporary residence to school and back
- Transportation to evening academic events

- School uniforms
- High School uniform shirt with school name
- Basic School supplies
- High School cap and gown for graduation
- Tools for school: tickets to school events, uniforms for sports/after school activities
- Community Connections Coordinator (Barbara Tenor at WPS Welcome Center)
- Tutors at the shelters

*A procedure is required for all events

For more information contact: District Liaison to The Homeless, Waterbury Public Schools, 203-346-3511/extension 4058, sparis@waterbury.k12.ct.us

HOMWORK

The purpose of homework is to help students become self-directed, independent learners and is related to the educational progress of the student. It serves to help all students reach their instructional goals.

Specific homework assignments may strengthen basic skills; extend classroom learning; stimulate and further interests; reinforce independent study skills; develop initiative, responsibility, and self-direction; stimulate worthwhile use of leisure time; and acquaint parents with the student’s work in school.

In order for homework to be an effective support for learning, the homework policy requires a partnership among the school system represented by the teacher, the student and their parents. Without this partnership in support of learning, students will not achieve their full potential.

LUNCH PROGRAM/CHARGING

The goal of the food service program is to provide students with nutritious and healthy foods through the districts food services program that will enhance learning. The school nutrition program is an essential part of the education system and by providing good tasting, nutritious meals in pleasant surroundings; we are helping to teach students the value of good nutrition.

The Department of Food Service, through its participation in Community Eligibility Provision, provides that all Waterbury students are eligible for free meals, and only pay for snacks or additional meals, which cannot be charged.

MIGRANT STUDENTS

The district has a program to address the needs of migrant students. A full range of services will be provided to migrant students, including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes. Parents/guardians of migrant students will be involved in and regularly consulted about the development, implementation, operation and evaluation of the migrant program.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

Federal legislation requires schools selected to participate in this national testing program to notify parents of children who will be taking the test of their right to exclude their child. Parents also have the right to inspect all NAEP data, questions and assessment instruments.

PARENT INVOLVEMENT/COMMUNICATIONS

Education succeeds best when there is a strong partnership between home and school based on communications and interactions. Parents/guardians are urged to encourage their children to put a high priority on education and to make the most of their educational opportunities available. Parents/guardians should become familiar with all of the child's school activities and with the District's academic programs, including special programs. Attendance at parent-teacher conferences, participation in campus parent organizations, attendance at board of education meetings and being a school volunteer are strongly encouraged.

PESTICIDE APPLICATION

Only certified pesticide applicators shall be used in schools for any non-emergency pesticide use in school buildings or on school grounds. Pesticide applications are limited to non-school hours and when activities are not taking place. Areas to receive pesticide application will be posted and a written record of all pesticide applications will be maintained for five years. Parents/guardians and staff who want to receive advance notice of all pesticide use will be listed on a registry and such notice will be provided as required by law. Parents/guardians who want to be notified prior to pesticide applications inside their children's school assignment area may contact the School Inspectors Office.

PHOTOGRAPHS/MEDIA COVERAGE

From time-to-time during the school year, school personnel and/or the media take photographs or video. If a parent/guardian does not want their child to be photographed or recorded for school use, school website use or for media purposes, the school office must be alerted in writing.

PROMOTION, RETENTION AND PLACEMENT

Attendance Requirements for Course Credit or Promotion

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.

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.

PSYCHOTROPIC DRUG USE

School personnel is prohibited from recommending the use of psychotropic drugs for any student enrolled within the school system. School nurses, nurse practitioners, district medical advisor, school psychologists, school social workers and school counselors, may recommend that a student be evaluated by an appropriate medical practitioner. Further, the District is prohibited from requiring a child to get a prescription before he/she may attend school, be evaluated to determine eligibility for special education or receive special education.

SCHOOL ALTERNATIVES

Connecticut schools offer a range of educational program to meet the diverse needs and career aspirations of its students in a variety of settings, including comprehensive local schools, regional vocational-technical schools, vocational agriculture centers, charter schools and magnet schools. These programs serve to prepare student for college, the workplace and active citizenship.

The district offers an alternative education program in a nontraditional setting that addresses the emotional, social, behavioral and academic needs of students. Information about alternative education offered by the district, including purpose, location, contact information, staff directory and enrollment criteria is posted on the district's website.

SCHOOL CEREMONIES AND OBSERVANCES

The school district recognizes the value of certain ceremonies and observances in promoting patriotism and good citizenship among the students. Therefore, activities in schools commemorating national holidays such as Memorial Day, Thanksgiving and President's Day are encouraged. The District reminds students, faculty and administration of the variety of religious beliefs, and all are urged to be conscious of and respect the sensitivities of others.

Activities related to a religious holiday or theme will be planned to ensure that the activity is not devotional, and that students of all faiths can join without feeling that they are betraying their own beliefs. Therefore,

- 1. school and class plays shall not be overly religious, and church-like scenery will be avoided;
- 2. religious music shall not entirely dominate the selection of music; and
- 3. program notes and illustrations shall not be religious or sectarian.

Students shall be given the option to be excused from participating in those parts of a program or curriculum involving a religious theme which conflicts with their own religious beliefs. If a parent or student has any questions regarding the use of religious music, artwork and/or symbols in a particular course/activity, the Building Principal should be contacted.

An opportunity will be provided, at the beginning of each school day, for students to observe an appropriate period of silent meditation and to recite the Pledge of Allegiance. Participation in these activities is voluntary. Nonparticipants are expected to maintain order and decorum appropriate to the school environment.

SCHOOL CLIMATE

Waterbury Public Schools is committed to providing an open, welcoming, safe and supportive environment for all students, parents and families. The district and our schools are committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, harassment and discrimination.

Bullying is defined as the repeated use by one or more students in the Waterbury Public School district against another student in the district that causes physical or emotional harm to a student or damage to such student's property, places a student in reasonable fear of harm to himself or herself, or of damage to his or her property, creates a hostile environment at school for such student, infringes on the rights of such student at school; or substantially disrupts the education process or the orderly operation of a school.

Bullying may include but is not limited to, acts based on actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or physical, mental, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

Cyberbullying is the use of technology, including but not limited to email, cellular mobile telephone, the Internet, interactive and digital technologies, other mobile electronic devices or any electronic communications to harass or bully someone.

Teen dating violence means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening that occurs between two students who are currently in or have recently been in a dating relationship.

The Waterbury Board of Education will not tolerate any form of bullying of members of the Waterbury Public School community by students, parents, visitors or employees of the Waterbury Public Schools, while on school grounds. Bullying behavior by any student in the Waterbury Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. The Waterbury Board of Education 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.

Waterbury Public Schools require students, staff, parents or guardians to report all cases of alleged bullying immediately to the Safe School Climate Coordinator, school's administrator or designee.

Students may also make an informal complaint of conduct that they consider to be alleged bullying by verbally reporting to any school employee, who will promptly reduce the complaint to writing and forward it to the Safe School Climate Specialist.

Students and parents are permitted to make anonymous reports of bullying. Parent written reports and student anonymous reports will be investigated by the Safe School Climate Specialist but no disciplinary action shall be taken solely on the basis of an anonymous report.

The Safe School Climate Specialist is responsible for promptly investigating any report of suspected bullying. If acts of bullying are verified, separate meetings will be held with the parents or guardians of the target and offender to ensure the safety of the student against whom the act was directed and to prevent further acts of bullying.

The complaint form and Board of Education policy #5131.911 sets forth the related procedures in detail, and is available on the district's website.

SCHOOL VISITORS POLICY

The Waterbury Board of Education and staff welcome and strongly encourage parents/guardians, members of the community, and other interested persons to visit the schools. It is imperative to insure a safe and appropriate learning environment for our students.

All school visitors shall register in the Main Office and may be accompanied by staff throughout their visit. Staff members should be alert for unauthorized visitors and report their presence to the Principal immediately should there be concerns about whether visitors may be unauthorized visitors.

Parents and community members are welcome to attend interscholastic athletic events and school sponsored student presentations or plays as well as any other Waterbury Board of Education sanctioned programs. However, it is the responsibility of the visitor to remain in the area of the activity and not to move about the building where classes or maintenance activities may be disrupted.

Any person who does not adhere to Board policies and procedures that pertain to school visitation, or is without appropriate reason or responsibility for student supervision, may be considered loitering on school grounds. A person is guilty of loitering on school grounds when he/she loiters or remains in or about a school building, or grounds, without a reason or relationship involving custody of, or responsibility for, a student or any other license or privilege to be there.

Waterbury Public Schools, in an effort to encourage visitors to its schools while at the same time maintaining the students' and staffs' safety, privacy and security, and

minimizing disruptions to educational programming, sets forth the following procedure to be followed for school visitors.

1. Any visitor who is not a District or City employee on official business, a State or Federal employee on official business, Board of Education Commissioner, or a student enrolled in the school, will be termed a "visitor" under Board Policy and is subject to the procedures set forth below. A visitor does not include those who attend a scheduled activity open to the general public.
2. Any visitor, as defined above, who wishes to visit a school building, and /or observe any student program, must obtain prior approval from the principal or other designated administrator, at least twenty-four (24) hours prior to the visit. Requests to observe a class shall be granted, unless such request(s) would be disruptive to the educational process.
3. All visitors must directly report to the Main Office upon arrival, provide identification which will be kept by school staff during the visit (along with a photocopy to be kept in the student's cumulative file), and sign in where designated. Identification will be issued to the visitor which must be displayed at all times during the visit.
4. All visitors must provide to the principal or duly authorized administrator the reason for their visit, where the visit will take place and the anticipated length of the visit. Visitor meetings must take place in an administrative area designated by the principal or his/her designee unless otherwise agreed to by the principal or duly authorized administrator.
5. In the discretion of the principal or duly authorized administrator, any visitor may be required to submit to a background check and a sexual offender registry check in order to gain access into the school.
6. An escort for the visitor may be required by the principal or duly authorized administrator.
7. No visitor, except a law enforcement officer duly authorized by the Waterbury Police Department, and/or designated under State Statute 53a-217b (as amended by P.A. 16-55) is allowed to bring a weapon of any kind into any school in the District or on school grounds. Legal ref: 53a-217b Possession of a weapon on school grounds: Class D felony (as amended by P.A. 16-55).
8. In order to safeguard student privacy rights, no videotaping, photography or use of recording devices or electronic equipment including phones, is allowed by the visitor during the visit unless prior permission is given by the Superintendent and appropriate prior written consent of the student is obtained.
9. Visitors must follow all school rules and administrative directives and minimize disruptions of the school's learning environment. Visitors must not disturb the students, teachers or interrupt classes in any way.
10. If a Visitor fails to abide by these procedures, school rules and administrative directives, the visitor will be asked to leave the premises or be subject to referral to the authorities and possibly precluded from future visits in the discretion of the principal or duly authorized administrator.
11. Visitors are on notice that they are subject to whatever surveillance exists at the school during their school visit.
12. An unauthorized visitor shall be guilty of loitering on school grounds when he/she loiters, or remains in or about a school building or grounds, without a reason or relationship involving the custody of, or responsibility for, a student, or for any other authorized activity, license, or privilege to be there.

13. The administration is authorized to file a trespassing complaint with the Waterbury Police Department, when appropriate or applicable.

SECLUSION/RESTRAINT, USE OF

List in this section the District's position pertaining to the use of physical restraints and seclusion as specified in PA 15-14, and the revised policy and administrative regulations required by statute. Indicate when they maybe used and the applicable guidelines and reporting requirements. The use of restraint or seclusion will be used only by trained school staff in emergency situations only to prevent immediate or imminent injury to a student or others. Restraint or seclusion will not be used to discipline a student or because it is convenient or instead of a less restrictive alternative. Such use will also be constantly monitored by a school employee. When used, parents will be notified within 24 hours, but a reasonable attempt will be made to notify parents/guardians immediately after restraint or seclusion in initiated.

SEXUAL ABUSE PREVENTION AND EDUCATION PROGRAM

Students in grades K-12 will be involved in a prevention-oriented child sexual abuse program which teaches students age-appropriate techniques to recognize child sexual abuse and how to report it. Parents/guardians may permit their child to opt out of the awareness program or any part of it by notifying the school in writing of such a request.

SMOKING

Smoking or use tobacco products or e-cigarettes or vapor product devices on school property or at any school-related or school-sanctioned activity, on or off school property as provided by state and federal law, is prohibited.

SPECIAL EDUCATION

The district shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the district, required under the Individuals with Disabilities Education Act ("IDEA"), and its associated regulations, as well as applicable state law and regulation, as they be amended from time to time with regard to the identification, evaluation and provisions of special education program for eligible students, ages three (3) and until they graduate, or for the duration of the school year in which the student becomes twenty-one (21).

In order to maintain an effective special education plan, the Board of Education may participate in special education programs of other school districts or those offered by a Regional Service Center.

STUDENT DATA PRIVACY

Connecticut legislation, PA 16-189, An Act Concerning Student Data Privacy, restricts how student information may be used by (1) entities that contract to provide educational software and electronic storage of student records ("contractors") and (2) operators of websites, online services or mobile applications (i.e., apps). The Board of Education will notify students and parents within five (5) days of executing a contract with such contractors. Student information will be deleted by operators of websites, online services, or mobile apps upon student, parent, guardian or board of education request. Such operators may not create student profiles for use in targeted advertising and for purposes unrelated to school. Parents and students will be notified of data breeches.

STUDENT RECORDS

A student's school records are confidential and are protected by federal and state law from unauthorized inspection or use. A cumulative record is maintained for each student

from the time the student enters the district until the student withdraws or graduates. This record moves with the student from school to school.

SUICIDE PREVENTION AND INTERVENTION

The Board of Education recognizes that suicide is a complex issue and that, while the school may recognize a potentially suicidal youth, it cannot make a clinical assessment of risk and provide in-depth counseling. Instead, the Board directs school staff to refer students who may be at risk of attempting suicide to an appropriate service for assessment and counseling.

The Board of Education recognizes the need for youth suicide prevention procedures and will establish program(s) to identify risk factors for youth suicide, procedures to intervene with such youth, referral services and training for teachers, other school professionals and students to provide assistance in these programs.

Any school employee who may have knowledge of a suicide threat must take the proper steps to report this information to the building Principal or his/her designee who will, in turn, notify the appropriate school officials, the student's family and appropriate resource services.

SURVEYS/STUDENT PRIVACY

Your child will not be required to participate in any survey, analysis, or evaluation that concerns:

1. political affiliations or beliefs of the student or the student's parent;
2. mental or psychological problems of the student or the student's family;
3. sex attitudes or behaviors;
4. illegal, antisocial, self-incriminating and demeaning behavior;
5. critical appraisals of other individual with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
7. income; or
8. religious practices, affiliations, or beliefs of the student or the student's parents.

In addition, parents have the right to inspect, upon request, a survey that is to be administered by a school to a student, prior to its use. Parents shall have the opportunity to opt out of such surveys, analyses, or evaluations.

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.

For Elementary Schools: Total unexcused tardy and unexcused early dismissal time accumulated throughout the year will be assessed to the student's academic record as determined by the school administrator.

TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

Parents have the right to request information about the professional qualifications of their child's teacher(s). The response will indicate whether the teacher is certified for the subject matter and grade taught; the teacher's undergraduate major and any graduate degrees or certifications a teacher may have. Parents will also be advised, if requested as to whether the child is provided service by paraprofessionals and their qualifications.

TEXTBOOKS AND LIBRARY BOOKS

Library books, textbooks, and other educational materials are loaned to the students for their use, and shall be returned when requested by school authorities. To minimize the extent to which textbooks and library books are lost or damaged and to allow the Board to utilize allocated book funds to expand and enhance the educational program rather than to continually replace lost or damaged books, the follow will be in effect:

TITLE I COMPARABILITY OF SERVICES

All district schools, regardless of whether they receive Federal Title I funds, provide services that, taken as a whole, are substantially comparable. Staff, curriculum materials and instructional supplies are provided in a manner to ensure equivalency among district schools.

TITLE I PARENTAL INVOLVEMENT

Parents of a child in a Title 1 funded program will receive a copy of the district's parental involvement policy, including provisions of an annual meeting and involvement of parents in the planning, review and implementation of Title 1 programs.

TRANSPORTATION SAFETY COMPLAINTS/PROCEDURES

All complaints concerning school transportation safety are to be made to the Transportation Coordinator/District Business Manager at 203-574-8037. A written record of all complaints will be maintained and an investigation of the allegations will take place.

WATERBURY PUBLIC SCHOOLS WELCOME CENTER

The Waterbury Public Schools Welcome Center is a one-stop location for families to register their children for school, obtain valuable information on school and district resources, and seek student records and transportation information. The WPS Welcome Center is located at 185 South Main Street within One Jefferson Square, 1st Floor. The WPS Welcome Center works closely with schools, Central Office staff and City Departments as well as through our parent liaisons and other District staff and partners to assure that all parents and students feel welcome in our schools and are supported in our shared mission of helping each student reach their fullest potential.

WELLNESS

Student wellness, including good nutrition and physical activity, is promoted through the District's educational program, school activities, and meal programs. Federal and state standards will be met pertaining to all foods and beverages available for sale to students. A sequential program of physical education is provided, in addition to time in the elementary school day for supervised recess.

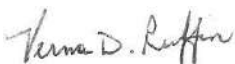
Welcome to the 2019-20 school year!

After completing my first year as Superintendent of Waterbury Public Schools, I have had the opportunity to reflect on an amazing year and look forward to the year ahead. The 2018-19 school year was full of engaging, thoughtful, productive and inclusive conversations that helped inform my leadership of the Waterbury Public Schools. Being involved in the school and community, designing opportunities to “listen and learn” with multiple internal and external stakeholders as well as review of data, processes and policies has given me a deeper understanding and appreciation of the school district. As I learned about the strengths and challenges of our district, the core business of teaching and learning, our business systems, our climate and culture and our various partnerships my vision for our district has come into focus. An appreciation for our supportive community quickly developed as we collectively contributed to the Waterbury Portrait of the Graduate. This portrait describes our highest aspirations for our students not only in knowledge and content they learn, but importantly in the characteristics and habits of mind we expect from our graduates in Waterbury.

Our stakeholders came together to develop the overarching characteristics for our graduates. We heard that it was important that our graduates possess the characteristics of being a communicator, a collaborator, a life-long learner, be knowledgeable, a problem-solver, have a growth mindset, possess grit and have social and emotional intelligence. We determined that these were the most crucial characteristics to exemplify the success of the graduate in Waterbury. We believe that these characteristics and values should be developed and nurtured from the very first time students begin their journey as a Waterbury student. We have an amazing responsibility to touch the lives of the future by knowing the Portrait of a Graduate is a priority for us as we join others in this important work of preparing our students.

This year, I am seeking to hear more from students and as such have opened an application process to create The Superintendent’s Student Advisory. Students desiring to learn more about our district, school leadership and ways to engage students in improving our district are encouraged to apply, stay connected and be involved. Even if you are not on the advisory, you can still be a part of helping us shape our district for student success by connecting with members of the Superintendent’s Student Advisory once the list is published on our website and social media or by joining and participating in your schools’ student council.

It is our collective responsibility in Waterbury Public Schools to nurture the relationships with our parents, students, teachers, staff and community supporters in pursuit of that vision. Our district is fortunate to have such strong leadership from our Board of Education Commissioners and Mayor Neil M. O’Leary. The energy in Waterbury is ripe for innovation, creativity and making bold decisions toward achieving robust goals. It is through the dedication, support and contributions from all of us that we equip our students with the tools they need for life-long success.



Verna D. Ruffin, Ed.D.
Superintendent of Schools

 @Vernaruffin

Waterbury Public Schools 2019 ~ 2020 School Year Calendar

July						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
10th - New Teacher Orientation - Th						
11st - New Teacher Orientation - Th						
12nd - Professional Development Day - Th						
13rd - Professional Development Day - Th						
20th - First Day of School						
5 Days						

August						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
20th - New Teacher Orientation - Th						
21st - New Teacher Orientation - Th						
22nd - Professional Development Day - Th						
23rd - Professional Development Day - Th						
29th - First Day of School						
5 Days						

September						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
2nd - Labor Day - No School						
19th - Open House Elem. 5-7pm - Early Dismissal						
18th - Open House H.S. 7-9pm - Early Dismissal						
19th - Early Dismissal - M.S. - Teacher Collab./PD						
25th - Open House M.S. 5-7pm - Early Dismissal						
25th - Early Dism. - H.S. & Elem-Teacher Collab/PD						
29th - Rosh Hashanah - Jewish Holiday						
20 Days						

October						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
8th - Professional Development - Th - No School						
9th - Yom Kippur - Jewish Holiday						
14th - Columbus Day - No School						
31st - End of the 1st MP: HSMS/Elem						
21 Days						

November						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
9th - Election Day - No School						
11th - Veterans Day - No School						
12th - Grade Submission Ends - 9AM						
25th - Pre-K & Kindergarten - End of 1st MP						
27th - Early Dismissal - Thanksgiving Recess						
28th & 29th - Thanksgiving Recess - No School						
17 Days						

December						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
6th - Pre-K & Kindergarten - Grade Submission Ends - 9AM						
11th - Parent Conference Elem. 5-7pm - Early Dismissal						
11th - Parent Conference H.S. 7-9pm - Early Dismissal						
11th - Early Dismissal - M.S. - Teacher Collab./PD						
18th - Pre-K & Kindergarten-Distribute 1st MP Report Cards						
18th - Parent Conference M.S. 5-7pm - Early Dismissal						
18th - Early Dism. - H.S. & Elem-Teacher Collab/PD						
22nd-31st - Winter Recess - No School						
15 Days						

January						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
1st - New Year's Day - No School						
2nd - School Reopens						
6th - Three Kings Day - No School						
14th - 22nd - Mid Term Exams - Early Dism. HS Only						
20th - Martin Luther King Jr.'s Day - No School						
23rd - End of the 2nd MP: HSMS/Elem						
30th - Grade Submission Ends - 9AM						
20 Days						

February						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
6th - Distribute 2nd MP Report Cards						
14th - Lincoln's Day (Observed) - No School						
17th - President's Day - No School						
18 Days						

March						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
6th - Professional Development - Th - No School						
9th - Pre K & Kindergarten - End of the 2nd MP						
10th - Pre-K & Kindergarten - Grade Submission Ends - 9AM						
22nd - Pre-K & Kindergarten-Distribute 1st MP Report Cards						
26th - End of the 3rd MP: HSMS/Elem						
21 Days						

April						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
1st - Parent Conference Elem. 5-7pm - Early Dismissal						
1st - Parent Conference H.S. 7-9pm - Early Dismissal						
1st - Early Dismissal - M.S. - Teacher Collab./PD						
6th - Grade Submission Ends - 9AM						
10th - Good Friday - No School						
13th-17th - Spring Recess - No School						
20th - Distribute 1st MP Report Cards						
22nd - Parent Conference M.S. 5-7pm - Early Dismissal						
22nd - Early Dism. - H.S. & Elem-Teacher Collab/PD						
16 Days						
Full Day Professional Development Day						
Prepared by the Computer Technology Center						

May						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
1st - 14th - AP Exams						
20th - Eid al-Fitr Muslim Holiday						
25th - Memorial Day - No School						
20 Days						
School Closed						
School Day						

June						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
** Pre-K - 8th-Grades close 5 days before last day						
** Pre-K - 8th-Distribute Report Cards on last day						
** H.S. Grade submission ends on last day						
Last Day of School shall be Early Dismissal						
10th - Last Day of School - Depending on Weather						
8 Days						
Early Dismissal Professional Development Day						
181 School Days						

BCE Approved 5-16-2019