

**CROSBY HIGH SCHOOL**  
**TEACHER'S HANDBOOK**



**2013 – 2014**

**Mission Statement**

The mission of Crosby High School is to provide all students with the opportunity to safely develop into independent learners and to become informed decision-makers and problem-solvers capable of contributing to a diverse and ever-changing society.

**Vision Statement**

All students need to acquire the knowledge and skills to seek out information and to take responsibility for their education and their behavior. Students will become more confident when presented with material to learn, with problems to solve and with decisions to make during their years of schooling and beyond as productive members of society.

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**CITY OF WATERBURY DISTRICT GOALS**

- 1. Attain high academic achievement for all students in literacy.**
- 2. Attain high academic achievement for all students in numeracy.**
- 3. Provide a safe and secure teaching and learning environment.**
- 4. Ensure that parents are actively engaged in the educational process.**

**CROSBY HIGH SCHOOL  
300 PIERPONT ROAD  
WATERBURY, CT 06705**

Dear Colleagues:

As another school year begins, we continue to move into the 21<sup>st</sup> century academically and technologically.

The data contained in your handbook is intended to be your personal reference. As always, working together in a professional manner with the students as our focus, we will have a successful and productive school year. Please reference the handbook on a regular basis.

Sincerely,

Mr. Michael Cain  
Principal

“Those who love teaching help those who love learning”

## OPENING DAY PROCEDURES

1. Empty mail slots
2. Homeroom teachers be sure to have the following forms and information available for opening day:

Homeroom Class List	Form Bus # Information	
Student Schedules	Locker #'s Assigned	Attendance Information
Lunch Tickets and Forms	Bus Rules	
3. Distribute student schedules. Remind students to follow schedule even if changes need to be made. Have students copy their schedules on separate paper to be kept in the homeroom. If there is no schedule for a student, send student to the main office with a pass when requested to do so by the principal.
4. All unclaimed schedules of “no show” students are to be kept by homeroom teacher until requested by the office. Ask students in class if they have knowledge of a “no show”. Write pertinent information at the top of the schedule. Continue to report “no show” names as “absent”.
5. Create seating chart using the template in your opening day packet which **MUST** remain on the desk in the homeroom.
6. Distribute lunch tickets. Only those who had lunch tickets in June will receive a ticket for September. All students must re-apply during September to receive a ticket for October. Distribute lunch forms to every student in your homeroom and instruct them to have it completed even if they feel they don’t qualify. Review cafeteria lunch wave assignment.
7. Distribute lockers to students by calling up to teacher desk and writing locker and combination numbers on the student schedule for security. Remind students they should not share combination with others. Keep list of student locker assignments in a secure place and give office a copy by October 1.
8. Distribute student handbooks if available. In each class discuss course requirements, class rules, and reinforce school rules that can be found student handbook.
9. Read to homeroom students the regulations for conduct on school buses and post one in the classroom.
10. No early dismissal for period 7 study unless student is enrolled in work-study program and/or has been approved by the Principal.
11. Attendance will be done online. If a problem occurs, homeroom teachers will send a copy of attendance to the office.
12. Opening day schedule will follow the late opening/90 minute delay schedule. Therefore, homeroom time will be extended until 9:05 a.m. Period 1 will start at 9:09 a.m.
13. Intercom announcements will be made during the homeroom period and at the end of period 6. If the need arises, announcements will be made other times during opening day.

**CROSBY HIGH SCHOOL**  
**PHILOSOPHY, MISSION STATEMENT, STUDENT EXPECTATIONS FOR LEARNING & ENVIRONMENT**

**1. PHILOSOPHY**

Crosby High School reflects Waterbury's past, lights its present, and projects hope for its future. As Waterbury's oldest high school, "Old Ivy": is rich with tradition; as a contemporary urban school, Crosby focuses on the needs of today's youth; as a progressive school, Crosby anticipates the future needs of its students. A microcosm of energetic, modern Waterbury, Crosby High School possesses a unique spirit. The following philosophy and goals reflect this spirit.

Included in this philosophy and goals are four considerations: the STUDENTS, the STAFF, the CURRICULUM, and the ENVIRONMENT at Crosby. In addition, Crosby High School's relationship to the COMMUNITY serves as an important consideration.

Foremost, in the philosophy and goals of Crosby is the STUDENT. Each student is considered a unique individual who differs in intelligence, aptitude, and method of learning, creativity, goals and ambition from every other student. We recognize and support these differences and encourage each student to become actively involved in those educational pursuits which foster the development of his or her self-esteem, self-knowledge, and critical thinking. We further encourage each student to strive for excellence and to participate in activities which support mutual growth, self-confidence, and self-discipline. We want our student to retain their individuality while still recognizing and responding to the group.

Education is a lifelong process, and our primary purpose is to develop a tradition of caring students who are disciplined in academic study, respectful of themselves and others, and able to communicate effectively. We strive to develop the skills and attitudes that prepare our students for useful and happy lives, in which they contribute their utmost abilities to their school, their families, their community, and their world.

To help each student to achieve his goal is the principal concern of the professional STAFF at Crosby High School. The teaching staff strives to promote student growth in basic academic skills, to foster a positive attitude towards learning, and to assist students in developing responsible social awareness. With the assistance of the guidance counselors, teachers assess the abilities, needs, and aptitudes of each student. The administration provides the appropriate environment and encouragement to enable staff members to fulfill their responsibilities.

In addition to recognizing the importance of each student and the relationship of the staff to the student, we recognize the importance of the CURRICULUM in Crosby. The courses of study reflect varying abilities, needs, and interests of the student body, as well as changes in the community. Programs for academic growth and enrichment on several ability levels are offered in these areas: college preparatory, business, technology education, home economics, vocational education, and school/work experience. Courses providing college credit are also available. Students are provided with comprehensive and sequential courses of study in conformity with state and city requirements.

The variety of course offerings affords students of diverse needs and abilities opportunities for effective learning. While acquiring knowledge of facts and methods, Crosby students are encouraged to discover their strengths and limitations, to take responsibility for their actions, to find and use relevant information for decision-making, and to understand how various academic disciplines are related. As a result of Crosby's broad course offerings, many students are readily finding success in the education process.

Finally, we realize the importance of cooperative involvement and support of the COMMUNITY. Greater Waterbury is informed of school activities and programs through a variety of methods. In turn, available community resources are utilized to broaden horizons, provide enrichment, and offer challenging opportunities to students.

**CITY OF WATERBURY DISTRICT IMPROVEMENT GOALS:**

1. Attain high academic achievement for all students in literacy.
2. Attain high academic achievement for all students in numeracy.
3. Provide a safe and secure teaching and learning environment.
4. Ensure that parents are actively engaged in the educational process.

**MISSION STATEMENT**

The mission of Crosby High School is to provide all students with the opportunity to safely develop into independent learners and to become informed decision-makers and problem-solvers capable of contributing to a diverse and ever-changing society.

All students need to acquire the knowledge and skills to seek out information and to take responsibility for their education and their behavior. Students will become more confident when presented with material to learn, with problems to solve and with decisions to make during their years of schooling and beyond as productive members of society.

**Expectations for School Performance**

**Crosby High School will:**

1. Have policies in place to provide a safe learning environment.
2. Encourage family involvement.
3. Create an atmosphere in which students use a variety of learning techniques.
4. Provide educational opportunities and support services to all students.
5. Provide the opportunity for interdisciplinary learning.
6. Provide knowledge of health and wellness issues.
7. Provide extra-curricular activities to meet the diverse needs of the student body.
8. Provide all students with the opportunity to develop decision-making and goal-setting skills.
9. Provide all students with the opportunity to learn about careers and job-readiness skills.
10. Provide recognition of excellence among students and staff.

## **Expectations for Student Learning**

**Crosby High School Students will:****Academic Expectations**

1. Read effectively
2. Write effectively
3. Speak effectively
4. Use mathematical principles to solve problems
5. Apply scientific principles to understand their world
6. Utilize technology to enhance learning

**Civic Expectations**

1. Understand the rights and responsibilities of a democratic society
2. Be encouraged to participate in any number of school clubs and organizations

**Social Expectations**

1. Demonstrate respect and assume responsibility for their own behavior
2. Reason effectively when solving problems and making decisions

**ENVIRONMENT**

In addition to an innovative curriculum, Crosby provides a safe, drug and alcohol free environment conducive to learning that will ensure the physical safety, health and self-esteem of students, staff and faculty. This environment is enhanced by published regulations enforced by legitimate authority. Self-discipline is encouraged and students are urged to behave in a manner helpful to both school and community.

Crosby High School promotes communication, flexibility, tolerance, and respect among students, staff, and community. Students at Crosby are prepared for participation in a vital, ever-changing American society.

We recognize our obligation to provide an environment that allows all students opportunities to:

- Behave ethically and to take responsibility for their own actions.
- Acknowledge legally constituted authority.
- Exercise leadership.
- Look upon learning as a lifelong process.
- Develop a positive self-image and positive attitudes toward others.
- Cooperate as well as compete with others.
- Develop self-discipline.
- Develop good study habits.
- Seek help when appropriate from their peers, teachers, guidance counselors, and administrators.
- Make responsible educational and career choices by acquiring both specific and general information about career requirements and opportunities.
- Take part in extra-curricular activities.
- Develop leisure time pursuits.
- Strive for excellence.

**CROSBY HIGH SCHOOL**  
**BELL SCHEDULES**

**SCHEDULE #1 REGULAR DAY**

<b>Homeroom</b>	<b>7:20 - 7:35</b>
<b>Period 1</b>	<b>7:39 – 8:25</b>
<b>Period 2</b>	<b>8:29 – 9:15</b>
<b>Period 3</b>	<b>9:19 – 10:05</b>
<b>Period 4</b>	<b>10:09– 10:55</b>
<b>Period 5ab</b>	<b>10:59 – 11:45</b>
<b>Period 5bc</b>	<b>11:24 – 12:10</b>
<b>Period 5ac</b>	<b>10:59 - 11:20</b>
<b>and</b>	<b>11:49 - 12:10</b>
<b>Café A</b>	<b>10:59 – 11:20</b>
<b>Café B</b>	<b>11:24 – 11:45</b>
<b>Café C</b>	<b>11:49 – 12:10</b>
<b>Period 6</b>	<b>12:14 – 1:00</b>
<b>Period 7</b>	<b>1:04 – 1:50</b>
<b>Dismissal</b>	<b>1:50</b>

2.

**SCHEDULE #2 90 MINUTE DELAY**

<b>Homeroom</b>	<b>8:50 – 9:05</b>
<b>Period 1</b>	<b>9:09 – 9:40</b>
<b>Period 2</b>	<b>9:44 – 10:15</b>
<b>Period 3</b>	<b>10:19 – 10:50</b>
<b>Period 4</b>	<b>10:54 – 11:25</b>
<b>Period 5ab</b>	<b>11:29 – 12:15</b>
<b>Period 5bc</b>	<b>11:54 – 12:40</b>
<b>Period 5ac</b>	<b>11:29 - 11:50</b>
<b>and</b>	<b>12:19 - 12:40</b>
<b>Café A</b>	<b>11:29 – 11:50</b>
<b>Café B</b>	<b>11:54 – 12:15</b>
<b>Café C</b>	<b>12:19 – 12:40</b>
<b>Period 6</b>	<b>12:44 – 1:15</b>
<b>Period 7</b>	<b>1:19 – 1:50</b>
<b>Dismissal</b>	<b>1:50</b>

**SCHEDULE #3 SHORT DAY**

<b>Homeroom</b>	<b>7:20 – 7:34</b>
<b>Period 1</b>	<b>7:38 – 8:12</b>
<b>Period 2</b>	<b>8:16 – 8:50</b>
<b>Period 3</b>	<b>8:54 – 9:28</b>
<b>Period 4</b>	<b>9:32 – 10:06</b>
<b>Period 5</b>	<b>10:10 – 10:44</b>
<b>Period 6</b>	<b>10:48 – 11:22</b>
<b>Period 7</b>	<b>11:26 – 12:00</b>

**NO LUNCH**

**SCHEDULE #4 ACTIVITY PERIOD AFTER 7TH**

<b>Homeroom</b>	<b>7:20- 7:35</b>
<b>Period 1</b>	<b>7:39 – 8:15</b>
<b>Period 2</b>	<b>8:19 – 8:55</b>
<b>Period 3</b>	<b>8:59 – 9:35</b>
<b>Period 4</b>	<b>9:39 – 10:15</b>
<b>Period 5ab</b>	<b>10:19 – 11:03</b>
<b>Period 5bc</b>	<b>10:43 – 11:27</b>
<b>Period 5ac</b>	<b>10:19 - 10:39</b>
<b>and</b>	<b>11:07 - 11:27</b>
<b>Café A</b>	<b>10:19 – 10:39</b>
<b>Café B</b>	<b>10:43 – 11:03</b>
<b>Café C</b>	<b>11:07 – 11:27</b>
<b>Period 6</b>	<b>11:31 – 12:07</b>
<b>Period 7</b>	<b>12:11 – 12:47</b>
<b>Activity</b>	<b>12:51 - 1:50</b>
<b>Dismissal</b>	<b>1:50</b>

**SCHEDULE #5 ACTIVITY AFTER 4<sup>TH</sup>**

<b>Homeroom</b>	<b>7:20 – 7:35</b>
<b>Period 1</b>	<b>7:39 – 8:15</b>
<b>Period 2</b>	<b>8:19 – 8:55</b>
<b>Period 3</b>	<b>8:59 – 9:35</b>
<b>Period 4</b>	<b>9:39 – 10:15</b>
<b>Activity</b>	<b>10:19 - 11:18</b>
<b>Period 5ab</b>	<b>11:22 – 12:06</b>
<b>Period 5bc</b>	<b>11:46 – 12:30</b>
<b>Period 5ac</b>	<b>11:22 - 11:42</b>
<b>and</b>	<b>12:10 - 12:30</b>
<b>Café A</b>	<b>11:22 – 11:42</b>
<b>Café B</b>	<b>11:46 – 12:06</b>
<b>Café C</b>	<b>12:10 – 12:30</b>
<b>Period 6</b>	<b>12:34 – 1:10</b>
<b>Period 7</b>	<b>1:14 – 1:50</b>
<b>Dismissal</b>	<b>1:50</b>

**ADVANCED WARNING EARLY DISMISSAL  
BELL SCHEDULE \*\*\*BY 8:00 A.M.**

<b>7:20—7:35</b>	<b>Homeroom</b>
<b>7:39—8:04</b>	<b>Period 1</b>
<b>8:08--8:33</b>	<b>Period 2</b>
<b>8:37—9:02</b>	<b>Period 3</b>
<b>9:06—9:31</b>	<b>Period 4</b>
<b>9:35—10:00</b>	<b>Period 5</b>
<b>10:04—10:31</b>	<b>Period 6</b>
<b>10:35—11:00</b>	<b>Period 7</b>

## CAFÉ PERIOD – LUNCH SCHEDULE – PERIOD 5

### LUNCH PERIOD SCHEDULED ACCORDING TO LOCATION OF PERIOD 5 CLASS

Period 5 is divided by bells into three parts: A-B-C.

Classes meet: Period 5-AB (10:59-11:45) Period 5-BC (11:24-12:10)

1. Students in Class 5-BC (11:24: 12:10) will report to first café.  
Café 5-A (10:59-11:20)
2. Students in class 5-AB (10:59-11:45) will report to third café.  
Café 5-C (11:49-12:10)
3. All students in grades 10, 11, and 12 are assigned either 5-A Café or 5-C Café unless in study hall.  
  
All Grade 9 students (Freshmen Academy) are assigned to second café.  
Café 5-B (11:24-11:45)
4. Teachers will have lunch break at the same time students report to cafeteria.
5. Café 5-B is reserved for students in the Freshmen Academy.

Lunch for both students and teachers is determined as follows:

1. All period 5 classes meeting on the first and second floors will report to Café 5-A (10:59-11:20), then to classrooms for 5BC.
2. All period 5 classes and meeting on the third floor will report to classrooms for 5-AB, then to Café 5-C (11:49-12:10) for lunch.
3. All Freshmen Academy students will report to classrooms during 5-A and 5-C and go to Café 5-B (11:24-11:45).

### SUMMARY

**Lunch 5-A** (10:59-11:20) Period 5 classes in 100 and 200 rooms on 1<sup>st</sup> and 2<sup>nd</sup> floor.

**Lunch 5-B** (11:24-11:45) Freshmen Academy only and period 5 study halls

**Lunch 5-C** (11:49-12:06) Period 5 classes in rooms on the 3<sup>rd</sup> floor.

1. Students in double lab periods 4<sup>th</sup> and 5<sup>th</sup> will go to Café-5C.
2. Students in double lab periods 5<sup>th</sup> and 6<sup>th</sup> will go to Café-5A.
3. All Physical Education students period will report to class 5AB and to lunch Café C.

## GENERAL INFORMATION

### AUDIO VISUAL REQUESTS

Teachers requesting audio- visual material should do so 48 hours in advance by using the appropriate request form. AV equipment is very costly and repair funds are limited; consequently, please use equipment carefully and keep equipment secured at all times.

### GUIDELINES FOR BUILDING PATROL

1. Obtain your assigned walkie-talkie from the office at beginning of period and sign it out,. When you return it at end of period, make sure to sign it in. Please make sure light is illuminated when put back into cradle.
2. Be sure to check for your assignment from duty roster.
3. Be obvious in your patrol duty as your presence often averts problems. Be on duty at the very start of the period, and encourage students to move to class. Teachers on duty are expected to report to their duty on time and continuously patrol until the bell has rung for the next period..
4. Check bathrooms and stairwells while on patrol.
5. Don't create additional problems by antagonizing hostile pupils. Often the less said to them, the better. Cordially encourage them to accompany you to their assigned location. Follow up with referral if necessary.
6. Check hall passes for time and signature.
7. All visitors to the school must have written permission from the Principal before they can visit classroom, etc. Once permission is obtained, they must obtain a visitor's pass from the main office. If a stranger does not have said pass, he/she should be told that trespassing on school property is against the law, and unless he leaves the building and school grounds immediately, an administrator will call the police. If the stranger does not leave the building and grounds *in your sight*, call the office on your walkie-talkie or use a classroom phone. Be cautious in trying to intercede in a clash by placing yourself in the middle. Get teacher and administrative assistance immediately.
8. Students should be made to understand that their reactions to the building patroller will affect the outcome of any encounter.
9. Be aware of suspicious odors, especially in the bathrooms and near the first floor side exits under stairwells. Report suspicions to the administration.

## CEU'S/STATE CERTIFICATION

### STATE CERTIFICATION

It is the responsibility of each teacher to be aware of new teaching certification requirements and to maintain proper records in order to keep certification current.

There are two types of certificates issued by the State Board of Education:

1. Provisional Certificate - is issued for a five-year period and may be renewed for one additional five-year period upon recommendation of the Superintendent.
2. Professional Certificate - is issued after three years of successful experience under the Provisional and completion of additional preparation as specified for the particular certificate.
3. Regular teaching certificates require completion of a master's degree of 30 credits beyond the bachelor's degree.

Maintenance of proper certification is the legal responsibility of each professional employee. It is also the responsibility of the individual to record his certification with the Superintendent of Schools. The State Office does not send a copy. Only one certificate is issued and mailed directly to the individual. It is up to the teacher to present the certification to the Superintendent for recording purposes.

### CEU'S

The Waterbury Department of Education will grant you CEU Equivalents if you do the following:

- Apply for CEU equivalents on the appropriate form prior to the date of the start of the activity.
- After attending the approved activity (it must be approved in advance by CEU Manager), submit proof that you have completed the activity, along with our Verification Form.

There are other CEU providers, aside from the Waterbury Department of Education. If your activity is conducted by another approved provider, which provider will grant you the CEUs, and you will be given a certificate for your records.



The Waterbury Department of Education does not keep records of CEUs you earned from another provider, that is, one which grants CEUs itself. There is no reason for you to send us your record of CEUs earned through another provider.

Your teaching certificate is your personal responsibility. You must keep careful records of your CEUs and CEU Equivalents, in case you are among those audited by the State Department of Education when your teaching certificate is up for renewal.

During the five-year period your Professional Certificate is in force, you must earn 9 CEUs. Each CEU represents 10 contact hours of instruction. The City of Waterbury offers you 18 contact hours per year, for five years, for a total of 90 contact hours, which is equal to 9 CEUs.

You can earn CEU equivalents for various activities, such as conventions, conferences, workshops, seminars, college courses, and so forth, but the process is not automatic. You must apply for and receive prior approval.

There are three different forms you must use, as appropriate:

- Special Request for CEU Equivalent form RS (see attached). This form is used if you are requesting CEU Equivalents for an activity other than for a course or a single topic workshop. Conferences and conventions are examples of activities for which this form is used.
- Request for CEU Equivalent Form R (see attached). This form is used for courses and on topic workshops.
- Verification Form V (see attached). This form is sent to us after you have completed an approved activity, accompanied by proof of completion of the activity.

These forms can be downloaded from the Waterbury School Home Page.

## **GUIDELINES FOR SPECIAL REQUEST FOR CEU EQUIVALENTS**

**NEED TO BE ADDRESSED:** Indicate the need that the activity will address. The purpose of identifying learning needs is to ensure that the planned activity contributes to your professional growth, or is relevant to your ongoing job requirements.

**OBJECTIVE:** What you hope to accomplish.

**DESCRIPTION OF ACTIVITY:** List in sequence the stages you will take.

**ACHIEVEMENT:** How will you verify your accomplishments? The learning outcome must describe your expectations in terms of the enhancement of your professional growth and how the activity might impact on your classroom, students, colleagues, staff, community, district or school.

**EVIDENCE OF ACCOMPLISHMENTS:** Describe in detail how you intend to verify your accomplishments e.g., itinerary, log, receipts, travel documents.

## **CLASSROOM APPEARANCE**

Teachers who take pride in the appearance of their classroom encourage students to take pride in their school. Since much learning is gained by visual means, bulletin boards should be attractive, meaningful and changed periodically. Student work is to be displayed in all classrooms.

Avoid scotch tape on walls, doors, windows, and other surfaces. Use masking tape to avoid damage to surfaces.

Watch for damage to furniture and classroom fixtures. Desks, in particular should be examined regularly. Report all damage to the vice-principal. Keep floors as free as possible from paper, etc.

## **CLASSROOM PROCEDURE & SCHOOL TONE**

Probably the single most critical element to be established is that of school tone. Without a proper climate, all learning is jeopardized. Student control, for its own sake, has no meaning. The thing we call "discipline" has meaning only in relation to productive teaching and learning. It is to this end, the establishment of a proper climate for learning, that all rules exist. With this in mind, the following guidelines are established so that the high school's policies and practices are consistent, equitable, responsible and appropriate:

1. In all classes establish reasonable, achievable goals.
2. Make sensible, simple, enforceable rules and insist on compliance. Post rules and consequences.
3. Read and correct assigned work promptly.
4. Do not accelerate disagreements into conflicts. Don't argue!
5. Supervise regularly with consistency; this includes hallways, as well as lavatories between periods.
6. Get to know your students well. Communicate frequently with counselors on problems.
7. Always maintain accurate accounting of student absences, tardiness, etc. This could conceivably have legal implications.

8. Begin and dismiss classes on time.
9. Present a professional image in your dress and manner.
10. Accompany students to all assemblies or large group instructional sessions and remain with them.
11. Plan all instructional activities carefully.
12. Be involved in student activities as much as your schedule allows.
13. Do not allow a pupil to leave the room without a corridor pass.
14. Do not allow excessive use of lavatories and keep a log.
15. A calm and quiet manner is essential. A teacher's self-control never fails to impress pupils.
16. Be firm and decisive. These are not in any way inconsistent with kindness.
17. Maintain contact with parents.

## **FLOATERS**

Occasionally teachers will be assigned to float. Be respectful of the classroom to which you are assigned. Teachers are asked to be prompt in reporting to classes so the students are not left unattended in a room. It is good practice to check with the teacher whose room you are using.

## **FOOD AND BEVERAGE**

Food and beverages should not be consumed in classrooms by students or teachers. Faculty members are not to send any student to the cafeteria to obtain food or beverage for the classroom. There are to be no classroom parties and the faculty dining areas are off limits to students. The chewing of gum should be discouraged.

## **HOMEWORK POLICY STATEMENT**

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

## **HOMEWORK GUIDELINES - HIGH SCHOOL**

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

## **INTERIM PROGRESS REPORTS**

Interim progress reports **MUST** be completed by the teacher four times a year in the middle of each marking period. Students who are failing **MUST** have a copy of their progress reports sent to the appropriate guidance counselor. Student work often improves when parents are kept informed of student progress. Reports are to be signed by the parent and returned.

## **LEAVING SCHOOL BUILDING DURING UNASSIGNED PERIOD**

No faculty member is authorized to leave the building during the school day without permission from the Principal or his/her designee. Upon receiving permission, the teacher **MUST** sign out and sign in upon return on the appropriate form in the office.

## **LESSON PLANS**

Keep up-to-date lesson plans and emergency lesson plans in a visible place known to your Department Head and neighboring teacher. A copy of your emergency plans and updated seating charts is to be kept in the office substitute folder.

Lesson plans are to be submitted to D.H. on Friday for the following week.

Department Head and teachers without D.H. will submit copy of lesson plans to the Principal's office.

Please consult with your department head regarding acceptable lesson plan format. Acceptable format includes: daily goals and objectives, CAPT strategies, and school goals. These should be highlighted in your lesson plans. Homework assignments must be clearly indicated.

## **LOCKER ASSIGNMENTS AND COMBINATIONS**

Please notice that a copy of the locker combinations for your assigned homeroom has been provided to you. The vice-principal has a master list of all locker assignments and combinations.

Please keep these combinations in your possession and relate only one combination to one individual student. In no case should you give a student another student's combination.

Please be sure to send a copy of the student names and assigned locker numbers to the office by October 1. Keep a copy for reference.

Students may need help opening the lockers. Please assist them. You should encourage students to write the combination in a number of places (wallet, notebook etc.)

The office will not give out student locker combinations without a note from the homeroom teacher. If a student loses their locker combination the homeroom teacher should be able to provide a copy. This should be a very limited occurrence.

## **MORNING SUPERVISION**

Between 7:10 and 7:20 a.m., teachers should be stationed in their doorways so that students sense they are being monitored. At 7:15 students should be reminded to proceed to homeroom which begins at the 7:20 bell.

## **MEDIA CENTER**

Students are to obtain a permission slip from a subject teacher to use the media center. The pass should indicate the assignment.

Students must show study hall teacher their pass, and then sign in at the media center, be on time and work on an assignment. The media center has the same requirements as any academic classroom.

Remind students upon issuance of pass that they are to report directly to the Media Center at the beginning of the period.

Prior arrangements with media specialist must be made if you want to take your class to the center.

## **PASS POLICY**

Passes should be kept to a minimum and allowing more than one student out at a time is not acceptable.. All passes should be on official form and be completely filled out with student name, date, time, destination, and teacher's signature. Do not put more than one student name on a pass.

## **PARKING**

Teachers are to park in assigned faculty parking areas. Remember that the area adjacent to the loading dock is assigned parking for maintenance, and cafeteria staff and is off limits to other staff due to the ongoing renovations. Please be mindful of construction equipment at all times during the 2008-09 school year. Safety is our major concern. Students are to park in assigned student parking areas. NO students are to park in faculty lots.

## **POLICY ON CHRONIC INFECTIOUS DISEASES**

The Waterbury Board of Education adapts the following policy for educating students known to have a chronic infectious disease (e.g., AIDS/ARC, CMV, Hepatitis B, and Herpes Simplex) and for ensuring a safe and healthy school environment for all students.

1. All children in Connecticut have a constitutional right to a free, suitable program of educational experiences.
2. As a general rule, a child with a chronic infectious disease will be allowed, with the approval of the child's physician, to attend school in a regular classroom setting and will be considered eligible for all rights, privileges, and services provided by law and existing policy of the Waterbury school district.
3. The school nurse will function as (a) the liaison with the child's physician, (b) the child's representative in the school (i.e., assist in problems resolution, answer questions) and (c) the coordinator of services provided by other staff.
4. To the extent possible, the school will respect the right to privacy of the individual; therefore, knowledge that a child has a chronic infectious disease will be confined to those persons with a direct need to know (e.g., principal, school nurse, and child's teacher). Those persons will be provided with appropriate information concerning such precautions as may be necessary and should be aware of confidentiality requirements.

5. Based upon individual circumstances, special programming may be warranted. Special education will be provided if determined to be necessary by the Planning and Placement Team.
6. Under certain circumstances a child with a chronic infectious disease might pose a risk of transmission to others. If any such circumstance exists, the school medical advisor, in consultation with the school nurse and the child's physician, must determine whether a risk of transmission exists. If it is determined that a risk exists, the student shall be removed from the classroom. Final determination is to be made by the school medical advisor.
7. A child with a chronic infectious disease may be temporarily removed from the classroom for the reasons stated in #6 until an appropriate school program adjustment can be made, an appropriate alternative education program can be established, or the medical advisor determines that the risk has abated and the child can return to the classroom.
  - Removal from the classroom will not be construed as the only response of reducing risk of transmission. School personnel should be flexible in developing alternatives and should attempt to use the least restrictive means to accommodate the child's needs, while protecting students and personnel who may come in contact with the child.
  - In any case of temporary removal of the student from the school setting, state regulations and school policy regarding homebound instruction will apply.
8. Each removal of a child with a chronic infectious disease from normal school attendance will be reviewed by the school medical advisor in consultation with the student's physician at least once every month to determine whether the condition precipitate the removal has changed.
9. A child with a chronic infectious disease may need to be removed from the classroom for his/her own protection when other communicable diseases (e.g. measles or chicken pox) are occurring the school population. This decision will be made by the child's physician and parent/guardian, in consultation with the school nurse and/or the school medical advisor.
10. All staff should use the following routine and standard procedure to clean up after a child has an accident or injury at school. Blood or other body fluids emanating from any child, including one know to have a chronic infectious disease, should be treated cautiously. Gloves should be worn when cleaning up blood spills. These spills should be disinfected with either bleach or another disinfectant, and persons coming in contact with them should wash their hands afterwards. Blood soaked items should be placed in leak-proof bags for washing or further disposition. Similar procedures are recommended for dealing with vomitus and fecal or urinary incontinence in any child. Hand washing after contact with a school child is routinely recommended only if physical contact has been made with the child's blood or body fluids, including saliva.

### **REPORT CARDS/GRADING INSTRUCTIONS**

#### **INCOMPLETE GRADES**

Pupils with incomplete for 1st, 2nd or 3rd marking period will be listed as INC.

Incomplete grades may be carried until the 4<sup>th</sup> marking period, at which time all incompletes must be filled in by the instructor by the last day of school on a paper copy.

#### **GRADE CORRECTION SHEET**

1. Use red pen or pencil - print clearly.
2. Make all corrections on computer sheet in red.
3. To delete a student - single red line.
4. To add a student - all data in proper columns in red.
5. To correct any data - single red line through data to be corrected with correct data printed clearly above the corrections.
6. All corrected sheets - return to office.

PLEASE NOTE THAT THE IMPORTANCE OF PROOF READING AND MAKING CORRECTIONS ON THESE SPREAD SHEETS CANNOT BE OVEREMPHASIZED.

#### **FORMULA FOR COMPUTING FINAL AVERAGES**

1. Add first four marking period grades together
2. Divide by 4
3. Multiply average by 3
4. Add Mid-term and Final exam grade Divide by 2.
5. Add the above average to your product in #3
6. Answer from #5 Divided by 4 = Final Average

#### **OR**

1. Multiply each marking period by 18.75%
2. Multiply the midterm and final by 12.5% each
3. Add together and this is your average

using example below 1<sup>st</sup> mp 70x .1875=13.1  
 2<sup>nd</sup> mp 50x .1875=9.4  
 3<sup>rd</sup> mp 65x.1875=12.2  
 4<sup>th</sup> mp 82x.1875= 15.4  
 Mid term 65x.125=8.1 Final 60x.125=7.5

e.g. 1st m.p. 2nd m.p. Mid-term 3rd m.p. 4th m.p. Exam  
 70 50 65 65 82 60

add all 65.7 average

<b>Step 1</b>	70 50 65 <u>82</u> 267	<b>Step 3</b>	66.75 <u>   3</u> 200.25
		<b>Step 4</b>	Mid term 65 Final exam 60 Total $125 / 2 = 62 \frac{1}{2}$
<b>Step 2</b>	<u><math>267/4 = 66 \frac{3}{4}</math></u>	<b>Step 5</b>	$66 \frac{3}{4} \times 3 = 200.25$ 62.50
			262.75
<b>Step 6</b>	262.75 divide by 4		65.68 Final Average

### MID-YEAR AND FINAL EXAM MODIFICATIONS FOR LEARNING DISABILITY STUDENTS

With approval and recommendation of the Board of Education, teachers are encouraged to make testing for students with learning disabilities a positive experience and, if necessary, adjust mid-year and/or final exam marks to prevent a possible failing grade for the semester or year.

The resource teachers are available to assist teachers in testing these students and may also have other suggestions for exam modification. Some of these modifications are noted below:

1. A thorough review should precede each test or section of test being given.
2. The taking of an oral test, if there are reading or written limitations.
3. Allowing more time for testing if a student works slowly.
4. Taking tests that are divided into short sections, given over a period of several days by the classroom teacher.
5. Use a four marking period/or semester average as an exam grade.
6. Students must be given a Mid-Term grade prior to a final exam grade.

### SCHOOL DAY

The official school day for teachers is 7:00 – 2:05. In addition, there will be two faculty meetings per month, each not to exceed one hour, after regular school hours (2:05 – 3:05). Finally, the administrator may hold two additional faculty meetings during the school year for emergency purposes. Department meetings are mandatory if held in lieu of faculty meetings and the appropriate advance notice is given. The schedule of meetings for the year is part of the opening day packet. Your attendance is expected. To be excused, you must obtain the principal's permission.

### SCHOOL DISCIPLINE

#### GENERAL STATEMENT

Faculty members should read this statement and develop their own clear and consistent disciplinary practices.

Discipline cannot be stated in absolute terms. The purpose of discipline is to bring about improvement in behavior. The ultimate goal of discipline is the development of self-direction in individual pupils which recognizes the rights and dignity of others. It is more important to influence basic attitudes than to simply control surface behavior.

Unfortunately, teachers and administrators must spend too much time and effort communicating with pupils who need correction, and too little time with those who are obedient and respectful. Therefore, it is important that teachers recognize and commend students who manifest a cooperative spirit and application to the business of education.

It is generally understood that teenagers need definite limits set for them, definite rules to obey, and a definite code to follow. It is essential, however, whenever possible, that disciplinary action should be taken in private. Pupils should not be exposed to humiliation before others; nor should they be shouted at, ridiculed, or unnecessarily harassed.

Most cases of discipline can be handled by the teacher without recourse to the office. Ordinarily the teacher should send pupils to the assistant principal in charge only when he/she is unable to control their behavior. Irritating but relatively minor breaches of behavior can and should be dealt with by the teacher. Discipline cannot be maintained by a "remote control" from the office. Parents should be notified of student behavioral problems by telephone prior to office referral in order to involve parents in resolving problems before they escalate.

Pupils often must be reminded that teachers do have full authority and that such authority extends throughout the building and school grounds. In the exercise of this authority, however, teachers and administrators are expected to be reasonable and fair.

Insist and encourage students to respect you -- be honest, dependable, and sincere -- then demand and expect from students similar personal qualities. Most students expect good discipline and they do respect the teacher who makes them learn under controlled and proper conditions. Teachers must be teachers. They should never allow or permit loss of respect and professional dignity. Students are always to address a staff member as: Mrs., Miss, or Mr. followed by their last name.

## **HANDLING CLASSROOM DISCIPLINE AND REFERRALS**

Please read carefully the procedures that are to be followed. If you have any questions feel free to come to the office for clarification.

- Teachers will be encouraged, exhorted, requested, and told to take care of problems of the pupils in their classes to the greatest possible extent. Pupils are not to be referred to guidance or the office for minor offenses such as (lateness to class, being unprepared, gum chewing or forgetting books.) A parent telephone call is appropriate.
- Pupils who misbehave in such a way, or so repeatedly, that the teacher needs assistance should be referred as follows:
  1. Document on the referral the steps you have taken prior to referral. This MUST be done. Discipline is a progressive process. The Vice Principal is the last step in the progressive process
  2. Please keep in mind a referral is a legal document. Record the infraction as succinctly as possible using appropriate language. Keep in mind a lawyer or other personnel may be reading it some day.
  3. Major offenders should be referred to Vice Principals for due process. A disciplinary referral form should be filled out by the teacher indicating all classroom level action that has been taken prior to referral. Referrals submitted without this information except in extreme cases such as fighting will be returned to the teacher for clarification. Keep in mind when the vice-principal calls the home it should not be the first time the parent is hearing about the undesirable behavior-it should have been previously discussed with the classroom teacher.

### **75-609 AN ACT CONCERNING EXCLUSION FOR DISCIPLINARY PURPOSE**

"Removal is the exclusion of a student for a class period of ninety minutes or less. A student may be removed from class if he deliberately causes a serious disruption of the educational process. When a student is removed, the teacher must send him/her to a designated area and notify the principal at once. A student may not be removed from class more than ten times in one school year nor more than twice in one week unless that student is granted an informal hearing before the building principal and his designee".

4. The pupil is granted an informal hearing every time the above is done. A disciplinary referral form should be filled out by the teacher and sent to the Vice Principal.

## **DISCIPLINE AND SUPERVISION**

Cases of misconduct will be judged, as far as possible, on individual merits and records. The teacher is the first line of discipline. Administrative action will be taken against any violations of normal behavior and good taste which develop into persistent patterns in any student. The usual procedures on enforcing discipline are warnings, parent phone calls, probation, detention, suspensions and parental conference. When students are referred to the office for discipline, the Administrator shall determine which disciplinary measure is appropriate, according to Board of Education Discipline Policy. Teachers are strongly encouraged to communicate with parents by telephone. Parental conferences will be arranged by Guidance personnel, if requested.

## IN-HOUSE SUSPENSION PROCEDURE

### IN-HOUSE SUSPENSION PROCEDURES

- Report to In-House Suspension Room. Assignments will be on file in the In-House room.
- A 200 word essay must be written on the cause of the suspension.
- While in the In-House Suspension Room, you must complete all assignments satisfactorily.
- You will not receive credit for any period in which you are sleeping, talking or disruptive in any way.
- Lunch will be served in the café Period 6a. No soda, candy, or snacks may be eaten at any time in the In House room.
- If you are absent on the day assigned to the In-House Suspension Room, plan to serve on the day you return to school.

**Any student not complying with the In-House rules as set forth above will be suspended out of school.**

### STAFF PROPRIETY

The tone of the school and the conduct of classes are directly affected by teacher dignity and propriety.

Staff attire should be in "good taste". "Good taste" is broadly defined as that which does not offend the sensibilities of others. To maintain a business-like atmosphere, staff attire should not be less than what is expected of students.

### STUDENT DATA BASE CORRECTION FORM

TEACHERS: Please have your students check their schedules to make sure all information on Student Schedule is correct. Any corrections should be made on the Data Base Correction Form. Please return this form to the Main Office no later than 9:00 on Opening Day.

### STUDENT DATA BASE CORRECTION FORM

Student # \_\_\_\_\_ (Have student fill in their student number, name and bus number as found on their schedule card)

Student Name \_\_\_\_\_

Bus # \_\_\_\_\_

**Please make corrections below only where necessary:**

Name \_\_\_\_\_

Address \_\_\_\_\_ Zip \_\_\_\_\_

Parent Name: \_\_\_\_\_

Date of Birth \_\_\_\_\_

Phone # \_\_\_\_\_ Sex \_\_\_\_\_

Guidance Counselor \_\_\_\_\_

Year Graduation \_\_\_\_\_

### STUDENT GRADES AND TESTING

The academic year consists of four marking periods. In addition to weekly tests and quizzes, quarterly exams are encouraged in each subject. Final exams are mandatory for half year courses and at the end of full year courses.

Corrected tests and class papers should be returned to students as soon as possible after the administration and corrections should be discussed. Teachers are charged with keeping accurate record of grades for each student.

Grade books should always be kept secured and never left unattended or accessible to students.

## **STUDENT HEALTH AND APPEARANCE**

In the event a student's health and appearance seems to be questionable medically, contact the office at #501 or the nurse at E213.

Students who must take medication are required to go to the nurse's office where all medications must be properly secured. All medical problems should be on file in the nurse's office.

## **SUBSTITUTE TEACHER FOLDER**

All teachers must have a folder labeled, "For Substitute Teacher", visibly accessible in the classroom. The following items are to be contained in the folder:

1. up-to-date seating chart
2. teacher's daily schedule noting cafe time and duties.
3. classroom rules list
4. location of lesson plans
5. location of teacher's editions and guides
6. information regarding homework assignments
7. other items deemed pertinent by teacher
8. emergency evacuation procedures

The following Substitute Teacher Form and Responsibilities of a Substitute should be placed in your substitute folder in the main office.

## **RESPONSIBILITIES OF A SUBSTITUTE**

The following suggestions are intended to help make your job easier when here at Crosby and to insure the best continuing educational program for the students.

1. You assume all responsibilities and duties of the regular teacher upon accepting a position as a substitute teacher.
  - A. School hours are 7:00 a.m. - 1:50 p.m.
    - Before 7:20 a.m. report to the Main Office to receive assignment for the day or to announce arrival on subsequent days of same assignment.
    - Follow the teacher's lesson plans, and daily schedule carefully.
    - Insist that students sit according to seating plan.
    - Record absences and leave list of pupil names not appearing on the daily absent list for the teacher with notes regarding work completed.
    - Maintain the established standards of classroom control.
    - Substitute should always be in full control of class. Contact Department Head for assistance.
    - Referring to seating plan, call students by name frequently.
    - Assume regular teacher's non-teaching duties. Check in office, if necessary.
    - Collect written assignments.
    - Remember pupil's records and reports are confidential.
    - Leave the classroom at the end of the day in neat, orderly condition.
    - From 6:00 - 8:00 p.m. contact regular teacher to find out if you have to return the next day. If unable to reach the regular teacher, call Central Office at 574-8026 the following morning.
2. Fill out the "Daily Report Form for Substitute Teachers", and return same to the Crosby Main Office at the end of the school day.
3. Substitute teachers should recognize the model role for pupils that each teacher plays. A substitute should wear attire which is proper for the educational atmosphere and each substitute is expected to conform to a professional standard.
4. At the end of each pay period "Report of substitute Teacher" form must be brought in to Teachers' Payroll Office, Chase Building, second floor, or turned in at school if working on the last day of pay period.



MEMORANDUM FOR SUBSTITUTE TEACHER

IMPORTANT - Substitute teacher will call regular teacher at telephone number listed below to ascertain if teacher will be returning to school the following day.

Teacher's Name \_\_\_\_\_

Telephone Number \_\_\_\_\_

From 6:00 - 8:00 p.m., contact regular teacher to find out if you have to return the next day. If unable to reach the regular teacher, call Central Office at 574-8062 or 574-8001 the following morning.

IF SUBSTITUTE CANNOT RETURN, PLEASE CALL:  
Central Office at 574-8095 to report your reason for absence.

LOCATION OF FOLLOWING MATERIALS:

Daily Lesson Plans: \_\_\_\_\_

\_\_\_\_\_

Seating Charts: \_\_\_\_\_

\_\_\_\_\_

Faculty Handbook: \_\_\_\_\_

\_\_\_\_\_

Teacher's Substitute Folder - with special instructions and/or other pertinent date for substitute: \_\_\_\_\_

\_\_\_\_\_

**\*A copy of this form is to be placed in your sub folder with appropriate information filled in.**

## **SUPERVISION BETWEEN PERIODS**

TEACHERS SHOULD STAND IN DOORWAYS BETWEEN CLASSES FOR PROPER SUPERVISION OF CORRIDORS AND STUDENTS. THE PRESENCE OF TEACHERS IN DOORWAYS AND CORRIDORS IS REASSURING TO STUDENTS AND OTHER TEACHERS. (Goal #3)

### **2.1 SWEEPS**

Sweeps will be run periodically throughout the building. Any student found in the hall without a pass will receive a one day suspension. Any student who runs away or is insubordinate will receive a three day suspension.

## **TELEPHONES**

Telephones are located in each faculty lounge. Office phones are for official school business. In the event of an emergency, teachers will be contacted by office.

Teachers are not to use their cell phones in the presence of students.

## **TEACHER ABSENCE**

To report your absence from school, follow the directions at <http://waterbury.subfinderonline.com> or visit the Waterbury Home Page. If you are new to the system, you must obtain your ID number from Bill Foley at [bfoley@waterbury.k12.ct.us](mailto:bfoley@waterbury.k12.ct.us) . The ID number is the same as your employee number which can be obtained from your pay stub.

- If you do not have an ID number you can call **574-8095**.
- If you have trouble accessing either of the above, you **MUST** call Crosby main office number 574-8393 at 7:15 a.m.
- Personal day requests are to be submitted 72 hours in advance, except for emergencies.
- Upon return, teacher must sign in with secretary to maintain accurate records.
- Please keep in mind abuse of sick time may result in disciplinary action. Please consult the teachers contract for more information on this subject.

## **TEACHER EVALUATION**

The general teacher evaluation program in effect at Crosby High School has been established by a committee of teachers, approved by The State Department of Education, and adopted by the local Board of Education. All tenured teachers must be involved in the evaluation process each year; however, at least once every four (4) years, there shall be a more formal evaluation of tenured teachers. All non-tenured teachers will receive formal evaluations each year until they become tenured.

## **TEACHER SELF-ASSESSMENT**

1. Do I get to school on time?
2. Do I take responsibility for school area conduct?
3. Do I take responsibility for corridor conduct?
4. Do I have a professional interest in school activities?
5. Do I take some responsibility for school cleanliness?
6. Do I make myself available for after school help or activities?
7. Do I help keep corridor traffic at a minimum?
8. Do I act considerately to other teachers, administrators, school staff, and students?
9. Do I solve most of my own disciplinary problems?
10. Do I try to analyze and correct causes of misbehavior?
11. Do I have orderly working conditions?
12. Do I contact parents as much as possible?
13. Do I teach alertly and have a purpose in teaching?
14. Do I have daily and long range lesson plans?
15. Do I try to report positively on pupils most of the time?
16. Do I have my room as attractive as possible?
17. Do I make maximum and correct use of visual aids?
18. Do I use supplementary teaching materials when possible?
19. Do I provide for individual differences in teaching?
20. Do I inform students early what is expected of them?
21. Do I use the Assistant Principal as an effective instrument of discipline?
22. Do I recognize and eliminate possible sources of trouble before they have a chance to develop?

## STUDENT RESPONSIBILITIES

### ATTENDANCE

While the responsibility for regular attendance rests with the parents, guardian and student, the school has the primary responsibility to verify the cause of the pupil's absence by way of telephone, personal contact, and written communication to determine whether or not the absence is justifiable. If they are unsuccessful in these efforts, the principal shall be notified and enlist the aid of the assistant principal, attendance counselor, social worker, or counselor to ascertain the cause of absences. When the pupil returns, the teacher shall require a written note from the parent or guardian explaining the absence. These notices will remain on file for the balance of the school year. In cases of repeated absences without adequate justification, a referral should be made to Youth Services and/or the Director of Special Services.

Teacher evaluation of students' total performance should reflect the lack of classroom instruction/interaction due to excessive absences.

### Course Credit or Promotion: *Attendance Requirements*

#### 1. Definitions:

*"Student"* - a student enrolled in the Waterbury Public Schools, any grade and/or age five (5) through (18).

*"Excused Absences"* - A student's absence\* from school shall be considered excused if written documentation\*\* of the reason for the absence has been submitted within ten school days of the student's return to school and meets the following criteria:

- A. A student's absences from school are considered excused for the following reasons:
  1. Student illness (Note: ALL student illness absences must be verified by an appropriately licensed medical professional to be deemed excused, regardless of the length of absence for course credit or promotion consideration);
  2. Student's observance of a religious holiday;
  3. Death in the student's family or other emergency beyond the control of the student's family;
  4. Mandated court appearances (additional documentation required);
  5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason); or
  6. Extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.

*"Unexcused Absences"* - A student's absence from school shall be considered unexcused unless they meet one of the following criteria:

- A. the absence meets the definition of an excused absence (including documentation requirements); or
- B. the absence meets the definition of a disciplinary absence.

#### *"Disciplinary Absences"*

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

#### Footnote:

\*The Connecticut State Board of Education policy states that "A student is considered to be 'in attendance' if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent." A student not meeting the definition of 'in attendance' is considered absent.

\*\*Such documentation should include a signed note from the student's parent/legal guardian, a signed note from a school official that spoke in person with the parent/legal guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate. Documentation should explain the nature of and the reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of absenteeism. For example, if a student is out sick two consecutive days, that student must submit the appropriate documentation covering both sick days. If a student is out sick two nonconsecutive days, that student must submit the appropriate documentation following each absence. Schools should take steps to allow non-English speaking parents/guardians to submit documentation in their native language.

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

**1.2. Any student enrolled in the Waterbury School System in grades K – 12:**

**Twenty Absence Limit.** 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.

- 1.3. TARDINESS/EARLY DISMISSAL - For the purpose of tardiness and early dismissal, “excused” is defined the same as “excused” absence. A pupil who is tardy or dismissed early must report to the office before reporting to his/her classroom. Regardless whether the tardy or early dismissal is excused or unexcused, the student must be present in school for at least half of the regular school day in order to receive attendance credit for the day. **For High School and Middle School:** Pupils are considered tardy or dismissed early if not in class when the bell rings. **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.
- 1.4. The Board of Education's policy "Attendance Requirements for Students under 18 Years of Age", 5133, will be strictly enforced.
- 1.5. The school administrator or administrative designee will be responsible for administering policy.
- 2.0 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.
- 2.1 If extenuating circumstances exist, parents and students have the right to a waiver 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.
- 2.2. 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.
- 2.3. The Appeals Board will consider:
  - a. Presentation by parent/legal guardian
  - b. Documentation from medical personnel
  - c. The student's attendance record
  - d. The student's request to earn back lost credit
  - e. Other information deemed appropriate by the administration
- 2.4. 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.

- 2.5. 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.

**BUS RULES AND REGULATIONS FOR THE CONDUCT OF PUPILS RIDING ON SCHOOL**

The Board of Education has provided bus transportation for many students. The following regulations pertain to all pupils who ride school buses. For obvious reasons, pupils must maintain proper behavior at all times. Pupils who do not abide by these regulations may be denied riding privileges. \*Public Act #89-119 permits Boards of Education to authorize school administrator to suspend transportation services for any student whose conduct while awaiting to receive transportation to and from school endangers persons or property or violates a publicized school board policy.

1. Pupils must ride assigned bus and show proper identification when requested to do so.
2. Pupils must respect the authority of the bus driver. Drivers are in charge at all times on bus. They will report misbehavior to the vice-principals.
3. Pupils must take a seat when they enter the bus and always remain seated while the bus is in motions.
4. Pupils must get on and off the bus only when the bus is fully stopped. Use front door only, except for emergency.
5. Pupils must not fool, fight, push, shove, yell, or use vulgarity, etc., on bus or at bus stop. There must be no taunting or teasing of one another. While on bus pupils must conduct themselves in an orderly and quiet manner.
6. Pupils must not smoke on bus. Smoking on school property during school hours and smoking on a public transportation vehicle such as a school bus violates a state law.
7. Pupils must not adjust bus windows. Pupils should receive permission of bus driver to open or to close windows.
8. Pupils must not, at any time, extend arms or head out open bus windows or throw anything out of a bus window.
9. Pupils must keep the bus clean, sanitary, and orderly.
10. Pupils must refrain from damaging cushions, abusing the bus or its equipment. Pupils who damage, injure or deface any bus or any equipment on a bus shall be held liable for such damage.
11. Pupils must not converse with bus driver unnecessarily.
12. Pupils in high school must not board middle school buses at any time. Riding a middle school bus in the morning or after school, without permission from school authorities, shall result in suspension from school.

Pupils who violate any of the above regulations shall be subject to disciplinary action by the principal, Superintendent of Schools, Board of Education , or Police authorities, if necessary.

Pupils are reminded that the bus driver is in absolute charge of the bus. The authority of the bus driver must be respected at all times.

**BUS RULES POSTED IN EACH CLASSROOM**

Do not lose your bus privilege. Follow these rules:	
• The bus driver is the authority in charge on the bus	• Students must not throw objects in or about bus
• Stay seated at all times.	• Do not smoke
• Do not fight, push or shove	• Do not damage or tamper with bus or equipment
• No shouting or using profane language.	• Do not enter or exit emergency door without permission from driver.
• Do not litter, eat, or drink on bus.	• Do not bring flammable material on the bus.
• Keep the bus clean	• Always cross in front of bus
• Keep body parts and objects inside bus.	• Observe proper conduct at bus stop.

## STUDENT DRESS CODE

- a. HIGH SCHOOL: The following applies to Waterbury High School Students:

### 5.3.1 BOTTOMS:

**Boys:** Pants, shorts (colors: solid navy blue, black, gray, or khaki) – must be “dress” or “docked” style pants or knee length shorts – worn or belted at the waist. Gray or black denim may be worn. **ABSOLUTELY NO BLUE JEANS.**

**Girls:** Jumpers, skirts, dresses, pants, shorts, skorts (colors: solid navy blue, black, gray, or khaki) – must be “dress” or “docked” style pants or knee length shorts. Pants, shorts, skirts and skorts must be worn or belted at waist. Short shorts (defined as gym length or less) are not permitted. Gray or black denim may be worn. **ABSOLUTELY NO BLUE JEANS.**

### TOPS:

**Boys:** Dress shirt, oxford, polo, turtleneck or sweater style with short or long sleeves and a collar. Shirts, providing they have a square bottom, do not have to be tucked into pants; yet need to be buttoned and need to hang at a reasonable length.

**Girls:** Blouse, dress shirt, oxford, polo, turtleneck or sweater style with short or long sleeves and a collar – must be worn to waistline when arms are raised. Shirts, providing they have a square bottom, do not have to be tucked into pants; yet need to be buttoned and need to hang at a reasonable length.

- b. DRESS CODE: The following are considered inappropriate for all students (under the Uniform Policy, High School Dress Code or Opt-out students) to wear during the school day.
1. Pants, shorts, jumpers, skirts, dresses or skorts of sweat, spandex, or any jean/denim material.
  2. Tank-tops, undershirts or underpants worn as outer garments, halter tops, tube tops, bare midriffs, transparent clothing, hooded shirts and clothing with plunging necklines (front or back).
  3. Clothes which are torn, ragged or have holes.
  4. Skirts, shorts, dresses, and jumpers shorter than knee length.
  5. Outer coats, windbreakers, or any article of clothing that covers any part of the face and/or head including but not limited to hats, visors, scarves, earmuffs, headbands, do-rags, bandannas, curlers, goggles, and sunglasses.
  6. Beepers, Walkman type players, cell phones, laser pens and other types of electronic devices which are not prescribed for instructional purposes.
  7. Footwear which causes noisy distraction or which is unsafe or a health hazard, including but not limited to flip-flops, sandals, and all open-toed shoes.
  8. Jewelry or chains of any kind that could be dangerous.
  9. Clothing or items indicating gang affiliation or colors.
- c. It is the recommendation of professional school personnel that parents/guardians hold their children to the highest standard in regards to school attire.
- d. School personnel, including substitutes, will serve as role models for proper attire in the educational setting.
- e. Accommodation – Where the bona fide religious beliefs or healthy needs of a student conflict with the school attire policy, the school will provide reasonable accommodation.

## PROMOTION/RETENTION - POLICY STATEMENT

The Waterbury Board of Education recognizes that the student population served by its professional staff represents a cross section of society. With this acknowledgment comes the understanding that there are diverse needs not only academic but also social,



psychological, and physical. In concert with this belief, the promotion and retention policy will serve as the final evaluative method which will attend these needs.

Specific competencies in the curriculum are organized by grade level performance. Accordingly, students must meet at least the minimum standard within the framework of the curriculum as prescribed by that grade level.

Promotion is then seen as the progression through the curriculum to the next level. Retention provides the means by which underachieving students gain another opportunity to learn unattained skills and concepts.

Before a student is retained, communication must take place among the students, parents and school personnel. The final decision on retention is made by the building principal.

### **REGISTRATION OF NEW STUDENT**

Pupils entering school must present evidence of address, immunization as required by law, a birth certificate, social security card and transcripts or other information signifying age or grade level. Any student who does not reside with a parent must also provide notarized guardianship papers.

### **SCHOOL DISMISSALS**

Students are reminded that there are definite rules about being excused from Crosby High School. Pupils are asked to read the student handbook issued to them and to note the following:

1. Pupils are not permitted to leave the school building and school grounds during school hours, unless granted written permission by the nurse or a vice-principal.
2. Pupils who become ill should ask their teachers for a pass to the nurse. They must report to the Health Office directly. Loitering in the lavatories is punishable. In an emergency when a person's illness does not enable him/her to get to the nurse, word should be sent to the office and the nurse so that help can be sent. Failure to report to the authorities when dismissed from class for illness makes one subject to punishment. The office staff will help in all cases. Under no circumstances should students leave the building and grounds without first being dismissed by the proper authorities i.e. principal or designee(s).
3. Parents and guardians do not constitute proper school authorities. They will, however, be required to come into school to sign the dismissal book., thereby giving their permission for school authorities to allow students to leave.
4. Except for emergencies, all students who may need dismissal for valid and special reason(s), shall bring a written parental note addressed to the Vice Principal at the beginning of the day stating the purpose requested time for dismissal, and a phone number for verification.

Once again, under no circumstances should student(s) leave the building and grounds without first being dismissed by the proper authorities. Students are subject to punishment if they do not follow these directives.

### **STUDENT USE OF LAVATORIES**

Teachers on building patrol often find students in lavatories far from the place of issuance. Remind students, when you issue a pass , to use the lavatory nearest the room or the currently designated lav. The floor designation -- lower, main, upper should be indicated on the pass along with the time, date and teacher's signature.

## TARDINESS

For the purpose of tardiness “excused” is defined the same as “excused” absence. A pupil who is tardy must obtain a tardy slip before reporting to homeroom. Upon receipt of a tardy slip, the pupil must present the slip to his homeroom teacher before reporting to class. Pupils are considered tardy if not in homeroom when the 7:20 a.m. bell rings. The tardy pupil who does not report first to the designated tardy Center or to the Main Office and who attends classes during the day without reporting to the homeroom teacher with a proper tardy pass shall be excluded immediately.

The following rule governing admittance to school after 8:00 a.m. will be posted in the school:

### TARDY POLICY

STUDENTS WILL NOT BE ADMITTED TO CROSBY HIGH SCHOOL  
AFTER 8:00 A.M. UNLESS

They are accompanied by a parent/guardian.

or

A telephone call (indicating a number to call for verification) from a parent/guardian has been received prior to 8:00 a.m.

or

The student has a written excuse of professional services (i.e., Doctor, Dentist, Lawyer, etc.) with a return telephone number for verification.

### STUDENT RESPONSIBILITY - TEXTBOOKS

**Important:** Please read to all classes.

Textbooks and other related reading materials are supplied for students’ use, free of charge. The books are paid for by the City of Waterbury and its taxpayers and constitute an expensive item in the educational budget.

**IT IS THE RESPONSIBILITY OF EACH STUDENT TO TAKE GOOD CARE OF THE BOOKS ON LOAN. IF DAMAGED OR LOST, ALL TEXTBOOKS AND SCHOOL RELATED MATERIALS, INCLUDING LIBRARY BOOKS, MUST BE PAID FOR OR REPLACED BY THE STUDENT; OTHERWISE CREDITS FOR THE SCHOOL YEAR WILL BE WITHHELD.**

- Do not write in any book issued to you.
- Do not keep anything in the book for storage.
- Protect the book from wetness and extreme heat.
- Do not lend the book to anyone.
- Keep the book in a safe place at home and in your assigned locker in school whenever it is not being used.
- Book covers are recommended.
- Do not bend the covers.
- Do not fold, roll, or wrinkle pages.
- Do not write anything on the identification label on the inside front cover unless directed to do so by the teacher who issued the book.
- Do not delay to report the loss of the book if you are not able to find it.
- Do not delay in paying for a lost textbook.

**Please Note:** In accordance with Connecticut Statutes, Public Act 81-257 and Waterbury Board of Education Policy:

Textbooks, school equipment and school buildings are the property of the Department of Education, City of Waterbury. Textbooks are loaned to students for their use. Maintaining textbooks in good condition is the student’s responsibility and no excused will be accepted for damage, loss or theft of a textbook.

In the event the textbook is lost, stolen or destroyed it shall be the student/parent’s responsibility to pay the replacement cost of the textbook. In the event payment is not received, grades and transcripts will be withheld. In addition damage to school equipment or property shall also be paid by student and/or parent in accordance with the Connecticut State Statutes.

**TEACHERS PLEASE KEEP MAKE SURE TO RECORD BOOK NUMBER AND STUDENT NAME WHEN DISTRIBUTING TEXTBOOKS.**

## **SAFETY**

### **CLASSROOM SECURITY**

When room is not occupied, windows should be closed, lights should be out, and the door should be locked.

Do not leave valuables in or on your desk, always secure your possessions. Impress students never to leave valuables unattended in classrooms, locker rooms, or lavatories.

**STUDENTS SHOULD NEVER BE LEFT UNSUPERVISED IN A CLASSROOM OR ANY OTHER AREA OF THE BUILDING.**

### **BUILDING EVACUATION**

Per Board of Education and Fire Department regulations, at the sound of the fire alarm, **everyone must** evacuate the building immediately, from all parts of the building, including offices, classes, cafeteria, gym, and teachers' rooms according to evacuation plan which should be posted in each room. Administrators and maintenance staff will secure building.

### **EMERGENCY PROCEDURES WHAT TO DO IN AN EMERGENCY**

#### **ANYTIME A PERSON IS:**

- Unconscious,
- Choking,
- Complaining of:
  - Jaw Ache
  - Chest Pain
  - Sweating
  - Shortness of Breath
  - A Feeling of Weakness

**NOTIFY THE MAIN OFFICE at 501 & NURSE'S OFFICE at 5213 IMMEDIATELY.**

#### **PERSON FINDING THE VICTIM**

Notify the main office immediately of the incident and the exact place the call is being made from (room, area room number).

Do not leave the person alone.

#### **OFFICE**

Announce on the speaker system: "Mr. Heart report to room (room number)." Make this announcement three times slowly and clearly.

#### **RESPONDING CPR PERSONNEL**

Respond to the scene immediately and assess the victim and notify main office of the need for an ACLS unit or an ambulance (if a phone is near you use it). Neighboring teacher covers classroom if necessary

#### **OFFICE**

If responding unit calls main office, office persons will call for the unit requested. Give exact place of incident to the ambulance personnel or advanced cardiac life support unit.

#### **ANY INDIVIDUAL**

Meet the responding ACLS unit and guide them to the place of the unit. Hold elevator.

#### **OFFICE**

Notify administrators of the incident. Office phone numbers are:

- 501 - Main Office
- 502 - Principal
- 503 - VP
- 504 - VP
- 4222 - VP

## **FIRE DRILL INFORMATION**

### **Evacuation Procedures**

#### **Mr. Heart**

These Procedures are available at the main office, in the library with each department chair and from your appropriate vice-principal. Please obtain a master copy and follow the directions. If you have any questions see your department chair or vice-principal.

### **BOMB THREAT**

In the event of a phone call to school announcing the presence of a bomb, have the person taking the call dial \*57. That will give the police immediate access to the telephone company security to secure the caller's number.

### **BOMB THREATS**

**CONNECTICUT STATE POLICE EMERGENCY SERVICES UNIT  
HARTFORD ROAD, COLCHESTER, CT 06415 566-4025 AND 537-5228**

### **INTRODUCTION**

The alarming increase in the number of incidents involving malicious explosions in which persons have been killed or injured, along with numerous reports of suspected explosive packages, infernal machines, bombs, bomb scares and the like, is a serious threat to every law-abiding citizen in this Nation.

Bombs, regardless of the type of explosives used, or components, are designed to explode with devastating results and there is no absolute solution to this problem at the present time.

A bomb, as we know it today, is used as a weapon of intimidation, destruction and death by the racial and political extremist, the fanatic and the warped criminal mind. It has become an object of terror for innocent citizens and a problem of the first magnitude for the police.

### **JURISDICTION**

Primary responsibility for the investigation and control of these offenses against the public peace and welfare rests with law enforcement. Bombings are certainly acts of violence which are clear-cut violations of State laws, and although they may have a religious, racial or political basis, they are nevertheless subject to exclusive State and/or Federal jurisdiction.

In these discussions we hope to emphasize not only the great value of our joint efforts in fighting these vicious acts of terrorists, but the importance of all law-abiding citizens in cooperating with responsible law enforcement officials who are determined to meet these challenges with solid, uncompromising enforcement of the law.

In examining the problems posed by bombing and threats of bombings, there are four specific sets of circumstances with which we can expect to be faced when deciding what action is called for:

1. When no actual bomb threat has been received, but conditions in the area or the presence of likely bombing targets make it advisable to take preventive steps.
2. When a bomb scare or threatening message has been received.
3. When an unexploded bomb or suspected bomb has been found.
4. When an actual bomb explosion has occurred.

We are hopeful that this information will prove helpful in recognizing suspicious packages and/or explosive devices.

In discussing bomb incidents, we should at first understand that circumstances in each particular case must be carefully studied before any conclusions are reached. Information such as time, place, warning, type of explosives employed and a number of other conditions will dictate the proper procedure and/or action.

### **BOMB THREATS (INFORMATION PROVIDED BY STATE)**

Our discussion, will be general, due to the nature of the problems we may encounter as a result of bomb threats. At best, we shall offer recommended actions to be taken in such cases.

As a preface to these recommended actions, it is well to consider the most serious of all decisions to be made by directors, Management, and/or chief administrators in charge of the particular facility in the event and at the time of a bomb threat. That decision is whether or not to evacuate the building.

The decision to evacuate or not to evacuate may be made during the planning phase. Those responsible for this decision may establish a policy that, in the event of a bomb threat, evacuation will be effected immediately. This decision reduces risk and gives prime consideration to the safety of personnel, but will necessarily result in the loss of time and can be costly in terms of productivity, whether it be industrial, governmental service or educational time, if the threat is a hoax. There is no magic formula which can be applied to produce the proper decision.

We must remember that the targets for "Terrorist bombings" are not usually selected at random. The modus operandi for selecting the target and planting the explosive appears to follow a pattern. The target is usually selected based on the particular gain to the terrorist, whatever his cause may be. A location may be kept under surveillance to determine the entrances and exits used most frequently and the time of day when the majority of people are leaving the building. This is done presumably to determine the best hours when there are no people, or at least very few people in the building. The thesis is that the intent is not to injure or kill people, but to destroy property. A reconnaissance of the building may be made to locate an area where the explosive can be concealed with a view of doing the most damage, and where the bomber is least likely to be observed when placing the device. In some cases, a rehearsal of the plan is made to insure success during the operation. After the rehearsal and at a predetermined time, the building is infiltrated by the bomber. The explosive or incendiary device may be fully or partially pre-set prior to placing it on location. If it is fully set and charged, it is a simple matter for one or two persons to plant the device in a pre-selected, concealed area, in a minimum of time. If the device is not fully set and charged, a lookout may be used while the bomber arms and places the device. The devices are usually of the time-delay type. They can be set for detonation at a time sufficient for the bomber to be a considerable distance away before the bomb threat call is made and the device is detonated.

We would strongly recommend that you develop as quickly as possible, a complete, well-coordinated plan for the entire building under your control.

#### **COMMAND AND CONTROL**

1. Designate a control center, preferably the switchboard room or other point of telephone communications, which can be utilized by the police and fire departments that arrive at the scene.
2. Designate management and/or supervisory personnel to operate the control center and make decisions on actions to be taken during the period of the threat and until the arrival of the police.
3. Designated supervisory personnel to control search and evacuation procedures and report the information to the control center.
4. Consider a temporary relocation and/or redistribution of remaining floor space In the event there is an explosion and the building or actions of the building are rendered untenable for a considerable period of time.

#### **EVACUATION CONSIDERATIONS**

1. Determine who will evaluate the threat and make the decision to evacuate or not to evacuate.
2. Establish a signal for evacuation. The signal may be the same as that used for fire. There is one problem in this regard. Normal procedure in case of fire is to close all doors and windows. In case of a bomb explosion, this would increase damage. You should consider a voice announcement for evacuation under conditions of a bomb threat. The announcement must be made calmly. Personnel should be instructed to leave all windows and doors open and proceed according to the pre-established evacuation plan.
3. Establish priority and routes of evacuation based on the type of building and location of personnel within the building upon receipt of a bomb threat.
4. Consider priority and routes of evacuation in the event of a bomb being found in the building. This also will depend on the type building and location of personnel in relation to the area where the bomb is located. In multi-story buildings, personnel on floors above the danger area should be evacuated first. This can also be done simultaneous with the evacuation of lower levels.
5. If evacuation is effected upon receipt of a threat, are personnel expected to return to the building upon completion of the search or will they be dismissed for the remainder of the day?
6. Who makes the decision to permit re-entry into the building following a search in which no bomb was found?

7. If evacuation is effected and personnel are held on standby pending completion of the search, is there an evacuation or "holding" area, particularly during inclement weather and/or the winter months.
8. Assume that a bomb threat is received, but evacuation is not effected. During the search the bomb explodes with resultant injury or death. What are your legal liabilities?
9. Who controls the entry into the building during the search? We recommend that this function be performed concurrently by administrators of the building and the police unless, of course, the situation is obviously critical, then it should be a police responsibility exclusively.
10. If the building is evacuated, all electricity, gas and fuel lines should be shut off at the main switch or valve. There are various opinions as to whether electric power should be shut off. To leave it on increases the possibility of electrical fires or pre-ignition of explosive devices by the starting of electric motors and other equipment within the building. On the other hand, to shut it off leaves the building in darkness and may tend to hamper the search team. We would, however, in spite of this disadvantage, recommend that the power be turned off.

### TELEPHONE PROCEDURES

Instruct all personnel to follow established procedures in the event a bomb threat call is received. These procedures should include:

1. Keep the caller on the line as long as possible. Ask the caller to repeat the message. Record every word spoken by the person making the call.
2. If the caller does not indicate the location of the bomb or the time of possible detonation, the person receiving the call should ask the caller to provide this information. Such information would help to limit the area of the search and the area to be evacuated. (Now, why would the caller, who has criminal intent, be helpful by responding to specific questions? Our information would indicate that authentic warning calls have been made by articulate persons who have precise information. Either the caller does not want to cause personal injury, despite his vicious objective, or his ego needs gratification and he gets this by displaying critical knowledge which he, alone, possesses. In either case, there is a good possibility that the caller may respond to calm and precise questions.)
3. It may be advisable to inform the caller that the building is occupied and the detonation of a bomb could result in death or serious injury to many innocent people.
4. Pay particular attention for any strange or peculiar background noises, such as motors running, background music and the type music and any other noises which might give even a remote clue as to the place from which the call is being made.
5. Listen closely to the voice, (male-female) voice quality, accents and speech impediments. Immediately after the caller hangs up, hang up the phone. Pick up phone on same extension, wait for dial tone, then dial \*57. Listen to message, hang up, record time, date and extension number.
6. The information should then be reported immediately to the police department responsible for police coverage in your particular area and the State Police Department when the threat involves property under State control.

### PREVENTIVE CONSIDERATION

1. During routine inspections of the buildings under your control, particular attention should be given to such areas as elevator shafts, all ceiling areas, rest rooms, access doors and crawl space and other areas which are used as a means of immediate access to plumbing fixtures, electrical fixtures and the like, utility and other closet areas, areas under stairwells, boiler (furnace) rooms, flammable storage areas, main switches and valves e.g., electric, gas, and fuel, indoor trash receptacles, record storage areas, mail rooms, ceiling lights with easily removable panels, and fire hose racks. While this list of areas to be noted with particular emphasis is not complete, it is sufficient to give an idea of those areas where a time-delayed explosive or an incendiary device might be concealed.
2. Establish and enforce strict procedures for control and inspection of packages and material going into critical areas.
3. Develop and enforce a positive means of identifying and controlling personnel who are authorized access to critical areas and denying access to unauthorized personnel.
4. Instruct all security and maintenance personnel to be alert for suspicious looking and acting people. All personnel should be alert for foreign or suspicious objects, items or parcels which do not appear to belong in the area where such items or parcels are observed.
5. Instruct all security and maintenance personnel to increase surveillance of all rest rooms, stairwells, areas under stairwells and other areas of the building to insure that unauthorized personnel are not hiding in or reconnoitering these areas.
6. Insure that doors and/or access ways to such areas as boiler rooms, mail rooms, computer areas, switchboards, elevator machine rooms and utility closets are securely locked when not in use.

7. Check key control procedures to see that all keys to all locks are accounted for. If keys are in possession of persons no longer under your control or keys cannot be accounted for – locks should be changed.
8. check fire exits to be sure they are not obstructed.
9. Check fire hose racks and fire extinguishers regularly to assure they have not been tampered with, i.e., hoses cut or exposed to acid and nozzles damaged.
10. Increase patrols/surveillance of receiving and shipping areas, garaged and parking areas.
11. Assure adequate protection for classified documents and other records essential to the operation of your plant. (A well-planted, properly charged device could, upon detonation, destroy records which are vital to day-to-day operations.)
12. Check perimeter fences/walls/and barriers to assure a good state of maintenance and adequate clear zones, Post with “No Trespass” signs.
13. Check all exterior and protective lighting for proper operation and adequate illumination.
14. When warranted, protect ground floor windows with heavy mesh, grillwork, or protective glass. (Record rooms, computer rooms, etc.)
15. Conduct daily check for good housekeeping and proper disposal or protection of combustible material.
16. Have flashlights or batter-operated lanterns on hand in the event electric power is cut off.
17. Entrances and exits to and from buildings could possibly be modified, with a minimal expenditure of funds, to channel all personnel by a registration desk upon entering or leaving the building. Persons entering the building would be required to sign a register showing the name and room number of the person whom they wish to visit. Employees manning these registration desks could contact the person to be visited and advise that a visitor, by name, is in the lobby. The person to be visited may, in the interest of security and protection, decide to come to the lobby to meet with this individual to ascertain that the purpose of the visit is, in fact, valid and official. A system for “signing out” when the individual departs the building could be integrated into this procedure. There is no question that the institution of such a procedure would result in many complaints from the public. On the other hand, if it were explained to the visitor at the registration desk that these procedures are being implemented to the best interest and perhaps protection or safety of the visitor, this might tend to reduce complaints.

#### **SEARCH TECHNIQUE**

1. In setting up plans for a search, the building should be divided into three (3) logical and natural subdivisions:
  - a. Areas that are private, restricted to employees.
  - b. Areas that are semi-private are for employees and authorized persons having some business there.
  - c. Public areas, such as hallways, passageways, classrooms, libraries, cafeterias, cloak rooms, open corridors, and all other areas available to the general public.
2. The manner of searching for a suspected bomb would be different in each of these areas. We would suggest that the areas which are open to the general public without restrictions and those open on a limited basis are the most critical areas, due to the availability of the bomber.
3. In each industrial building, government and public structure, section on floor monitors should be selected from supervisory personnel. Each man should be assigned a particular section of the building to search. They should be familiar with their area of responsibility so that they will be more likely to detect foreign objects.
4. Security, maintenance and janitorial personnel may be designated to search such areas as hallways, restrooms, stairways, elevator shafts, utility closets and those areas immediately surrounding the building.
5. Office personnel may search their immediate office areas.
6. As the search of each area is completed, and no suspicious objects found, a report should be given to the appropriate monitor.
7. A sign or marker indicating, “Search Completed – Area Clear” should be posted conspicuously in the area.

#### **SUSPICIOUS OBJECT LOCATED**

1. NOTE: It is imperative that civilian personnel involved in the search be instructed that their mission is only to search for and report suspicious objects; not move, jar or touch the object or anything attached thereto. The removal and/or disarming of a bomb must be left to the professionals or technicians in explosive ordinance disposal.
2. The location and description of the object, as can best be provided, should be reported to the appropriate monitor. This information is relayed immediately to the control center.

3. The danger area should be identified and blocked off with a clear zone of at least 300 feet – if possible, 500 feet – including the areas above and below the object.
4. Check to see that all doors and windows are open to minimize primary damage from the blast and secondary damage from fragmentation.
5. A rapid two-way communication system is of utmost importance. Normally communication between monitor search teams and the control center can be accomplished through the existing telephone system or building intercommunication system if not affected by the shutdown of power, or as a last resort, a runner may be used.
6. In some cases two way walkie-talkie radios have been used. However, the use of radios could be dangerous. The radio waves transmitted through the air could cause premature detonation of an electric initiator (blasting cap.)

#### PANIC CONTROL

1. Panic is defined as “a sudden, unreasoning, hysterical fear, often spreading quickly.” Panic is caused by fear, although those involved may not know what they fear. People may be tempted to join a fleeing crowd; the fright of those in motion is enough to suggest the presence of something to fear. When this stage is reached, it may become difficult to control the group. Attempting to reason with such a crowd may be futile, but it may be possible to control the group by assuming leadership or distracting key members of the group. In any case, corrective action should be taken before the movement stage, if possible.
2. Panic Deterrents: An effective pre-emergency program of informing personnel what is expected of them in an emergency, coupled with the example of strong, competent leadership by officers of the organization, will go far toward preventing panic. To reduce the likelihood of panic, the physical causes of panic should be eliminated. In an emergency, the organization should be prepared to remove the injured and the dead from general view, clear away debris which appears to cut off escape; quickly control fire, and approach any disturbance with calmness. Pre-emergency preparations should include arrangements to facilitate routes to be taken in evacuating the building or going to shelter; and locating organization personnel where they can take command and give calm, decisive instructions at places where groups are likely to congregate.
3. Antidotes for Panic: In certain circumstances, it is conceivable that, despite pre-emergency preparations, an unorganized group may be on the verge of panic. Organization personnel should be prepared to deal with this in terms of the following principles:
  - a. Provide Assurance. Exert positive leadership. Reassure the group by giving information and instructions calmly.
  - b. Eliminate Unrest. Dispel rumors. Identify troublemakers and prevent them from spreading discontent and fear.
  - c. Demonstrate Decisiveness. Suggest positive actions. Indicate what to do, rather than what not to do.

#### SUSPECTS

1. A logical suspect is one who had the capability, opportunity and motive for committing the crime. He must have access to the target area to arrange or set the explosive mechanism.
2. An employee who might have a grievance against his employer may be considered a suspect. His employment records could offer a clue; whether he has a mechanical or electrical background or military training with explosives, etc.
3. The persons responsible for the crime may be members of radical groups striking out against the legally-constituted authority or what they frequently refer to as “the establishment”.
4. Any information on suspicious persons and vehicles seen in the area before the crime should be reported to the police.

#### SUMMARY

The information offered on the preceding pages are recommendations, and hopefully they may offer some assistance in safeguarding lives and property. However, in the final analysis of this entire complex problem, the decisions that ultimately must be made will be difficult ones and should be reached only after careful evaluation of all the circumstances and the cooperation of all involved.

I know we join together toward reaching a common objective – minimum interruption of normal activities and maximum protection for life and property.



## ACTIVITIES

### **SCHOOL, CLUB, EXTRACURRICULAR ACTIVITIES**

ACTIVITIES BOARD & CALENDAR (fund-raisers, Dances, Field Trips, Entertainment, etc.)

The school, concerned with the total development of the student, seeks to offer a diverse program of extracurricular activities, some of which grow naturally from the curriculum and strengthen it, and others which complement it. Still others offer opportunities for personal and social growth. Students view faculty support of their activities as a most important indication of interest in them and they appreciate your help and presence at their activities and functions.

In order to avoid conflicts in the scheduling of school events in which Crosby students participate and to foster better communication so that advisors will be more aware of each other's plans and special events, and "Activity Calendar" is located in the Vice Principal's office.

**ALL SCHOOL AND CLUB ACTIVITIES, INCLUDING FUND-RAISERS, MUST BE APPROVED BY THE PRINCIPAL, OR THEIR DESIGNEE, IN ADVANCE OF SCHEDULING DATES FOR SUCH EVENTS INSIDE OR OUTSIDE OF THE CROSBY BUILDING.**

When school building facilities are needed, do not firm up dates for Board approval (with the Department of Education Business Office) without first consulting the principal or designee. Dates and necessary information must be put in the Principal's master book before advisors may proceed with plans.

1. Regarding field trips, all Board policies must be implemented. See field trip application form and memo for specific details.
2. Regarding fund-raisers, all board policies and school regulations must be followed. See fund-raising form for details.
3. Regarding athletic contests, class play, concerts, and other special entertainment, etc... the use of plant facilities must be approved by the Board of Education.
4. Regarding proms and school dances, there must be Board approval and the following must be a part of the overall planning.
  - a. No tickets will be sold at the door. School dances are to be considered private parties; therefore, only a school sale will be permitted.
  - b. One member of a "couple" attending a school dance must be a member in good standing of the school.
  - c. Attendance at a dance must be continuous. A student or guest may not return after leaving.
  - d. Sufficient police officers will be hired (no fewer than two (2) to police both inside and pressing problems have been drinking, vandalism, and the admittance of non-school individuals.
  - c. The most appropriate dress and behavior must be enforced at all times. There must be adequate teacher supervision. No less (1) teacher per fifty (50) student. Chaperones must be in attendance for the length of the activity. No students should be left at an activity awaiting rides. Chaperone must stay until all are safely picked up

### **FACULTY ADVISORS**

Faculty sponsors of clubs and activities are advised that, in an effort to coordinate student activities and especially to avoid conflicts of fund raising activities, written requests for all activities, with possible alternate dates, should be submitted well in advance to the Principal. Approval from the principal regarding available dates is absolutely essential. All monies are to be deposited with the official business manager who will provide proper forms for deposits and withdrawals.

## EMPLOYEE LIABILITY FOR EXTRACURRICULAR ACTIVITIES

Teachers in charge will be held accountable for all money raised, handled, or collected by his/her group or club. Class Advisors, activity sponsors, coaches, chaperones, etc. are considered directly responsible for the actions and activities of the group(s) over which they have supervision. It will be the responsibility of the teacher in charge to be present and to remain until the activity or function is over. The teacher in charge must also secure the proper number of chaperones for a scheduled event in line with established school policy. Activities must be supervised at all times.

## BOARD OF EDUCATION FIELD TRIP POLICY

The Waterbury Board of Education believes that well planned field trips are an extension of the instructional program and serve to make classroom instruction more meaningful. The development of such trips by its professional staff is encouraged.

1. A written request for a field trip must be submitted to the Superintendent of Schools at least three weeks prior to the date of the field trip. Use "Request For Field Trip" form (appendix #8-A).
2. The field trip must be directly related to the subjects at the particular grade level and the relationship must be stated in the purpose of the field trip.

Transportation carriers must have current Public Utilities Commission Permit to transport school children and drivers must be PUC licensed.

- The Office of the School Business Administrator shall maintain an official listing of transportation carriers with current PUC approval.
  - The principal requesting the field trip permission shall have the responsibility to insure that transportation carriers are included in the Business Office approved list.
  - Although not encouraged, if a private vehicle is used to transport students, the staff member involved must have the City of Waterbury included on their liability insurance coverage as named insured for this specific field trip in the amount of \$100,000.00/\$300,000.00.
3. The teacher shall accompany the class. In the event the nature of the trip requires additional supervision, said additional supervision shall be provided. There shall be one adult chaperone for every ten (10) students.
  4. Except for an unusual film offering approved by the Superintendent, field trips to view commercial film productions shall not be approved.
  5. Before submission to the Superintendent, the principal shall approve each field trip.
  6. Definite arrangements or reservations for field trips are contingent upon final approval.
  7. Normally, field trips shall not be approved when scheduled after June 10.
  8. Written parental permission must be obtained for each pupil prior to the field trip on the approved form (Appendix #8-B).
  9. Field trip requests (including special events, i.e. proms) involving unusual circumstances including times or days other than regular school hours and days, may require specific permission of the Superintendent and the Board of Education/
  10. Final approval of all field trips will be at the discretion of the Superintendent.

## CLASSIFICATIONS OF FIELD TRIPS

- A. A field trip which is within the state and the normal day will be granted or denied by the Superintendent of Schools or his designee.
- B. A field trip which will bring students out of the state or will have students away from home overnight must be recommended by the Committee on School Activities and approved by the Board of Education. **Board of Education approval shall be obtained before any plans or arrangements are made including collecting or committing any funds.**
- C. Regardless of the destination of the field trip, if any funds are to be raised a detailed explanation must be submitted on the reverse side of the request form. counting of all expenditures and receipts for all field trips will be submitted to the office of the Superintendent of Schools within one month from the completion of the trip.

## REQUESTS

**All requests for field trips must be submitted on the “Request for Field Trip” form. (See Appendix #8-A, revised 3/98). The form must be fully completed.**

- Field trip requests for within the state must be submitted at least three weeks prior to trip for approval.
- Field trip requests for out of state must be submitted five weeks prior to trip for approval..
- Written parental permission for each student must be obtained on the appropriate form.
- Conflicts with mid-year and final exams and other school activities should be avoided when planning field trips. No trips should take place during the week preceding the close of a marking period. No trips are to take place in the month of June
- Loss of school time should be held to a minimum.
- Field trips are expected to grow out of the classroom situation and should relate to the subject matter being studied. The Board of Education is reluctant to authorize field trips of a recreational nature, such as going to an amusement park, on school days. Educational value of the trip must be clearly cited on the request form.
- Excessive costs to the students should be avoided.
- A list of names of all participants must be sent to the main office at least two (2) days in advance of the trip day.
- A form must be signed by all of the pupil’s teachers in advance of the trip. A copy of this form is included in this handbook.
- Maximum supervision must be provided and maintained for all field trips. Supervision needed will be determined by the size of the group and type of activity. There must be one chaperone for every ten (10) students. Supervision will be discussed with the principal in advance.
- The teachers and their department heads will make arrangements for any pupils not going on the field trip, unless a substitute has been approved by Central Office. Need for substitutes must be arranged with Central Office in advance. Substitutes will not be available automatically. The request form inquires if a substitute is necessary; if “yes” state why.
- As a working policy in connection with such field trips that will take pupils away from their other classes, the teacher planning the trip is obligated to give at least five (5) days notice of the event. Pupils must circulate to the other members of the staff a field trip notification form. Pupils must be held responsible for securing teachers’ signatures. The teacher’s signature indicates awareness, not necessarily approval, that the student will be absent from class because of the trip. It is the responsibility of the student for making up all class work, homework and tests missed during the field trip. Pupils must clearly understand it is not the responsibility of the subject matter teacher to remind them of their make-up work.

## MEDICATION ADMINISTRATION FOR FIELD TRIPS

- Medications will be administered to students who participate in field trips only with a signed medication authorization by the student's physician, parent/guardian permission and medical advisor authorization.
- Teachers may administer medication after completion of medication training (within one year) provided by the school nurse or the parent/guardian of the student may administer medication.
- In the event the teacher or parent/guardian cannot provide medication to the student, the student will not participate in the field trip unless a written communication is received from the parent/guardian indicating the student may participate in the field trip without the prescribed medication. (This procedure will apply only to situations deemed "safe" by the school nurse/medical advisor). **See Exhibit #8-C**
- If the parent/guardian insists on medication and attendance on field trip – the school system is obligated to develop a plan.
- **Day Trip:** Following notification to the school nurse of anticipated field trip, the students receiving medication during school hours will be identified by the school nurse who will confer with the classroom teacher to arrange for "pick up" of necessary medication(s) and to formalize the administration procedure.
- **Extended Trip:** The above procedure with the exception of required "trip pack" preparation by a licensed pharmacist. (The school nurse can only provide a one day supply.)

## EMPLOYEE LIABILITY FOR FIELD TRIPS

When a teacher is taking a group of students on a field trip during school hours on a school day, he/she is required to fill out a "Field Trip" form at least six (6) weeks before the scheduled trip, submit it to the Principal who will, in turn, send it to Central Office for Board approval. When the approval is returned to the school, the teacher will be notified. (Request forms are available in the Main Office).

After approval is granted by the Board, the form is filed in the school office.

Also, teachers can secure from the Main Office, permission slips upon which parents may give their approval for the students to participate. The teacher shall keep these forms on file. All activities of this nature (class excursions field trips, etc.) must be the responsibility of the faculty members who sponsor them.

STUDENT ACTIVITIES FUND  
REQUEST FOR PAYMENT

DATE: \_\_\_\_\_

Please write a check:

PAYABLE TO: \_\_\_\_\_

AMOUNT: \_\_\_\_\_

CLUB/ACTIVITY: \_\_\_\_\_

ACCOUNT NO: \_\_\_\_\_

REASON FOR EXPENDITURE: \_\_\_\_\_

REQUISITIONER: \_\_\_\_\_

APPROVED BY: \_\_\_\_\_

(Signature)

CHECK NO: \_\_\_\_\_

DATE PAID: \_\_\_\_\_

STUDENT ACTIVITIES FUND

DEPOSIT SLIP

DATE: \_\_\_\_\_

CLUB or ACTIVITY: \_\_\_\_\_

Currency	Quantity	Total
	50's _____	_____
	20's _____	_____
	10's _____	_____
	5's _____	_____
	1's _____	_____
	Total Currency	\$ _____

Coin	Quantity	Total
	.50 _____	_____
	.25 _____	_____
	.10 _____	_____
	.05 _____	_____
	.01 _____	_____
	Total Coin	\$ _____

Checks		
	Total Checks	\$ _____
	Total Deposits	\$ _____

## STUDENT SERVICES

### **ACE (ACADEMIC CHOICE FOR EXCELLENCE ) PROGRAM**

The Crosby ACE program focuses on preparing its students for college and beyond, with higher expectations than past experiences. ACE students will be prepared to take their places as leaders of the 21<sup>st</sup> century through academic and technological instruction. The students will gain a greater sense of commitment to the community through participation in the ACE program. Admissions to the ACE program is by application. Applications are reviewed by the ACE faculty committee.

### **GIFTED PROGRAM PROGRAM DESIGN AND GOALS IN GRADES 9 THROUGH 12**

Waterbury's program for intellectually gifted students in grades nine through twelve operate on a part-time supplementary resource model in which students will receive special services from the program, while service can be tailored somewhat to the individual student, the core of each student's program will be comprised of a small-group seminar which leads toward the successful pursuit of a topic for independent research.

The seminar, conducted by the resource teacher at each high school, will have the following goals:

1. To identify and focus individual areas of interest.
2. To provide instruction and practice in research methodologies and reporting skills appropriate to various disciplines.
3. To provide a forum in which students of similar ability can interact, share approaches and results of research, and critique one another's work.

In pursuit of these goals, the teacher may bring in mentors or consultants (from within or outside the school) to present additional seminars or mini-courses on topics arising from student interests. When a student has identified an area in which to begin independent learning, the teacher will advise on the course of study and will monitor student progress. Where appropriate, the teacher will identify an advisor from the high school faculty or a specialist from outside. In recognition of the fact that the skills for disciplined independent learning are developed gradually over a period of time, the seminars and projects will be more highly teacher-directed during the first years and will grow toward greater student responsibility as participants in the program acquire the skills of self-direction in the upper grades.

In most cases, it is expected that the individualized projects will be in-depth studies which arise out of interests generated by classroom topics. This component of the program has the following purposes:

1. To encourage students to identify and pursue an area of study in greater depth than normally possible within the scope and pace of the regular curriculum.
2. To provide meaningful opportunities to apply higher level cognitive skills and research methodologies.
3. To permit students, to the greatest extent possible, to become productive and self-directed learners capable of contributing new ideas and information, rather than simply collecting and reporting information from standard sources.

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

1. Placement in courses at local colleges, for audit or credit, and being evaluated on the same basis as college students.
2. Off-campus placement or internships with mentors in various community agencies, research facilities, or professional offices.
3. Participation in recognized state and national programs, leagues, or competitions.
4. Special large-group events, such as symposia, workshops, conferences, speakers, and cultural events.

### **STUDENT SERVICES AT CROSBY HIGH SCHOOL**

The following services and specialized personnel are available to students at Crosby High School. Information may be obtained by contacting the student's guidance counselor.

Resource Room - available to students who have been identified as having learning or social/emotional problems.

Speech Pathologist

School Psychologist

Attendance Counselor

Teacher of the Visually Handicapped

Teacher of the Hearing Impaired

Health Services

School Prevention Specialist

SAT Team

EIP Team

Occupational Therapist

Community Resource

PBS

If you have successfully completed reading ALL of this material, you are now ready to begin your school year. Good Luck!