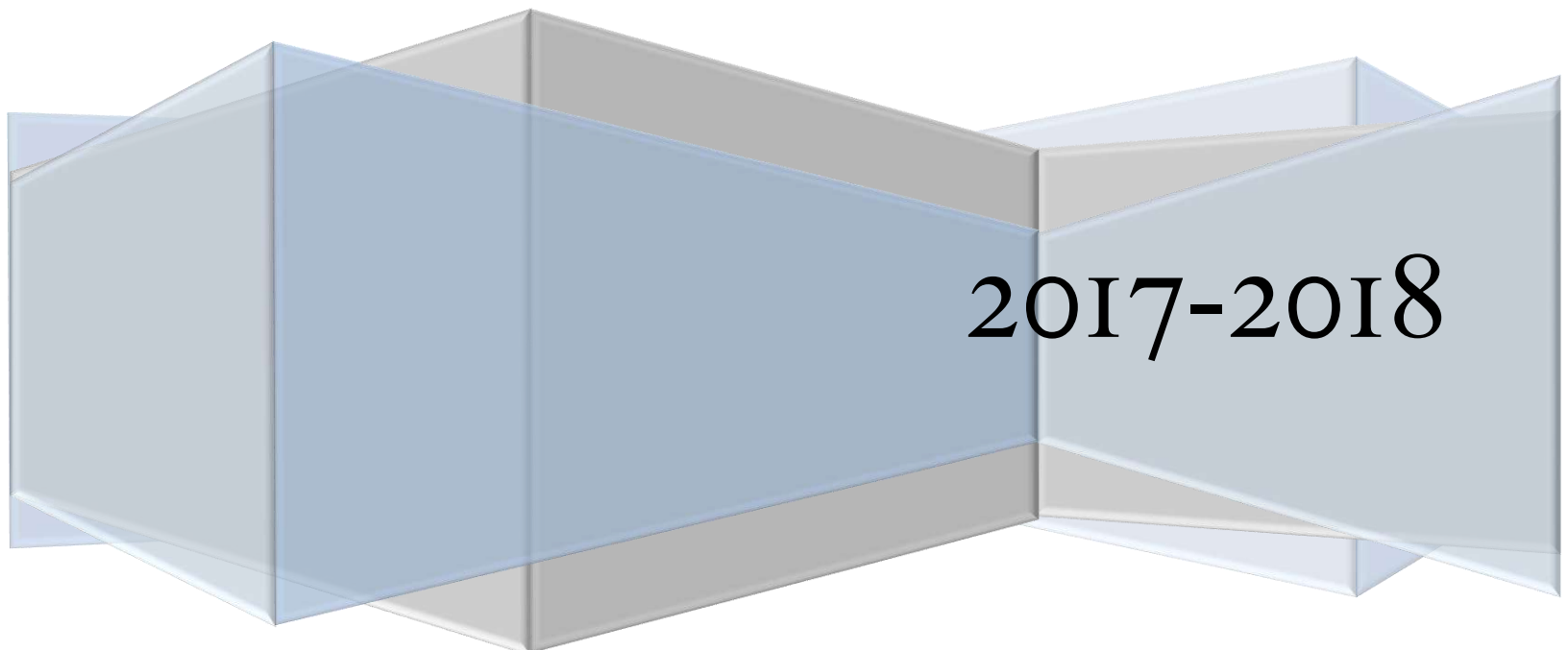


CROSBY HIGH SCHOOL

TEACHER HANDBOOK



2017-2018

TABLE OF CONTENTS

ACCREDITATION STATEMENT	5
WATERBURY PUBLIC SCHOOLS VISION	6
WATERBURY PUBLIC SCHOOL DISTRICT GOALS.....	6
CROSBY CORE VALUES AND BELIEFS STATEMENT.....	6
ACADEMIC LEARNING EXPECTATIONS	7
CIVIC AND SOCIAL LEARNING EXPECTATIONS	7
EXPECTATIONS FOR SCHOOL PERFORMANCE	7
ENVIRONMENT	7-8
PHILOSOPHY	8-9
OFFICE OF CIVIL RIGHTS NOTIFICATION	10-11
SCHOOL YEAR INFORMATION	
OPENING DAY PROCEDURES	13-14
SCHOOL YEAR CALENDAR.....	15
BELL SCHEDULES	16
MAP	17
STAFF DIRECTORY.....	18-21
UNIT LESSON PLANNING GUIDE TEMPLATE	22-24
LUNCH PERIODS ACCORDING TO LOCATIONS	25
FACULTY AND DEPARTMENTAL MEETINGS	26
ORGANIZATIONAL CHART	27
CLUBS AND ADVISORS.....	28
ATHLETIC COACHES	29
SCHOOL POLICIES AND PROCEDURES	
GRADING POLICY.....	31-34
GRADING CLASSES 2019 AND BEYOND.....	34-36
ACADEMIC STANDING.....	37
GRADUATION REQUIREMENTS	37-38
PROGRAM OF STUDIES	38
CAREER ACADEMY.....	39

ACADEMY CHANGES	39-40
DRESS CODE	40
GRADE CORRECTION MEMO.....	42
EXAM MODIFICATIONS FOR LEARNING DISABILITY STUDENTS	42
SCHOOL DAY.....	43
AUDIO VISUAL REQUESTS.....	43
GUIDELINES FOR BUILDING PATROL	43-44
CLASSROOM APPEARANCE.....	44
CLASSROOM PROCEDURE AND SCHOOL TONE.....	44-45
FLOATERS	45
FOOD AND BEVERAGES	45
HOMEWORK POLICY STATEMENT	45
HOMEWORK GUIDELINES.....	45
INTERIM PROGRESS REPORTS	45
LEAVING THE BUILDING DURING UNASSIGNED PERIOD	46
LESSON/UNIT PLANS	46
LOCKER PROCEDURES	46-47
MORNING SUPERVISION	47
MEDIA CENTER.....	47-48
PASS POLICY.....	48
PARKING.....	48
BANKING	49
POLICY ON CHRONIC INFECTIOUS DISEASES	50-51
SCHOOL VISITORS POLICY	51-53
REPORTING CHILD ABUSE AND NEGLECT.....	53-54
SCHOOL DISCIPLINE.....	54-57
STAFF PROPRIETY	58-60
STUDENT GRADES AND TESTING	60
STUDENT HEALTH AND APPEARANCE	60
SUBSTITUTE TEACHER FOLDER.....	61

RESPONSIBILITIES OF A SUBSTITUTE.....	61-62
SUPERVISION BETWEEN PERIODS.....	62
TELEPHONES.....	62
AFTER SCHOOL PROGRAM RULES.....	62
REPORTING A TEACHER ABSENCE-AESOP DIRECTIONS.....	63
STUDENT RESPONSIBILITIES-ATTENDANCE.....	64-67
CHS ATTENDANCE POLICIES.....	68
BUS RULES AND REGULATIONS.....	69-70
PROMOTION/RETENTION POLICY.....	70
REGISTRATION OF NEW STUDENT.....	70
SCHOOL DISMISSAL.....	71
STUDENT USE OF LAVATORIES.....	71
STUDY HALL RULES.....	71-72
STUDENT RESPONSIBILITY-TEXTBOOKS.....	72-73
SCHOOL ATTENDANCE REFERRAL SYSTEM.....	74
SAFETY.....	75
EVACUATION ROUTES.....	76-78
ACTIVITIES.....	79
BOE FIELD TRIP POLICY.....	80-83
BULLYING POLICY.....	84
STUDENT SERVICES.....	85-86
McKINNEY-VENTO 2001-LAW INTO PRACTICE.....	87-92
NAVIGANCE.....	93
LETTERS OF RECOMMENDATION.....	93
SPECIAL EDUCATION.....	94
POLICIES GOVERNING CLUBS, ORGANIZATIONS, AND EVENTS.....	94-95
PRODUCTIONS, DANCES, AND SPECIAL EVENTS.....	95
CRITICAL FRIENDS PROTOCOL.....	96
TEACHER SELF ASSESSMENT.....	97

SCHOOL FORMS

INTERVENTION LOG-LEVEL 1	99
BANKING FORMS (DEPOSIT, WITHDRAWAL, TRANSFER OF FUNDS)....	100-102
STUDENT INFORMATION FORM.....	103
FUNDRAISER PERMISSION REQUEST.....	104
DETENTION LETTER	105
TEXTBOOK INVENTORY LOG	106
LOST TEXTBOOK LOG.....	107
DEPARTMENT CONTACT LIST	108
WATERBURY BOE POLICIES SIGNATURE SHEET.....	109
BUS/ACADEMY REGISTRY.....	110
INTERNET ACCEPTABLE POLICY.....	111
GRADE CHANGE FORM.....	112
STUDENT DATA BASE CORRECTION FORM	113
GUIDANCE ASSIGNMENTS.....	114
ATTENDANCE VERIFICATION FORMS	115
ATTENDANCE COUNSELOR TRUANCY SPECIALIST REFERRAL FORM	116
DRESS CODE HIGHLIGHTS	117
TEACHER PRAISE POSTCARD	118
PBIS-SPIRIT FORM	119
STUDY HALL RULES	120
CAFETERIA RULES.....	121
STAFF PERSONAL DATA FORM	122
UNIT LESSON PLANNING GUIDE.....	123-124
PARENT EXCUSE LETTER FOR STUDENT ABSENCE	125
SUPER SENIOR GUIDELINES.....	126
DISCIPLINARY FLOW CHART	127
FIELD TRIP PERMISSION FORM	128-131

CROSBY HIGH SCHOOL

TEACHER'S HANDBOOK

2017 – 2018

ACCREDITATION STATEMENT

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

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

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

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

**NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
209 BURLINGTON ROAD, SUITE 201
BEDFORD, MASSACHUSETTS 01730
(781) 271-0022**

WATERBURY PUBLIC SCHOOLS VISION

The Vision of the Waterbury Public Schools is to equip its students with the tools needed to conquer their future.

WATERBURY PUBLIC SCHOOL DISTRICT GOALS

1. Provide all students with quality school principals and teachers who deliver rigorous and effective instruction
2. Ensure all students equal access to quality curriculum that is aligned to Common Core State Standards (CCSS)
3. Provide all students a safe and positive school climate that welcomes and actively engages all families
4. Ensure that all students who enter grade 9 are prepared to enter colleges or careers of their choice by graduation

Crosby High School's Core Values and Beliefs Statement

We, the members of the Crosby High School Community, are committed to providing a safe and welcoming environment that promotes a creative, innovative and intellectually challenging learning experience to ensure that all students are prepared to become college and career ready in order to be productive members of a diverse society.

We believe that our students will walk the halls of Crosby High School with **SPiRiT:**

SERVICE: Students will engage in acts of helpful activity to contribute to the overall well-being of the school and community.

PROFESSIONALISM: Students will display appropriate and responsible behaviors in preparation for the workforce, college, or military service.

INITIATIVE: Students will assume responsibility for one's own actions and actively seek out new learning opportunities and social experiences.

RESPECT: Students will value a safe learning environment as well as take into consideration the knowledge, opinions and skills of all individuals.

INTEGRITY: Students will demonstrate high regard for school property, personal belongings, and academic honesty and appropriately apply technology as a tool for learning.

TEAMWORK: Students will collaborate with peers, teachers, administrators, parents and support staff as well as community members to promote an educational climate conducive to learning.

Academic Learning Expectations:

- Read, write and speak effectively
- Utilize technology as a tool to research, organize, access, evaluate and communicate information
- Apply critical thinking and problem-solving

Civic and Social Learning Expectations:

- Understand the rights and responsibilities of a democratic society
- Participate in school and community activities
- Demonstrate respect and assume responsibility

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.

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.

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.

OFFICE OF CIVIL RIGHTS NOTIFICATION

Waterbury Public Schools

Does not discriminate in admission to, access to, treatment in, or employment in its services, programs, and activities, on the basis of race, color, or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972 (Title IX); on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination Act of 1975 (Age Discrimination Act).

To file a complaint alleging discrimination or harassment by **Waterbury Public Schools** on the basis of race, color, national origin, sex, disability, or age, under Title VI, Title IX, Section 504, the ADA, the Age Discrimination Act, or their respective implementing regulations,
please contact:

Superintendent
Waterbury Public Schools
236 Grand Street
Waterbury, CT 06702
203-574-8004

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

U.S. Department of Education
Office for Civil Rights (OCR)
JW McCormack POCH
Boston, Massachusetts 02109-4557
617-223-9662 TTY 617-223-9695

ESCUELAS PÚBLICAS DE WATERBURY

No discriminan en admisiones, acceso a, tratamiento en o empleo en sus servicios programas y actividades por razones de raza, color u origen nacional de acuerdo al Título VI del Acta de los Derechos Civiles de 1964 (Título VI); en base al sexo, de acuerdo al Título X Enmiendas a la Educación de 1972 (Título IX) en base a incapacidad de acuerdo a la Sección 504 del Acta de Rehabilitación de 1973 y el Título II de el Acta de Americanos con Impedimentos de 1990 (ADA); o en base a las edad de acuerdo con el Acta de Discriminación por Edad de 1975 (Acta de Discriminación por Edad).

Para poner una querrela por supuesta discriminación or acoso por las **Escuelas Públicas de Waterbury** por razones de raza, color, origen nacional, sexo, impedimento o edad, bajo el Título VI, Título IX, Sección 504, el ADA, el Acta de Discriminación por Edad, o sus respectivas normas para la implementación favor de contactar:

Superintendent
Escuelas Públicas de Waterbury
Departamento de Educación
236 Grand Street
Waterbury, CT 06702
203-574-8004

Preguntas o querellas concernientes a la aplicación de las mencionadas leyes y regulacions pueden ser dirigidas al

Departamento de Educación U.S.
Oficina de Derechos Civiles (OCR)
JW McCormack POCH
Boston, Massachusetts 02109-4557
617-223-9662 TTY 617-223-9695

SCHOOL YEAR INFORMATION

Crosby High School
Opening Day Procedures
2017-2018

Students in grades 10-12 shall report directly to their **First Period Rooms** upon arrival-if students have forgotten their schedule, send them to the cafeteria for a duplicate. Students in grade 9 will report directly to the auditorium.

The schedule will proceed as follows:

Period 1: 7:20-8:11 review schedules (have students take a picture of or copy their class schedule), review all school policies in teachers welcome folder

Period 2: 8:15-9:03 *continue with Bell Schedule #1 (Regular Day) for the remainder of the day

1. Teachers must empty mail slots.
2. Department chairs, building substitutes, hall security and administrators will be circulating hallways to assist students in finding their appropriate class.

Teachers, please be stationed outside your rooms to assist students.

3. The bell to begin 1st period will ring at 7:20 a.m.

4. Teachers, be sure to have the following information available for opening day:

- Review student schedules (**Epecially period 8**). Remind students to follow schedule even if changes need to be made. ****Only changes to core academic classes will be made**. Have students copy their schedules on a separate paper or allow them to take a picture of their schedule.

DO NOT GIVE STUDENTS PASSES TO GUIDANCE. Students may leave notes in guidance office for their designated counselor for an appointment.

5. Review locker procedures with students.

6. Period 1 teachers, be sure to have the following information available for opening day:

Bus # Information, Routes and Map

Bus Rules

Attendance Information

Evacuation procedures

Student Information Form

Café/lunch wave assignments (post)

After school policy

Before school options for students (breakfast, open gym, library media)-in announcement slideshow.

Collect and return student information forms to the main office (keep a copy for your records)

7. Keep a separate list of all students who are “no show” (missing 4 days of school) until requested by the office on Friday, September 1st. Ask students in class if they have knowledge of a “no show”. Continue to report “no show” names as “absent” in your daily attendance.
8. **In each class** discuss the following:
 - **the high school dress code policy should be reviewed in detail**
 - classroom and district attendance policy
 - class rules **AND** reinforce school rules
 - review evacuating plan for fire and other emergency situations
 - regulations for conduct on school buses and post one in the classroom
 - rainbow hall sweep
9. Attendance must be taken in PowerSchool. If a problem occurs, homeroom teachers will send a **paper** copy of attendance to the office. Please write Teacher Name, Room #, Name and ID # of absent student (place blank copies in your substitute folder).
10. Intercom announcements will be made in the morning and at the **end** of period 7. If the need arises, announcements will be made other times during opening day.
11. All teachers should display the morning announcement slideshow located on the Crosby website. A link to the announcements can also be found on the ISS daily email.
12. No early dismissals for any student unless approved by the Principal.
13. **Dismissal will be at 1:35 for freshmen on the first, second, and third days to ensure they find their busses. Dismissal will be at 1:40 for grades 10-12 on the first, second, and third days of school.**
14. **Period 7 teachers must review bus location map and routes to ensure all students find their bus.**

Have a great school year!

School Calendar

Waterbury Public Schools 2017 - 2018 School Year Calendar

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

21st - New Teacher Orientation - 7hr.
22nd - New Teacher Orientation - 7hr.
23rd - Professional Development Day - 7hr.
24th - Professional Development Day - 7hr.
25th - Professional Development Day - 7hr.
26th - First Day of School

4 Days

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

21st - New Teacher Orientation - 7hr.
22nd - New Teacher Orientation - 7hr.
23rd - Professional Development Day - 7hr.
24th - Professional Development Day - 7hr.
25th - Professional Development Day - 7hr.
26th - First Day of School

4 Days

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

4th - Labor Day - No School
12th - Professional Development - 7hr. - No School
20th - Open House Elem. 5-7pm - Early Dismissal
26th - Open House H.S. 7-9pm - Early Dismissal
26th - Early Dismissal - M.S. - Teacher Collab./PD
27th - Open House M.S. 5-7pm - Early Dismissal
27th - Early Dismissal - H.S. & Elem-Teacher Collab./PD

20 Days

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

9th - Columbus Day - No School
31st - End of the 1st MP: HS/MS/Elem

28 Days

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

7th - Election Day - No School
9th - Grade Submission Ends - 9AM
10th - Veteran's Day - No School
17th - Distribute 1st MP Report Cards
22nd - Early Dismissal - Thanksgiving Recess
23rd & 24th - Thanksgiving Recess - No School
28th - Pre-K & Kindergarten - End of 1st MP

18 Days

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

6th - Parent Conference Elem. 5-7pm - Early Dismissal
6th - Parent Conference H.S. 7-9pm - Early Dismissal
6th - Early Dismissal - M.S. - Teacher Collab./PD
6th - Pre-K & Kindergarten - Grade Submission Ends - 9AM
12th - Pre-K & Kindergarten - Distribute 1st MP Report Cards
13th - Parent Conference M.S. 5-7pm - Early Dismissal
13th - Early Dismissal - H.S. & Elem-Teacher Collab./PD
25th-29th - Winter Recess - No School

16 Days

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

1st - New Year's Day - No School
2nd - School Reopens
6th - Three King's Day
11th - 17th - Mid Term Exams - Early Dismissal, HS Only
15th - Martin Luther King Jr.'s Day - No School
17th - Early Dismissal - Teacher Collaboration/PD
17th - End of the 2nd MP: HS/MS/Elem
25th - Grade Submission Ends - 9AM

21 Days

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

1st - Distribute 2nd MP Report Cards
14th - Early Dismissal - Teacher Collaboration/PD
19th - President's Day - No School
20th - Lincoln's Day (Observed) - No School

18 Days

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

5th - Pre K & Kindergarten - End of the 2nd MP
10th - Pre-K & Kindergarten - Grade Submission Ends - 9AM
20th - Pre-K & Kindergarten - Distribute 1st MP Report Cards
23rd - End of the 3rd MP: HS/MS/Elem
28th - Early Dismissal - Teacher Collaboration/PD
30th - Good Friday - No School

21 Days

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

3rd - Grade Submission Ends - 9AM
16th - Distribute 3rd MP Report Cards
16th-20th - Spring Recess - No School
11th - Parent Conference Elem. 5-7pm - Early Dismissal
11th - Parent Conference H.S. 7-9pm - Early Dismissal
11th - Early Dismissal - M.S. - Teacher Collab./PD
25th - Parent Conference M.S. 5-7pm - Early Dismissal
25th - Early Dismissal - H.S. & Elem-Teacher Collab./PD

16 Days

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

1st - 14th - AP Exams
16th - Early Dismissal - Teacher Collaboration/PD
28th - Memorial Day - No School

22 Days

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

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

6 Days

Full Day Professional Development Day
Prepared by the Computer Technology Center

School Closed
School Day

Early Dismissal Professional Development Day
Approved by COE: 12-15-2016

CROSBY HIGH SCHOOL

BELL SCHEDULES

2017-2018

SCHEDULE #1: REGULAR DAY

PERIOD 1	7:20 - 8:11
PERIOD 2	8:15 - 9:03
PERIOD 3	9:07 - 9:55
PERIOD 4	9:59 - 10:47
PERIOD 5	10:51 - 12:04
LUNCH BELLS (Leave Class – In Class)	
CAFÉ A:	10:51 - 11:16
CAFÉ B:	11:15 - 11:40
CAFÉ C:	11:39 - 12:04
PERIOD 6	12:08 - 12:56
PERIOD 7	1:00 - 1:50*

SCHEDULE #2: ADVISORY

PERIOD 1	7:20 - 8:01
PERIOD 2	8:05 - 8:46
PERIOD 3	8:50 - 9:31
ADVISORY	9:35 - 10:16
PERIOD 4	10:20 - 11:01
PERIOD 5	11:05 - 12:18
LUNCH BELLS (Leave Class – In Class)	
CAFÉ A:	11:05 - 11:30
CAFÉ B:	11:29 - 11:54
CAFÉ C:	11:53 - 12:18
PERIOD 6	12:22 - 1:03
PERIOD 7	1:07 - 1:50*

SCHEDULE #3: ACTIVITY DAY

PERIOD 1	7:20 - 8:02
PERIOD 2	8:06 - 8:45
PERIOD 3	8:49 - 9:28
PERIOD 4	9:32 - 10:11
PERIOD 5	10:15 - 11:28
LUNCH BELLS (Leave Class – In Class)	
CAFÉ A:	10:15 - 10:40
CAFÉ B:	10:39 - 11:04
CAFÉ C:	11:03 - 11:28
PERIOD 6	11:32 - 12:11
PERIOD 7	12:15 - 12:56*
ACTIVITY	1:00 - 1:50

SCHEDULE #4: EARLY DISMISSAL DAY

PERIOD 1	7:20 - 7:58
PERIOD 2	8:02 - 8:36
PERIOD 3	8:40 - 9:14
PERIOD 4	9:18 - 9:52
PERIOD 5	9:56 - 10:30
PERIOD 6	10:34 - 11:08
PERIOD 7	11:12 - 11:50*

SCHEDULE #5: LATE OPENING (2 hr)

PERIOD 1	9:20 - 9:51
PERIOD 2	9:55 - 10:23
PERIOD 3	10:27 - 10:55
PERIOD 4	10:59 - 11:27
PERIOD 5	11:31 - 12:44
LUNCH BELLS (Leave Class – In Class)	
CAFÉ A:	11:31 - 11:56
CAFÉ B:	11:55 - 12:20
CAFÉ C:	12:19 - 12:44
PERIOD 6	12:48 - 1:16
PERIOD 7	1:20 - 1:50*

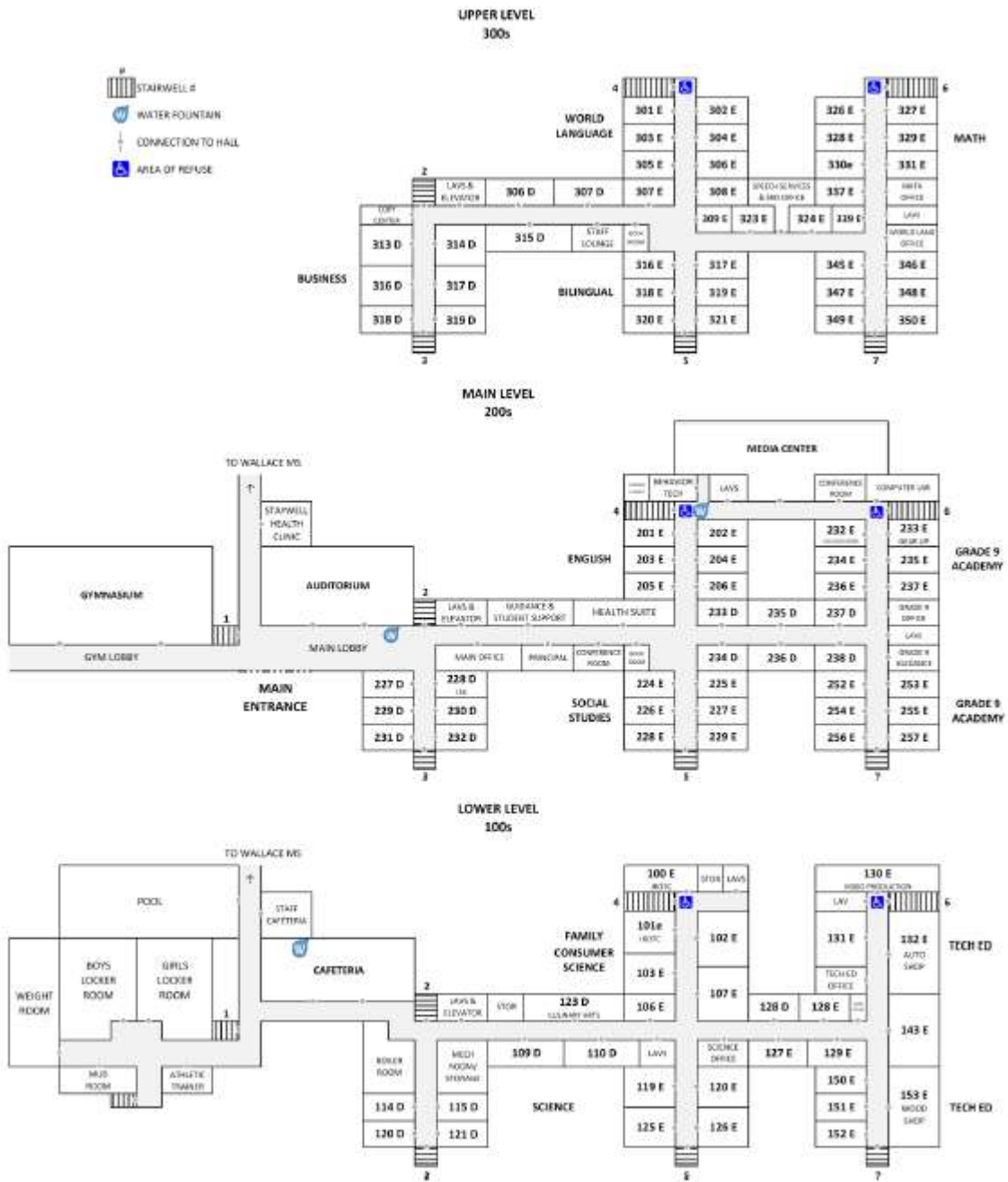
SCHEDULE #6: EMERGENCY DISMISSAL

PERIOD 1	7:20 - 7:48
PERIOD 2	7:52 - 8:20
PERIOD 3	8:24 - 8:52
PERIOD 4	8:56 - 9:24
PERIOD 5	9:28 - 9:56
PERIOD 6	10:00 - 10:28
PERIOD 7	10:32 - 11:00*

School Map



CROSBY HIGH SCHOOL "HOME OF THE BULLDOGS"



Revised 2017

*Note: Areas of Refuge

STAFF DIRECTORY

FACULTY AND STAFF LIST

TELEPHONE 203-574-8060

Mrs. Jade L. Gopie	Principal	
Ms. Vincent Balsamo	Assistant Principal	9 th grade
Mrs. Joanna Crudele	Assistant Principal	Entrepreneur Academy
Mrs. Cathleen Newmark	Assistant Principal	Public Service and STEAM Academies
Website		http://www.waterbury.k12.ct.us/1/Home
Facebook: www.facebook.com/crosbybulldogs		Twitter: @CrosbyBulldogs

GUIDANCE DEPARTMENT (8070)

Name	Students Names Ending In:	In House Phone	Phone Number	Email
Mrs. Lynn Cocco	A-D	4207	203-574-8074	lcocco@
Ms. Una Park	E-L	4210	203-574-8074	upark@
Ms. Patricia Deer	M-R	4209	203-574-8075	pdeer@
Mr. Sonya Petteway Chairperson	S-Z	4208	203-574-8076	spetteway@
Mrs. Ellen Jordan	9 th grade	5251	203-574-8063	ejordan@
Ms. Nikki Allison Guidance Secretary		4213	203-574-8070	nallison@
Guidance Fax #			203-574-8065	

ROOM DIRECTORY

Lower Level: Student Cafeteria, Swimming Pool, Phys. Ed. Dressing Rooms
Departments: Science, Life Management, Food Services, Technology Education, ROTC

Classrooms: D-109 to D-123 • E-101 to E-153

Main Level: Administrative Offices, Guidance Office, Health Suite, Auditorium,
Gymnasium, Multi-Media Center/Library, Music Rooms
Departments: Social Studies, English, Music, Physical Education

Classrooms: D-227 to D-232 • E-201 to E-257

Upper Level: Student Activity Rooms
Departments: Special Services, Foreign Languages, Mathematics,
Business, Allied Health

Classrooms: D-306 to D-319 • E-301 to E-350

<u>NAME</u>	<u>ROOM</u>	<u>DEPARTMENT</u>	<u>EMAIL</u>
Acevedo, Nancy	319E	Bilingual (Science)	nacevedo-gorgils@
LTC. Adams, Jeffrey	100E	ROTC	jadams@
Alfredson, John	130E	Technology Ed.	jalfredson@
Balsamo, Vincent		Asst. Principal	vbalsamo@
Baumbach, Christian	257E	Social Studies	cbaumbach@
Beshi, Medali	330E	Math	mbeshi@
Bissonnette, Jeanne	315D	Technology Ed.	jbissonnette@
Blaschke, Jennifer	Gym	Physical Education	jblaschke@
Buda, Kevin	152E	Tech Ed	kbuda@
Byer-Alcorace, Alexis (Moody)	325E	Speech-Language Pathologist	amood@

Cabral, Jephrie	114D	Science	icabral@
Calma, Marie	229D	Special Ed.	mcalma@
Campbell, Stuart	328E	Special Ed.	scampbell@
Caplan, Ira	201E	Social Studies Attendance	icaplan@
Carter, Simona	219D	Counselor	scarter@
Carvalho, Rosemarie	306E	Foreign Lang	rcarvalho@
Chabot, Albert	228E	Social Studies	achabot@
Clark, Amy	Gym	Physical Ed	aclark@
Cocco, Lynn	208D	Guidance	lcocco@
Coyle, Kerry	254E	English	kcoyle@
Crane, Richard	Gym	Physical Ed	rcrane@
Crudele, Joanna	219D	Asst. Principal	jcrudele@
Dalidowitz, Nicholas	224E	Social Studies	ndalidowitz@
Danay, Cassie	316E	English Guidance	cdanay@
Deer, Patricia	214D	Counselor	pdeer@
Delano, Teresa	230D	Special Ed	tdelano@
Deldebbio, Amy	227D	English	adeldebbio@
DeLaRosa, Mimi	128D	Art	mdelarosa@
Del Negro, Sabrina (Mancini)	128E	Art	smancini@
DePaolo, Victoria	348E	English	vdepaolo@
Desiderio, Jennifer	235E	Math	jdesiderio@
DiFronzo, Cathy	237E	English	cdifronzo@
Donohue, Kelly	204E	TAG	kdonohue@
Duffany, Sue	320E	Special Ed	sduffany@
Forino, Dana	211D	Social Worker	dforino@
Forcucci, Paul	318D	Music	pforcucci@
Forte, Diane	319D	Business	dforte@
Freeman, Richard	255E	Math	rfreeman@
Garcia, Ana	304E	Foreign Language	agarcia@
Genua, Jerry	126E	Science	jgenua@
Gionfriddo, Theresa	120E	Science	tgionfriddo@
Gopie, Jade	226D	Building Principal	jgopie@
Gonzalez, Ilea	302E	Foreign Language	igonzalez@
Graffam, Korena	233D	English	kgraffam@
Graham, Doreen		Parent Liaison	dgraham@
Grella, Micaela	305E	Foreign Language	mgrella@
Gwizadoski, Paul	131E	Technology Ed	pgwizadoski@
Hind, Sandra	102E	FCS	shind@
Howden, Kayla	318E	English	khowden@
Ieronimo, Catherine	313D	Business	cieronimo@
Ieronimo, David	127E	Science	dieronimo@

Inman, Scott	327E	Math	sinman@
Jannetty, Julie	252E	Math	jjannetty@
Jordan, Ellen		Guidance- 9th Grade	ejordan@
Jurewicz, David	143E	Technology Ed	djurewicz@
Kelly, Katy	337E	Special Ed	kkelly@
Kieffer, Paul	226E	Social Studies	pkieffer@
Kilpatrick, Sean	110D	Science	skilpatrick@
Kollchaku, Nikoleta	326E	Math	nkollchaku@
Koval, Kristi	306D	English	kkoval@
Koxha, Rosetta	253E	ESL	rkoxha@
Lahoud, Nicole	324E	Math	nlahoud@
Lecaros, Doree (Maki)	303E	ESL	dmaki@
Lee, Yolanda	115D	Science	ylee@
Lewis, Emory	222E	Behavior Tech	elewis@
Lucas, Michelle	107E	FCS	mlucas@
Massicotte, Tracy	346E	Social Studies	tmassicotte@
Miccio, Audra	324E	Math	amiccio@
Miles, Susan		Career Center	smiles@
Miller, Keisha	209D	Social Worker	kmiller@
Mosley, Sean	350E	English	smosley@
Munoz, Angela	125E	Science	amunoz@
Newmark, Cathleen	219D	Asst. Principal	cnewmark@
Nicholas, Stefanie	235D	English	snicholas@
Nolan, Madeline	234D	Substance Abuse	mnolan@
O'Brien, Kathleen	345E	Math Bilingual	kathleen-obrien@
Ortiz, Rita	225E	(Social Studies)	rortiz1@
Palladino, Kirk	123D	Culinary Arts	kpalladino@
Park, Una	210D	Guidance	upark@
Thomas Pepe	120D	Science	tpepe@
Petteway, Sonya	211D	Guidance	spetteway@
Poitras, Ashley	238D	English	apoitras@
Polaco, Elizabeth	236E	Social Studies	epolaco@
Pygatt, Leah (Smith)	103E	FCS	lpygatt@
Ricciardi, Margo		Nurse	mricciardi@
Richard, Claudia		Media Center	crichard@
Richardson, Melissa	347E	English Speech-Language	mrichardson@
Ridarelli, Susan	325E	Pathologist	sridarelli@
Rivard, Danielle	232E	Math Interventionist	drivard@
Rosado, Debra	222E	Behavior Tech	drosado@
Rosado, Tania	321E	English	trosado@
SFC Rowland, Henry	101E	JROTC	hrowland@

Sample, Atiya	329E	Math	asample@
Sanabria, Nora	303E	World Language	nsanabria@
Schwartz, Paul	119E	Science	pschwartz@
Schumacher, Jason	231D	Music	jschumacher@
Seltzer, Mark	256E	Math	mseltzer@
Spagnoletti, Rachel	121D	Science	rspagnoletti@
Stevens, Robert	132E	Tech Ed	rstevens@
Spence, Kris	307E	Science	kspence@
Stolfi, Christine	323E	English	cstolfi@
Stowe, Eileen	109D	Science	estowe@
Suarez, Wanda	301E	World Language	wsuarez@
Sudell, Kevin	153E	Tech Ed	ksudell@
Sullivan, Charlotte	236D	English	csullivan@
Sullivan, Michael	229E	Social Studies	msullivan@
Tanius, Linda		Psychologist	ltanius@
Tehan, Kyle	Gym	PE	ktehan@
Thompson, Asia	321E	English	athompson@
Tremose, Kathleen	129E	Science	ktremose@
Vazquez, Julio	ISS	In-House Monitor	jvazquez@
Veneziano, Ellen	232D	Math	eveneziano@
Veronneau, Michael	227E	Social Studies	mveronneau@
Vilardo, Maria (Golightly)	349E	Social Studies	mgolightly@
Wainwright Staton, Karen	331E	Math	<a href="mailto:kwainwright
staton@">kwainwright staton@
White, Edward	202E	Math	ehwhite@
Wilson, Marines		NVCC	mwilson@
Zeskand, Vanessa	234E	Literacy Coach	vzeskand@
Zionts, Lenore	307D	BDLC	lzionts@

BUILDING SUBS

Peter Jurzysnki
Catherine McCormick
Miradije Rashiti

HALL MONITORS

Ayesha Abdul-Lateef
Malik Pemberton
Latisha Crutchfield

ELA Collaboration Team 308E

Computer Labs

TO DIAL CLASSROOM NUMBERS, DIAL LETTER and THEN ROOM NUMBER:

316D, 317D, 314D,
106E

Reserve in
media center

C = 3, D=4, E=5

Waterbury Public Schools Lesson Planning Guide 2017-2018

Lesson Title/Unit; Timeline	
CT Core Standards (Grade Specific Standards)	http://www.corestandards.org/ELA-Literacy/ http://www.corestandards.org/Math/
Core Content Standards	<p>**standards you may have specific to your content area such as:</p> <p>(Business, Technology, NGSS, Ntl. Stnds of FCS, Ntl. Core Art Standards, Career/Tech Ed Standards)</p>
Academic Behavior Focus/Standards	See Academic Behaviors Rubric
Learning Target(s): What do we want students to know, understand and do? Note applicable Depth of Knowledge (DOK) .	<p>Know (content): Ex: (facts, vocabulary, definitions, places, information) Example: Multiplication tables</p> <p>Understand (generalization/EU): Ex: (essential truths, principles and generalizations, big ideas of a discipline- Example: I want students to understand that multiplication is another way to add numbers</p> <p>Do (skills): Ex: (basic skills, thinking skills, planning skills, uses verbs or phrases) Example: Students solve problems requiring multiplication.</p> <p>***What is DOK?</p>
Timeline – i.e. Placement of Lesson within the Broader Curriculum/Context: How does this build on prior knowledge from previous lessons? How will the outcomes of this lesson and student learning impact subsequent instruction?	
Essential Question(s): <u>Coherent progression tied to larger unit/course EQ(s)/EU(s).</u>	**What makes a question an EQ?-

<p>SAT Preparation: What specific SAT preparation Skill Practice(s) are you addressing in this unit from Khan Academy?</p>	<p>Ex: SAT Prep practice test #1, Section #'s, Question #'s</p>
<p>Description of Learning Tasks/ Strategies: Identify the methods that will allow students to <u>activate prior knowledge</u>, <u>integrate new ideas</u>, and <u>self-regulate</u> to improve learning in meaningful contexts (Why is today's learning important/relevant?). How will engagement/learning be visibly evident (in relation to adult practice AND student response)?</p>	<ul style="list-style-type: none"> • Activate Prior Knowledge • Integrate New Ideas • How does the unit connect to the theme academy? • How will engagement be evident?
<p>Materials, Resources, Technology Needed: Note the learning materials in each learning activity, including any digital literacy resources. How does resource utility cognitively engage students and extend new learning?</p>	
<p>Note: anticipated misconceptions, ambiguity, misunderstandings or challenges. What learner-centered problems are <u>specifically</u> addressed?</p>	<p>Content (subject specific):</p> <p>Skill-based:</p>
<p>Suggested Differentiation: Note opportunities for <u>varied modes of learning</u> to accommodate varied learning profiles. Describe how the differentiated instruction will be <u>visible</u>.</p>	<p>Anticipate (including contingencies for on-the-spot adjustments) for student(s) who may:</p> <ul style="list-style-type: none"> • Struggle • Need opportunities for enrichment: (Content (standards aligned), Product (targeted learning styles), Process, Learning Environment)

<p>Formative Lesson-Based Assessment (including strategies to engage students in using assessment criteria to self-monitor): How will you know students have learned in <u>measurable</u> contexts?</p>	<p>Assessment/Scoring Measure:</p> <p>What will be the next steps (including on-the-spot modifications) if students exhibit that they:</p> <ul style="list-style-type: none"> ▪ Learn: ▪ Struggle to learn: ▪ Need to extend learning:
<p>Multicultural Goal(s):</p>	<p>Page 13 in your workbook (See Below)</p>
<p>Revised 8-10-16</p>	

Multicultural Goals

Culturally Responsive Education 2015

Six Practices of Culturally Responsive Teaching [Where do You stand?]

1. Teachers focus attention on students from traditionally marginalized backgrounds, who are also at the most risk of failing, to become empowered “intellectual leaders” in the classroom.
2. Teachers involve students meaningfully and fully into the learning community, instead of teaching them in an isolated ways.
3. Teachers acknowledge and utilize students’ true-life experiences as legitimate parts of the curriculum. This requires compassion and understanding of the lives students lead.
4. Teachers view literacy as not only the written words but the oral contributions.
5. Teachers and students work together to learn how to overcome the dominant social and political culture in order to succeed.
6. Teachers realize that the education of students involves more that just the rote mechanics of passing on knowledge. Teachers are also part social worker, part therapist and part advocate. The unjust lives that students may lead cannot be ignored in the continuum of education. (**Connecticut State Department of Education – page 13**)

LUNCH PERIODS 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 (10:57-11:43) Period 5-BC (11:22-12:08)

1. Students in Class 5-BC (11:22-12:08) will report to first café.
Café 5-A (10:57-11:18)
2. Students in class 5-AB (10:57-11:43) will report to third café.
Café 5-C (11:47-12:08)
3. Teachers will have lunch break at the same time students report to cafeteria.

Lunch for both students and teachers is determined as follows:

SUMMARY

1. Students in double lab periods 4th and 5th will go to Café-5C.
2. Students in double lab periods 5th and 6th will go to Café-5A.
3. All Physical Education classes meeting period 5 will report to lunch Café C.



MEMORANDUM

TO: All Staff
FROM: Jade L. Gopie
Principal
DATE: June 21, 2017
RE: **Faculty and Departmental Meetings for 2017-2018**

Listed below are the dates for **Faculty Meetings, Departmental Meetings and other important scheduled meetings** throughout the year. Please mark these dates on your personal calendars so that personal matters do not interfere with this contractual obligation.

Faculty Meetings	Department Meetings
9/5	9/19
10/10	10/24
11/14	11/28
12/12	12/19
1/16	1/30
2/13	2/27
3/13	3/27
4/10	4/24
5/15	5/29
June TBD	June TBD

- **Faculty meetings 2-3 p.m.**
- **Department Chairperson meetings will be every Monday-Period 1 in the Principal's Office**

**CROSBY HIGH SCHOOL
ORGANIZATIONAL CHART
2017 – 2018**

07/07/2017

Mrs. Gopie	Mr. Balsamo		Mrs. Newmark	Mrs. Crudele
	<i>Grade 9</i>		<i>Public Service & STEAM</i>	<i>Entrepreneurship</i>
Exam Schedule	Building Responsibilities		PTO	Advisory Program
Master Schedule	Lockers		PBIS	Teacher Sign Out Book
Grades/ Progress Reports School Governance Staffing	Calendar / Activities Teacher Schedules Graduation Café C		Title IX Coordinator Graduation Crisis Team Café A	In School Suspension Graduation SAT Day/CAPT Café B
Recuperative Academy ACE Principal Advisory			SRBI	Fundraisers
Departments	Departments		Departments	Departments
Department Chairs	Grade 9 Academy		Special Education	Tech Education
Science	Math		English	Business/FCS
Media Specialist			Music/Art	World Language
Social Studies				ESL
SHARED BY ALL FOUR ADMINISTRATORS				
Parent Liaison	PPT'S & 504s			Guidance
Doreen Graham	Evaluation of Staff			Career/College Counseling
	Student Attendance and Discipline			Scholarships /Awards Night
Athletic Department	New Student Registration			Advisory
Mr. David Ieronimo	New Students			College Acceptance Day
	Scheduling			
Truancy Prevention Specialist	Café Duties			IT Dept.
Ms. Simona Carter	NEASC			Faheem Abdul-Lateef
	Turnaround: SLC			
Social Workers	Budget Development			SRO
Dana Forino	Behavior Technicians			Officer Mike Tripp
Keisha Miller	Emroy Lewis			
	Debra Rosado			

CROSBY HIGH SCHOOL CLUBS AND ADVISORS 2017-2018

Argus	Vacant
Chess Club	Mr. Buda
Christian Studies/Music Club	Mr. Forcucci Mr. Schumacher
Crosby Knitters	Miss Carvalho
Crosby Literary Society	Ms. Sullivan, Mrs. Difronzo Ms. Donohue
Debate Club	Mr. Dalidowitz Mr. Kieffer
Distributive Education Clubs of America (DECA).....	Dr. Rivard
Envirothon	Mrs. Yolanda Lee
FIRST Robotics	Mrs. Gionfriddo
Future Business Leaders of America (FBLA)	Vacant
Spectrum	Ms. Poitras
Student Council.....	Ms. Nicholas
National Honor Society.....	Mrs. Difronzo
Relay For Life.....	Miss Carvalho
Science National Honor Society	Mrs. Yolanda Lee
Student Leaders and Ambassadors	Mr. Mosley
West Indian Club	Mr. Lewis
Yearbook.....	Ms. Veneziano
Young Educator Society (Yes)	Mrs. Wainwright-Staton Mr. Mosley

CROSBY HIGH SCHOOL ATHLETICS

ATHLETIC COACHES

Athletic Director	Dave Ieronimo
Football	Dave Jurewicz
Boys' & Girls' Cross Country	Albert Chabot
Boys' & Girls' Indoor Track	Richard Crane
Boys' & Girls' Outdoor Track	Richard Crane
Swimming	Matt Erasmus
Boys' Basketball	Nick Augelli
Soccer	Michael Sullivan
Girls' Basketball	Phil Lott
Golf	Shea Moriarty
Cheerleading	Stefanie Nicholas
Girls' Volleyball	Stefanie Nicholas
Softball	David Brennan
Baseball	Joe Bandurski
Boy's Tennis	Albert Chabot
Girls' Tennis	Stacey Brown
Rifle Team	Vacant
Unified Soccer	Marie Calma
Unified Basketball	Marie Calma
Unified Track	Marie Calma

School Policies and Procedures

GRADING POLICY

GRADUATING CLASSES OF 2016 THROUGH 2018:

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

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

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

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

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

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

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

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

PASSING GRADE: The passing numerical grade is 65.

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

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

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

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

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

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

WEIGHTING:

1. Four Levels of Academics:

- Level 4-Advanced** – Advanced Placement (AP) courses approved by the College Board and courses through the University of Connecticut Early College Experience (ECE) Program
- Level 3-Accelerated-** ACE/ATOMS/ SOAR
- Level 2-Honors-** Honors courses
- Level 1-Academic Core** – All other courses in the core subject and elective areas

2. Quality Points:

Total Quality Points Total Number of Courses Taken Quality Point Ratio (QPR)

Grade Range	Academic Core	Honors	ACE/ ATOMS/ SOAR	Advanced
98-100	4.33	4.68	4.87	5.05
94-97	4.00	4.32	4.49	4.66
90-93	3.67	3.96	4.12	4.27
87-89	3.33	3.60	3.75	3.89
83-86	3.00	3.24	3.37	3.50
80-82	2.67	2.88	3.00	3.11
77-79	2.33	2.52	2.62	2.72
73-76	2.00	2.16	2.25	2.33
70-72	1.67	1.80	1.87	1.94
67-69	1.33	1.44	1.50	1.55
65-66	1.00	1.08	1.13	1.17
Below 65	0.00	0.00	0.00	0.00

3. Quality Points Ratio (QPR): This chart has been revised using a standard multiplier (8%) to create the Accelerated and Advanced Levels. This will allow for a multiplier of 4% to be used for any Accelerated Course with extended requirements. The 4% multiplier will meet the needs of all students who are in the ACE, ATOMS, and SOAR programs as well as those students who take Accelerated Level Courses with extended requirements.

□ EXAMPLE: An ACE, ATOMS, or SOAR student in Honors Algebra I who meets the extra course requirements would receive more quality points using the 4% multiplier.

Course Level	Student Grade	QPR	With the 4% Multiplier
Accelerated	96	4.32	4.49

To determine the rank in class, the following formula is to be used to calculate QPR:

$$\text{Total Quality Points} \div \text{Total Number of Courses Taken} = \text{Quality Point Ratio (QPR)}$$

4. Carnegie Units	Meeting Times	C.U.'s Earned
Extended courses	15 periods/per week	3.0 c.u.
Extended courses	10 periods/per week	2.0 c.u.
Lab Sciences courses	6 periods/per week	1.2 c.u.
Regular courses	5 periods/per week	1.0 c.u.
Elective courses	4 periods/per week	.8 c.u.
½ year courses	5 periods/per week	.5 c.u.
½ year courses	4 periods/per week	.4 c.u.

5. Class Ranking:

A student must be in attendance in the Waterbury School System for at least 3 continuous semesters (1½ years) to be considered for all academic recognition related to class rank.

6. Honor Roll:

The designation of High Honors, First Honors, and Second Honors will be determined by the student's QPR each marking period.

Highest Honors 4.0 – 5.05 QPR.

First Honors 3.5 – 3.99 QPR.

Second Honors 3.0 – 3.49 QPR.

7. Promotion and Graduation Requirements:

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

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

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

Twenty-two (22) Carnegie Units and completion of four (4) years of high school are required for graduation. All students must follow the core curriculum as outlined by the Board of Education. Further, if a student has credits withheld due to unexcused absences, in accordance with the Board of Education attendance policy, those credits are declared unearned credits.

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

GRADUATING CLASSES OF 2019 AND BEYOND:

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

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

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

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

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

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

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

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

PASSING GRADE: The passing numerical grade is 65.

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

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

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

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

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

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

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

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

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

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

QUALITY POINT RANKING (QPR)/CLASS RANK: The Waterbury Public School System believes it is necessary and important to provide differentiated quality points for the purpose of weighting its academic course offerings at the high school. The current curriculum contains a wide variety of courses at various levels of academic challenge. Students are allowed considerable choice and are encouraged to strive for academic excellence. Grade weighting encourages and reward students for selecting courses at more challenging levels of difficulty. Quality points are the weights that are assigned to courses in order to communicate their differing academic challenge. Weights assigned to academic courses communicate the level of academic challenge inherent in each course to students and their parents; therefore, the weights assigned help students to make more appropriate course selections. Additional weights assigned to college preparatory courses recognize that more challenging courses require advanced levels of work; therefore, advanced courses have higher course weights.

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

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

All grades shall be rounded to the nearest whole number

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

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

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

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

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

(cf. 6146 - High School Graduation Exit Criteria)/ Legal Reference: Connecticut General Statutes/ 10-220g. Policy on weighted grading for honors and advanced placement classes.

STUDENT ACADEMIC STANDING

A student is classified as a sophomore if they have earned at least 5 credits at the end of grade 9

A student is classified as a junior if they have earned at least 10 credits by the end of grade 10

A student is classified as a senior if they have earned at least 15 credits by the end of grade 11

Senior Standing

Seniors must have earned 15 credits to be eligible for senior activities including but not limited to:

- Senior prom
- Senior trips
- Yearbook participation
- Senior pageants, etc.

*Students are permitted and STRONGLY encouraged to take on-line courses during the school year to arrive at the designated number of 15 credits

GRADUATION REQUIREMENTS

High School Graduation Exit Criteria for Graduating Classes of 2016 through 2019. To complete the graduation requirements and receive a high school diploma from the City of Waterbury Public Schools, a student must take the Science CAPT (Science Connecticut Academic Performance Test) in Grade 10, and SAT (Scholastic Aptitude Performance Test) in grade 11 to satisfy the State Department of Education requirements for the core subjects, and complete the Waterbury Board of Education policy (High School Grading/QPR - #6146.1) for the attainment of 22 Carnegie Units. In the event that the student does not meet the Exit Criteria goal on CAPT or the SAT established by the Board of Education, the student will meet with his/her Guidance Counselor to determine an appropriate course of action for meeting graduation requirements.

Students must earn:

1. Four credits in English
2. Three credits in social studies, including one credit in United States History and 1/2 credit in a civics course
3. Three credits in math
4. Two credits in science
5. One credit in physical education (including one marking period of health)
6. One credit in an arts or vocational education course
7. Seventeen sessions annually of substance abuse education

A student must earn five (5) Carnegie units to be promoted to the 10th grade. A student must earn ten (10) Carnegie units and have completed the 10th grade to be promoted to the 11th grade.

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

Twenty-two (22) Carnegie Units and completion of four (4) years of high school are required for graduation. All students must follow the core curriculum as outlined by the Board of Education. Further, if a student has credits withheld due to unexcused absences, in accordance with the Board of Education attendance policy, those credits are declared unearned credits.

WPS-Graduation Requirements 2017-2018

Students must earn:

English	4 credits
Math	3 credits
Science	2 credits
Social Studies	3 credits (1 credit in U.S. History and .5 credit in Civics)
Physical Education	1 credit (including 1 marking period of Health)
Arts/Vocational	1 credit
Substance Abuse	17 sessions each year

PROGRAM OF STUDIES

This guide has been written to assist you in selecting your subjects for the next school year. A list of courses to be offered along with course descriptions has been included. Please give this information your serious attention. You should make every effort to select a program that is in keeping with your abilities, educational background, interest, and future educational and vocational plans. The decisions you make now can have a strong bearing on the opportunities that will be available to you in the future.

The program of studies adopted by the Board of Education, March 3, 1978, must be followed for course selection. Students are required to take all courses listed in their selected program. In order to meet program and graduation requirements, students are strongly advised to carry a minimum of six courses each year.

Every student should pursue a program that will challenge his or her abilities. The guidance counselor will assist each student and parent to develop an individual Educational Program.

The program selection by the student in the early spring of each year represents a final choice of courses for the following year. Where a clerical error is discovered, a change of course will be made. Changes after the opening day of school will only be made on a case-by-case basis.

CAREER ACADEMY

Following the completion of grade 9, students will select a career academy with which to be affiliated. The goal of each academy is to prepare all students for post-secondary education, training, or employment in their chosen career paths. Students will choose an academy based upon their interests, skills, and future goals. The academies are: **Grade 9 Academy, Entrepreneurship, STEAM and Public Service**. While students will take most of their electives in their academy, they are not limited to only courses in that academy. Students are in that academy for at least one year, and may choose another academy during the following year's course selection process. Please note that all students receiving special education or ESL/bilingual support will be serviced regardless of their academy.

GRADE 9 ACADEMY

To enable students to develop the knowledge, skills and habits of mind essential for success in college, career and civic life, the New Tech Network (NTN) learning model serves as the platform for the 9th Grade Academy. This standards-driven, technology-rich approach to project-based learning (PBL) provides teachers with a framework, tools and strategies to engage students in rigorous and meaningful learning experiences. It also provides differentiated scaffolding for students whose academic skills span a broad range. Founded on the core belief that public schools can create, operate and sustain innovation, NTN strives to ensure all students have the skills, knowledge and attributes they will need to thrive in their post-secondary education, careers and civic lives.

ENTREPRENEURSHIP ACADEMY

The Academy of Entrepreneurship is focused on preparing students for college and careers. The academy experience will provide students opportunities to gain the requisite skills for success in business, finance and the culinary arts.

STEAM ACADEMY

The Academy of STEAM is focused on preparing students for college and careers. The academy experience will provide students opportunities to gain the requisite skills for success in aviation, video production and computer science.

PUBLIC SERVICE ACADEMY

The Academy of Public Service is focused on preparing students for college and careers. The academy experience will provide students opportunities to gain the requisite skills for success in fire safety, police investigation, emergency preparedness and public safety.

Academy Changes

Guidance counselors take an extensive amount of time to counsel and inform students of academic academy selections (STEAM, Public Safety, and Entrepreneurship). Students are strongly encouraged to complete their core academic and elective requirements within one academy during their high school career.

In the event a student seeks to change their academy assignment, the process is as follows:

- Students are permitted to petition the administrator for an academy change during the months of January and May.

- The request in January must be received and processed with a decision from the administration at the conclusion of midterm exams.
- The request in May must be received and processed with a decision from the administration by the conclusion of the current school year.
- Students must complete the *Application for Academy Selection*, their guidance counselor must sign off on the application to verify its completion. The counselor will forward the application to the appropriate administrator.
- A meeting will be scheduled with the student, counselor, administrator and parent/guardian

DRESS CODE

Mandatory Dress Code Policy, High Schools: The following Dress Code Policy is mandatory for all high school students. The purpose of this policy is to further the important educational interests identified above.

1. BOYS: a. Pants or shorts/or cargo shorts in solid black or khaki cloth or denim; worn at the waist and completely covering undergarments and no more than three inches above the knee. b. Tops in solid black “polo” or “golf” collared shirt with/without the “Waterbury High Schools” logo. In addition to districtwide black shirt, each high school will have a school specific solid color “polo” or “golf” collared shirt (i.e. Crosby – royal blue with/without “bulldog” logo).

2. GIRLS: a. Pants, shorts, skirts, skorts, or dresses in solid black or khaki cloth or denim; worn at the waist and completely covering undergarments and no more than three inches above knee. Note: Leggings, stockings or other stretch/form fitting leg coverings may only be worn under shorts, skirts, skorts, or dresses. b. Tops in solid black “polo” or “golf” collared shirt with/without the “Waterbury High Schools” logo. In addition to districtwide black shirt, each high school will have a school specific solid color “polo” or “golf” collared shirt (i.e. Crosby – royal blue with/without “bulldog” logo) covering undergarments, cleavage and midriffs.

3. ALL STUDENTS: a. Black non-hooded fleece may be worn **WITH** the solid black “polo” collared shirt only. b. Shoes or sneakers must be worn at all times. Laces on shoes or sneakers must be tied. Sandals, clogs, flip-flops, heels or bare feet are not permitted. All shoes must have backs.

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

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

- **1ST OFFENSE- Contact with parent; written warning; removal from class with a chance to correct & return to class.**
- **2nd OFFENSE- Contact with parent; detention**
- **3rd OFFENSE - Contact with parent; In school suspension**

- **4th and Subsequent Offenses: Contact with parent; Suspension (1 day), and/or Administrative investigation of misbehavior; appropriate applications of Waterbury Board of Education Discipline Policy for specific infraction.**

School Attire

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

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

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

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

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

****IF IT IS NOT ON THE LIST, IT IS NOT ALLOWED AND SUBJECT TO DISCIPLINARY ACTIONS!!!****

**Policy adopted by the Waterbury Board of Education on July 26, 2012,
revised on May 7, 2015 for the 2015/16 school year, and
revised on May 21, 2015 for the 2015/16 school year**

Dress Code Highlights on page 117.

MEMO

Date: July 14, 2017

RE: Student Grade Changes

If there is a request to change a student's grade, all members of the staff **MUST** adhere to the following procedure:

- Teacher's must complete a grade change form.
- The grade change form may be returned to any Assistant Principal for processing.
- Students are prohibited from handling grade change forms.
- The Assistant Principal will make the grade change, initial the change form and forward to guidance for placement in the students' cumulative record.

Mrs. Gopie

Grade Change Form on page 112.

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. Your attendance is expected. To be excused, you must obtain the principal's permission. **(Meeting schedule enclosed, may make adjustments throughout school year—See page 27)**

GENERAL INFORMATION

AUDIO VISUAL REQUESTS

Teachers requesting audio-visual material should do so 48 hours in advance by contacting the AV coordinator by email (jalfredson@waterbury.k12.ct.us). 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 the 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 or lanyard from the main office. **Visitors must not be in the halls without an escort.** If a stranger does not have pass/lanyard, he/she should be escorted to the main office immediately. If they are unwilling to

comply, they are to be told that trespassing on school property is against the law, and contact an administrator immediately.

8. Students should be made to understand that their reactions to building patrol 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.

CLASSROOM APPEARANCE

Teachers who take pride in the appearance of their classroom encourage students to take pride in their work and 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.

Posters displayed in hallways must be approved by administration and only stapled to cork strips in the halls. 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 an assistant 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 and achievable goals.
2. Make sensible, simple, enforceable rules and insist on compliance. Post rules and consequences.
3. Read and correct assigned work promptly.
4. Student’s grades are to be kept confidential. Do not display student’s grades/attendance on SmartBoard.
5. Do not accelerate disagreements into conflicts. Don’t argue!
6. Supervise regularly with consistency; this includes hallways, as well as lavatories between periods.
7. Get to know your students well. Communicate frequently with families and counselors.
8. Always maintain accurate accounting of student absences, tardiness, etc. This could conceivably have legal implications.
9. Begin and dismiss classes on time.

10. Present a professional image in your dress and manner (see district policy)
11. Accompany students to all assemblies or large group instructional sessions and remain with them.
12. Plan all instructional activities carefully.
13. Be involved in student activities as much as your schedule allows.
14. Do not allow a pupil to leave the room without a hall pass.
15. Do not allow excessive use of lavatories and keep a log.
16. A calm and quite manner is essential. A teacher's self-control never fails to impress pupils.
17. Be firm and decisive. These are not in any way inconsistent with kindness.
18. 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. The faculty dining areas are off limits to students.

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 designated guidance counselor. Student work often improves when parents are kept informed of student progress. Reports are to be signed by the parent and returned to the classroom teacher.

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/sign in upon return in the teacher sign out binder located in the main office.

LESSON/UNIT PLANS

Keep up-to-date lesson plans, attendance roster, seating charts, and emergency lesson plans in a visible place known to your Chairperson and neighboring teacher.

Use the unit plan guide template located in the Teacher Handbook pages 123-124 if needed. Your department chairperson or principal can forward you an electronic copy.

***Unit plans will be required for evaluations.** You will be required to submit unit plans for formal observations and review of practice.

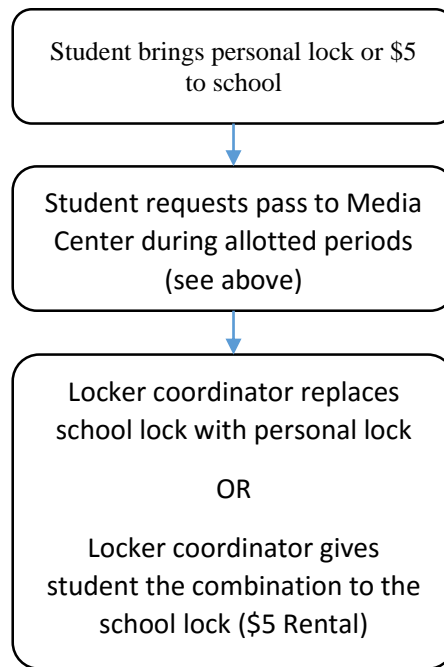
LOCKER PROCEDURES

All lockers will be initially locked with a school-owned Master combination lock.

In order to use a locker, students must:

- Bring in a personal lock or \$5 cash to rent a school lock. *The \$5 rental is refundable provided the lock is in proper working condition at the time of the requested refund.*
- Request a pass to the Library Media Center during the following times. Teachers should check that the students have a personal lock or \$5 before writing a pass. Students **MUST** bring their lock or \$5 to the Media Center.
 - Grade 9: Period 1
 - Grade 10: Period 2
 - Grade 11: Period 3
 - Grade 12: Period 4

The locker coordinator in the Media Center will remove the school lock from your locker and replace it with your personal lock. If you are renting a school lock, he/she will give you the combination to the school lock. *If your personal lock is keyed, please provide a copy of your lock key to your period 1 teacher.*



To request a rental refund: See the locker coordinator at the end of the school year, upon withdrawal, or if you bring a personal lock.

Lockers are to remain locked at all times when not in use. If a locker is left without a lock, it will be locked with a school lock and may not be immediately accessible. If a locker cannot be locked, it should be reported to an administrator immediately.

Reminder: Do not give out locker combination or share lockers.

Please NOTE: Locker locations will NOT be reassigned if your period 1 class changes.

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 Period 1 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.

Students may visit the media center before and after school and during their lunch period (must arrive during 5th period before the bell).

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 written on an official pass and be completely filled out with student name, date, time, destination, and teacher's signature in pen. Do not put more than one student name on a pass. Ensure signature is legible for verification purposes. If you need additional passes, ask the office.

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 all other staff.

STUDENT PARKING

Students are to park in assigned student parking areas. NO students are to park in faculty lots. Student who drive to school must obtain a parking pass from the main office. Students need to complete an application with a parent signature and provide a copy of their driver's license, insurance and registration.

BANKING

TO: Administration/Faculty
FROM: Diane Forte
DATE: August 2017
SUBJECT: Crosby High School Student Activities Fund

The School Bank is officially OPEN.

If there has been a change in a Club Advisor, please let me know immediately. Attached please find the following forms:

Request for Payment, Deposit, and Transfer. Please print and make the necessary copies to meet your needs. These forms are to be used with each transaction.

All **Request for Payment** forms must be accompanied by the appropriate “original documentation” stapled to the back of the form. Absolutely no checks will be issued prior to receiving this documentation.

As a reminder, when making a **Deposit**, I am now required by the State Auditors to review your records on all cash transactions. It is very critical that everyone keeps an accurate record of all cash being collected and provide me with a copy of your records for my files. Please arrange bills by denomination; face up and in the same direction and then place everything in an envelope, prior to giving the deposit to me. (Reminder-no coins will be accepted.) Also, when depositing checks, please remember to put your club name in the memo section of each check.

If money is to be paid to one club from another club within Crosby High School, please use a **Transfer** form.

Mrs. Forte will be the only one accepting transactions during **Periods 1, 2, 3 & 4 in D319**. Please allow three days for receipt of payment, since the principal also signs checks.

Mrs. Forte looks forward to being of assistance to you during this school year. Thank you for your consideration in these matters.

See pages 100-102 for banking forms.

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 infections 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.

Community Relations 1250(a)

School Visitors Policy

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

The Superintendent of Schools shall establish regulations to:

1. Encourage school visitations.
2. Provide for appropriate hospitality for visitors.
3. Set forth District procedures and to require visitors and school personnel to follow those procedures.
4. Ensure that such visits will enhance educational programs and ensure student safety.

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

Parents and community members are welcome to attend interscholastic athletic events and school sponsored student presentations or plays as well as any other Waterbury Board of Education sanctioned programs.

However, it is the responsibility of the visitor to remain in the area of the activity and not to move about the building where classes or maintenance activities may be disrupted.

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

Legal Reference:

Connecticut General Statutes Section 53a-185: Loitering on school grounds, Class C misdemeanor
Policy adopted by the Waterbury Board of Education on July 31, 2013

Community Relations

1250(b)

School Visitors Regulations

Waterbury Public Schools, in an effort to encourage visitors to its schools while at the same time maintaining the students' and staffs' safety, privacy and security, and minimizing disruptions to educational programming, sets forth the following procedure to be followed for school visitors.

1. Any visitor who is not a District or City employee on official business, a State or Federal employee on official business, Board of Education Commissioner, or a student enrolled in the school, will be termed a "visitor" under Board Policy and is subject to the procedures set forth below. A visitor does not include those who attend a scheduled activity open to the general public.
2. Any visitor, as defined above, who wishes to visit a school building, and /or observe any student program, must obtain prior approval from the principal or other designated administrator, at least twenty-four (24) hours prior to the visit. Requests to observe a class shall be granted, unless such request(s) would be disruptive to the educational process.
3. All visitors must directly report to the Main Office upon arrival, provide identification which will be kept by school staff during the visit (along with a photocopy to be kept in the student's cumulative file), and sign in where designated. Identification will be issued to the visitor which must be displayed at all times during the visit.
4. All visitors must provide to the principal or duly authorized administrator the reason for their visit, where the visit will take place and the anticipated length of the visit. Visitor meetings must take place in an administrative area designated by the principal or his/her designee unless otherwise agreed to by the principal or duly authorized administrator.
5. In the discretion of the principal or duly authorized administrator, any visitor may be required to submit to a background check and a sexual offender registry check in order to gain access into the school.
6. An escort for the visitor may be required by the principal or duly authorized administrator.
7. No visitor, except a law enforcement officer duly authorized by the Waterbury Police Department, is allowed to bring a weapon of any kind into any school in the District or on school grounds.
8. In order to safeguard student privacy rights, no videotaping, photography or use of recording devices or electronic equipment including phones, is allowed by the visitor during the visit unless prior permission is given by the Superintendent and appropriate prior written consent of the student is obtained.

9. Visitors must follow all school rules and administrative directives and minimize disruptions of the school's learning environment. Visitors must not disturb the students, teachers or interrupt classes in any way.
10. If a Visitor fails to abide by these procedures, school rules and administrative directives, the visitor will be asked to leave the premises or be subject to referral to the authorities and possibly precluded from future visits in the discretion of the principal or duly authorized administrator.
11. Visitors are on notice that they are subject to whatever surveillance exists at the school during their school visit.
12. An unauthorized visitor shall be guilty of loitering on school grounds when he/she loiters, or remains in or about a school building or grounds, without a reason or relationship involving the custody of, or responsibility for, a student, or for any other authorized activity, license, or privilege to be there.
13. The administration is authorized to file a trespassing complaint with the Waterbury Police Department, when appropriate or applicable.

Legal Reference:

Connecticut General Statutes - 53a-185 loitering in or about school grounds, Class C misdemeanor 7-148c7 (F)

Regulations approved by the Waterbury Board of Education on July 31, 2013

Students 5141.4

Reporting of Child Abuse and Neglect

Connecticut General Statutes §17a-101, as amended by Public Act 02-138 and 11-93, requires all school employees including the Superintendent of Schools, school teachers, substitute teachers, administrators, school guidance counselors, school paraprofessionals, licensed nurses, physicians, psychologists, social workers, aed-coaches of intramural or interscholastic athletics, or any other person, who in the performance of his/her duties, has regular contact with students and who provides services to District students, who have reasonable cause to suspect or believe that a child has been abused, neglected, or placed in imminent risk of serious harm to report such abuse and/or neglect in compliance with applicable state statutes.

An oral report by telephone or in person shall be made as soon as possible but no later than 12 hours to the Commissioner of Children and Families and to the Superintendent of Schools or his/her designee followed within 48 hours by a written report to the Department of Children and Families.

Reporting suspected abuse and/or neglect of children, in addition to the requirements pertaining to staff training, record keeping and dissemination of this policy, shall be in accordance with the procedures established and set forth in the Administrative Regulation 5151.4.

Legal Reference:

Connecticut General Statutes

10-220a Inservice training. Professional development committees. Institutes for educators. Cooperating teacher program, regulations (as amended by PA 11-93)

10-221d Criminal history records check of school personnel. Fingerprinting. Termination or dismissal (as amended by PA 11-93)

17a-28 Definitions. Confidentiality of and access to records; exceptions. Procedure for aggrieved persons. Regulations (as amended by PA 11-93)

17a-101 Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surroundings without court order. (as amended by PA 96-246, PA 00-220, PA 02-106, PA 03-168, PA 09-242 and PA 11-93)

P.A. 11-93 An Act Concerning the Response of School Districts and the Departments of Education and Children and Families to Reports of Child Abuse and Neglect and the Identification of Foster Children in a School District

Policy adopted by the Waterbury Board of Education on September 6, 2012

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 comply with the school rules and are 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. Teacher Intervention Logs are necessary for level 1 referrals.
- Pupils who misbehave in such a way, or so repeatedly, that the teacher needs assistance should be referred as follows:
 1. Document on the intervention log and referral the steps you have taken prior to referral. This MUST be done. Discipline is a progressive process. The Assistant Principal is the last step in the progressive process. The intervention log must be attached to the referral slip.
 2. Referrals must be written in black or blue ink. Do not use colored ink or pencil.
 3. Please keep in mind a referral is a legal document. Record the infraction as succinctly as possible using appropriate language. Write facts only; do not use other students' name on the referral. Keep in mind a lawyer or other personnel may be reading it at a later date.
 4. Major offenders should be referred to Assistant 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 Assistant 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”.

- 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 Assistant Principal.

DISCIPLINE AND SUPERVISION

Cases of misconduct will be judged, as fair 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 PROCEDURES

TEACHERS WILL CHECK THE ISS LOG SENT VIA EMAIL DAILY TO ENSURE STUDENTS ARE ATTENDING ISS.

If a student refuses to attend ISS, the teacher will email the ISS monitor (jvazquez@waterbury.k12.ct.us)

- Students assigned to In-House Suspension will report to In-House Suspension Room promptly at 7:20 a.m. Students will bring assignments with them. In the event that students do not have assignments, assignments will be provided. Each department has a binder on file in the ISS room with work.
- A 200 word essay must be written on the cause of the suspension.
- While in the In-House Suspension Room, students must complete all assignments satisfactorily.
- Students will not receive credit for any period in which they are sleeping, talking or disruptive in any way.
- Lunch will be served in the café Period 4. No soda, candy, or snacks may be eaten at any time in the In House Suspension room.
- If a student is absent on the day assigned to the In-House Suspension Room, he/she should plan to serve on the day they return to school.

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

SAMPLE REFERRAL

Student **John Doe** Student # **123450** Homeroom (1st period) **238D** Course/Grade **10** School **Crosby High School**

Referred by **Teacher's Name** Time/Period **4th** Date **8/29/16** Place of Incident **room #, hall, café**

- | | | |
|--|---|--|
| Level 2 | Level 3 | Level 4 |
| <input checked="" type="checkbox"/> Repeated Level 1 offense | <input type="checkbox"/> Threatening | <input type="checkbox"/> Assault |
| <input type="checkbox"/> Obscenity | <input type="checkbox"/> Serious Disorderly Conduct | <input type="checkbox"/> Stealing |
| <input type="checkbox"/> Disrespect | <input type="checkbox"/> Harassment | <input type="checkbox"/> Unlawful action |
| <input type="checkbox"/> Disorderly Conduct | <input type="checkbox"/> Physical Altercation | <input type="checkbox"/> Weapon |
| <input type="checkbox"/> Other | <input type="checkbox"/> Other | <input type="checkbox"/> Other |

DESCRIPTION OF INCIDENT

Class disruption-John has disrupted the class today, 8/29/16, by continually being out of his seat and disrupting others learning. See attached intervention log.

TEACHER INTERVENTIONS PROVIDED PRIOR TO REFERRAL: Attach Intervention Log

ADMINISTRATOR'S USE ONLY:

Name of infraction: _____ Infraction Code _____ # of Victims _____ Weapon use _____

DISCIPLINE ACTION:

Warning Probation Detention Loss of school activity Case referred to _____

In School Suspension _____ days Out of School Suspension _____ days Police notified Other

Parent/guardian contacted: Time _____ Date _____ Phone number _____

An unsuccessful attempt was made to contact parent/guardian: Time _____ Date _____ Phone number(s) _____

Left message Phone not in service Number not taking calls at this time Other

ADMINISTRATOR _____

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. **See Superintendent’s letter below.**



WATERBURY
Public Schools
Today's Students. Tomorrow's Leaders

*Dr. Kathleen M. Ouellette
Superintendent
Waterbury Public Schools*

DATE: June 4, 2015
TO: All Principals
All Supervisors
FROM: Dr. Kathleen M. Ouellette
Superintendent of Schools

I would like you to remind all staff that per Board of Education Policy 4020 attached, it is inappropriate to wear such attire as flip flops, tight capris, jeans, tops with exposed midriiffs, etc.

This policy, in addition to Article XIX, Section 9, of the WCEA contract which states “Employees shall dress in job appropriate professional attire at all times”, also pertains to clerical staff.

Please keep in mind that we are all role models for the students of the Waterbury Public Schools and every attempt should be made to set a good example.

Thank you for your assistance.

KMO/bb
Enclosure

cc: Board of Education Commissioners
Paul Guidone, Chief Operating Officer and Chief of Staff
Anne Marie Cullinan, Chief Academic Officer
Wendy Owen, Director of Special Education and Pupil Personnel Services
Dr. Shuana Tucker, Talent & Professional Development Supervisor
Instructional Leadership Directors

**PERSONNEL**

4020

Guidelines for Appropriate Appearance

The City of Waterbury and the Waterbury Board of Education believe that all employees in the Department of Education should maintain dress and grooming standards appropriate to their role. It is particularly appropriate that employees who deal with students, parents, vendors or members of the public present an appropriate business image. While few would differ with the proposition that teachers and administrators should dress in job appropriate professional attire, individuals may have different views on what this standard means. The purpose of this memorandum is to provide some guidance on that subject.

A professional atmosphere is maintained, in part, by the image employees present to customers, vendors, students and the public at large. Attire must be appropriate to the workplace and specific work situations, as outlined in this memorandum. Obviously, this concept is somewhat flexible. What is unacceptable in a classroom may be perfectly acceptable in a coaching role. Jeans may be unacceptable when school is in session but perfectly appropriate before school when a teacher is setting up his or her classroom.

Employees are expected to use good judgment in deciding what to wear to work, and should consult with Supervisors if uncertain about these guidelines. Any issues that cannot be resolved at this level may be raised with the Director of Personnel.

Supervisors and administrators are responsible for consistent administration of these guidelines. If a supervisor or administrator believes that an employee's appearance does not conform to this memorandum, the employee may be asked to leave his or her workplace until properly attired. If an employee is asked to leave his or her workplace to attain acceptable attire, he or she must return to work that day within a reasonable period of time, as determined on a case-by-case basis by the responsible supervisor or administrator.

The guidelines for appropriate professional appearance shall be as follows:

Guidelines for Appropriate Appearance, continued**1. Acceptable Attire**

Acceptable attire includes, but is not limited to, the following:

- a. Business suits, sport coats, tailored slacks or "Dockers"-style slacks, dress shirts, ties(encouraged), polo-style shirts, sport shirts with collar and sleeves, sweaters, dresses, skirts, blazers, pant suits, slacks, capri pants, blouses.
- b. Culottes and Skorts – are considered appropriate business attire.
- c. Stretch Pants and Stirrups (non-form fitting) - Stretch pants and stirrups made with material other than spandex or lycra and worn with a shirt or tunic.
- d. Tailored Shell Tops - with cap sleeves.
- e. Sneakers/tennis shoes if appropriate for position. i.e. PE Instructor or medical necessity.

2. Unacceptable Attire

Unacceptable attire includes, but is not limited to, the following:

- a. Spandex or lycra stirrup pants, and stretch pants, lace stretch pants or any form fitting piece of clothing.
- b. Denim jeans.
- c. Tank, halter, and tube tops, exposed midriff blouses/shirts, mini-skirts, shorts, jogging/sweat suits, and revealing clothing.
- d. Sunglasses are prohibited indoors unless worn for medical reasons.
- e. Hats, caps and bandannas (other than head coverings worn as religious garments) are prohibited.
- f. Sneakers/tennis shoes, (except as described above), recreational-type sandals, flip-flops and beach shoes.

3. Other

- a. Employees are expected to present a clean, neat and business-like appearance. Hair, mustaches and /or beards must be neatly trimmed and maintained.
- b. No facial or tongue piercing should be evidenced during working hours.
- c. Visible tattoos/body art

Approved by the Board of Education on November 29, 2010

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 responsible to keep accurate record of grades for each student.

Grade books should always be kept secured and never left unattended or accessible to students. Students should be encourage to obtain a PowerSchool username and password.

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** (5213 on the classroom phone).

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

SUBSTITUTE TEACHER FOLDER

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

1. Up-to-date roster for all classes for attendance
2. up-to-date seating chart
3. teacher's daily schedule noting cafe time and duties (include room # and responsibilities)
4. emergency lesson plans for unexpected absences, emergency lesson plans may only be used once
5. lesson plans if the absence is planned, update lesson plans after they are used
6. list of accommodations for students who receive services so their plans are enforced
7. list of important numbers such as main office "501" and nurse "5213"
8. name of contact person that the substitute can contact in the case of a question: Chairperson, neighbor, etc...
9. instructions on class and homework assignments and where to leave completed work
10. bell schedule
11. school map: indicate Areas of Refuge
12. emergency evacuation procedures: fire drill, lock down, shelter in place
13. other items deemed pertinent to teacher: students who should not sit together, who would be a good teacher's helper, etc...
14. substitutes are not permitted to issue hall passes to students / neighboring teachers may issue hall passes to students or call main office for an escort

The following Substitute Teacher Form and Responsibilities of a Substitute should be placed in your substitute folder on your desk.

RESPONSIBILITIES OF SUBSTITUTE

The following suggestions are intended to help make your job easier when here at Crosby and to ensure 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 Chairperson 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.
 - Do not issue hall passes to students. Send student to neighboring teacher or call the main office for an escort.
2. Fill out the "Report for Substitute Teachers", and return same to the Crosby Main Office at the end of the school day for signature.
 3. 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 for 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.

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.

TELEPHONES

Telephones are located in each faculty lounge and the media center conference room. Office phones are for official school business.

Teachers are not to use their cell phones in the presence of students. Teachers and students should not be charging phones in the classroom.

RULES FOR AFTER SCHOOL PROGRAM

1. Students must be enrolled in an after school program, club, sport, etc. in order to remain in the building after the 1:50 p.m. dismissal bell rings.
2. Teachers will keep an accurate record of students enrolled in their after school program and will update this record if a student is withdrawn.
3. Any student in the building after school hours who is not registered to a program or does not have a teacher's authorization to be in the building will be asked to leave. Subsequent offenses by the same student will be issued a consequence.
 - a. District and school rules must be followed and enforced while students are in school, after school hours.
4. Only students that are enrolled in an after school program are permitted to take the late bus home on Tuesdays or Thursdays, unless they have received prior administrative approval.
5. Late busses will depart Crosby at approximately 3:40 p.m. on Tuesdays and Thursdays. A start date for late bus transportation will be announced at the beginning of the school year.
6. Teachers must stay with students until **ALL** students are picked up or on the late bus.

REPORTING A TEACHER/STAFF ABSENCE

Aesop System

Beginning November 2, 2015, the district will use Aesop as its substitute placement / absence management system. You may access Aesop online by clicking www.aesoponline.com. All employees will receive a welcome letter, including a pin number to use as a password.

Your home telephone number is your user name.

In addition to the website's help feature and online video demonstration, the district provided on-site training for teachers, administrators and paraprofessionals. A video of the teacher training is on the WPS website, which explains the process required to report an absence and explains additional information about the switch to Aesop:

This service is available to you 24 hours a day, 7 days a week and can be accessed via Internet and phone.

How Do I Interact with Aesop?

1. Internet at <http://www.aesoponline.com>
2. Simply dial 1-800-942-3767 (1-800-94-AESOP)

You will receive an ID Number and PIN Number in your welcome letter. If they do not work, please notify Central Office.

Important Notes:

Once you logged in the system using your ID and PIN #, you will be given prompts for the various menu choices.

When you access the system over the phone for the first time, it is very important that you record your name and assignment for substitutes to hear. Please keep in mind that only your name and assignment should be recorded (e.g. John Doe, 3rd Grade) as the system will play this recording to potential substitutes for all future absences you register. You will not be asked to record this information each time you register an absence.

*When entering an absence, please wait until you receive a confirmation number before you terminate the phone call or close the Internet browser window. Your transaction is not complete until you receive a confirmation number.

If you have any questions, concerns, or comments please contact the Substitute Office by phone or email as listed below.

203-574-8002 or 203-574-8026

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. The first nine (9) parent notes with date and reason for absence;
 3. Student’s observance of a religious holiday;
 4. Death in the student’s family or other emergency beyond the control of the student’s family;
 5. Mandated court appearances (additional documentation required);
 6. 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
 7. 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.

PARENT EXCUSE LETTER FOR STUDENT ABSENCE ON PAGE 125.

CHS ATTENDANCE POLICIES

Attendance Counselor, Ms. Carter

Phone: 203-346-3919

Email: scarter@waterbury.k12.ct.us

- ❖ Written documentation of the reason for the absence must be submitted within ten (10) school days of the student's return to school to the attendance counselor
- ❖ For absences one through nine, a student's absences from school are considered excused when the student's parent/legal guardian writes a note explaining the absence
- ❖ For the tenth absence and all absences thereafter, a student's absences from school will only be considered excused for the following reasons: student illness (doctor's note must be provided); religious holiday; death in the student's family (documentation required); court appearances (documentation required); disciplinary absences-In School Suspension or Out of School Suspension are considered excused absences
- ❖ Loss of Credit for the school year – Any student who obtains over twenty (20) total absences (this includes excused and unexcused days) in any course will be subjected to losing his/her credits for that year
- ❖ Appeal - A student who has accumulated more than 20 absences in a school year, but who feels that the situation warrants special consideration, may appeal to the administration for increasing the number of allowable absences for that particular student
 - Students are allowed only **one** attendance appeal during their high school career to reinstate credit lost due to absences
- ❖ Tardiness - A student who is tardy to school must obtain a tardy slip at the Tardy Center located in the Main Lobby before reporting to class
 - Upon receipt of the tardy slip, the student must present the slip to his/her teacher for attendance to reflect that the student is present for school

Pupils arriving at school AFTER 8:00 a.m. must be accompanied by a parent/guardian or call the main office.

- ❖ Dismissal - All students, **regardless of age**, must have a parent/guardian come in to the main office to sign the dismissal log authorizing the student to leave the building

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

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 court ordered 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, regardless of age, are not permitted to leave the school building and school grounds during school hours, unless granted written permission by the parent or guardian.
2. Pupils who become ill should ask their teachers for a pass to the nurse. They must report to the Health Office directly. In an emergency when a person's illness does not enable him/her to get to the nurse, the office and nurse should be notified so that that help can be sent. 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 school 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 Assistant Principal at the beginning of the day stating the purpose requested time for dismissal, and a phone number for verification. Parent/guardian are required to come into school to sign the dismissal book, thereby giving their permission for school authorities to allow the student to leave.

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 consequences 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 on the first floor and report back to class in a timely manner. The pass must be **written in ink** along with the time, date and teacher's signature.

STUDY HALL SUPERVISION

Study halls are considered to be as important as regular classes and are part of the assigned schedule.

Students are required to attend all assigned study halls.

- Take accurate attendance during study hall.
- Quiet study halls are to be provided for all students.

- Study hall teachers may **NOT** give a student a pass to the media center. The content area teacher must provide the pass. The student must show their study hall teacher before leaving the study hall to go to the media center. Students must report to the media center and sign in, be on time and work on an assignment. The media center has the same requirements as any academic classroom.
- Passes to students should be kept to a minimum.
- If a student has a pass to another room during assigned study hall period, study hall teacher should check to make sure student arrived at other location.
- Students should be encouraged to bring study materials with them to avoid frequent trips to their lockers. Card playing or technology usage or charging is not permitted in study hall.

See Study Hall Rules page 120.

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 TRANSCRIPTS AND REPORT CARDS 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. Get a receipt. If book or material is found, you will be issued a refund with the receipt.

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. TEXTBOOK INVENTORY AND LOST BOOK FORMS ARE LOCATED IN THE FORMS SECTION PAGES 106-107.

School Attendance Referral System

Please find outline below, Period 1 teacher and attendance counselor responsibilities as to student absences.

PERIOD 1 TEACHER RESPONSIBILITIES:

1. Teacher will call student home for verification of absence.
2. Referrals are made to attendance counselor in writing, on the students 5th unexcused (i.e. no verification received as to absence reason) absence (Board Policy) or if the student has it absences total, regardless of verification.
3. Forms are to be completed as thoroughly as possible, down to the section titled: "Attendance Counselor Comments." Please include all basic information, such as student ID number and DOB.

**Parents/guardians names, address, phone and any additional information you feel is important.

ATTENDANCE COUNSELOR RESPONSIBILITIES:

- When the referral is received, it is dated, reviewed and logged, with 14-15 year old students the priority.
- Information is gathered from many sources; teachers, master file review; guidance counselor; principals; support staff; contacts with outside agency and any other contact deemed appropriate and necessary. Phone calls/one-to-one contacts and home visits are done.
- When referral is considered successful and complete, the original referral is signed, dated and placed in the student's file. A copy is given to the referring teacher, and any other person(s) that is appropriate, and the counselor keeps a copy.
- If intervention deems a referral to an outside agency (Waterbury Youth Services/Juvenile Court/Catholic Family Services/Child Guidance/Family Services), the principal and referring teacher will be notified. A team meeting maybe held in order for the next step to proceed, and attendance problems are resolved. The team meeting may include the referring teacher, guidance counselor, and assistant principal.

See attendance forms on pages 115-116.

SAFETY

CLASSROOM SECURITY

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

Do not leave valuables in or on your desk, always secure your possessions. Advise 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.

EMERGENCY PROCEDURES WHAT TO DO IN AN EMERGENCY

ANYTIME A PERSON (Staff and/or student) has a medical emergency including but not limited to:

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).

Let nurse know what the issue is so they arrive prepared.

Do not leave the person alone.

OFFICE

Notify administrators of the incident. Office phone numbers are:

501 - Main Office
502 - Mrs. Crudele
4222 - Ms. Newmark
5241 Mr. Balsamo

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.

EVACUATION ROUTES

Evacuation routes should be posted in your classroom. You should have a sign with your room number to assist students in finding their assigned class during the evacuation.

FIRST FLOOR

100E, 101E

EXIT CLASSROOM TURN LEFT, PROCEED DOWN ACCESS ROAD. *LTC ADAMS ASSIST IN HALLWAY MOVEMENT

102E, 103E, 107E

EXIT BY 100E TURN RIGHT AND PROCEED DOWN ACCESS ROAD

106E, 123D

EXIT CLASSROOM TURN RIGHT THEN TURN LEFT TO SCIENCE HALLWAY EXIT BY ROOMS D120/D121 TURN RIGHT AND PROCEED TO DRIVEWAY IN FRONT OF THE SCHOOL

109D, 110D

EXIT CLASSROOM TURN LEFT, TURN LEFT DOWN SCIENCE HALLWAY, EXIT BUILDING BY STAIRWELL BY 120D, TURN RIGHT AND PROCEED TO DRIVEWAY IN FRONT OF SCHOOL

128E

TAKE RIGHT OUT DOOR, TURN LEFT IN SCIENCE WING, PROCEED TO EXIT BY 125E/126E TURN LEFT AND PROCEED TO DRIVEWAY IN FRONT OF SCHOOL

152E, 153E

EXIT CLASSROOM TO HALLWAY, EXIT STAIRWELL BY E152, TURN RIGHT AND PROCEED TO DRIVEWAY IN FRONT OF SCHOOL

131E, 132E, 143E

EXIT TO HALLWAY, PROCEED TO VIDEO PRODUCTION ROOM 130E AND TURN RIGHT, TURN LEFT AND PROCEED DOWN ACCESS ROAD

119E, 120E, 125E, 126E

EXIT CLASSROOM TO HALLWAY, EXIT STAIRWELL BY E125, TURN RIGHT AND PROCEED TO DRIVEWAY IN FRONT OF SCHOOL

114D, 115D, 120D, 121D

EXIT CLASSROOM TO HALLWAY, EXIT STAIRWELL BY D120, TURN RIGHT AND PROCEED TO DRIVEWAY IN FRONT OF SCHOOL

CAFÉ

EXIT THROUGH DOORS IN THE CAFÉ TO THE COURTYARD, TURN LEFT AND PROCEED DOWN ACCESS ROAD

130E

EXIT CLASSROOM, TURN LEFT TO EXIT, TURN LEFT AND PROCEED DOWN ACCESS ROAD

LOCKER ROOMS

EXIT LOCKER ROOM, TURN RIGHT AND PROCEED UP THE STAIRWELL. EXIT THROUGH GYM DOORS, TURN RIGHT AND PROCEED UP THE DRIVEWAY

SECOND FLOOR

201E, 202E, 203E, 204E, 205E, 206E, 224E, 225E, 226E, 227E, 228E, 229E, 233D, 234D, 235D, 236D, 237D, 238D

EXIT TO HALLWAY, PROCEED TO MAIN LOBBY AND EXIT BUILDING OUTSIDE USING SIDE DOORS BY GYM AND PROCEED UP DRIVEWAY

227D, 228D, 229D, 230D, 231D, 232D

EXIT TO HALLWAY, PROCEED TO MAIN LOBBY AND EXIT BUILDING OUTSIDE USING DOORS BY GYM AND PROCEED UP DRIVEWAY

AUTITORIUM AND GYM

EXIT TO LOBBY AREA AND EXIT OUT USING SIDE DOORS BY GYM, PROCEED UP DRIVEWAY

232E, 233E, 234E, 235E, 236E, 237E

EXIT TO HALLWAY AND PROCEED DOWN STAIRWELL BY E232. AT BOTTOM OF STAIRS GO STRAIGHT AND PROCEED TO EXIT BY 130E, TURN RIGHT AND PROCEED DOWN ACCESS RAMP

252E, 253E, 254E, 255E, 256E, 257E

EXIT TO HALLWAY AND PROCEED DOWN STAIRWELL BY E256. EXIT BUILDING, TURN RIGHT AND PROCEED TO FRONT OF BUILDING

MEDIA CENTER

TAKE LEFT OUT OF MEDIA CENTER, PROCEED DOWN STAIRWELL TO EXIT AND FOLLOW DOWN ACCESS ROAD. ASSIST IN TRAFFIC MOVEMENT TO EXIT DOORS

MAIN OFFICE, GUIDANCE OFFICE, CONFERENCE (PPT) ROOM

EXIT OFFICE/ROOM, TURN LEFT TO MAIN LOBBY AREA, EXIT OUTSIDE USING DOORS BY THE GYM, PROCEED UP DRIVEWAY

THIRD FLOOR

313D, 314D, 316D, 317D, 318D, 319D

EXIT TO HALLWAY, PROCEED TO STAIRWAY BY ROOMS 318D/319D TO BOTTOM FLOOR, EXIT BUILDING, TAKE RIGHT AND PROCEED UP DRIVEWAY

306D, 307D, 315D, 307E

EXIT TO HALLWAY, PROCEED DOWN STAIRWAY 2 TO LOBBY, EXIT BUILDING USING GYM DOORS AND PROCEED TO UPPER DRIVEWAY

301E, 302E, 303E, 304E, 305E, 306E, 308E, 309E

EXIT TO HALLWAY, PROCEED DOWN STAIRWAY 4 TO BOTTOM FLOOR, EXIT BUILDING AND PROCEED DOWN ACCESS ROAD NEAR WALLACE

316E, 317E, 318E, 319E, 320E, 321E

EXIT TO HALLWAY, PROCEED DOWN STAIRWELL BY E320 TO BOTTOM FLOOR BY SCIENCE WING. EXIT BUILDING THROUGH STAIRWELL, TURN RIGHT AND PROCEED TO FRONT OF BUILDING

345E, 346E, 347E, 348E, 349E, 350E

EXIT TO HALLWAY, PROCEED DOWN STAIRWELL BY E350 TO BOTTOM FLOOR BY TECH ED WING. EXIT BUILDING THROUGH STAIRWELL. TURN RIGHT AND PROCEED TO FRONT OF BUILDING

326E, 327E, 328E, 329E, 330E, 331E, 337E, 339E

EXIT TO HALLWAY, PROCEED DOWN STAIRWELL BY 326E TO BOTTOM FLOOR IN TECH ED WING. EXIT BUILDING BY 130E, TURN LEFT AND PROCEED DOWN ACCESS ROAD

ACTIVITIES

SCHOOL, CLUB, FIELD TRIPS, and EXTRACURRICULAR ACTIVITIES

ACTIVITIES BOARD & CALENDAR (Fundraisers, 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 Assistant Principal's office.

ALL SCHOOL AND CLUB ACTIVITIES, INCLUDING FUNDRAISERS, 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 fundraisers, all board policies and school regulations must be followed. See fundraising 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. A permission slip must be signed by parent and school of the guest.
 - 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.
 - e. 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**
5. Students will be limited to 4 field trips yearly. Administration has the ability to make exceptions for students based upon educational benefit.

FACULTY ADVISORS

Faculty sponsors of clubs and activities are advised that, in an effort to coordinate student activities and especially to avoid conflicts of fundraising 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 (in school forms and postings section, revised 6/15/17).
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.
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 School Forms and Postings Section, revised 6/15/17). 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.
- Nurse’s Checklist for field trips:

1. Planning: Nurse must approve before student given the okay to go on the trip.
 2. Notification To Nursing Staff: Must give roster (typed and in alphabetical order) 3 weeks prior to trip.
 3. **Any and All Clubs, Classes, and Organizations** must have nurse approval for students.
 4. Advisor or teacher must give **final list before trip**.
 5. Volunteers to give medicine for after school programs.
- 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 emailed to **all** administrators at least two (2) days in advance of the trip day. Subject line should read: **Field Trip Participants “Destination and Date”**
 - 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 Chairpersons will make arrangements for any pupils not going on the field trip, unless a substitute has been approved by Central Office. Teachers must call their absence in as a “field trip” through the AESOP system as soon as BOE approval is granted. Substitutes will not be available automatically.
 - Pupils must circulate to their teachers 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 content 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, and submit completed field trip form including student names typed and listed alphabetically to the nurse. The nurse will forward the completed packet to the Principal who will, in turn, send it to Central Office for Board approval. It is the teacher’s responsibility to monitor the BOE minutes for approval of the field trip. (Request forms are available in the Main Office and the district website).

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.

BULLYING POLICY
CHANGES MADE TO THE STATE'S ANTI-BULLYING STATUTE
BY SUBSTITUTE SENATE BILL 1138, PUBLIC ACT 11-232,
EFFECTIVE JULY 1, 2011:

The definition of bullying has been revised.

Cyberbullying has been added to the definition of bullying and is defined as “any act of bullying through the **use of the Internet, interactive and digital technologies, cellular mobile telephones or other mobile electronic devices** or any **electronic communications.**”

- Bullying is now defined as the **repeated use** by one or more students of a written, **oral, or electronic** communication, such as **cyberbullying**, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that:
 - **Causes physical or emotional harm** to such student or a student’s property;
 - Places such student in **reasonable fear of such harm**, of damage to his or her property;
 - Creates a **hostile environment** at school for such student;
 - **Infringes on the rights** of the student at school; or
 - **Substantially disrupts** the education process or the orderly operation of school.
- Bullying shall include but is not limited to “a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more characteristics.”
- The new law also provides definitions for the terms mobile electronic device, electronic communication, hostile environment, “outside of the school setting,” school employee, and school climate. The definition of prevention and intervention strategy as used in section 10-222d of the General Statutes is also amended by this law.

STUDENT SERVICES

ACADEMIC CHOICE FOR EXCELLENCE (ACE) PROGRAM

The ACE program is an accelerated honors program of studies geared toward college bound students who follow a rigorous course of studies. ACE students are an integral part of the Crosby student body and participate in extra-curricular and community activities. The program will foster an interdisciplinary approach to academic achievement, and aims to produce well-rounded and civic-minded individuals who will easily transition into a college environment. Crosby High School Academic Choice for Excellence is a place for serious study and appropriate behavior.

TALENTED AND 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.

Speech and Language Pathologist
School Psychologist
Attendance Counselor
Teacher of the Visually Handicapped
Teacher of the Hearing Impaired
Community Resources
College and Career Center

Numeracy and Literacy Interventionists
StayWell Health Clinic (medical, dental, counseling)
Behavior Technicians
EIP Team
Physical and Occupational Therapists
Support for Homeless Students (McKinney Vento)
School Social Workers

McKINNEY-VENTO 2001—LAW INTO PRACTICE

The McKinney-Vento Homeless Assistance Act (Subtitle B—Education for Homeless Children and Youth), reauthorized in January 2002, ensures educational rights and protections for children and youth experiencing homelessness. This brief summary introduces the basic concepts in the legislation.

The McKinney Vento Act protects the educational rights of students experiencing homelessness. It provides grants and legal protections so children and youth in homeless situations can enroll in, attend, and succeed in school and preschool programs. The Act defines homelessness very broadly, as quoted.

Students in homeless situations have the right to:

- Go to school, no matter where they live or how long they have lived there.
- Get help enrolling and succeeding in school from the school district’s liaison for the Education of Homeless Children and Youth. Every school district must have a liaison, and the school district’s central office can put families and youth in touch with the liaison. Liaisons have a special responsibility to help youth who are on their own.

The Educational Rights of Students in Homeless Situations: What Service Providers Should Know

- Stay in the school they went to before becoming homeless or whatever school they were enrolled in last (called “school of origin”), even if they move out of the district, if that is feasible. Students can stay in their school of origin the entire time they are homeless. Students can also finish the school year in their school if they find permanent housing during the year.
- Get transportation to their school of origin, provided or arranged by the school district, or a joint effort among school districts.
- Go to the local school in the area where they are living. The school must immediately let students enroll, attend classes, and participate fully in school activities, even if students do not have a parent or guardian with them or documents such as proof of residency, immunization records, other medical records, school records, or other documents. Once students are enrolled, the school must get records from the last school, and the liaison must help students get immunizations or immunization and medical records.
- Get a written explanation from the school district if the district refuses to send students to the school they choose, and have the liaison settle such disagreements.
- Have disagreements settled quickly and go to the school they choose while disagreements are settled.
- Get preschool services, free or reduced school meals, services for English language learners, special education, Title I services, vocational/technical education, gifted and talented services, and before- and after-school care, as needed.

V1-1/02

The Educational Rights of Students in Homeless Situations: What Service Providers Should Know (continued)

- Go to school with children who are not homeless. Students cannot be separated from the regular school program because they are homeless.
- Get information and referrals from liaisons, including information about all available educational programs and how parents can participate, public notice about their rights, and referrals to health, mental health, dental, and other services.
- Have the opportunity to meet the same high academic achievement standards as all students. If a state or local school district has laws or policies that conflict with the McKinney-Vento Act, the Act overrules those laws or policies. If a school does not follow the McKinney-Vento Act's requirements, you should:
 - Call your local homeless liaison or State Coordinator for the Education of Homeless Children and Youth.
 - Call the U.S. Department of Education's Education of Homeless Children and Youth Program at 202-401-0113.
 - Call for legal assistance. To find legal aid groups in your area, check www.lsc.gov/fundprog.htm or www.ptla.org/links.htm#services, or call your state bar association.

Every state is required to have a coordinator for the education of homeless children and youth, and every school district is required to have a liaison for homeless students. These individuals will assist you with the implementation of the McKinney-Vento Act. To find out who your state coordinator is, visit the NCHE website at www.serve.org/nche.

For further information on the McKinney-Vento Act and resources for implementation, call the NCHE HelpLine at 800-308-2145 or e-mail homeless@serve.org.

Local contact information:

V1-1/02 2



Who is homeless? (Sec.25)

The term "homeless children and youth"—

(A) means individuals who lack a fixed, regular, and adequate nighttime residence ...; and

(B) includes—

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings ...

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

This document was collaboratively developed by:

National Association for the Education of Homeless Children and Youth (NAEH CY)—512-475-8765—
www.naehcy.org

National Center for Homeless Education (NCHE)—800-308-2145—
www.serv.org/nche

National Coalition for the Homeless (NCH)—202-737-6444 ext. 18—
www.nationalhomeless.org

National Law Center for Homelessness and Poverty (NLCHP)—202-638-2535—
www.nlchp.org

National Network for Youth (NN4Y)—202-783-7949—
www.NN4Youth.org

Students

5118.1(a) Homeless Students Policy

Children who meet the Federal definition of “homeless” will be provided a free and appropriate public education in the same manner as all other students of the District and will not be stigmatized or segregated on the basis of their status as homeless. No homeless student will be denied enrollment based on lack of proof of residency or due to barriers such as fines, fees and absences. No Board policy, administrative guideline, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or school success of homeless children.

Homeless students will be provided services comparable to other students in the District in compliance with federal and state law. Access to District programs include public preschool programs administered by the District.

The Superintendent will appoint a Liaison for Homeless Children who will perform the duties as assigned by the Superintendent and detailed in the administrative regulation accompanying this policy. Additionally, the Liaison will coordinate and collaborate with the State Coordinator for the Education of Homeless Children and Youth as well as with community and school personnel responsible for the provision of education and related services to homeless children and youths.

The school district of residence is responsible to determine the placement which is in the best interest of the child or youth, and shall give consideration to a request made by the parents, the youth, or other representative of the homeless student regarding school selection. If it is not in the best interest of the child to stay in the school of origin, the school district must give to the parent of the homeless student or the unaccompanied youth in writing reasons for not allowing the student to remain in the school of

origin. In addition, the appeal process must be clearly explained and defined. The school of origin is the school that the child or youth attended when permanently housed or the school in which the child was

(cf: 5118.1(b) – Homeless Students Regulations)

(cf: 5118.1/Appendix A – Dispute Resolution Form)

Legal Reference:

Connecticut General Statutes

10-253(e) School privileges for children in certain placements, non-resident children and children in temporary shelters.

17a-101 Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surrounding without court order.

17a-102 Report of danger of abuse.

17a-103 Reports by others.

17a-106 Cooperation in relation to prevention, identification and treatment of child abuse and neglect.

46b-120 Definitions.

McKinney-Vento Homeless Assistance Act, (PL 107-110-Sec 1032) 42 U.S.C. §11431-11435, as amended by the ESSA, P.L. 114-95

Federal Register: McKinney-Vento Education for Homeless Children and Youths Program, Vol. 81, No. 52, 3/17/2016.

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g.)

Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. Implementing FERPA enacted as part of 438 of General Educ. Provisions Act (20 U.S.C. 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96, and Final Rule 34 CFR Part 99, December 9, 2008, December 2, 2011.

Policy adopted by the Waterbury Board of Education on September 6, 2012, revised on June 4, 2015 and revised on June 15, 2017`

Students

5118.1(b) Homeless Students Regulations/Procedures

Disputes arising between or among the school district of residency; another school district; or the parent, homeless youth, or person in parental relationship to the homeless student regarding the school that the child shall attend or the educational placement of the homeless student shall be resolved through the following procedures unless the child is a child with a disability:

a. The school district's Homeless Child Education Coordinator or Liaison shall inform the representative of the homeless student or the unaccompanied youth of their rights to an informal hearing with the school district(s) when a dispute arises about the placement of the homeless student. The Coordinator or Liaison shall assist the representative to complete a written request for the

hearing (Appendix A), which shall be based on a placement that was initiated, or declined to be initiated, by the school district not more than two (2) weeks prior to the request.

b. The informal hearing shall be scheduled within two (2) days of the written request and shall be convenient to the needs of the representative of the homeless student.

c. During the hearing, the school district(s) shall discuss considerations that led to the placement decision which may include the ability of the school district to provide continuity in educational programs, the need of the homeless student for special instructional programs, the amount of time and arrangements required to transport the student to the original school district, the age of the homeless student and the school placement of siblings, and the time remaining until the end of the semester or the end of the school year.

d. In cases where an agreement cannot be reached among all involved parties, either party may request the assistance of the state homeless children education coordinator. Upon written request, the coordinator shall meet with the involved parties to discuss available alternatives and seek to resolve the dispute.

e. In cases of such a request for the assistance of the state coordinator, the school district of residence shall inform the Connecticut Department of Education and shall provide sufficient information as required.

f. The placement and services for the homeless student shall be continued pending the resolution of the dispute by the State Department of Education.

g. The district's Homeless Child Education Coordinator and/or Liaison may be reached at 203-346-6671 or 203-574-8040.

Regulations approved by the Waterbury Board of Education on June 4, 2015

NAVIANCE

Naviance is a college and career readiness online tool that Crosby High School uses in various forms. School counselors use it to send letters of recommendation, transcripts and other forms to colleges via EDocs; teachers use it to upload letters of recommendations; students however, are able to use it to access a wide variety of resources such as career planning, resume building, personality tests, college searches, and assist in the college application process.

LETTERS OF RECOMMENDATION:

Most colleges now accept Letters of Recommendation via EDocs, which can be accessed through Naviance by CHS staff. When looking at a student account, there are tabs at the top, one of which is labeled EDocs – this is the tab that teachers will use most often, as that is where letters of recommendation can be uploaded (Similar process to uploading documents into an email). Teachers will use EDocs to upload letters and complete “Common App teacher evaluation” forms which are required along with the letter of recommendation for Common App Schools. The School Counseling Department will use Naviance for this, as well as uploading transcripts, report cards, and other reports and forms required by colleges. It is the School Counseling Department’s responsibility to send everything to colleges through Naviance once teachers and students have uploaded the necessary documents.

All educators at CHS have a Naviance account, which will be created for them by the Guidance Department. Once a staff member is added to Naviance, an automated email will be sent to that staff member with their login information.

For example:

Naviance.com

Click on Sign In (top right)

Click on School & District Sign In

Account: CrosbyHS

Username: (first initial last name Ex: lcocco)

Password: (Sent in email, then changed by staff member)

It is recommended you save any emails sent from Naviance, so that you can refer back to them in case you lose your password. If for some reason you do not remember your password, you can email guidance department chairperson to have it re-sent to you.

If you have difficulty logging on or have questions about anything within Naviance, contact the guidance department chairperson at xxxxxx@waterbury.k12.ct.us or stop by the office in the student support center.

SPECIAL EDUCATION

Placement in the Special Education Program

Students must be placed in Special Education through PPT. At the PPT, the student's academic and social progress is assessed through teacher and counselor reports, special testing, and parent observations. If a determination is made that the student is in need of special services, an appropriate program is designed by the team.

Planning and Placement Team (PPT)

When requested, teachers must attend a student PPT and a substitute teacher will be made available to cover classes as needed. Teachers **must** fill out a written progress report on the student; this report will be read at the PPT and will become part of the PPT record. At the PPT, an Individualized Education Program (IEP) is developed for students identified to receive Special Education services.

Teachers will be notified early in the school year of any students assigned to their classes who are receiving Special Education services. The Special Education staff will also make personal contact with these teachers to offer suggestions for the classroom, determine what help can be given, and in general, set a climate of cooperation for the good of the student. The Special Education staff will periodically contact the regular staff (in person or in writing) for a progress report. Questions regarding an identified student should be directed to the Case Manager.

Section 504 – Related Services

A Section 504 plan develops modifications and accommodations made for a student with documented health issues under the Rehabilitation Act of 1973. Any questions about Section 504 should be directed to the student's administrator or guidance counselor. Teachers will be notified early in the school year of any students assigned to their classes who are receiving 504 services.

POLICIES GOVERNING CLUBS/ORGANIZATIONS/EVENTS

The policies set forth in the following sections have been developed to ensure the security of events. They are also intended to maintain an enjoyable atmosphere for all attendants. Please make every effort to enforce and comply as needed.

Expectations

1. Crosby High School is a diverse community. All organizations and clubs should reflect the makeup of this school. Each adviser is required to make every attempt to recruit all students. **ALL** students in **each** grade level will be encouraged to participate in co-curricular activities. Membership must be inclusive.
2. Advance notice of all tryouts must be posted. Posters and daily announcements are encouraged. Announcements should be typed on the announcement form and submitted to the announcement folder in the main office on the day the announcement is to be read before 7:15 a.m. All posters must be initialed by the main office or any building administrator
3. Advisers are expected to arrive at meetings or other organization functions on time and are to be the **last person to leave**. If you are ill, running late, or unable to attend a meeting or scheduled event, you are expected to complete an announcement. **DO NOT email the announcement to an administrator.**

4. Advisers are required to facilitate meetings as needed. The adviser must be present for all meetings and programs.
5. Advisers are required to attend assigned meetings, and may be asked to submit quarterly summaries of club activities and/or maintain the club roster.
6. The adviser is responsible for their students' full supervision during after-school activities. This includes, but is not limited to, any food or beverages in the building and any wandering about the building. Any concerns regarding student conduct must be directed to an administrator by the next school day.
7. Advisers are expected to cooperate with custodial, administration, and faculty requests.
8. All fundraising requests must be submitted to Mrs. Crudele for approval.
9. Each club/organization adviser represents not only himself/herself but the staff, administration, Central Office and the Board of Education in the City of Waterbury.

PRODUCTIONS, DANCES, AND SPECIAL EVENTS

Supervision Requirements

1. Most events at CHS require the employment of a Waterbury Police Officer. The police officer will be expected to patrol the parking lot, supervise the door/gate. Police officers are available to remove anyone causing a disruption to an event. ****Please note, a police officer for an evening event must be reserved and there is an additional fee for their services.** See Mr. Balsamo for further directions.**
2. The number of staff chaperones will be determined by the estimated number of students attending the an event (1 chaperone for every 50 students). Chaperones will be assigned to a station by the administrator and coordinating adviser.
3. The Department of Athletics will handle supervision at all athletic contests. CHS reserves the right to deny admission to any spectator with just cause.

Attendance

1. Event coordinators should make every attempt to ensure that attendees have secured rides home for the conclusion of the event.
2. Only Crosby High School students are allowed to attend the majority of events held.
3. Exceptions include Performing Arts productions, proms, and most athletics contests.
4. Once a student has left an event they may not re-enter.
5. Any student that has been suspended from school may not attend activities during the period of their suspension.

Acceptable Behavior

1. Acceptable behavior is expected of all students during an event. Staff will monitor the behavior as deemed appropriate based upon the nature of the event.
2. Any behavior that poses a threat to the safety and security of the attendees will result in the dismissal of the offender (student or adult) from the event. In the case of a student, a parent or guardian will be notified and further school discipline may occur. In the case of an adult, police may be required.

Critical Friends Protocol

NO STOPPING EARLY...

3 minutes: Presenter shares / explains the unit plan

1 minute: Clarifying questions are asked by the group (presenter must answer in 1 sentence or less)

****presenter turns their back to the group****

1 minute: “likes” (presenter takes notes)

2 minutes: “wonders” (Academy Integration/Content Integration)

2 minutes: “a possible next step might be” (Academy Integration / Content Integration)

Presenter turns to face the group

1 minute: presenter reflection

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 routines and transitions for students?
12. Do I contact parents as much as possible?
13. Do I have daily and long range lesson plans?
14. Do I use positive reinforcement?
15. Do I have my room as attractive as possible?
16. Do I make maximum and correct use of visual aids?
17. Do I use supplementary teaching materials when possible?
18. Do I differentiate my teaching?
19. Do I class syllabus which includes academic and behavior expectations, grading policies and overview of the course?
20. Do I use the Assistant Principal as an effective instrument of discipline?
21. Do I recognize and eliminate possible sources of trouble before they have a chance to develop?

School Forms and Postings

CROSBY HIGH SCHOOL
Level 1 Teacher Intervention Log

*This form MUST be submitted with Office Referral.

Student: _____ Phone # _____ Teacher: _____

Date	Incident Description	Teacher Action/Intervention (write all applicable #'s)	Notes/Outcome

Level 1 Offenses

- | | | | |
|--|---|---|---|
| <ul style="list-style-type: none"> • Candy/Food/Beverage • Cheating • Displays of Affection • Disruption • Disruptive Behavior • Excessive Talking | <ul style="list-style-type: none"> • Failure to attend teacher detention • Failure to complete work • Forgery • Insubordination/ Disrespect (minor) | <ul style="list-style-type: none"> • Leave class w/out permission • Loitering • Lying • Misuse of Hall Pass • Plagiarism | <ul style="list-style-type: none"> • Refusal to Identify • Tardiness • Teasing • Throwing Objects –no harm intended |
|--|---|---|---|

Examples of Teacher Action/Intervention

- | | | | |
|---|--|--|--|
| 1. Re - teach expectation
5. Conference with student
9. Teacher Detention
13. Use of alternative setting | 2. Redirect student
6. Change student's seat
10. Administrative Detention
15. Other (specify) | 3. Proximity Control
7. Phone call to parent (time)
11. Individual Behavior Plan | 4. Verbal Warning
8. Meeting with parent (time)
12. Referral to School Counselor |
|---|--|--|--|

CROSBY STUDENT ACTIVITIES FUND DEPOSIT SLIP

DATE: _____ RECEIPT # _____

CLUB/ACTIVITY: _____

ADVISOR: _____

<u>CURRENCY</u>	Quantity	Total
100's	_____	_____
50's	_____	_____
20's	_____	_____
10's	_____	_____
5's	_____	_____
1's	_____	_____
Total Currency		\$ _____

CHECKS

Check Number	Drawer (Print)	Amount
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Total checks		\$ _____

TOTAL DEPOSIT \$ _____

***No coin will be accepted.
***Bills face up in same direction.

CROSBY STUDENT ACTIVITIES FUND
REQUEST FOR PAYMENT

*****Staple original receipt to back of this form for payment.**

DATE: _____

CLUB/ACTIVITY: _____

Please write check:

PAYABLE TO: _____

AMOUNT: _____.

AMOUNT: _____
(IN WRITING)

REASON FOR EXPENDITURE:

REQUISITIONER: _____

APPROVED BY: _____
(Signature)

=====

CHECK NO: _____

DATE PAID: _____

**CROSBY STUDENT ACTIVITIES FUND
TRANSFER of FUNDS**

DATE: _____

**FROM:
CLUB/ACTIVITY:**

**TO:
CLUB/ACTIVITY:**

AMOUNT: _____.

AMOUNT: _____

(IN WRITING)

REASON FOR TRANSFER:

REQUISITIONER: _____

APPROVED BY: _____

(Signature)

Crosby High School

Principal
Jade L. Gopie

Assistant Principals
Vincent Balsamo
Joanna Crudele
Cathleen Newmark

STUDENT INFORMATION FORM (Please Print Neatly)

Name: _____ Student ID Number: _____

Address: _____

City: _____ Zip Code: _____

Home Phone Number: _____ Cell Phone Number: _____

Student email address: _____

Home Room #: _____ Grade: _____ Bus #: _____ Sex: M or F

School where you completed Grade 8: _____

Date of Birth: _____ Place of Birth: _____

Name of Mother: _____ Name of Father: _____

Name of Guardian (if not a parent) _____

Parent email address: _____

Name of someone to contact in case of emergency: _____

Relationship: _____ Phone : _____

Name of someone to contact in case of emergency: _____

Relationship: _____ Phone : _____

Phone (203) 574-8061

300 Pierpont Road
Waterbury, Connecticut 06705

Fax (203) 574-8072

Students: Please return to your 1st period teacher.

Teachers: Please return to the main office.

We, the members of the Crosby High School community, are committed to providing a safe and welcoming environment that promotes a creative, innovative and intellectually challenging learning experience to ensure that all students are prepared to become college and career ready in order to be productive members of a diverse society.

Fundraising Permission Request

Please submit to the Principal or designee for approval **at least two weeks prior** to the fundraising activity. **The Principal will retain a copy**, a copy will go to the Activity Funds Coordinator and the original form will be returned to the individual requesting permission.

Campus: Crosby High School Date: _____

Club Name: _____ Sponsor: _____

Vendor: _____

Vendor's local representative: _____

Vendor's Address: _____

Vendor Phone: (local rep) _____ (national): _____

Website address: _____ E-mail address: (local rep) _____

Permission is requested to conduct the following fundraising activity: ((ie, candy sale, car wash, wrapping paper, etc.)-

Specific purpose(s) for which the net proceeds are to be used: _____

Date(s) of Fundraiser: Beginning ____/____/____ Ending /____/____

Time: _____ Location: _____

Have all outstanding debts from previous activities been collected? ____ If no, amount outstanding: _____ **

Estimated Revenue: \$ _____
 Less: Estimated Cost of Fundraiser: \$ _____
 Equals: Estimated Net Proceeds: \$ _____

As the sponsor of this fundraiser,
 I agree to conduct this fundraiser in compliance with UIL, state, federal and district guidelines.
 I understand that I am personally responsible for all funds collected & for keeping accurate records. Any losses due to my failure to follow established rules and procedures become my responsibility.
 I will exercise strict control over all products and money in my possession.
 I will submit all money received along with the student or parent names and amounts to the secretary/bookkeeper daily for deposit.
 I will notify Accounting promptly of all outstanding debts so that appropriate action may be taken.
 I am responsible for completing and submitting the Fundraising Recap to the campus Secretary/bookkeeper and if applicable, the Club treasurer, within one week after the end date of the fundraiser.

Sponsor's Name _____ Signature _____ Date ____/____/____

****To be completed by Secretary or bookkeeper. NOTE to principals: Sponsors who do not properly manage their activities and have large monetary amounts outstanding should not be allowed to conduct subsequent**

fundraising activities.

APPROVED DENIED _____ / ____/____

Principal/Designee **Date**

Principals: Please keep a copy of this approval and instruct your secretary/campus bookkeeper to **attach the Fundraising Recap** submitted by the Sponsor at the conclusion of the fundraiser.



Notice of Detention

Date: _____

Student Name: _____

Reason for Detention: _____

Detention Date: _____ Cancellation Date: _____

Detention Room: _____

TO RECEIVE CREDIT, YOU MUST BRING ASSIGNMENTS

Dear Parent or Guardian:

At Crosby High School, high standards of behavior are expected of all students as stated in our PBIS acronym: SPIRIT.

PBIS EXPECTATIONS		
SUCCESS	• Be On Time	• Come Prepared
PROFESSIONALISM	• Abide By Rules	• Cell Phones Off and Away
INITIATIVE	• Return signed Notice of Detention to Detention Teacher	• Act Appropriately
RESPECT	• Listen and Respond to Detention Proctor	
INTEGRITY	• Be in Dress Code	• Tech and Food Free Zone
TEAMWORK	• Be a Positive Role Model	

Your child's behavior has been disruptive to the educational process and the climate of Crosby High School for the reason listed above. As a result, he/she is expected to remain after school on the above date from 2:00-3:30 p.m. Please sign below and have the student return the signed form on the day of detention to the detention proctor. Failure to appear or inability to follow detention room rules will be considered insubordinate behavior and will be subject to further disciplinary action. A late bus will be available to transport your child home at 3:30 p. m. Students are expected to bring school work to complete while serving detention.

Your assistance will be needed in advising the student as to which method is to be used to arrive home following the detention session: either walking, automobile, late school bus, or by public transportation at the regular rate of fare.

Student's Signature: _____

Parent Signature: _____

Thank you for your cooperation.

TEACHER'S SIGNATURE

Type your name

Department Contact Log

Name	Address	Home #	Cell #

CROSBY HIGH SCHOOL

2017-2018

WATERBURY BOARD OF EDUCATION POLICIES (WPS SIGNATURE SHEET)

I, _____ have received the following WBOE policies:
(Please print name)

- **Sexual harassment policy**
- **Electronic mail acceptable use policy**
- **Child abuse policy**
- **Guidelines for appropriate appearance**
- **School visitors policy**
- **All additional policies located on district webpage**
- **Electronic version of Crosby Teacher's Handbook**
- **Sexual Abuse Prevention**

SIGNATURE: _____

DATE: _____

RETURN TO MRS. NEWMARK, ASSISTANT PRINCIPAL

INTERNET ACCEPTABLE USE POLICY

- Students must use rules of network etiquette, which include the use of appropriate language and polite responses.
- Students will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language; not engage in personal and/or discriminatory attacks, and not harass others on the network and the internet.
- Students will be considerate of others on the Internet.
- Students will not engage in the unauthorized use of copyrighted material.
- Students will inform their teacher immediately if they see anything out-of-the-ordinary or if anything makes them feel uncomfortable
- Students will not subscribe to mail lists, enter any chat rooms or IM.
- Students will not download internet files to the school's computers.
- Students will not copy, download, or share any music/media over the internet.
- Students will not use the internet to make purchases or to conduct personal business.
- Students will not divulge personal information; this includes but is not limited to personal address, telephone number, credit card number, bank account number, social security number, etc.
- Students will not share password with anyone.
- Students will not interfere with or disrupt network users, services, traffic, or equipment. (Disruptions include, but not limited to distribution of unsolicited advertising, propagation of computer viruses, and attempting to gain access to restricted or unauthorized network services).
- Students will not connect to the school's wireless network with any unapproved network devices.
- Students will not engage in activities, which are prohibited under local, state or federal law.
- Students will not use telecommunications access to transmit threatening, obscene, or harassing materials.
- Students will not retrieve or send unethical, illegal, immoral, inappropriate or unacceptable information including, but not limited to, sexually explicit materials, pornographic materials, hate materials, devil worshipping, etc.
- Students will not enter internet sites which are not related to their academic studies i.e. Myspace.com, YouTube.com, games, IM.
- The use of the Internet in the Waterbury Schools is very special. It is the result of a tremendous amount of time, money and commitment invested by many people.
- Students understand that failure to abide by these terms and conditions will result in disciplinary action that may include the loss of the privilege to use the district's technologies and networks.
- Student will be charged for any lost or damaged equipment and will withhold my grades, transcripts, and report cards until such charges are paid, pursuant to the provisions of the Connecticut General Statutes § 10-221 (c).

As a user of the Waterbury Public Schools Districts computer network, I hereby agree to comply with the above stated rules – communicating over the network in a reliable fashion while honoring all relevant laws and restrictions.

Student Signature _____

As the parent or legal guardian of the student above, I grant permission for my son or daughter to access networked computer services such as electronic mail and the Internet. I understand that individuals and families may be held liable for violations. I understand that some materials on the Internet may be objectionable, but I accept responsibility for guidance of Internet use-setting and conveying standards for my daughter or son to follow when selecting, sharing or exploring information and media.

Parent Signature _____ **Date:** _____

Name of Student _____ Grade: _____

Home Phone _____

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 a.m. 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.)

Student Name _____

Bus # _____

Please make corrections below only where necessary:

Name _____

Address _____ **Zip** _____

Parent Name: _____


Date of Birth _____

Phone # _____ **Sex** _____

Guidance Counselor _____

Year Graduation _____

**CHS GUIDANCE DEPARTMENT
2017-2018**

 ACADEMY	Phone	COUNSELOR
	In-School Phone	
9th GRADE A-Z	203-574-8063	Ms. Ellen Jordan
	5251	
A-D	203-574-8074	Mrs. Lynn Cocco
	4214	
E-L	203-574-3919	Ms. Una Park
	4207	
M-R	203-574-8075	Ms. Patricia Deer
	4209	
S-Z	203-574-8076	Ms. Sonya Petteway
	4208	
Guidance Secretary	4213	Ms. Nikki Allison



Crosby High School Attendance Verification Form

Please indicate if the student listed below was present in your class on the date(s) indicated below by writing a YES or NO in the appropriate block(s) next to your signature.

Thank You

Attendance Counselor

Name of Student

HR#

Date

Date(s)	/	/	/	/	/	/	/	/	/	/
Teacher Signature										
HR										
Per 1										
Per 2										
Per 3										
Per 4										
Per 5										
Per 6										
Per 7										

RETURN TO ADMINISTRATOR OR ATTENDANCE COUNSELOR BY 1:50 p.m.

WATERBURY PUBLIC SCHOOLS

ATTENDANCE COUNSELOR/TRUANCY SPECIALIST REFERRAL FORM



To be filled out by Teacher		
School:		Telephone:
Student:	HR/Grade:	DOB:
Address		Student ID:
Parent/Guardian		
Parent/Guardian Employed at		
Emergency Contact/Relationship		Telephone
Referred by	Reason	Date:

TO BE FILLED OUT BY ATTENDANCE COUNSELOR/TRUANCY SPECIALIST	
Date Received by Attendance Counselor/Truancy Specialist	
<input type="checkbox"/> Absent today	<input type="checkbox"/> Home visit
<input type="checkbox"/> Absent _____ consecutive days	<input type="checkbox"/> Parent meeting scheduled on _____ Held: Yes/No Date: _____
<input type="checkbox"/> Absent _____ days this school year # of unexcused absences _____ # of excused absences _____	
<input type="checkbox"/> Truancy Referral to WYSS	
<input type="checkbox"/> Notify parent of Referral to Juvenile Matters for all non-attendance being considered	
<input type="checkbox"/> Refer to Short Term Counseling	
<input type="checkbox"/> Refer to Outside Agency Specify: _____	
<input type="checkbox"/> Other	
Attendance Counselor/Truancy Specialist Comments (including dates): _____ _____ _____ _____	
Office Use: _____ _____ _____	
Signature/Date of Completion	Returned to: Name/Date

DRESS CODE

Waterbury has adopted the following dress code for High School Students.

Highlights of the Crosby High School Dress Code

Students must wear:

TOPS:

A solid black or royal blue “polo” or “golf” collared shirt with or without the CHS “bulldog” logo.

BOTTOMS:

Solid black or khaki pants, shorts, cargo shorts, skirts or dresses in a cloth material.

COLD WEATHER OPTIONS:

A solid black or royal blue non-hooded fleece or cardigan may be worn with a solid black or royal blue “polo” or “golf” shirt.

RECOGNIZE THE GOOD WORK OF YOUR COLLEAGUES!!!

Colleague Praise Postcard!



Awarded to _____ by _____

For _____

Date _____

Student Name: _____

SPIRIT *Expectation Observed*

- | | | |
|----------------------------------|--|-------------------------------------|
| <input type="checkbox"/> Service | <input type="checkbox"/> Professionalism | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Respect | <input type="checkbox"/> Integrity | <input type="checkbox"/> Teamwork |

Description: _____

Crosby High School

Student Name: _____





STUDY HALL RULES (ACADEMIC CLASSROOM STUDY HALLS)

Study halls are considered to be as important as regular classes and are part of the assigned schedule.

- Students entering a study hall, with the exception of the Library Media Center, must be in their assigned seats by the four-minute bell.
- Attendance will be taken beginning immediately after the four-minute bell has rung.
- Study hall teachers may NOT give a student a pass to the media center. The content area teacher must provide the pass. Students who have passes to the Library Media Center or other areas of the school may, upon showing such pass to the Study Hall Proctor, sign out immediately after attendance has been taken.
- Students going to the Library Media Center will sign in, be on time, work on an assignment, and remain there for the remainder of the period. They will not report back to study hall. The media center has the same requirements as any academic classroom.
- Students in the study halls will observe the silence which is consistent with a good group study situation. In all possible cases consistent with good judgment, a proctor or duty teacher may move the students who wish to work together to an area where they can work effectively without disturbing others.
- Permission is required before leaving a seat for any purpose and blanket permission for the above may be revoked at any time if abuse of the privilege occurs.
- Students should be encouraged to bring study materials with them to avoid frequent trips to their lockers. Card playing or technology usage or charging is not permitted in study hall.
- Study hall will be dismissed by the teacher/proctor after the bell has rung signifying the end of the period. The bell itself is only for guidance of the teacher on duty. It is not the signal for the students to depart.
- Littering in any form will not be tolerated.



CAFETERIA RULES

- ❖ Food is to be eaten **only** in the cafeteria. Do not bring food outside of the cafeteria.
- ❖ Clear table of refuse and trays as soon as you have finished eating.
- ❖ No pushing, shouting or crowding will be permitted at any time.
- ❖ Stay in the cafeteria at all times during your lunch wave.
- ❖ Only one lunch period is allowed to each student as determined by your period 5 class.
- ❖ Cutting the lunch line is prohibited.
- ❖ Remain seated.
- ❖ Do not loiter around the school store.
- ❖ Vending machine purchases must be made prior to dismissal bell.
- ❖ Any infractions of the rules may result in discipline by administration.

STAFF PERSONAL DATA FORM

Please assist the office by providing the following information for our records. * Return form to Trish in the main office by September 8, 2017.

Name: Last _____ First _____

Address: _____

Street _____

City/State/Zip _____

Phone:

Home _____ Cell _____

Emergency contact:

Name _____ Phone _____

Personal Email:

Birthday (month/day):

Name/Class/Grade _____

Date _____

Waterbury Public Schools Lesson Planning Guide 2017-2018

Lesson Title/Unit; Timeline	
CT Core Standards (Grade Specific Standards)	http://www.corestandards.org/ELA-Literacy/ http://www.corestandards.org/Math/
Core Content Standards	<p>**standards you may have specific to your content area such as:</p> <p>(Business, Technology, NGSS, Ntl. Stnds of FCS, Ntl. Core Art Standards, Career/Tech Ed Standards)</p>
Academic Behavior Focus/Standards	See Academic Behaviors Rubric
Learning Target(s): What do we want students to know, understand and do? Note applicable Depth of Knowledge (DOK) .	<p>Know (content): Ex: (facts, vocabulary, definitions, places, information) Example: Multiplication tables</p> <p>Understand (generalization/EU): Ex: (essential truths, principles and generalizations, big ideas of a discipline- Example: I want students to understand that multiplication is another way to add numbers</p> <p>Do (skills): Ex: (basic skills, thinking skills, planning skills, uses verbs or phrases) Example: Students solve problems requiring multiplication.</p> <p>***What is DOK?</p>
Timeline – i.e. Placement of Lesson within the Broader Curriculum/Context: How does this build on prior knowledge from previous lessons? How will the outcomes of this lesson and student learning impact subsequent instruction?	
Essential Question(s): <u>Coherent progression</u> tied to larger unit/course EQ(s)/EU(s).	**What makes a question an EQ?-
SAT Preparation: What specific SAT preparation Skill Practice(s) are you addressing in this unit from Khan Academy?	Ex: SAT Prep practice test #1, Section #'s, Question #'s
Description of Learning Tasks/ Strategies: Identify the methods that will allow students to <u>activate prior knowledge</u> , <u>integrate new ideas</u> , and <u>self-regulate</u> to improve learning in meaningful contexts (Why is today's learning important/relevant?). How will engagement/learning be visibly evident (in relation to adult practice AND student response)?	<ul style="list-style-type: none"> • Activate Prior Knowledge • Integrate New Ideas • How does the unit connect to the theme academy?

	<ul style="list-style-type: none"> • How will engagement be evident?
<p>Materials, Resources, Technology Needed: Note the learning materials in each learning activity, including any digital literacy resources. How does resource utility cognitively engage students and extend new learning?</p>	
<p>Note: anticipated misconceptions, ambiguity, misunderstandings or challenges. What learner-centered problems are <u>specifically</u> addressed?</p>	<p>Content (subject specific):</p> <p>Skill-based:</p>
<p>Suggested Differentiation: Note opportunities for <u>varied modes of learning</u> to accommodate varied learning profiles. Describe how the differentiated instruction will be <u>visible</u>.</p>	<p>Anticipate (including contingencies for on-the-spot adjustments) for student(s) who may:</p> <ul style="list-style-type: none"> • Struggle • Need opportunities for enrichment: (Content (standards aligned), Product (targeted learning styles), Process, Learning Environment)
<p>Formative Lesson-Based Assessment (including strategies to engage students in using assessment criteria to self-monitor): How will you know students have learned in <u>measurable</u> contexts?</p>	<p>Assessment/Scoring Measure:</p> <p>What will be the next steps (including on-the-spot modifications) if students exhibit that they:</p> <ul style="list-style-type: none"> ▪ Learn: ▪ Struggle to learn: ▪ Need to extend learning:
<p>Multicultural Goal(s):</p>	<p>Page 13 in your workbook</p>
<p>Revised 8-10-16</p>	



Crosby High School

Jade L. Gopie
Principal

Vincent J. Balsamo
Assistant Principal

Joanna Crudele
Assistant Principal

Cathleen Newmark
Assistant Principal

We, the members of the Crosby High School Community, are committed to providing a safe and welcoming environment that promotes a creative, innovative and intellectually challenging learning experience to ensure that all students are prepared to become college and career ready in order to be productive members of a diverse society.



Home of the Bulldogs

300 Pierpont Road
Waterbury, CT 06705
Phone: 203-574-8061
Fax: 203-574-8072
www.waterbury.k12.ct.us
@CrosbyBulldogs
www.facebook.com/crosbybulldogs

Student Name: _____
ID # _____

PARENT EXCUSE FOR STUDENT ABSENCE

The following form should be completed by the student's parent or guardian for each absence. This form must be returned to the Attendance Counselor, Ms. Carter, in the main office within **three days** of the student's return to school.

Student Name: _____

Parent/Guardian Name: _____

Home Phone: _____ Cell Phone: _____

Date(s) of student absence (month/day/year): _____

Date returned to school: _____ Date form returned to Ms. Carter: _____

Reason

Explanation

- Illness (doctor's note attached)
- Illness (no doctor's note)..... Describe Illness: _____

- Religious holiday..... Name of holiday: _____
- Court appearance (document attached)
- Court appearance (no document)..... Reason for court appearance: _____

Court address: _____

- Funeral (obituary attached)
- Funeral (no obituary).....Name of deceased: _____
Name of funeral home: _____
Funeral home address: _____
- Other _____

Signature of Parent/Guardian: _____ Date: _____



SUPER SENIOR GUIDELINES

ATTENTION- ALL STUDENTS!!

*PLEASE NOTE THE **CRITERIA** TO BE A **SUPER SENIOR**:*

**NO STUDENTS WITH MORE THAN 10 ABSENCES
DURING SENIOR YEAR**

**NO STUDENTS WITH MORE THAN 10 TARDIES
DURING SENIOR YEAR**

**NO STUDENTS WHO HAVE SERVED IN-HOUSE SUSPENSION
(4 YEARS CUMULATIVE)**

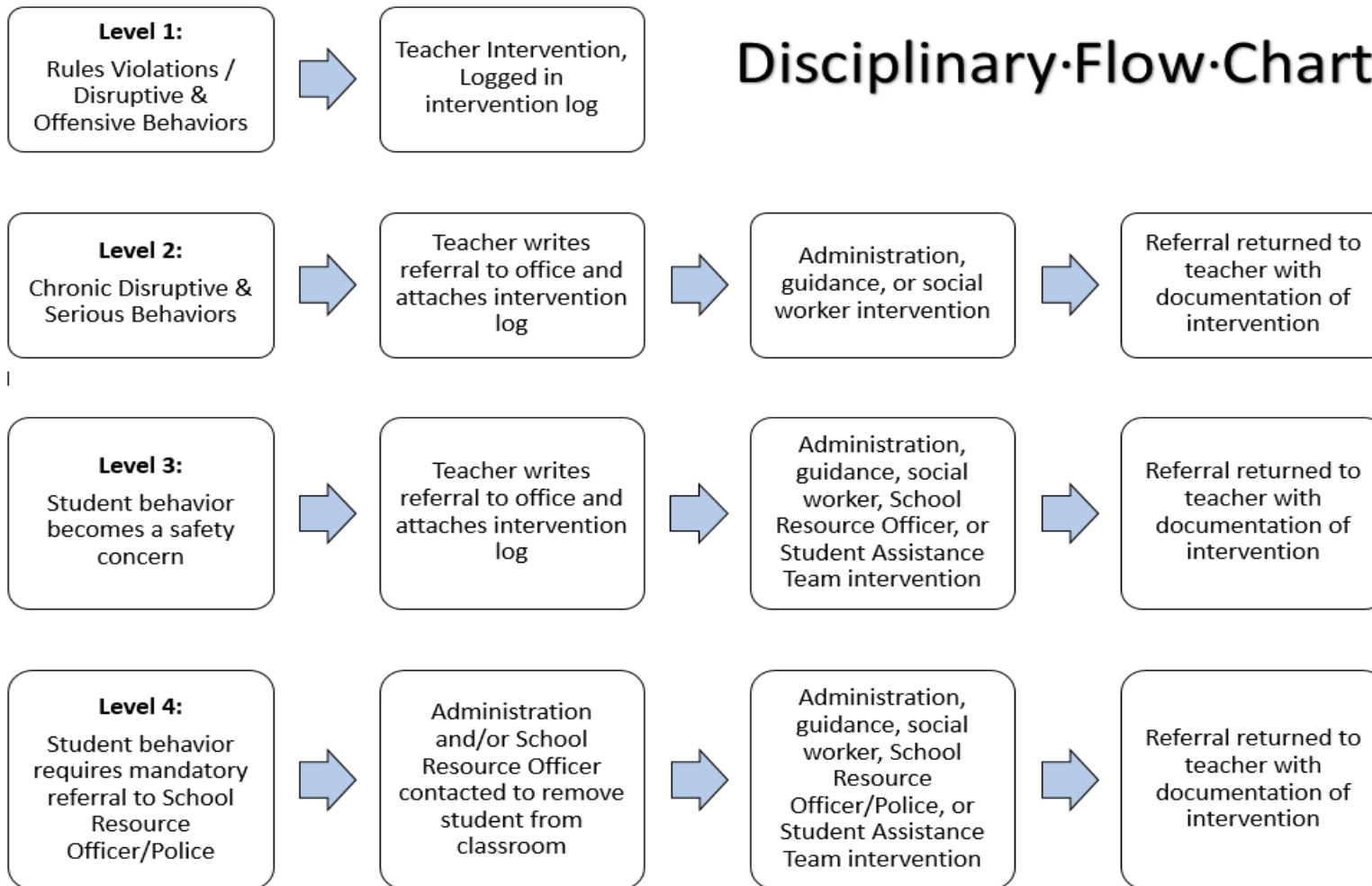
**NO STUDENTS WHO HAVE BEEN SUSPENDED FROM SCHOOL
(4 YEARS CUMULATIVE)**

**NO STUDENTS WITH MORE THAN 4 DISCIPLINARY REFERRALS TO THE
OFFICE. NO STUDENTS WITH MAJOR OFFENSES.
(4 YEARS CUMULATIVE)**

**STUDENTS MUST HAVE COMPLETED TWO (2) FULL YEARS AT
CROSBY HIGH SCHOOL**

FIFTH YEAR STUDENTS EXCLUDED

Disciplinary Flow Chart





WATERBURY
Public Schools

Today's Students, Tomorrow's Leaders

CENTRAL OFFICE: RECEIVED STAMP/INITIALED

FIELD TRIP REQUEST FAX/EMAIL COVER SHEET

School Name:
Your Name:
Today's Date:
Date/s of Field Trip:
In State <input type="checkbox"/> Out of State <input type="checkbox"/> Out of Country <input type="checkbox"/>
Number of students:
Number of chaperones:
Nurse's Signature: <input type="checkbox"/>
Principal's Signature: <input type="checkbox"/>
Number of Pages Attached:

REQUEST FOR FIELD TRIP

ALL FIELD TRIP FORMS MUST BE FAXED (203-574-8010) OR EMAILED TO THE SCHOOL'S INSTRUCTIONAL LEADERSHIP DIRECTOR.

ALL FIELD TRIPS REQUEST MUST INCLUDE THE APPROPRIATE COVER SHEET

- OUT OF STATE or OUT OF COUNTRY – MUST BE RECEIVED FIVE (5) WEEKS PRIOR TO TRIP
- IN STATE – MUST BE RECEIVED THREE (3) WEEKS PRIOR TO TRIP

This request must be approved prior to collecting or committing any funds such as down payments or making definite arrangements.

Date Submitted: _____ Name of Travel Agency (if applicable): _____

1) Requested by: _____
Name of Staff Member School Grade level/Subject

2) How many students? _____

3) Name of destination/attraction: _____

4) City/State of destination: _____

5) Departure: _____
Day Date Time

6) Return: _____
Day Date Time

7) Is school in session during this field trip? _____

8) Transportation: Type/name of Approved PUC Carrier

9) What unit in the curriculum does this field trip support?

10) What are the Common Core State Standards this field trip supports?

11) What are the guiding questions from the curriculum this field trip will answer?

12) What expected performances will be taught by this field trip? **(For out-of-state field trips the final assessment must be attached)**

13) How will you assess the learning that results from this field trip?

14) Explain what educational value this field trip offers the students:

15) Name(s) and phone number(s) of person(s) responsible for organizing this trip:

Name	Phone Number	Name	Phone Number
1		5.	
2.		6.	
3		7.	

16) Name(s) of person(s) supervising students. **NOTE: One (1) chaperone for every ten (10) students.**

Teacher(s) as chaperones:
Aides(s) as chaperones:
Parent(s) as chaperones:

17) How is this trip financed: (If it's fund raising activities, list the fund raising activities). If it's a grant, give title and number of the grant, student contributions, etc.)

18) What is the approximate cost per pupil for this trip?

19) Is any student excluded from attending this trip? Yes No If yes, explain why:

20) What is the approximate cost all chaperones?

21) How many substitutes are necessary? specify)

Teacher	Subject/Grade	Teacher	Subject/Grade
1.		4.	
2.		5.	
3.		6.	

22) The medication(s) and/or procedure(s), as prescribed by the student(s) physician, will be provided while participating in the field trip

Yes No

Signature of School Nurse

Date

23) This field trip request meets the needs of the BOE policy? Yes No

Is this field trip recommended? Yes No

Arrangements for students(s) medical needs have been made Yes No

Signature of School Principal

Date

CENTRAL OFFICE RESPONSE

24) This field trip request has been reviewed and approved at the Superintendent's level

This field trip request has been reviewed and **IS NOT** approved

Signature of Superintendent/Designee/ILD

Date

25) This field trip request is for an out-of-state **or** overnight field trip and was approved/denied by the Chief Academic Officer

Signature of Chief Academic Officer

Date

26) This field trip request required Board of Education action for out-of-country and was approved/denied by the Board of Education during its meeting of _____

Signature of BOE/Designee

Date

A copy of this request, when approved, will be returned to the School Principal.