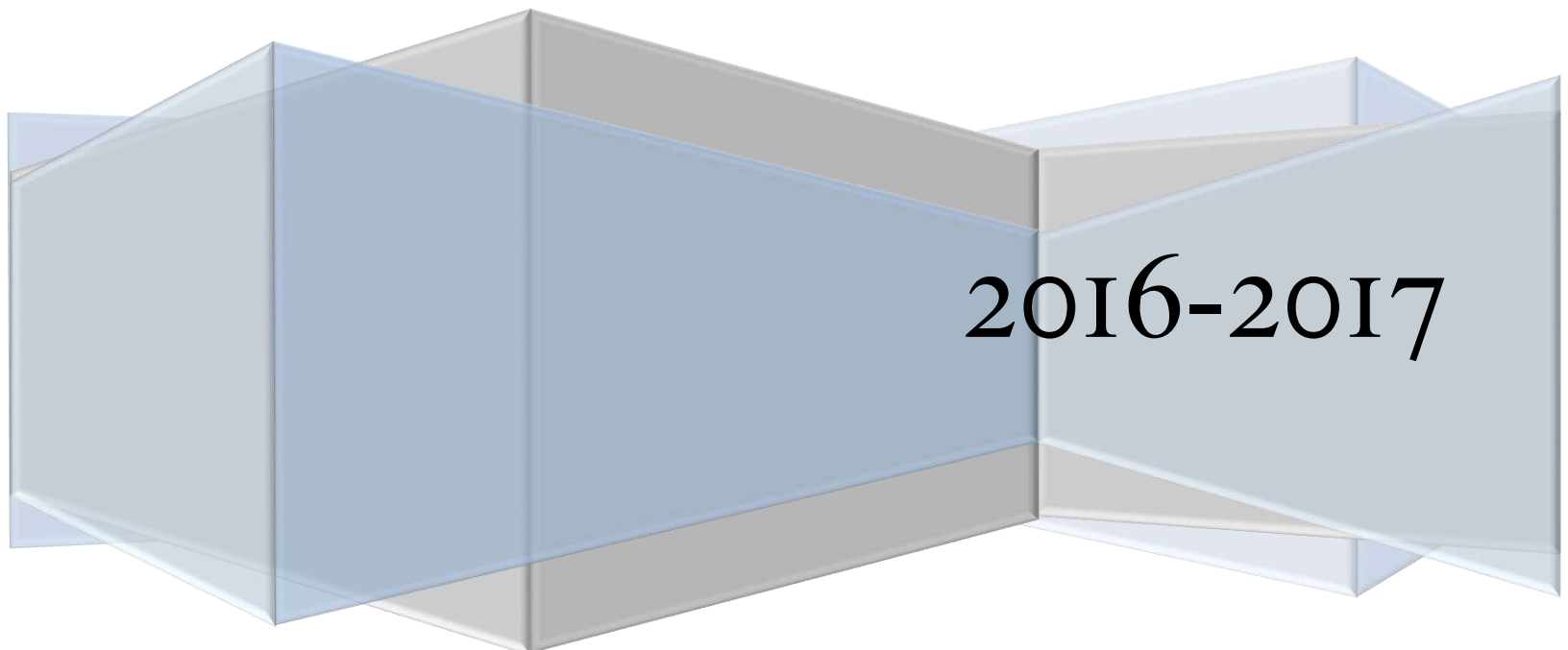


**CROSBY HIGH SCHOOL**

# **TEACHER HANDBOOK**



2016-2017

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# **CROSBY HIGH SCHOOL**

## **TEACHER'S HANDBOOK**

**2016 – 2017**

### **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**  
**2016-2017**

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 (distribute lockers and schedules, 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 1<sup>st</sup> period will ring at 7:20 a.m.
4. Teachers, be sure to have the following information available for opening day:

- Distribute student schedules. 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. The teacher should keep the original in the class. If there is **no schedule** for a student, send student to the main office with a pass **when requested to do so by the principal-** DO NOT GIVE STUDENTS PASSES TO GUIDANCE. Students may leave notes in guidance office for their designated counselor for an appointment.

- Distribute lockers to students by calling up to teacher desk and writing locker and combination numbers on the student schedule for security. Remind students they should not share lockers or give their combinations to others. Keep list of student locker assignments in a secure place and give Mr. Balsamo the original list by **October 1<sup>st</sup>.**

- If a student has come prepared with a combination lock or key lock, you may provide them with an assigned locker. Please record their combination in a secure and private manner. If the student has a key lock, they must provide a backup which will be kept in a secure location with the Period 1 teacher. Remind students that they need to procure a lock as soon as possible in order to secure their possessions in their assigned lockers. At no time are students to share a locker. **Remind them that lockers are school property and should not be written on, destroyed, or vandalized.**

5. Period 1 teachers, be sure to have the following information available for opening day:
- |                          |                                    |
|--------------------------|------------------------------------|
| Bus # Information        | Bus Rules                          |
| Attendance Information   | Evacuation procedures              |
| Student Information Form | Café/lunch wave assignments (post) |

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

6. All unclaimed schedules of “no show” students are to be kept by the teacher until requested by the office. Ask students in class if they have knowledge of a “no show”. Write pertinent information at the top of the schedule. Continue to report “no show” names as “absent” in your daily attendance. (Period 1 teachers document the no shows- *students who have missed 4 days*- and return their schedule to the attendance counselor’s mailbox on the fourth day.)
7. **In each class** discuss the following:
- **the high school dress code policy should be reviewed in detail**
  - course 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
8. Attendance will be done online. 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.
9. 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.

**Have a great school year!**

Crosby High School  
Beginning of Year Teacher Packet  
2016-2017 Reference

1.	Teacher Class Rosters	On Progressbook/In teacher's mailbox
2.	Opening Day Procedures	Make sure to follow steps in 1 <sup>st</sup> period on opening day.
3.	Student Information Sheet	In teacher's mailbox. Students complete during 1 <sup>st</sup> period. Teacher keeps on file and gives copy to the office.
4.	Current School Year Calendar	Can be posted in each classroom.
5.	Locker List	Record locker combinations and store in secure location. Give copy to Mr. Balsamo by September 9 <sup>th</sup> .
6.	Building Map/ Evacuation Procedure	To be used by teachers to assist students first day/review evacuation with students/ post.
7.	Crosby H. S. Bell Schedules	Post in classroom.
8.	Updated Uniform policy	Post in classroom.
9.	Bus Number Registry	Keep in secure location. Use to verify tardy student vs. tardy bus. May be requested in the event of an emergency.
10.	Bus Regulations	Read to homeroom students and post in every room.
12.	Level 1 Teacher Intervention Log	Intervention logs must be attached to all Level 1 referrals.
13.	Discipline Flow Chart	Keep for reference.
	Attendance Policy	Read to students/post in classroom.
14.	Student parking Registration for Junior/Senior	Announce in class. Send students to Mrs. Crudele to register between classes with a pass. Student will receive parking permit.
15.	Attendance Referral Information	Information for referrals, to be kept by 1 <sup>st</sup> period teacher. Referral in Teacher Handbook.
16.	Tally sheet of 1 <sup>st</sup> period students absent calls.	1 <sup>st</sup> period teacher must call home after 4 <sup>th</sup> absence, retain tally sheet.
17.	Teacher Steps for Attendance Problems Form Attendance Counselor Absence Referral	Fill out after 4 <sup>th</sup> absence and submit with attendance counselor absence referral to attendance counselor.
18.	Attendance Correction Form	Used by the 1 <sup>st</sup> period teacher to correct a student's absence. Teachers make copies as needed throughout the year. <b>DO NOT SEND STUDENTS TO OFFICE.</b>
19.	OCR Form (English/Spanish)	Post in all rooms (both versions).
20.	List of Teacher/Room Assignments	To be kept by teacher for reference. In Teacher Handbook.
21.	Study Hall Rules, Guidance Department List	Review with students.
22.	Personal Data Form	Return to Trish Donohue by Sept. 9 <sup>th</sup> .
23.	Updated School Visitors Policy	Read carefully and enforce.
24.	Lunch Assignments	Review with students and keep for reference.



# School Calendar

## Waterbury Public Schools 2016 ~ 2017 School Year Calendar

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

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

22nd - New Teacher Orientation - 7hr.  
23rd - New Teacher Orientation - 7hr.  
24th - New Teacher Orientation - 7hr.  
25th - Professional Development Day - 7hr.  
26th - Professional Development Day - 7hr.  
29th - First Day of School

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	

5th - Labor Day - No School  
14th - Open House Elem. 5-7pm - Early Dismissal  
14th - Open House H.S. 7-9pm - Early Dismissal  
14th - Early Dismissal - M.S. - Teacher Collab./PD  
21st - Open House M.S. 5-7pm - Early Dismissal  
21st - Early Dismissal - H.S. & Elem-Teacher Collab/PD

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						

7th - P.D. Day - 7hr - No School  
10th - Columbus Day - No School  
31st - End of 1st MP: HS/MS/Elem

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			

8th - Election Day - No Sch.-P.D. Day - 7hr.  
9th - Grade Submission Ends-9AM  
11th - Veteran's Day - No School  
17th - Distribute 1st MP Report Cards  
23rd - Early Dismissal - Thanksgiving Recess  
24th & 25th - Thanksgiving Recess - No School  
28th - Pre-K & Kindergarten - End of 1st MP

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

5th - Pre-K & K - Grade Submission Ends - 9AM  
7th - Parent Conference Elem. 5-7pm - Early Dismissal  
7th - Parent Conference H.S. 7-9pm - Early Dismissal  
7th - Early Dismissal - M.S. - Teacher Collab./PD  
12th - Pre-K & K - Distribute 1st MP Report Cards  
14th - Parent Conference M.S. 5-7pm - Early Dismissal  
14th - Early Dismissal - H.S. & Elem-Teacher Collab/PD  
26th-30th - Winter Recess - No School

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				

2nd - New Year's Day Observed - No School  
3rd - School Reopens  
6th - Three King's Day - No School  
16th - Martin Luther King Jr.'s Day - No School  
12th-18th-Mid Term Exams- Early Dismissal HS Only  
18th - Early Dismissal - Teacher Collaboration/PD  
18th - End of 2nd MP: HS/MS/Elem  
25th - Grade Submission Ends-9AM

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

1st - Distribute 2nd MP Report Cards  
15th - Early Dismissal - Teacher Collaboration/PD  
20th - President's Day - No School  
21st - Lincoln's Day (Observed) - No School

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

6th - Pre-K & Kindergarten - End of 2nd MP  
14th - Pre-K & Kindergarten - Grade Submission Ends-9AM  
21st - Distribute 3rd MP Report Cards  
22nd - Pre-K & Kindergarten-Distribute 2nd MP Report Cards  
23rd - End of 3rd MP: HS/MS/Elem  
29th - Early Dismissal - Teacher Collaboration/PD  
30th - Grade Submission Ends-9AM

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

6th - Distribute 3rd MP Report Cards  
10th-14th - Spring Recess - No School  
19th - Parent Conference Elem. 5-7pm - Early Dismissal  
19th - Parent Conference H.S. 7-9pm - Early Dismissal  
19th - Early Dismissal - M.S. - Teacher Collab./PD  
26th - Parent Conference M.S. 5-7pm - Early Dismissal  
26th - Early Dismissal - H.S. & Elem-Teacher Collab/PD

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-12th - AP Exams  
17th - Early Dismissal - Teacher Collaboration/PD  
29th - Memorial Day - No School

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  
2nd-8th- Final Exams- Early Dismissal HS Only  
9th - Last Day of School - Depending on Weather

Full Day Professional Development Day  
\*Prepared by the Computer Technology Center\*

School Closed  
School Day

Early Dismissal Professional Development Day  
Approved by the BCE on 01/21/16- Revised 5/9/2018

**CROSBY HIGH SCHOOL**  
**BELL SCHEDULES**  
**2016-2017**

**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)**

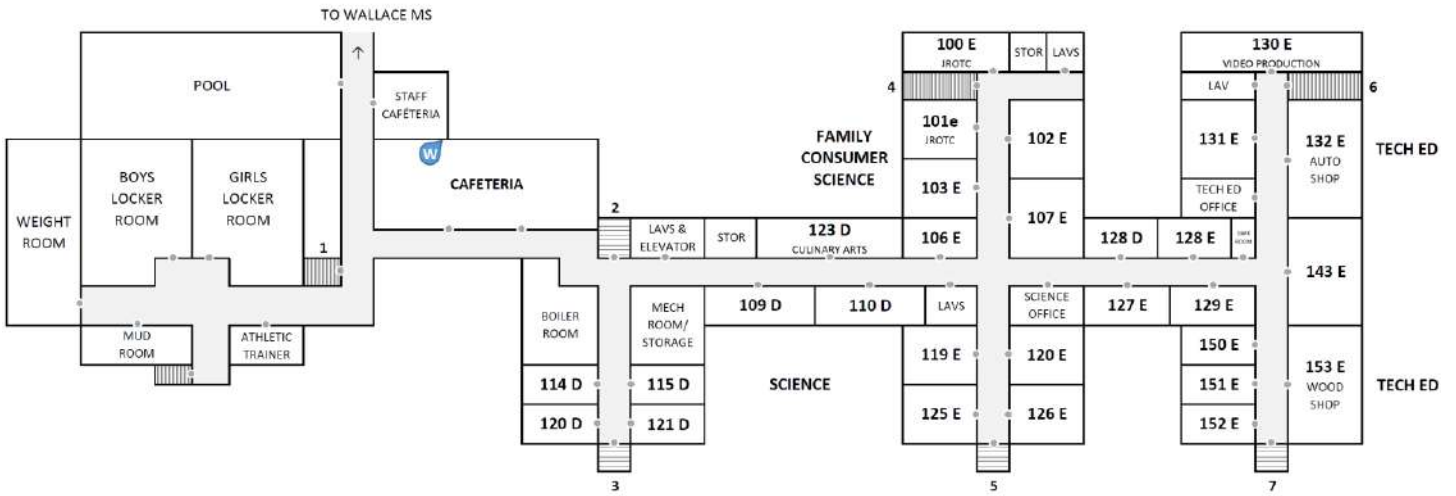
PERIOD 1 9:20 - 9:51\*  
PERIOD 2 9:55 - 10:23  
PERIOD 3 10:27 - 10:55  
PERIOD 4 10:59 - 11:27  
PERIOD 5 11:31 - 12:44  
LUNCH BELLS (Leave Class – In Class)  
CAFÉ A: 11:31 - 11:56  
CAFÉ B: 11:55 - 12:20  
CAFÉ C: 12:19 - 12:44  
PERIOD 6 12:48 - 1:16  
PERIOD 7 1:20 - 1:50\*

# School Map

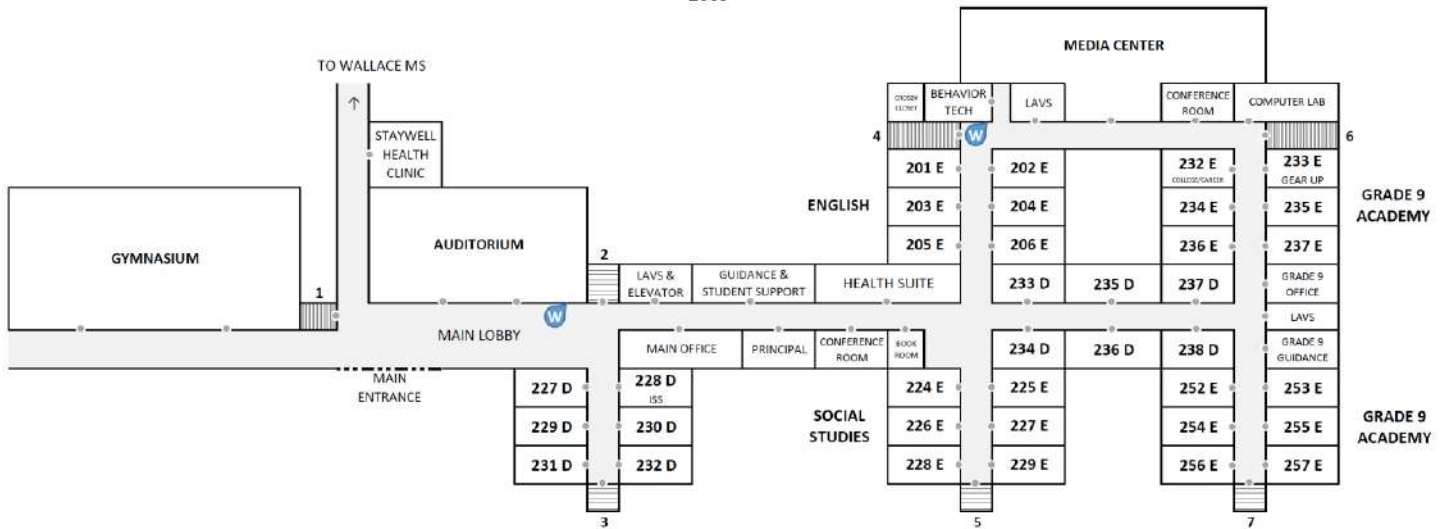


## CROSBY HIGH SCHOOL "HOME OF THE BULLDOGS"

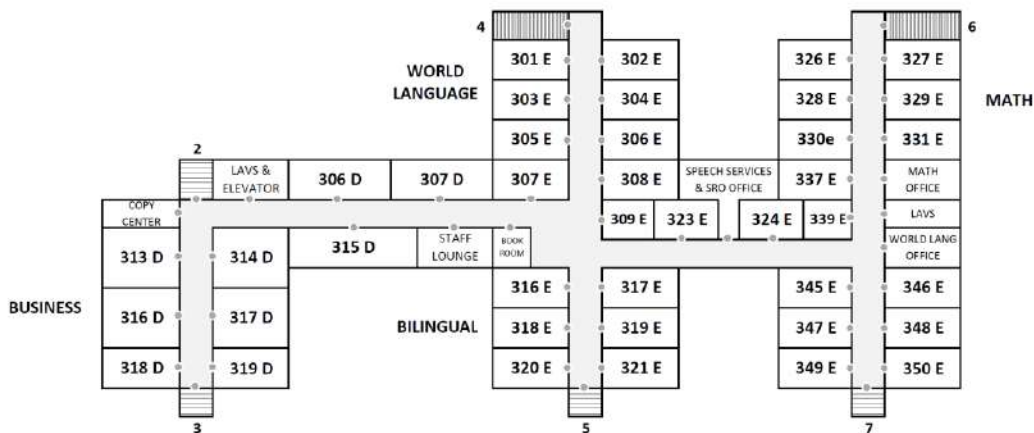
### LOWER LEVEL 100s



### MAIN LEVEL 200s



UPPER LEVEL  
300s



# STAFF DIRECTORY

## FACULTY AND STAFF LIST

TELEPHONE 203-574-8060

Mrs. Jade L. Gopie  
Ms. Vincent Balsamo  
Mrs. Joanna Crudele  
Mrs. Cathleen Newmark

Principal  
Assistant Principal 9<sup>th</sup> grade  
Assistant Principal Entrepreneur and STEAM (N-Z)  
Assistant Principal Public Service and STEAM (A-M)  
<http://www.waterbury.k12.ct.us/1/Home>  
Twitter: @CrosbyBulldogs

Website

Facebook: [www.facebook.com/crosbybulldogs](http://www.facebook.com/crosbybulldogs)

### GUIDANCE DEPARTMENT (8070)

Mrs. Lynn Cocco	STEAM A-Z	8074	lcocco@
Ms. Una Park	ENTRE. A-L	3919	upark@
Ms. Patricia Deer	ENTRE M-Z	8075	pdeer@
Mr. Sonya Petteway Chairperson	PUBLIC SERVICE A-Z	8076	spetteway@

### 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)	<a href="mailto:nacevedo-gorgils@">nacevedo-gorgils@</a>
LTC. Adams	100E	ROTC	<a href="mailto:jadams@">jadams@</a>
Alfredson, John	130E	Technology Ed.	<a href="mailto:jalfredson@">jalfredson@</a>
Armstrong, Tracy	346E	Social Studies	<a href="mailto:tarmstrong@">tarmstrong@</a>
	205E	English	
Baca, Denis	238D	English	<a href="mailto:dbaca@">dbaca@</a>
Balsamo, Vincent		Asst. Principal	<a href="mailto:vbalsamo@">vbalsamo@</a>
Baumbach, Christian	257E	Social Studies	<a href="mailto:cbaumbach@">cbaumbach@</a>
Bertola (Regan)		Career Center	
Brittany	232E	Tech	<a href="mailto:bbertola@">bbertola@</a>
Beshi, Medali	330E	Math	<a href="mailto:mbeshi@">mbeshi@</a>
Bissonnette, Jeanne	237D	Technology Ed.	<a href="mailto:ibissonnette@">ibissonnette@</a>
Blaschke, Jennifer	Gym	Physical Education	<a href="mailto:jblaschke@">jblaschke@</a>
Brown, Cassandra	254E	English	<a href="mailto:cmbrown@">cmbrown@</a>
Buda, Kevin	152E	Tech Ed	<a href="mailto:kbuda@">kbuda@</a>
Cabral, Jephrie	114D	Science	<a href="mailto:icabral@">icabral@</a>
Calma, Marie	229D	Special Ed.	<a href="mailto:mcalma@">mcalma@</a>
Campbell, Stuart	328E	Special Ed.	<a href="mailto:scampbell@">scampbell@</a>
Caplan, Ira	201E	Social Studies	<a href="mailto:icaplan@">icaplan@</a>
		Attendance	
Carter, Simona	219D	Counselor	<a href="mailto:scarter@">scarter@</a>
Carvalho, Rosemarie	306E	Foreign Lang	<a href="mailto:rcarvalho@">rcarvalho@</a>
Casey, Wanda	319D	Business	<a href="mailto:wcasey@">wcasey@</a>
Chabot, Albert	228E	Social Studies	<a href="mailto:achabot@">achabot@</a>
Clark, Amy	Gym	Physical Ed	<a href="mailto:aclark@">aclark@</a>
Cocco, Lynn	208D	Guidance	<a href="mailto:lcocco@">lcocco@</a>
Coyle, Kerry	206E	English	<a href="mailto:kcoyle@">kcoyle@</a>
Crane, Richard	Gym	Physical Ed	<a href="mailto:rcrane@">rcrane@</a>
Crudele, Joanna	219D	Asst. Principal	<a href="mailto:jcrudele@">jcrudele@</a>
Daley, Samantha	252E	Math	<a href="mailto:sdaley@">sdaley@</a>
Dalidowitz, Nicholas	224E	Social Studies	<a href="mailto:ndalidowitz@">ndalidowitz@</a>
Davis, Lynn	106E	Science	<a href="mailto:ldavis@">ldavis@</a>
		Guidance	
Deer, Patricia	214D	Counselor	<a href="mailto:pdeer@">pdeer@</a>
Delano, Teresa	230D	Special Ed	<a href="mailto:tdelano@">tdelano@</a>
Deldebbio, Amy	238D	English	<a href="mailto:adeldebbio@">adeldebbio@</a>
DeLaRosa, Mimi	128D	Art	<a href="mailto:mdelarosa@">mdelarosa@</a>
Desiderio, Jennifer	235E	Math	<a href="mailto:jdesiderio@">jdesiderio@</a>
DiFronzo, Cathy	237E	English	<a href="mailto:cdifronzo@">cdifronzo@</a>
Dillon, John	314D	Business	<a href="mailto:jdillon@">jdillon@</a>
Donohue, Kelly	204E	English	<a href="mailto:kdonohue@">kdonohue@</a>

Duffany, Sue	320E	Special Ed	<a href="mailto:sduffany@">sduffany@</a>
Faucher, Wanda	307E	Allied Health	<a href="mailto:wfaucher@">wfaucher@</a>
Forino, Dana	211D	Social Worker	<a href="mailto:dforino@">dforino@</a>
Forcucci, Paul	231D	Music	<a href="mailto:pforcucci@">pforcucci@</a>
Forte, Diane	318D	Business	<a href="mailto:dforte@">dforte@</a>
Freeman, Richard	255E	Math	<a href="mailto:rfreeman@">rfreeman@</a>
Garcia, Ana	304E	Foreign Language	<a href="mailto:agarcia@">agarcia@</a>
Genua, Jerry	126E	Science	<a href="mailto:jgenua@">jgenua@</a>
Gionfriddo, Theresa	120E	Science	<a href="mailto:tgionfriddo@">tgionfriddo@</a>
Golightly, Maria	349E	Social Studies	<a href="mailto:mgolightly@">mgolightly@</a>
Gopie, Jade	226D	Building Principal	<a href="mailto:jgopie@">jgopie@</a>
Gonzalez, Ilea	302E	Foreign Language	<a href="mailto:igonzaez@">igonzaez@</a>
Graffam, Korena	233D	English	<a href="mailto:kgraftam@">kgraftam@</a>
Graham, Doreen		Parent Liaison	<a href="mailto:dgraham@">dgraham@</a>
Grella, Micaela	305E	Foreign Language	<a href="mailto:mgrella@">mgrella@</a>
Gwizadoski, Paul	131E	Technology Ed	<a href="mailto:pgwizadoski@">pgwizadoski@</a>
Hind, Sandra	102E	FCS	<a href="mailto:shind@">shind@</a>
Ieronimo, Catherine	313D	Business	<a href="mailto:cieronimo@">cieronimo@</a>
Ieronimo, David	127E	Science	<a href="mailto:dieronimo@">dieronimo@</a>
Inman, Scott	327E	Math	<a href="mailto:sinman@">sinman@</a>
Jannetty, Julie	318E	Bilingual (Math) Guidance-9th Grade	<a href="mailto:jjannetty@">jjannetty@</a>
Jordan, Ellen			<a href="mailto:ejordan@">ejordan@</a>
Jurewicz, David	143E	Technology Ed	<a href="mailto:djurewicz@">djurewicz@</a>
Kelly, Katy	337E	Special Ed	<a href="mailto:kkelly@">kkelly@</a>
Kieffer, Paul	226E	Social Studies	<a href="mailto:pkieffer@">pkieffer@</a>
Kilpatrick, Sean	110D	Science	<a href="mailto:skilpatrick@">skilpatrick@</a>
Kollchaku, Nikoleta	326E	Math	<a href="mailto:nkollchaku@">nkollchaku@</a>
Koval, Kristi	306D	Special Ed	<a href="mailto:kkoval@">kkoval@</a>
Lahoud, Nicole	324E	Math	<a href="mailto:nlahoud@">nlahoud@</a>
Latronica, Eric	120D	Science	<a href="mailto:elatronica@">elatronica@</a>
Leclerc, Tracy		ABA	
Lee, Yolanda	115D	Science	<a href="mailto:ylee@">ylee@</a>
Lewis, Emory	222E	Behavior Tech	<a href="mailto:elewis@">elewis@</a>
Lucas, Michelle	107E	FCS	<a href="mailto:mlucas@">mlucas@</a>
Makl, Doree	303E	ESL	<a href="mailto:dmakl@">dmakl@</a>
Mancini, Sabrina	128D	Art	<a href="mailto:smancini@">smancini@</a>
Mancuso, Donna	301E	TAG	<a href="mailto:dmancuso2@">dmancuso2@</a>
Matthews, Heather	309D	Special Ed	<a href="mailto:hmatthews@">hmatthews@</a>
McCarthy, Mary	125E	Science	<a href="mailto:mmccarthy@">mmccarthy@</a>

Miles, Susan	322E	Career Center Tech	<a href="mailto:smiles@"><u>smiles@</u></a>
Miller, Keisha	209D	Social Worker	<a href="mailto:kmiller@"><u>kmiller@</u></a>
Moody, Alexis	325E	Speech Therapist	<a href="mailto:amood@"><u>amood@</u></a>
Mosley, Sean	350E	English	<a href="mailto:smosley@"><u>smosley@</u></a>
Newmark, Cathleen	219D	Asst. Principal	<a href="mailto:cnewmark@"><u>cnewmark@</u></a>
Nicholas, Stefanie	235D	English	<a href="mailto:snicholas@"><u>snicholas@</u></a>
Nolan, Madeline	234D	Substance Abuse	<a href="mailto:mnolan@"><u>mnolan@</u></a>
O'Brien, Kathleen	345E	Math	<a href="mailto:Kobrien02@"><u>Kobrien02@</u></a>
		Bilingual (Social Stud)	<a href="mailto:ortiz1@"><u>ortiz1@</u></a>
Ortiz, Rita	316E		
Ostrander, Charles	253E	Social Studies	<a href="mailto:costrander@"><u>costrander@</u></a>
Palladino, Kirk	123D	Culinary Arts	<a href="mailto:kpalladino@"><u>kpalladino@</u></a>
Park, Una	210D	Guidance	<a href="mailto:upark@"><u>upark@</u></a>
Pecka, Richard	348E	English	<a href="mailto:rpecka@"><u>rpecka@</u></a>
Petteway, Sonya	211D	Guidance Recuperative Academy	<a href="mailto:spetteway@"><u>spetteway@</u></a>
Poitras, Ashley	227D		<a href="mailto:apoitras@"><u>apoitras@</u></a>
Polaco, Elizabeth	236E	Social Studies	<a href="mailto:epolaco@"><u>epolaco@</u></a>
Pygatt, Leah (Smith)	103E	FCS	<a href="mailto:lpygatt@"><u>lpygatt@</u></a>
Richard, Claudia		Media Center	<a href="mailto:crichard@"><u>crichard@</u></a>
Ricciardi, Margo		Nurse	<a href="mailto:mricciardi@"><u>mricciardi@</u></a>
Richardson, Melissa	347E	English Speech	<a href="mailto:mrichardson@"><u>mrichardson@</u></a>
Ridarelli, Susan	325E	Pathologist Math	<a href="mailto:sridarelli@"><u>sridarelli@</u></a>
Rivard, Danielle		Interventionist	<a href="mailto:drivard@"><u>drivard@</u></a>
Rosado, Tania	321E	Special Ed	<a href="mailto:trosado@"><u>trosado@</u></a>
Rubock, Noemi		Special Ed	<a href="mailto:nrubock@"><u>nrubock@</u></a>
SFC Rowland, Henry	101E	JROTC	<a href="mailto:hrowland@"><u>hrowland@</u></a>
Sample, Atiya	329E	Math	<a href="mailto:asample@"><u>asample@</u></a>
Schwartz, Paul	119E	Science	<a href="mailto:pschwartz@"><u>pschwartz@</u></a>
Schumacher, Jason	231D	Music	<a href="mailto:jschumacher@"><u>jschumacher@</u></a>
Seltzer, Mark	256E	Math	<a href="mailto:mseltzer@"><u>mseltzer@</u></a>
Spagnoletti, Rachel	121D	Science	<a href="mailto:rspagnoletti@"><u>rspagnoletti@</u></a>
Stevens, Robert	132E	Tech Ed	<a href="mailto:rstevens@"><u>rstevens@</u></a>
Stolfi, Christine	323E	Special Ed	<a href="mailto:cstolfi@"><u>cstolfi@</u></a>
Stowe, Eileen	109D	Science	<a href="mailto:estowe@"><u>estowe@</u></a>
Suarez, Wanda	308E	World Language	<a href="mailto:wsuarez@"><u>wsuarez@</u></a>
Sullivan, Charlotte	236D	English	<a href="mailto:csullivan@"><u>csullivan@</u></a>
Sullivan, Michael	229E	Social Studies	<a href="mailto:msullivan@"><u>msullivan@</u></a>
Sudell, Kevin	153E	Tech Ed	<a href="mailto:ksudell@"><u>ksudell@</u></a>

Swanson, Lisa	317D	Business	<a href="mailto:lswanson@">lswanson@</a>
Tehan, Kyle	Gym	PE	<a href="mailto:ktehan@">ktehan@</a>
Thompson, Asia		Special Ed	<a href="mailto:athompson@">athompson@</a>
Tremose, Kathleen	129E	Science	<a href="mailto:ktremose@">ktremose@</a>
	315D		
Veneziano, Ellen	232D	Math	<a href="mailto:eveneziano@">eveneziano@</a>
Veronneau, Michael	227E	Social Studies	<a href="mailto:mveronneau@">mveronneau@</a>
Wainwright Staton, Karen	331E	Math	<a href="mailto:kwainwrightstaton@">kwainwrightstaton@</a>
White, Edward	202E	Math	<a href="mailto:ehwhite@">ehwhite@</a>
Wilson, Marines		NVCC	<a href="mailto:mwilson@">mwilson@</a>
Zeskand, Vanessa	234E	Literacy Coach	<a href="mailto:vzeskand@">vzeskand@</a>
Zionts, Lenore	307D	BDLC	<a href="mailto:lzionts@">lzionts@</a>

**PERMANENT SUBS:**

Ereald Bumci  
 Besmira Gjolle  
 Peter Jurzysnki  
 Elaine Overton-ISS  
 Miradije Rashiti

**HALL MONITORS**

Ayesha Abdula-Lateef  
 Malik Pemberton

**TO DIAL CLASSROOM NUMBERS, DIAL LETTER:**

**C = 3**

**D = 4**

**E = 5**

**THEN ROOM NUMBER**





## Common Planning Time 2016-2017

### **Freshman Academy**

Period 3- Tuesday (Team Meeting)

Period 3-Wednesday (Meeting by content)

Period 3-\_\_\_\_\_ (All teachers)

### **English 10**

*Period 4:*

Mosley

Sullivan

### **Biology**

*Period 6: Friday*

Spagnoletti

Tremose

Ieronimo

### **Chemistry**

*Period 6: Monday*

Schwartz

Genua

### **Social Studies- Grade 10**

(U.S. History 2 and Civics)

*Period 3: Wednesday*

Armstrong

Caplan

### **Social Studies- Grade 11**

(U.S. History 3)

*Period 3:*

Ostrander

Chabot

Sullivan

Kieffer

### **Geometry**

*Period 3: Thursday*

Beshi

White

Freeman

### **English 11/12**

Period 7:

DelDebbio

Nicholas

Graffam

\*Coyle (prep)

## 2016-2017 Duty Rosters (revised 08/23/16)

STATIONS	1	2	3	4	5	6	7
<b>Front Lobby (4-7)</b> <b>Tardy Center (1-3)</b>	<b>(Tardy Center)</b> Mosley Nolan  DiFronzo (M,Th,Fr)	<b>(Tardy Center)</b> Grella Stolfi	<b>(Tardy Center)</b> Mancini  Freeman (M,T,Th,Fr)	Kollchaku  Rosado	Delarosa (A & B) Literacy Interventionist (B & C)	Driscoll	Forcucci
<b>Building Patrol</b>	<b>1st floor</b> Losty Palladino  <b>2nd floor</b> Desantis  <b>3rd floor</b> Lahoud   <b>1st floor (M,Th,Fr)</b> Latronica Golightly Cabral  <b>2nd floor (M,Th,Fr)</b> Baumbach Brown Polaco Richardson  <b>3rd floor (M,Th,Fr)</b> Seltzer Desiderio O'Brien	<b>1st floor</b> Thompson  <b>2nd floor</b> Coyle  <b>3rd floor</b> Caplan   <b>2nd floor (M,W,Th,Fr)</b> Lee	<b>2nd floor</b> Bacca   <b>1st floor (M,T,Th,Fr)</b> Guido  <b>2nd floor (M,T,Th,Fr)</b> Inman  <b>3rd floor (M,T,Th,Fr)</b> White	<b>1st floor</b> Kilpatrick Kieffer  <b>2nd floor</b> Gionfriddo  <b>3rd floor</b> Koval	xxxxxxx	<b>1st floor</b> Dabbo  <b>2nd floor</b> Rowland  <b>3rd floor</b> Gugliotti   <b>1st floor (M,W,Th,Fr)</b> Spagnoletti McCarthy  <b>2nd floor (M,W,Th,Fr)</b> Schwartz  <b>2nd floor (T,W,Th,Fr)</b> Tremose  <b>3rd floor (M,W,Th,Fr)</b> Genua	<b>1st floor</b> Adams  <b>2nd floor</b> Dillon  <b>3rd floor</b> Clark   <b>1st floor (M,T,Th,Fr)</b> Dalidowitz  <b>2nd floor (M,T,Th,Fr)</b> Armstrong
<b>Bathroom</b>	Morales	Wilson	Whalen	Zeskand	xxxxxxx	Veronneau	Bissonnette
<b>Redirection</b>	Davis	Davis	Davis	Davis	xxxxxxx	Truncali	Stowe
<b>Bathroom - Cafe</b>	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx	Gonzalez (A & B) Buda (C)	xxxxxxx	xxxxxxx
<b>Café Duty</b>					Crane (A & B) Stowe (A & C) Swanson (A & B) Pygatt (A & C) Blashke (B) Schumacher (B) Bumci (B & C)		
<b>Café Hallway</b>					Schumacher (5A) Buda (5B) Blashke (5C)		
<b>Study Halls</b>		Pecka Deldebbio Ortiz Jurewicz	Acevedo St.Germain Donahue	Sample	Jannetty Ramos	Ch. Sullivan Graffam Nicholas Chabot	Maki

## Waterbury Public Schools Lesson Planning Guide 2016-2017

<b>Lesson Title/Unit; Timeline</b>	
<b>CT Core Standards (Grade Specific Standards)</b>	<a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a> <a href="http://www.corestandards.org/Math/">http://www.corestandards.org/Math/</a>
<b>Core Content Standards</b>	<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>
<b>Academic Behavior Focus/Standards</b>	See Academic Behaviors Rubric
<b>Learning Target(s):</b> What do we want students to know, understand and do? Note applicable <b>Depth of Knowledge (DOK)</b> .	<p>Know (content): Ex: (facts, vocabulary, definitions, places, information) Example: <b>Multiplication tables</b></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>
<b>Timeline – i.e. Placement of Lesson within the Broader Curriculum/Context:</b> How does this build on prior knowledge from previous lessons? How will the outcomes of this lesson and student learning impact subsequent instruction?	
<b>Essential Question(s):</b> <u>Coherent progression</u> tied to larger unit/course EQ(s)/EU(s).	**What makes a question an EQ?-
<b>SAT Preparation:</b> 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
<b>Description of Learning Tasks/ Strategies:</b> Identify the <b>methods</b> 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 <b>visibly evident</b> (in relation to adult practice AND student response)?	<ul style="list-style-type: none"> <li>• Activate Prior Knowledge</li> <li>• Integrate New Ideas</li> <li>• How does the unit connect to the <b>theme academy</b>?</li> <li>• How will engagement be evident?</li> </ul>

<p><b>Materials, Resources, Technology Needed:</b> 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: <b>anticipated misconceptions, ambiguity, misunderstandings or challenges.</b> What learner-centered problems are <u>specifically</u> addressed?</p>	<p>Content (subject specific):</p> <p>Skill-based:</p>
<p><b>Suggested Differentiation:</b> Note opportunities for <u>varied modes of learning</u> to accommodate varied learning profiles. Describe how the <b>differentiated instruction</b> 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"> <li>• Struggle</li> <li>• Need opportunities for enrichment: (Content (standards aligned), Product (targeted learning styles), Process, Learning Environment)</li> </ul>
<p><b>Formative Lesson-Based Assessment (including strategies to engage students in using assessment criteria to self-monitor):</b> 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"> <li>▪ Learn:</li> <li>▪ Struggle to learn:</li> <li>▪ Need to extend learning:</li> </ul>
<p><b>Multicultural Goal(s):</b></p>	<p>Page 13 in your workbook</p>
<p><b>Revised 8-10-16</b></p>	

Unit Plans are due to Department Chairs

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



## **MEMORANDUM**

**TO:** All Staff

**FROM:** Jade L. Gopie  
Principal

**DATE:** July 5, 2016

**RE:** **Faculty and Departmental Meetings for 2016-2017**

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**

**\*9/21**

**\*10/12**

**\*11/16**

**\*12/14**

**\*1/18**

**\*2/15**

**\*3/29**

**\*4/26**

**\*5/17**

**\*6/1**

### **Department Meetings**

**9/27**

**10/25**

**11/29**

**12/20**

**1/31**

**2/28**

**3/28**

**4/25**

**5/30**

**6/6**

\*Faculty meeting dates coincide with Teacher Collaboration/PD  
**Faculty meetings 2-3 p.m.**

Department Chairperson meetings will be every Monday-Period 1 in the Principal's Office

**CROSBY HIGH SCHOOL  
ADMINISTRATIVE RESPONSIBILITIES  
2016 – 2017**

07/19/2016

Mrs. Gopie	Mr. Balsamo	Mrs. Newmark	Mrs. Crudele
	<i>(A – Z: Grade 9)</i>	<i>Public Safety</i>	<i>Entrepreneurship</i>
		<i>STEAM (A-Z)</i>	
Exam Schedule	Building Responsibilities	PTO	Advisory Program
Master Schedule	9 <sup>th</sup> Grade Orientation	Teacher ID Badges	Teacher Sign Out Book
Grades/ Progress Reports	Student Handbook	Arrest Log	In School Suspension
Monthly Enrollment	Lockers	PBIS	Fundraisers/ Field Trips
Staffing	504 Master List	SRBI	Redirection Room
Class Size Report School Governance ACE Principal Advisory	Calendar / Activities Teacher Schedules  <b>Café C</b>	Title IX Coordinator College Articulations Graduation Crisis Team <b>Café A</b>	Graduation SAT Day/CAPT  <b>Café B</b>
	<b>Departments</b>	<b>Departments</b>	<b>Departments</b>
Department Chairs	Grade 9 Academy	Special Education	Tech Education
Science	Math	English	Allied Health
Media Specialist		ESL	Business/FCS
Social Studies		Music/Art	World Language
	<b>SHARED BY ALL FOUR ADMINISTRATORS</b>		
<b>Athletic Department</b>			<b>Guidance</b>
Mr. Ieronimo	PPT'S		Career/College Counseling
	Evaluation of Staff		Scholarships /Awards Night
<b>Truancy Officer</b>	Student Attendance and Discipline		Advisory
Ms. Carter	New Student Registration		
	New Students		<b>IT Dept.</b>
<b>Ms. Cheatham</b>	Scheduling		Faheem Abdul-Lateef
Modification Sheets	Café Duties		
PPT Invitations	NEASC		<b>SRO</b>
Case Management	Turnaround: SLC		Officer Mike Tripp
	Budget Development		
Guidance by Academy			

# **CROSBY HIGH SCHOOL CLUBS AND ADVISORS 2016-2017**

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



# CROSBY HIGH SCHOOL ATHLETICS

## ATHLETIC COACHES

<b>Athletic Director</b> .....	Dave Ieronimo
<b>Football</b> .....	Dave Jurewicz
<b>Boys' &amp; Girls' Cross Country</b> .....	Albert Chabot
<b>Boys' &amp; Girls' Indoor Track</b> .....	Richard Crane
<b>Boys' &amp; Girls' Outdoor Track</b> .....	Richard Crane
<b>Boys' Swimming</b> .....	Matt Erasmus
<b>Boys' Basketball</b> .....	Nick Augelli
<b>Soccer</b> .....	
<b>Girls' Basketball</b> .....	Phil Lott
<b>Golf</b> .....	Shea Moriarty
<b>Cheerleading</b> .....	Heather Mroz
<b>Volleyball</b> .....	Stefanie Nicholas
<b>Softball</b> .....	Kevin Buda
<b>Baseball</b> .....	Joe Bandurski
<b>Girls' Tennis</b> .....	Stacey Brown
<b>Rifle Team</b> .....	Harold Van Cott
<b>Unified Soccer</b> .....	Marie Calma
<b>Unified Basketball</b> .....	Marie Calma
<b>Unified Track</b> .....	Marie Calma

# **School Policies and Procedure**

## 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, department heads, and administrators to seek an alternative route to improve student performance.

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

**EXTRA-CURRICULAR ACTIVITIES:** Students who have not earned the required Carnegie Units for the designated rank will be ineligible to participate in extra-curricular activities. As soon as students exceed unexcused absences, in accordance with the Board of Education attendance policy, they will be immediately ineligible to participate in extra-curricular activities (all after school programs). Students who have not maintained a 1.67 GPA or

higher during the marking period preceding AND during the student’s participation will be ineligible to participate in extra-curricular activities. (See Student –Athlete Eligibility Checklist-High School also).

**PASSING GRADE:** The passing numerical grade is 65.

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

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

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

To qualify for Summer School students need to earn a numerical grade of 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 10<sup>th</sup> grade.  
 A student must earn ten (10) Carnegie units and have completed the 10<sup>th</sup> grade to be promoted to the 11<sup>th</sup> grade.  
 A student must earn fifteen (15) Carnegie units and have completed three (3) years of high school to be promoted to the 12<sup>th</sup> 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, department heads, and administrators to seek an alternative route to improve student performance.

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

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

**PASSING GRADE:** The passing numerical grade is 65.

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

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

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

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

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

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

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

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

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

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

**QUALITY POINT RANKING (QPR)/CLASS RANK:** The Waterbury Public School System believes it is necessary and important to provide differentiated quality points for the purpose of weighting its academic course offerings at the high school. The current curriculum contains a wide variety of courses at various levels of academic challenge. Students are allowed considerable choice and are encouraged to strive for academic excellence. Grade weighting encourages and reward students for selecting courses at more challenging levels of difficulty.

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

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

Grade Range			Advanced 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	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.

Policy adopted by the Waterbury Board of Education on March 7, 2013, revised on May 7, 2015,  
revised on October 1, 2015, and May 5, 2016

### 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 2016-2017

### 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)
Substance Abuse	17 sessions each year
Arts/Vocational	1 credit

## **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, 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 midriiffs.

**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 midriiffs, cleavage, or undergarments.
- h. Clothing which displays words, pictures or symbols that advocate or depict profanity, violence, drugs, alcohol, sex, hate groups or gang affiliation.
- i. Clothing that is distracting to the educational process.
- j. Outer coats of any kind.
- k. Any article of clothing that

covers any part of the face and/or head including but not limited to hats, visors, earmuffs, headbands, do-rags, bandannas, curlers, goggles, and sunglasses;

l. Footwear which is unsafe or a health hazard including but not limited to flip-flops, sandals, clogs, heels and all open-toed shoes; m. Clothing or items indicating gang affiliation.

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

- **1ST OFFENSE**- Removal from class with a chance to correct & return to class. If not corrected in-house suspension
- **2<sup>nd</sup> OFFENSE**- In school suspension and after school detention
- **3<sup>rd</sup> OFFENSE & SUBSEQUENT OFFENSE**- One day out of school suspension
- **4<sup>th</sup> and Subsequent Offense**: 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 115.

# MEMO

**Date:** June 7, 2016

## **RE: Student Grade Corrections**

This memo serves as a reminder that if there is a request to correct / change a student's grade, all members of the staff **MUST** adhere to the following guidelines:

- Teacher's request must be **written**, with **explicit** instructions
- Teacher must indicate which grade would be changed and what the new grade will be

Examples: *Please change marking period 1 grade to a 90*  
*Marking period 1 grade is missing and should be an 84*

- The teacher's written request must be in one of the following formats:
  - **email** from the teacher with their explicit instructions on what the corrected grade should be (see above examples)
  - **printout** of teacher's progress book grades with the teacher writing in the corrected grade and a teacher signature
  - **formal written request** from the teacher with explicit instruction of what the grade correction/change should be and a teacher signature

Teacher will then submit their written requests for grade corrections  
To Elsie in the main office.

**A copy of the teacher's email/written request with signature or letter with signature/ Progressbook correction will be placed in the student's cume file and kept on record in the main office.**

**Mrs. Gopie**

## **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.
  1. Allowing more time for testing if a student works slowly.
  1. Taking tests that are divided into short sections, given over a period of several days by the classroom teacher.
  2. 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 schedules enclosed, may make adjustments throughout school year—See pages 17 and 29)**

## **GENERAL INFORMATION**

### **AUDIO VISUAL REQUESTS**

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

### **GUIDELINES FOR BUILDING PATROL**

1. Obtain your assigned walkie-talkie from the office at beginning of period and sign it out, When you return it at end of period, make sure to sign it in. Please make sure light is illuminated when put back into cradle.
2. Be sure to check for your assignment from duty roster.
3. Be obvious in your patrol duty as your presence often averts problems. Be on duty at the very start of the period, and encourage students to move to class. Teachers on duty are expected to report to their duty on time and continuously patrol until the bell has rung for the next period.

4. Check bathrooms and stairwells while on patrol.
5. Don't create additional problems by antagonizing hostile pupils. Often the less said to them, the better. Cordially encourage them to accompany you to their assigned location. Follow up with referral if necessary.
6. Check hall passes for time and signature.
7. All visitors to the school must have written permission from the Principal before they can visit classroom, etc. Once permission is obtained, they must obtain a visitor's pass or lanyard from the main office. Visitors must not be in the halls without an escort. If a stranger does not have said pass/lanyard, he/she should be told that trespassing on school property is against the law, and unless he leaves the building and school grounds immediately, an administrator will call the police. If the stranger does not leave the building and grounds *in your sight*, call the office on your walkie-talkie or use a classroom phone. Be cautious in trying to intercede in a clash by placing yourself in the middle. Get teacher and administrative assistance immediately.
8. Students should be made to understand that their reactions to the building patroller will affect the outcome of any encounter.
9. Be aware of suspicious odors, especially in the bathrooms and near the first floor side exits under stairwells. Report suspicions to the administration.

### **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.

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

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

### **CLASSROOM PROCEDURE & SCHOOL TONE**

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

1. In all classes establish reasonable 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. Do not accelerate disagreements into conflicts. Don't argue!
5. Supervise regularly with consistency; this includes hallways, as well as lavatories between periods.
6. Get to know your students well. Communicate frequently with counselors on problems.
7. Always maintain accurate accounting of student absences, tardiness, etc. This could conceivably have legal implications.
8. Begin and dismiss classes on time.
9. Present a professional image in your dress and manner.
10. Accompany students to all assemblies or large group instructional sessions and remain with them.
11. Plan all instructional activities carefully.
12. Be involved in student activities as much as your schedule allows.
13. Do not allow a pupil to leave the room without a hall pass.
14. Do not allow excessive use of lavatories and keep a log.
15. A calm and quiet manner is essential. A teacher's self-control never fails to impress pupils.
16. Be firm and decisive. These are not in any way inconsistent with kindness.
17. Maintain contact with parents.

## **FLOATERS**

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

## **FOOD AND BEVERAGE**

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

## **HOMEWORK POLICY STATEMENT**

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

## **HOMEWORK GUIDELINES - HIGH SCHOOL**

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



## **INTERIM PROGRESS REPORTS**

Interim progress reports **MUST** be completed by the teacher four times a year in the middle of each marking period. Students who are failing **MUST** have a copy of their progress reports sent to the 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 an Assistant Principal. Upon receiving permission, the teacher **MUST** sign out and sign in upon return on the appropriate form in the office.

## **UNIT LESSON PLANS**

Keep up-to-date unit lesson plans, attendance roster, seating charts, and emergency lesson plans in a visible place known to your Department Head and neighboring teacher. Unit Lesson Plans are to be submitted to Department Head.

Department Heads will keep a copy of unit lesson plans in a designated area in their classroom. Teachers without department heads will submit a copy to the Principal's office. Administrators will routinely check that lesson plans are current and submitted by due date.

Use the Unit Lesson Plan template located in the Teacher Handbook pages 120-121. Your department head or principal can forward you an electronic copy. Homework assignments must be clearly indicated. Unit Plan Checklist for department heads on page 122.

## **LOCKER ASSIGNMENTS AND COMBINATIONS**

Please notice that a copy of the locker combinations for your assigned Period 1 teacher has been provided to you. The vice-principal has a master list of all locker assignments and combinations.

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

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

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

The office will not give out student locker combinations without a note from the Period 1 teacher. If a student loses their locker combination the Period 1 teacher should be able to provide a copy. This should be a very limited occurrence. Locker registration form on page 118.

## **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.

## **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. 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. Students are to park in assigned student parking areas. NO students are to park in faculty lots.

## **BANKING**

TO: Administration/Faculty  
FROM: Diane Forte  
DATE: August 2016  
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 D318**. 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 92-94 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**

## 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 Vice 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. Keep in mind a lawyer or other personnel may be reading it some day.
  4. Major offenders should be referred to Vice Principals for due process. A disciplinary referral form should be filled out by the teacher indicating all classroom level action that has been taken prior to referral. Referrals submitted without this information except in extreme cases such as fighting will be returned to the teacher for clarification. Keep in mind when the vice-principal calls the home it should not be the first time the parent is hearing about the undesirable behavior- it should have been previously discussed with the classroom teacher.

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

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

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

#### **DISCIPLINE AND SUPERVISION**

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

## **IN-HOUSE SUSPENSION PROCEDURE**

### **IN-HOUSE SUSPENSION PROCEDURES**

- Report to In-House Suspension Room. Students will bring assignments with them. In the event that students do not have assignments, assignments will be provided to them. 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, you must complete all assignments satisfactorily.
- You will not receive credit for any period in which you are sleeping, talking or disruptive in any way.
- Lunch will be served in the café Period 4a. No soda, candy, or snacks may be eaten at any time in the In House room.
- If you are absent on the day assigned to the In-House Suspension Room, plan to serve on the day you return to school.

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

**SAMPLE REFERRAL**

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

Referred by **Teacher's Name** Time/Period **4<sup>th</sup>** 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.

## **STUDENT GRADES AND TESTING**

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

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

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

## **STUDENT HEALTH AND APPEARANCE**

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

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

## **SUBSTITUTE TEACHER FOLDER**

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

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

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

## **RESPONSIBILITIES OF A SUBSTITUTE**

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

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

## **SUPERVISION BETWEEN PERIODS**

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

### **2.1 SWEEPS**

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

## **TELEPHONES**

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

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

## 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](http://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, 3<sup>rd</sup> 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. Student's observance of a religious holiday;
  3. Death in the student's family or other emergency beyond the control of the student's family;
  4. Mandated court appearances (additional documentation required);
  5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason); or
  6. Extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.

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

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

#### *“Disciplinary Absences”*

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



Footnote:

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

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

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

1. 2. Any student enrolled in the Waterbury School System in grades K – 12:  
***Twenty Absence Limit.*** *No student may receive course credit for a full-year course after having been absent from that course more than twenty (20) class periods during the school year. These absences will be pro-rated for other than full-year courses and for courses meeting other than five (5) periods per week. All absences in a class will be counted except those incurred while a student participates in school-sponsored activities and/or essential administrative business and/or for an absence that meets the definition of a disciplinary action.*
- 1.3. TARDINESS/EARLY DISMISSAL - For the purpose of tardiness and early dismissal, “excused” is defined the same as “excused” absence. A pupil who is tardy or dismissed early must report to the office before reporting to his/her classroom. Regardless whether the tardy or early dismissal is excused or unexcused, the student must be present in school for at least half of the regular school day in order to receive attendance credit for the day. **For High School and Middle School:** Pupils are considered tardy or dismissed early if not in class when the bell rings. **Elementary Schools:** Total unexcused tardy and unexcused early dismissal time accumulated throughout the year will be [assessed to the student’s academic record as determined by the school administrator](#).
- 1.4. The Board of Education's policy "Attendance Requirements for Students under 18 Years of Age", [5133](#), will be strictly enforced.
- 1.5. The school administrator or administrative designee will be responsible for administering policy.

- 2.0 Waiver Policy: A student who has accumulated more absences than allowed by the policy, but who feels that the situation warrants special consideration, may appeal to the administration for a waiver increasing the number of allowable absences for that particular student. At the discretion of the administration, the parent may be requested to appear at the hearing to verify the legitimacy of the appeal.
- 2.1 If extenuating circumstances exist, parents and students have the right to a waiver the denial of credit and/or promotion. The waiver must be requested in writing within five (5) days after notification of credit withdrawal and directed to the school principal.
- 2.2. Each school will set up an Appeals Board to consider the waiver, consisting of the principal and two teachers to informally hear all requests. Other pupil personnel faculty may be invited by the Appeals Board to participate when appropriate. All parties directly involved may attend the informal hearing. The Appeals Board will meet as soon as possible after individual students have exceeded their absences.
- 2.3. The Appeals Board will consider:
  - a. Presentation by parent/legal guardian
  - b. Documentation from medical personnel
  - c. The student's attendance record
  - d. The student's request to earn back lost credit
  - e. Other information deemed appropriate by the administration
- 2.4. A student may be allowed an attendance appeal hearing on a yearly basis. However, a successful waiver for promotion or restoration of credit may only be granted twice in grades K-5, once in grades 6-8, and once in grades 9-12.
- 2.5. Decisions of the Appeals Board are final. Waivers granted or denied must become a part of student's permanent cumulative file and recorded into the computer data base.

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

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

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

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

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

## **BUS RULES POSTED IN EACH CLASSROOM**

Do not lose your bus privilege. Follow these rules:

- The bus driver is the authority in charge on the bus
- Stay seated at all times.
- Do not fight, push or shove
- No shouting or using profane language.
- Do not litter, eat, or drink on 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 notarized guardianship papers.

## **SCHOOL DISMISSALS**

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

1. Pupils are not permitted to leave the school building and school grounds during school hours, unless granted written permission by the nurse or a vice-principal.

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

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

### **STUDENT USE OF LAVATORIES**

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

### **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.

- Quiet study halls are to be provided for all students.
- Study hall teachers may NOT give a student a pass to the library. The content area teacher must provide the pass; the student must show their study hall teacher before leaving the study hall to visit the library.
- Passes to students should be kept to a minimum.
- Students should be encouraged to bring study materials with them to avoid frequent trips to their lockers. Card playing or technology usage is not permitted in study halls.

### **TARDINESS**

For the purpose of tardiness "excused" is defined the same as "excused" absence. A pupil who is tardy must obtain a tardy slip before reporting to Period 1. Upon receipt of a tardy slip, the pupil must present the slip to his Period 1 teacher before reporting to class. Pupils are considered tardy if not in Period 1 when the 7:20 a.m. bell rings. The tardy pupil who does not report first to the designated tardy Center or to the Main Office and who attends classes during the day without reporting to the Period 1 teacher with a proper tardy pass shall be excluded immediately.

## CROSBY HIGH SCHOOL TARDY POLICY

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

Pupils are considered tardy if not in homeroom when the 7:20am bell rings. A pupil who is tardy must obtain a tardy slip before reporting to homeroom/period 1. Upon receipt of a tardy slip, the pupil must present the slip to the homeroom/period 1 teacher.

Pupils arriving at school after 8:00am must be accompanied by a parent of other adult (18 & over).

The tardy pupil who does not report first to the designated tardy center or main office and attends classes will be subject to disciplinary action.

### **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.

**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 105-106.**

## **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 5<sup>th</sup> 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 113-114



## **SAFETY**

### **CLASSROOM SECURITY**

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

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

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

### **BUILDING EVACUATION**

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

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

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

Unconscious  
Choking

### **Complaining of:**

Jaw Ache  
Chest Pain  
Sweating  
Shortness of Breath  
A Feeling of Weakness

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

### **PERSON FINDING THE VICTIM**

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

Do not leave the person alone.

### **OFFICE**

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

### **RESPONDING CPR PERSONNEL**

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

## **OFFICE**

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

## **ANY INDIVIDUAL**

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

## **OFFICE**

Notify administrators of the incident. Office phone numbers are:

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

## **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

### **306D**

SPECIAL NEEDS GATHERING ROOM. \*MR. VANCOTT PLEASE ASSIST WITH EVACUATION.

# ACTIVITIES

## SCHOOL, CLUB, FIELD TRIPS, and EXTRACURRICULAR ACTIVITIES

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

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

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

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

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

1. Regarding field trips, all Board policies must be implemented. See field trip application form and memo for specific details.
2. Regarding fund-raisers, all board policies and school regulations must be followed. See fund-raising form for details.
3. Regarding athletic contests, class play, concerts, and other special entertainment, etc... the use of plant facilities must be approved by the Board of Education.
4. Regarding proms and school dances, there must be Board approval and the following must be a part of the overall planning.
  - a. No tickets will be sold at the door. School dances are to be considered private parties; therefore, only a school sale will be permitted.
  - b. One member of a "couple" attending a school dance must be a member in good standing of the school.
  - c. Attendance at a dance must be continuous. A student or guest may not return after leaving.
  - d. Sufficient police officers will be hired (no fewer than two (2) to police both inside and pressing problems have been drinking, vandalism, and the admittance of non-school individuals.
  - 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 fund raising activities, written requests for all activities, with possible alternate dates, should be submitted well in advance to the Principal. Approval from the principal regarding available dates is absolutely essential. All monies are to be deposited with the official business manager who will provide proper forms for deposits and withdrawals.

## **EMPLOYEE LIABILITY FOR EXTRACURRICULAR ACTIVITIES**

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

## **BOARD OF EDUCATION FIELD TRIP POLICY**

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

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

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

- The Office of the School Business Administrator shall maintain an official listing of transportation carriers with current PUC approval.
  - The principal requesting the field trip permission shall have the responsibility to insure that transportation carriers are included in the Business Office approved list.
  - Although not encouraged, if a private vehicle is used to transport students, the staff member involved must have the City of Waterbury included on their liability insurance coverage as named insured for this specific field trip in the amount of \$100,000.00/\$300,000.00.
3. The teacher shall accompany the class. In the event the nature of the trip requires additional supervision, said additional supervision shall be provided. There shall be one adult chaperone for every ten (10) students.
  4. Except for an unusual film offering approved by the Superintendent, field trips to view commercial film productions shall not be approved.
  5. Before submission to the Superintendent, the principal shall approve each field trip.

6. Definite arrangements or reservations for field trips are contingent upon final approval.
7. Normally, field trips shall not be approved when scheduled after June 10.
8. Written parental permission must be obtained for each pupil prior to the field trip on the approved form (Appendix #8-B).
9. Field trip requests (including special events, i.e. proms) involving unusual circumstances including times or days other than regular school hours and days, may require specific permission of the Superintendent and the Board of Education/
10. Final approval of all field trips will be at the discretion of the Superintendent.

## **CLASSIFICATIONS OF FIELD TRIPS**

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

## **REQUESTS**

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

- Field trip requests for within the state must be submitted at least three weeks prior to trip for approval.
- Field trip requests for out of state must be submitted five weeks prior to trip for approval..
- Written parental permission for each student must be obtained on the appropriate form.
- Conflicts with mid-year and final exams and other school activities should be avoided when planning field trips. No trips should take place during the week preceding the close of a marking period. No trips are to take place in the month of June
- Loss of school time should be held to a minimum.
- Field trips are expected to grow out of the classroom situation and should relate to the subject matter being studied. The Board of Education is reluctant to authorize field trips of a recreational nature, such as going to an amusement park, on school days. Educational value of the trip must be clearly cited on the request form.
- Excessive costs to the students should be avoided.
- A list of names of all participants must be sent to the main office at least two (2) days in advance of the trip day.
- A form must be signed by all of the pupil’s teachers in advance of the trip. A copy of this form is included in this handbook.

- Maximum supervision must be provided and maintained for all field trips. Supervision needed will be determined by the size of the group and type of activity. There must be one chaperone for every ten (10) students. Supervision will be discussed with the principal in advance.
- The teachers and their department heads will make arrangements for any pupils not going on the field trip, unless a substitute has been approved by Central Office. Need for substitutes must be arranged with Central Office in advance. Substitutes will not be available automatically. The request form inquires if a substitute is necessary; if “yes” state why.
- As a working policy in connection with such field trips that will take pupils away from their other classes, the teacher planning the trip is obligated to give at least five (5) days notice of the event. Pupils must circulate to the other members of the staff a field trip notification form. Pupils must be held responsible for securing teachers’ signatures. The teacher’s signature indicates awareness, not necessarily approval that the student will be absent from class because of the trip. It is the responsibility of the student for making up all class work, homework and tests missed during the field trip. Pupils must clearly understand it is not the responsibility of the subject matter teacher to remind them of their make-up work.

### **MEDICATION ADMINISTRATION FOR FIELD TRIPS**

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

### **EMPLOYEE LIABILITY FOR FIELD TRIPS**

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

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

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



**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**

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

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

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

Waterbury’s program for intellectually gifted students in grades nine through twelve operate on a part-time supplementary resource model in which students will receive special services from the program, while service can be tailored somewhat to the individual student, the core of each student’s program

will be comprised of a small-group seminar which leads toward the successful pursuit of a topic for independent research.

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

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

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

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

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

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

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

## STUDENT SERVICES AT CROSBY HIGH SCHOOL

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

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

Speech Pathologist

School Psychologist

Attendance Counselor

Teacher of the Visually Handicapped

Teacher of the Hearing Impaired

Health Services

School Prevention Specialist

SAT Team

Behavior Technician

EIP Team

Occupational Therapist

Community Resource

PBIS

School Social Worker

## 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

## 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.

*continued on reverse*

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## 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](http://www.lsc.gov/fundprog.htm) or [www.ptla.org/links.htm#services](http://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](http://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](mailto:homeless@serve.org).

Local contact information:

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**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](http://www.naehcy.org)

National Center for Homeless Education (NCHE)—800-308-2145—  
[www.serve.org/nche](http://www.serve.org/nche)

National Coalition for the Homeless (NCH)—202-737-6444 ext. 18—  
[www.nationalhomeless.org](http://www.nationalhomeless.org)

National Law Center for Homelessness and Poverty (NLCHP)—202-638-2535—  
[www.nlchp.org](http://www.nlchp.org)

National Network for Youth (NN4Y)—202-783-7949—  
[www.NN4Youth.org](http://www.NN4Youth.org)

## **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 aid 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 necessary documents.

All educators at CHS have a Naviance account, which will be created for them by Lynn Cocco. 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 Lynn Cocco to have it re-sent to you.

If you have difficulty logging on or have questions about anything within Naviance, contact Lynn Cocco at [lcocco@waterbury.k12.ct.us](mailto:lcocco@waterbury.k12.ct.us) or stop by her 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 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 direction.**
2. The number of staff chaperones will be determined by the estimated attendance for an event. 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 attendants 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.

## TEACHER SELF-ASSESSMENT

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

# School Forms

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

**Examples of Teacher Action/Intervention**

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

# 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
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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 : \_\_\_\_\_

*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.*

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 Nikki Allison in the main office.**



## 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 fund-raiser.

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: **326E**

### **TO RECEIVE CREDIT, YOU MUST BRING ASSIGNMENTS**

Dear Parent or Guardian,

At Crosby High School, high standards of behavior are expected of all students, including the use of appropriate language, respect for personal space, the appropriate use of technology, punctuality, courtesy, decency, morality, and honesty.

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 at the above day from 2:00-3:30 pm. Please complete the form on the backside of this letter and have the student bring the form on the day of detention. Failure to appear or inability to follow detention room rules will be considered insubordinate behavior and will be subject to further disciplinary action.

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, school bus (on Tuesdays and Thursdays), or by public transportation at the regular rate of fare.

A school bus will be provided on Tuesdays and Thursdays at 3:30pm.

The establishment and maintenance of sound disciplinary practice is fundamental to the orderly operation of Crosby High School. These practices are part of the educational process and are dependent upon the cooperative efforts of students, parents, administrators, teachers, and counselors.

Thank you for your cooperation.

Sincerely,

**TEACHER'S NAME**

203-574-8061

**Detention Expectations:**

- Detention starts at 2:00pm and ends at 3:30 pm.
- Report to Room 326E with this sheet completed and signed by a parent or guardian.
- Bring work from your classes to detention.
  - Only reading novels assigned by the teacher is allowed.
  - Students will work on detention assignments if no work is brought to detention.
- Students must receive a score of at least 6 out of 7 on the rubric below to be considered successful.  
Each bullet is considered worth 1 point

Student's Name (printed): \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Parent's Name (printed): \_\_\_\_\_

Parent Signature: \_\_\_\_\_

**To be completed by Detention Teacher:**

Date of Detention: \_\_\_\_\_

Teacher: \_\_\_\_\_

Circle One:    Detention                      Attendance Retrieval                      Tutoring

	Criteria	Successful	Unsuccessful
<b>Responsibility</b>	<ul style="list-style-type: none"><li>• Attends session ON TIME</li><li>• Remains in session for entire time</li></ul>	____ ____	____ ____
<b>Behavior Expectations</b>	<ul style="list-style-type: none"><li>• Follows behavior rules as stated by ISS Code</li><li>• Follows all rules as stated by the Waterbury Board of Education Discipline Policy</li></ul>	____ ____	____ ____
<b>Academic Expectations</b>	<ul style="list-style-type: none"><li>• Reports with assigned work and materials</li><li>• Remains Engaged and on task.</li><li>• Completes all assigned work.</li></ul>	____ ____ ____	____ ____ ____





Please indicate if a student is a senior in parentheses. Save a copy for your records, give a copy to your department chair and one copy to Patricia Donahue in the main office.

### CROSBY HIGH SCHOOL - LOST TEXTBOOK REPORT 2016-2017

Teacher: \_\_\_\_\_

Course: \_\_\_\_\_

<b>STUDENT NAME</b>	<b>BOOK TITLE</b>	<b>BOOK # (need this)</b>	<b>PRICE (need this)</b>
Smith, Jenny	Biology- 8 <sup>th</sup> Edition Solomon, Berg, Martin	13	\$125.00
Montini, Laverne ( <b>senior</b> )	Biology- 8th Edition Solomon, Berg, Martin	03-04	\$125.00

## Department Contact Log

Name	Address	Home #	Cell #



# CROSBY HIGH SCHOOL

2016-2017

## 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**

SIGNATURE: \_\_\_\_\_

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

RETURN TO MRS. NEWMARK, MAIN OFFICE



## 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 on Opening Day.

## STUDENT DATA BASE CORRECTION FORM

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

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

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

Please make corrections below only where necessary:

Name \_\_\_\_\_

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

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


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

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

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

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

**CHS GUIDANCE DEPARTMENT  
2016-2017**

 <b>ACADEMY</b>	<b>Phone</b>	<b>COUNSELOR</b>
	<b>In-School Phone</b>	
<b>9<sup>th</sup> GRADE A-Z</b>	<b>8063</b>	<b>Ms. Jordan</b>
<b>ENTREPRENUER A-L</b>	<b>3919</b>	<b>Ms. Park</b>
	<b>4207</b>	
<b>ENTREPRENUER M-Z</b>	<b>8075</b>	<b>Ms. Deer</b>
	<b>4214</b>	
<b>PUBLIC SERVICE A-Z</b>	<b>8076</b>	<b>Ms. Petteway</b>
	<b>4208</b>	
<b>STEAM A-Z</b>	<b>8074</b>	<b>Mrs. Cocco</b>
	<b>4207</b>	



## 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										

# 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 “polo” or “golf” collared shirt with  
or without the Crosby “bulldog” logo

or

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

## **BOTTOMS**

Males: Solid black or khaki pants, shorts, or  
cargo shorts in a cloth material

Females: Solid black or khaki pants, shorts, or  
cargo shorts in a cloth material

## **COLD WEATHER OPTION**

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



# RECOGNIZE THE GOOD WORK OF YOUR COLLEAGUES!!!

## Colleague Praise Postcard!



Awarded to \_\_\_\_\_ by \_\_\_\_\_

For \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_

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

**SPiRiT** Expectation Observed

- Service       Professionalism       Initiative  
 Respect       Integrity       Teamwork

**Description:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Crosby High School*

*Student Name:* \_\_\_\_\_



## CHS LOCKER LOG--2016-2017

TEACHER'S NAME: \_\_\_\_\_ ROOM #: \_\_\_\_\_

Lockers assigned to this teacher's first period class: \_\_\_\_\_

STUDENT NAME (LAST, FIRST)	LOCKER NUMBER	COMBINATION

# 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 9, 2016.

Name: Last \_\_\_\_\_ First \_\_\_\_\_

Address: \_\_\_\_\_

Street \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Phone:

Home \_\_\_\_\_ Cell \_\_\_\_\_

Emergency contact:

Name \_\_\_\_\_ Phone \_\_\_\_\_

Personal Email:

\_\_\_\_\_

Birthday (month/day):

\_\_\_\_\_

## Waterbury Public Schools Lesson Planning Guide 2016-2017

<b>Lesson Title/Unit; Timeline</b>	
<b>CT Core Standards (Grade Specific Standards)</b>	<a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a> <a href="http://www.corestandards.org/Math/">http://www.corestandards.org/Math/</a>
<b>Core Content Standards</b>	<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>
<b>Academic Behavior Focus/Standards</b>	See Academic Behaviors Rubric
<b>Learning Target(s):</b> What do we want students to know, understand and do? Note applicable <b>Depth of Knowledge (DOK)</b> .	<p>Know (content): Ex: (facts, vocabulary, definitions, places, information) Example: <b>Multiplication tables</b></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>
<b>Timeline – i.e. Placement of Lesson within the Broader Curriculum/Context:</b> How does this build on prior knowledge from previous lessons? How will the outcomes of this lesson and student learning impact subsequent instruction?	
<b>Essential Question(s):</b> <u>Coherent progression</u> tied to larger unit/course EQ(s)/EU(s).	**What makes a question an EQ?-
<b>SAT Preparation:</b> 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
<b>Description of Learning Tasks/ Strategies:</b> Identify the <b>methods</b> 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 <b>visibly evident</b> (in relation to adult practice AND student response)?	<ul style="list-style-type: none"> <li>• Activate Prior Knowledge</li> <li>• Integrate New Ideas</li> <li>• How does the unit connect to the <b>theme academy</b>?</li> <li>• How will engagement be evident?</li> </ul>

<p><b>Materials, Resources, Technology Needed:</b> 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: <b>anticipated misconceptions, ambiguity, misunderstandings or challenges.</b> What learner-centered problems are <u>specifically</u> addressed?</p>	<p>Content (subject specific):</p> <p>Skill-based:</p>
<p><b>Suggested Differentiation:</b> Note opportunities for <u>varied modes of learning</u> to accommodate varied learning profiles. Describe how the <b>differentiated instruction</b> 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"> <li>• Struggle</li> <li>• Need opportunities for enrichment: (Content (standards aligned), Product (targeted learning styles), Process, Learning Environment)</li> </ul>
<p><b>Formative Lesson-Based Assessment (including strategies to engage students in using assessment criteria to self-monitor):</b> 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"> <li>▪ Learn:</li> <li>▪ Struggle to learn:</li> <li>▪ Need to extend learning:</li> </ul>
<p><b>Multicultural Goal(s):</b></p>	<p>Page 13 in your workbook</p>
<p><b>Revised 8-10-16</b></p>	

Unit Plans are due to Department Chairs



## Crosby High School- Unit Plan Checklist

2016-2017

Teacher Name	Date	CCSS	Core Content Standard	Learning Target	Timeline	EQ	Learning Tasks	MRT	Misconceptions	Differentiation	Assess	Multi-cultural goals
Teacher X		Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y

