Each student is encouraged to carefully read this handbook and keep it as a source for future reference and guidance. Keep the handbook available so you may refer to it from time to time. The information provided in this handbook will allow you to plan ahead more efficiently.

This handbook has been prepared by a committee of faculty members, members of the Student Council, and student representatives of each class in Crosby High School.

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A MESSAGE FROM THE PRINCIPAL

Mrs. Jade L. Gopie

Dear Students:

Welcome to Crosby High School. Our administration and staff are pleased to provide for your educational needs over the next four years.

The faculty and staff seek to assist all students in realizing their fullest potential academically, physically, morally, and socially. The development of your sense of responsibility, self-worth, and the fostering of mutual respect will enable you to take your place as a contributing member of the community.

Let this handbook be your guide for your years at Crosby High School. The academic, athletic, extracurricular, curricular offerings, and discipline policies are outlined for you. Knowing and abiding by school policies and procedures, you will not only develop personal growth, but will become an intricate part in producing an atmosphere conducive to learning and beneficial to the total effectiveness of the school’s core values and beliefs. By active involvement in club activities, athletic teams and student life, a broader foundation for your future will be molded.

Each faculty member is interested in you as an individual and will work with you in accordance with the philosophy of the school. Take advantage of all that is available to you. Arriving on time and regular attendance at school, being diligent in your studies, and becoming an active member in school activities, will help insure your success. We are passionate about providing you a strong educational experience in a safe learning environment.

My best wishes to each of you as you embark on a new educational experience. I invite your input on our school. Please e-mail me at any time jgopie@waterbruy.k12.ct.us with any question or concerns.

Sincerely,

Jade L. Gopie, Principal
A MESSAGE FROM THE SUPERINTENDENT

Dr. Kathleen M. Ouellette

Waterbury Public Schools takes great pride in its high schools and it is a distinct pleasure to welcome you to the student body. Our high schools provide a varied and rigorous experience for all of our students in order to prepare you for the challenges of 21st century living and to prepare you for the global community in which you will live.

Our high schools provide a curriculum of rigor, relevance and positive relationships. I encourage you to take advantage of all the opportunities that are presented to you in order to develop and expand your abilities. Your participation in a broad variety of experiences will heighten the value of your high school years. I encourage you to become a dynamic student and to learn from our exceptional staff. Our goal is to prepare each of you for a successful future.

As your Superintendent, my commitment to your academic success and social well-being is steadfast. I look forward to supporting you during these years. I trust that your high school experience will be filled with enjoyable and challenging learning experiences.
ACCREDIDATION 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:

NAME OF COMMISSION
NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
290 BURLINGTON ROAD
BEDFORD, MASSACHUSETTS 01730-1433
(617) 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 SCHOOLS MISSION

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

EXPECTATIONS FOR SCHOOL PERFORMANCE

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

EXPECTATIONS FOR STUDENT BEHAVIOR

- 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, 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.
EXPECTATIONS FOR STUDENT LEARNING

Academic:
- 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:
- Understand the rights and responsibilities of a democratic society
- Participate in school and community activities
- Demonstrate respect and assume responsibility
FACULTY AND STAFF LIST

Staff email example: username@waterbury.k12.ct.us

ADMINISTRATION

Mrs. Jade L. Gopie  Principal  jgopie@  9th Grade
Mr. Vincent Balsamo  Assistant Principal  vbalsamo@  9th Grade
Mrs. Joanna Crudele  Assistant Principal  jcrudele@  10th - 12th Grade
Mrs. Cathleen Newmark  Assistant Principal  cnewmark@  10th - 12th Grade

GUIDANCE DEPARTMENT (8070)

Mrs. Lynn Cocco  Grades 10-12 (A-E)  lcocco@  574-8074
Ms. Una Park  Grades 10-12 (F-L)  upark@  346-3919
Ms. Patricia Deer  Grades 10-12 (M-R)  pdeer@  574-8075
Ms. Sonya Petteway (DH)  Grades 10-12 (S-Z)  spetteway@  574-8076
Ms. Ellen Jordan  Grade 9 (A-Z)  ejordan@  574-8063

TEACHERS

**Allied Health**
Wanda Faucher  wfaucher@

**Art**
Mimi DelaRosa  mdelarosa@
Sabrina Mancini  smancini@

**Attendance Counselor**
Simona Carter  scarter@

**Behavior Tech**
Emroy Lewis  elewis@
Debra Rosado  drosado@

**Bilingual**
Nancy Acevedo  nacevedo-gorgils@
Julie Jannetty  jjannetty@
Doree Makl  dmakl@
Rita Ortiz  rortiz1@

**Business**
Wanda Casey (DH)  wcasey@
John Dillon  jdillon@
Diane Forte  dforte@
Catherine Ieronimo  cieronimo@
Ana Ramos  aramos@
Lisa Swanson  lswanson@

**Culinary Arts**
Kirk Palladino  kpalladino@

**English**
Cassandra Brown  cmbrown@
Kerry Coyle  kcoyle@
Amy Deldebbio  adeldebbio@
Cathy DiFronzo  cdifronzo@
Kelly Donohue  kdonohue@
Korena Graffam  kgraffam@
Sean Mosley  smosley@
Stefanie Nicholas  snicholas@
Richard Pecka  rpecka@
Melissa Richardson  mrichardson@
Charlotte Sullivan  csullivan@

**Family & Consumer Science**
Sandra Hind  shind@
Michelle Lucas  mlucas@
Leah Pygatt  lpygatt@

**Foreign Language**
Rosemarie Carvalho  rcarvalho@
Ana Garcia  agarcia@
Ilea Gonzalez  ileagonzalez@
Diana Melendez  dmelendez@

**Guidance Counselors**
Lynn Cocco  lcocco@
Patricia Deer  pdeer@
Ellen Jordan  ejordan@
Una Park  upark@
Sonya Petteway  spetteway@
<table>
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<th>Department</th>
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<td>Ayesha Abdul-Lateef</td>
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<td></td>
<td>Malik Pemberton</td>
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<tr>
<td>JROTC</td>
<td>LTC Jeffrey Adams</td>
<td>jadams@</td>
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<td></td>
<td>SFC Henry Rowland</td>
<td>hrowland@</td>
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<tr>
<td>Literacy Coach</td>
<td>Vanessa Zeskand</td>
<td>vzeskand@</td>
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<tr>
<td>Math</td>
<td>Medali Beshi</td>
<td>mbeshi@</td>
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<tr>
<td></td>
<td>Samantha Daley</td>
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<tr>
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<td>Jennifer Desiderio</td>
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<td>Richard Freeman</td>
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<td>Scott Inman</td>
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<td>Nikoleta Kollchaku</td>
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<td>Atiya Sample</td>
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<td>Karen Wainwright-Staton</td>
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<td>Edward White</td>
<td>ewhite@</td>
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<td>Media Center</td>
<td>Claudia Richard</td>
<td>crichard@</td>
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<td>Rita Couture</td>
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<td>Margo Ricciardi</td>
<td>mriccardi@</td>
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<td>Doreen Graham</td>
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<td>Jennifer Blaschke</td>
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<td>Science</td>
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<td>Theresa Gionfriddo</td>
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<td>Eric Latronica</td>
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<td>Social Studies</td>
<td>Tracy Massicotte</td>
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<td>Christian Baumbach</td>
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<td>Ira Caplan</td>
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<td>Social Worker</td>
<td>Dana Forino</td>
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<td>Keisha Miller</td>
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<td>Marie Calma</td>
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<td>Donna Mancuso</td>
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<td></td>
<td>Kevin Sudell</td>
<td>ksudell@</td>
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# Bell Schedules 2016-2017

## Schedule #1: Regular Day

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<td>Period 4</td>
<td>9:59 - 10:47</td>
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<tr>
<td>Period 5</td>
<td>10:51 - 12:04</td>
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Lunch Bells (Leave Class – In Class)
- Café A: 10:51 - 11:16
- Café B: 11:15 - 11:40
- Café C: 11:39 - 12:04

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<tbody>
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Period 6: 12:08 - 12:56

Activity: 1:00 - 1:50

## Schedule #2: Advisory

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Advisory: 9:35 - 10:16

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<td>Period 5</td>
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Lunch Bells (Leave Class – In Class)
- Café A: 11:05 - 11:30
- Café B: 11:29 - 11:54
- Café C: 11:53 - 12:18

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## Schedule #3: Activity Day

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<td>Period 3</td>
<td>8:49 - 9:28</td>
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<td>Period 4</td>
<td>9:32 - 10:11</td>
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<tr>
<td>Period 5</td>
<td>10:15 - 11:28</td>
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Lunch Bells (Leave Class – In Class)
- Café A: 10:15 - 10:40
- Café B: 10:39 - 11:04
- Café C: 11:03 - 11:28

<table>
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Activity: 1:00 - 1:50

## Schedule #4: Early Dismissal Day

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</tbody>
</table>

## Schedule #5: Late Opening (2 hr)

<table>
<thead>
<tr>
<th>Period 1</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>9:20 - 9:51*</td>
</tr>
<tr>
<td>Period 2</td>
<td>9:55 - 10:23</td>
</tr>
<tr>
<td>Period 3</td>
<td>10:27 - 10:55</td>
</tr>
<tr>
<td>Period 4</td>
<td>10:59 - 11:27</td>
</tr>
<tr>
<td>Period 5</td>
<td>11:31 - 12:44</td>
</tr>
</tbody>
</table>

Lunch Bells (Leave Class – In Class)
- Café A: 11:31 - 11:56
- Café B: 11:55 - 12:20
- Café C: 12:19 - 12:44

<table>
<thead>
<tr>
<th>Period 6</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 6</td>
<td>12:48 - 1:16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 7</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 7</td>
<td>1:20 - 1:50*</td>
</tr>
</tbody>
</table>

* Extra Time Allotted for Announcements
TIPS FOR STUDENTS

- If tardy, report to the tardy center.
- If you have been absent, bring a note from home on the day you return and give it to your Period 1 teacher.
- If you wish to be excused during the day, you must have a note signed by a parent or legal guardian, and your parent or legal guardian must sign you out in the main office upon dismissal.
- If you become ill during the school day, secure a slip from the teacher and report to the Nurse’s Office. If the nurse or aide is not available, report to the attendance office.
- If you are unable to participate in physical education, you must report with a medical statement from your doctor. School regulations prohibit messages to students during school hours.
- If a substitute teacher replaces your regular teacher, you must report to that class. Students must respect the authority of substitutes and must recognize that they are guests of this school performing a vital service. Crosby expects that you will be better behaved for a substitute.
- Keep track of your attendance and tardiness to school. Remember credits are withheld if you reach 19 days.

TIPS FOR PARENTS

- Education involves the school, parents and students. It is a cooperative effort by all toward a common goal. Effort by all is an absolute necessity.
- It is important that everyone involved knows the normal procedures and policies. This is why we ask that you read the Student Handbook first during the beginning of the school year.
- If your child has a problem, try to solve it with the teacher, Assistant Principal, or counselor, before going to the Principal or the School Board. Experts suggest that all parties keep a cool head at each level to resolve conflicts.
- Good discipline often means not being afraid to say NO to unacceptable, non-productive educational activities.
- Students have the ultimate responsibility for their education. Excuses and alibis do not make up for missing work or wrongdoing or poor performances.
- Check the school website, Facebook and Twitter pages for updates/highlights/information on Crosby programs and events.

PLEASE NOTIFY THE MAIN OFFICE PROMPTLY OF ANY CHANGE OF ADDRESS AND/OR TELEPHONE NUMBER TO INSURE THAT YOU CAN BE REACHED IN CASE OF EMERGENCY AND TO RECEIVE IMPORTANT SCHOOL INFORMATION
HOMEWORK AND STUDY HINTS

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 study habits, reinforces classroom skills, and increases the possibility of student success. Homework will be assigned by the classroom teacher. A total time span of two hours per day (approximately thirty minutes per major subject) is a realistic guide. Homework for elective subjects may be assigned at the discretion of the teacher. The actual amount of homework is dependent upon the student’s ability and level of performance.

SUGGESTIONS FOR EFFECTIVE STUDY
1. Develop a proper attitude towards study. It is time invested in yourself for your benefit.
2. Have a definite place every day for your study, preferably a quiet, well-lighted room.
3. Check your assignment notebook for your daily homework.
4. Organize your work. Start the hardest subject first, reviewing briefly the last lesson before beginning your assignment.
5. Take notes and outline what you read. Good notes will make it easier to study for tests.
6. Persistent repetition will help you overcome any difficulty. Go over the difficult parts of your lesson again and again until you have understood and learned them.
7. Pay attention in class and make sure to do your homework every night.
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 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.

ENTREPRENEURISHIP 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 (Science, Technology, Engineering, Arts and Mathematics) 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. Students completing this academy will have a broad range of educational experiences in stem and the arts.
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 Service, and Entrepreneurship). Students are strongly encouraged to complete their core academic and elective requirements within one academy during their high school career.

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

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

COURSE DESCRIPTIONS  
No high school class shall have an enrollment of less than fifteen students. It shall be the prerogative of the principal to schedule classes of less than 15 students if she deems it necessary, but under no circumstances shall a class be scheduled with less than ten students.

College bound students are urged to schedule a foreign language for preferably three or four years. In-depth study of one language is recommended.
All students are encouraged to schedule as much mathematics as is realistic. For college, the general requirement is at least three years of college preparatory mathematics. Students interested in science, engineering or mathematics careers (or other related areas) should plan at least four years of mathematics.
At least three years of laboratory sciences are required for college, technical and nursing careers. Students planning science or engineering careers are required a fourth and possibly a fifth year of a science.

COURSES FOR COLLEGE CREDIT  
Advanced Placement  
Advanced Placement (AP) courses are available to students English Language, English Literature, Calculus AB, Calculus BC, Biology, Environmental Science, World History, U.S. History, and Psychology. The courses require a significant amount of work and are comparable to college-level courses. Students may be able to count these courses toward college credit depending on the score received on the AP Exams given in May by the College Board. Selection for these courses is highly competitive and based on teacher/department recommendation and PSAT scores.
University of Connecticut Early College Experience

UCONN Early College Experience (ECE) provides academically motivated students the opportunity to take university courses while still in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and financial head-start on a college degree.

ECE instructors, who are certified as adjunct professors by UCONN faculty, create a classroom environment fostering independent learning, creativity and critical thinking – all pivotal for success in college. Crosby High School offers ECE courses in English, Introduction to Human Rights and Modern European History. To support rigorous learning, University of Connecticut library resources are also available to students. Students are selected based on teacher/departmental recommendation and PSAT scores.

ECE students must successfully complete the course with a grade of C or better in order to receive university credit. University credits are highly transferable to other universities.

Students are charged a $25 per credit fee in the fall. For additional information visit: www.ece.uconn.edu.

POINTS OF INFORMATION

ENLIGHTENMENT PROGRAM
The Enlightenment Program is an alternative off-campus program designed to provide students with the opportunity to develop the academic, vocational, social, and personal skills necessary to succeed in high school and beyond.

SUMMER SCHOOL
The Board of Education, on an annual basis, approves a summer school program. This program is designed for students who fail major subjects with a grade above 40. The cost for this summer session must be borne by the student. This summer program consists of a minimum of 37 1/2 hours per subject. Strict attendance, tardy and disciplinary policies are enforced.
Dependent on space available, it may be possible for a student to audit a summer school course. Further details are available from your guidance counselor.

ONLINE COURSES OFFERED AS DETERMINED BY BOARD OF EDUCATION
The Waterbury Board of Education has approved an online program of study, which allows enrolled students to complete selected coursework for the purpose of credit retrieval only. Courses available for online credit retrieval are:

English 9 (011W); English 10 (021W); English 11 (013W); English 12 (041W); Algebra I (301W); Algebra II (321W); Geometry (351W); Physical Science (431W); Biology (401W); Chemistry (421W) Physics (451W); 9th Grade World History (571W); 10th Grade Roots of American Citizenship (531W); U.S. History I (541W); 11th Grade U.S. History II (551W) and Health & Conditioning (HPE 840W).

Discuss your eligibility for this online course program with your Guidance Counselor.
**FACILITIES AND SERVICES**

**THE MEDIA CENTER**

The Media Center is located on the main level and its facilities are open to all students. Students may come to the Media Center during study periods to do research work, obtain book report material, or to do free reading.

It is best for students planning to use the Media Center during study periods to obtain a properly filled out permission slip from a subject teacher. The student is to report from his/her previous class to the Media Center. It is not necessary for students assigned to Study Hall to report there before going to the Media Center, since a list of names is sent to the Media Center each period during the school day.

Students must remain in the Media Center during the entire period unless his/her teacher has indicated otherwise on the permission slip.

Books may be borrowed for three weeks. Magazines and pamphlets may be borrowed for one week only. The student must present the borrowed material at the time of renewal. Borrowed reading material must be signed out at the desk during the Media Center period. Students are urged to observe the date for return of books as indicated. Lost books must be paid for.

Classes to instruct students on the use of the catalog and on research material are held for the various English and other subject classes during the year.

The Media Center is intended for the purpose of reading and serious study; quiet must be observed at all times.

**HEALTH SERVICES**

Since health is a primary objective of education, it is the aim of the school nurse to help you secure and maintain maximum health, thus enabling you to benefit fully from school life.

The school nurse is a public health nurse employed by the Department of Health. The nurse and/or public health aide is at school each school day. Whenever you feel unwell or have a problem that may require her help, you must secure a permission slip to see the nurse. However, she is not allowed to give medication of any kind—not even aspirin.

If students are required to take daily medication in school, a form must be signed by both parents and physician before approval can be granted by the School Medical Advisor.

The school health services include a health appraisal of students, communicable disease control, first aid and emergency care, attention to special health problems, help for the handicapped, health counseling and follow-up, and keeping health records. The nurse will hold conferences with the faculty and parents in regard to a child when such a conference is requested, or is felt necessary by the nurse. Since a good school health program requires teamwork, based on mutual understanding, it is important that the student and the home cooperate with the nurse at all times.

Procedure for dismissal because of illness will be found under General Regulations. State law requires that all tenth grade students have a physical examination by either a private physician or clinic. In addition, all athletes in any grade who intend to participate in school sports must also undergo an annual physical examination.

Health forms are distributed in May to all ninth grade students. All forms must be returned to the Health office. If this examination is not completed, your child will be excluded from school.

Stay Well School Based Health Center is located in Crosby High School. Students who complete the enrollment paperwork may receive medical, dental and mental health services during the school day. Students must visit the school nurse to receive permission to visit the Health Center.
CROSBY PRINCIPAL’S ADVISORY COUNCIL

Each council shall participate in their division of the Waterbury Public Schools.

Each school’s council is authorized to act with full authority on issues where resources are available and are not prohibited by state or federal law, city charter, or specific Board of Education policy, procedures or regulations.

Each council is authorized to make recommendations to the administrator for changes in policy, resources or local authority.

GUIDANCE DEPARTMENT

The Guidance Department offers services designed to give the individual student systematic assistance with educational, vocational, personal, and social problems.

The Guidance Department is concerned with each student as an individual. There are a variety of issues that confront high school students, and counselors are available to offer help and support.

Counselors attempt to obtain a complete understanding of you as a student; your interests, abilities, aptitudes, achievements, strengths and weaknesses. Through advisement, evaluation of your academic record, and an organized program of standardized testing, the counselor is able to assess your individual needs and goals.

You can obtain educational and occupational information in the Guidance Office to help you in choosing your future career. Catalogs of colleges, nursing schools, technical institutes, and many other schools of advanced training are available to you, as well as standardized testing (SAT, ACT, etc.), materials and scholarship information.

Individual counseling is also offered to all students whether the problem is educational, vocational, social, or emotional. The Guidance Department wants to help each one of you, so take advantage of every opportunity to meet with your counselor.

Parents are encouraged to visit, by appointment, any school personnel regarding their child.

Crosby High School now has its own College and Career Center in full operation. A college/career counselor is on board to answer any questions or concerns you might have regarding current jobs in Connecticut, two and four year colleges, the military, financial aid, scholarships, etc. Be sure to see your guidance counselor for an appointment!

THE COLLEGE AND CAREER CENTER

Crosby High School has a fully equipped college and career center with books, periodicals, videos and computer software describing careers. A college counselor can answer student questions regarding jobs, two and four year colleges, the military, financial aid, scholarships, and arrange visits to colleges and universities. All students are strongly encouraged to use this valuable resource.

Be sure to see stop by the College and Career Center for more information or to schedule an appointment.

INDEPENDENT STUDY AND SEMINAR PROGRAM

(Gifted Program)

The program for the intellectually gifted students operates on a part-time supplementary resource model in which students receive special services from a resource teacher approximately three periods a week.

The student’s program comprises the small group seminar and independent study. The seminar consists of instruction and practice of process skills; additional seminars or mini-courses are presented by mentors or consultants on topics of students’ interests.
The independent study aspect of the program affords the gifted student the opportunity to identify and pursue an area of interest in greater depth than normally possible within the scope and pace of the regular classroom.

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

1. Placement in courses in local colleges.
2. Off-campus placement or internships with mentors.
3. Participation in recognized state and national programs and competitions.
4. Special large group events (conferences, workshops, symposia)

**PUPIL PERSONNEL SERVICES**

Psychological and social agency services are available to the students by referral to the Special Services Office of the School Department. These services may be suggested by the Principal, Assistant Principal, or counselors, when it is felt necessary, or they may be requested by the student or parent. Parental permission is necessary for referral. An EIP (early intervention) team is in place to assist students who are having academic difficulty. Teachers and parents may refer students for evaluation by the EIP team.

**EARLY INTERVENTION PROCESS**

Crosby High School provides an EIP team to address potential learning difficulties. A teacher or parent may refer a student to the EIP team. A trained professional will observe the student in the classroom setting and make recommendations to assist the teacher and student achieve academic success. If classroom intervention is not successful further evaluation may be required.

**POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORT**

Crosby High School has a trained PBIS team to address school climate and behavior to ensure the optimum learning environment is achieved. The PBIS team works with students and faculty to identify standards of behavior, and clearly demonstrate what the standards behavior look like in the various settings in the school building such as the hallway, the classroom, the lunchroom and the lavatory.

**STUDENT ACTIVITIES, ORGANIZATIONS AND PUBLICATIONS**

Crosby High School offers to every student an opportunity to participate in many educational, recreational and social activities through which he may widen his interests and develop leadership and other talents. The following activities may be offered: Student Leaders and Ambassadors, Rare Disease Awareness Group, Relay for Life, Science National Honor Society, Chess Club, Crosby Literary Society, Envirothon, Senior Prom, School play, Culinary Arts Club. Many other clubs and activities are available- please check with your Period 1 teacher for a complete list.

**ATHLETICS** – Health, recreation and the development of good sportsmanship and fair play are provided for students through the Interscholastic Athletic Program sponsored by Crosby High School. Activities include football, basketball, baseball, softball, swimming, track, rifle, golf, cross-country, tennis teams, soccer and volleyball.

Since Crosby High School is a member of the Connecticut Inter-Scholastic Athletic Conference, all conference rules of eligibility, as well as the policies of the Department of Education and the school, must be fulfilled. These include, but are not limited to, such standards as course load, grades, participation in outside activities and behavior.

**CHEERLEADERS** – Membership in the Cheerleaders Brigade is open to all girls and provides an opportunity to assist in stimulating unity of school spirit at the various school athletic functions. Tryouts are held in the fall.
**JROTC** – the United States Army’s Junior Reserve Officers’ Training Corps is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment while instilling in them self-esteem, teamwork, and self-discipline. JROTC is not a recruitment program. It simply utilizes the military model as a vehicle to teach the values necessary to be better citizens.

**CROSBY NATIONAL HONOR SOCIETY**

Crosby High School is a member of the National Honor Society of Secondary Schools. Membership in this chapter shall be based upon scholarship, leadership, character, and service.

**SCHOLARSHIP** – A student must have an average of 85, and a quality point ratio of at least 8.0 Freshman, Sophomore, and first two marking periods of Junior (Senior) Year.

**LEADERSHIP** – A student must be actively involved in at least two school clubs or community organizations for a period of two years.

**CHARACTER** – A student must be recommended by at least two teachers, one guidance counselor and one assistant principal.

a. Two written recommendations from teachers
b. Recommendation from the Vice Principal.
c. Recommendation from your guidance counselor.

b. No discipline referral that caused an out of school suspension for more than three days.

**SERVICE** – A student must have rendered to the school or community a minimum of ten hours of service per high school year, or a minimum of 40 hours of service at the time of application for membership (50 hours for seniors).

Members are subject to dismissal if they do not maintain the standards of scholarship, leadership, service and character that were used as a basis for their selection. A student has one marking period to raise his/her performance back to the level of standard by which the student was selected.

**DECA**

The Distributive Education Clubs of America is the nation-wide youth organization to D.E. It is the only national youth organization opening through the public schools to attract young people to careers in marketing and distribution. DECA members learn to serve as leaders and followers and have opportunities for city, state and national recognition that they might not have otherwise.

**STUDENT LEADERS AND AMBASSADORS**

The Crosby Student Leaders and Ambassadors program provides civic and social training to students interested in becoming leaders in their school and within their own communities. The program targets 9th and 10th graders and provides them with volunteer experiences and opportunities to grow as individuals and become change-agents in the Crosby community.

**THE ARGUS**

The official newspaper of Crosby High School, starting modestly in 1909 as a small magazine, took on the format of a newspaper and has continued to be published as such since that time.
Down through the years, the paper has attracted many of the finest and most capable students of Crosby High School who found and continue to find this extra-curricular activity a stimulating and rewarding experience.

As a member of both the Connecticut and the Columbia Scholastic Press Associations, the Argus has won many first place awards for excellence in reporting news, feature writing, editorial writing and make-up. Staff members are chosen from all classes at Crosby. Freshmen interested in journalism are particularly urged to join the corps of enthusiastic reporters.

THE SENIOR CLASS YEARBOOK
Responsibility for financing and publishing the annual yearbook is given to members of the Senior Class. The Blue and White, as it is called, serves as a souvenir of activities of the Senior Class during its four years at Crosby
RULES AND REGULATIONS
STUDENT RECORDS

In compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974 and accompanying regulations that protect the privacy rights of parents and students, the Waterbury Board of Education has adopted a policy pertaining to the collection, maintenance, and dissemination of student records. The local policy and regulations appear elsewhere in this Handbook. See Table of Contents.

RULES AND REGULATIONS

Good Citizenship is as important as good scholarship. Not every student can be a brilliant scholar, but a record of good conduct is within the reach of all. Conformance to reasonable rules, right conduct, respect for authority, adherence to moral principles and a spirit of co-operation and loyalty are curriculum areas in which any student can earn a record of distinction.

Failures in the area of good conduct and good school citizenship become a recorded part of a pupil’s school history and can have effects even more far-reaching and disastrous than failure in scholarship.

Teacher Authority—Pupils are reminded that teacher authority extends throughout the entire building and school grounds.

STUDENT DRIVING AND PARKING

The student use of automobiles on school grounds whether to drive or to park is a privilege and governed by Board of Education policy and motor vehicle laws.

A permit must be issued which is valid for the academic year only to the car assigned in order for that car to be driven or parked on school grounds. Permits will be issued by the administration. Student parking without a permit will have cars towed and face further disciplinary actions.

Permits may be issued according to the following criteria:

1. Adequate space.
2. Late admissions or early dismissal.
3. Engaged in extracurricular activities.
4. Employed on a part-time basis that requires use of a car.
5. Meeting and maintaining the following responsibilities:
   - A valid driver’s license, vehicle registration, and insurance as required under Connecticut law.
   - Maintaining slow and safe control of the vehicle on the school grounds and streets surrounding school parking area.
   - Signing of release by parents waiving all liability or property damage against the school, school officials and the Board of Education.

This privilege may be revoked for the following reasons:

1. Driving at an excessive speed on the school grounds.
2. Reckless or dangerous driving on the school grounds.
3. Leaving the school grounds without permission.
4. Failure to park in the area designated for students.
5. At the request of their parents if student is under 18.
6. Excessive tardiness, absenteeism, or suspensions.

CAFETERIA REGULATIONS

School life offers many opportunities to practice courtesy and consideration for others. The cafeteria is an excellent place to display these qualities.
1. Food is not to be eaten anywhere except in the cafe areas. Do not carry food or chew gum outside of cafe area.
2. No pushing, shouting, or crowding will be permitted at any time.
3. Stay in the cafeteria area and off the stairs leading to the upper floors so that the classes in session will not be disturbed.
4. Clear tables of refuse and trays as soon as you have finished eating.
5. Deposit waste papers and milk cartons in proper containers.
6. Place trays, plates, eating utensils, etc., in designated trash containers.
7. Any infractions of the rules of good behavior and courtesy may result in the loss of cafeteria privileges.

PEDESTRIAN REGULATIONS
1. Enter building immediately upon arrival at school. Do not loiter on sidewalk or school steps.
2. Go directly to assigned room when warning bell rings (7:10). Period 1 is at 7:20. Do not loiter in corridors.
3. Tardy students must enter through the main lobby and report directly to the Tardy Center.
4. Walk and keep to the right on stairs and in corridors at all times.
5. Talk in normal tones. Be courteous.
6. Proceed directly to your assigned classrooms, study hall, or destination.
7. Early dismissal students must exit promptly and must leave by the front entrance.
8. All students’ vehicles must be registered in the Main Office.
9. Students are to park their vehicles in the designated areas. Any unauthorized vehicle parked elsewhere will be towed at the owner’s expense.
10. All traffic signs must be obeyed. Any violation could result in a suspension of car privileges on school grounds.

BUS REGULATIONS
Security cameras are utilized in Waterbury School Buses to enhance school safety. In the event that an infraction (student or bus personnel) is recorded, it may be utilized as an aid to the Board of Education and Bus Contractor policies.

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.
• No shouting or using profane language.
• Students must not throw objects in or about bus.
• Do not litter, eat, or drink on bus. Keep the bus clean.
• Keep body parts and objects inside bus.
• Do not smoke.
• Do not damage or tamper with bus or equipment.
• Do not enter or exit emergency door without driver’s permission.
• Do not bring flammable material on the bus.
• Do not fight, push, or shove.
• Always cross in front of the bus.
• Observe proper conduct at bus stop.
RULES AND REGULATIONS FOR ATHLETES
AT CROSBY HIGH SCHOOL

[Note: The following Rules and Regulations, in conjunction with the Athletic Participation Form which appears at the back of this Handbook, comprise a contract among Parent/Guardian, Student Athletic Participant, and the Waterbury School Department. Students who wish to participate in the School Athletic Program, as well as their Parent/Guardian, should sign the participation form and return it to the Head Coach or Cheerleader Advisor.]

To The Parent or Guardian:
This contract is presented to you because your son or daughter has indicated a desire to participate in the interscholastic athletic programs at Crosby High School. Members of the cheerleading teams are considered part of the high school athletic program. You, as the parent or guardian, have given permission for your son or daughter to participate in high school athletics. The administration, coaching staff, and cheerleading advisors at each high school feel that high school athletics are an integral part of the total high school curriculum.

Participation in high school athletics is a privilege afforded to students, and provides a wealth of experiences and opportunities that will benefit them in many ways. High school athletics can help your son or daughter achieve a high standard of mental, moral, social and physical fitness. It is the goal of the Waterbury School Department to provide a sound high school athletic program that shall expand the physical and educational maturity of all the students who participate in high school athletics.

The following rules and regulations shall be followed by all the students who participate in the high school athletic programs at Crosby High School.

<table>
<thead>
<tr>
<th>Board of Education Policy &amp; Regulations</th>
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**Student-Athlete Eligibility Checklist – High School**

1. ( ) Enrolled in four full-time courses *(CIAC Rule 1.B.)*.
2. ( ) Passing in four full-time courses *(CIAC Rule 1.B.)*.
3. ( ) Maintained a numerical average of 70.0 or higher **OR** a 2.0 GPA during the marking period preceding and during the student’s participation *(see conversion table attached)*. Changes in a student’s academic eligibility status commence on the date of district report card distribution. **Exception: Grade 9 Fall Sports only.**
4. ( ) **Fall Sports:** Earned four credits toward graduation in the preceding school year *(CIAC Rule 1.A.)*.
5. ( ) Is an enrolled student in the school for which playing *(CIAC Rule II.A.)*.
6. ( ) Has never dropped out of school *(CIAC Rule II.A.)*.
7. ( ) Has not changed schools without parents moving to another school district or school service area *(CIAC Rule II.C. - see exceptions)*.
8. ( ) **For the class of 2007, 2008, 2009:** Has not played more than three (3) seasons of same sport after entering grade ten *(10) *(CIAC Rule II.B.)*.
   ( ) **For the class of 2010 and beyond:** Has not attended more than eight (8) consecutive semesters or four *(4)* consecutive years of school after entering grade nine *(CIAC Rule II.B. and specific exceptions as stated therein apply).*
9. ( ) Has not turned 19 years of age before July 1 of this school year *(CIAC Rule II.B.)*.
10. ( ) Has not played or practiced the sport with another team during the high school season for the sport *(CIAC Rule II.E.)*.
11. ( ) Has not been on more than one school team in the same season nor represented more than one school in the same season at the same time *(CIAC Rule II.D.)*.
12. ( ) Has not received a salary or personal economic gain for playing the sport or competed under an assumed name *(CIAC Rule II.F.)*.
13. ( ) Is not a member of a school team of the opposite gender *(boy on a girl’s team)* *(CIAC Rule IV.F.)*
14. ( ) Has not been recruited to attend this high school for athletic purposes *(CIAC Rule IV.C.)*.
15. (   ) Is a foreign exchange student registered with the Council on Standards for International Educational Travel (CSIET) (CIAC Rule II.C.4).

16. (   ) Is complying with all additional CIAC and school athletic regulations.

17. (   ) Every athlete who participates in any tryout, practice, or contest must first be determined physically fit through an annual, written pre-participation medical evaluation conducted by a licensed medical professional. The Waterbury Public Schools will explore opportunities to lessen the financial impact for student/athletes for this service.

* A student has eight (8) consecutive semesters or four (4) consecutive years of eligibility from the date of entry into the ninth grade to be eligible for interscholastic competition. Date of entry is defined as the first date of enrollment as a grade 9 student taking four (4) or more high school subjects. (1) Students who are not eligible or elect to not participate do not preserve additional semesters for use at a later time. That is, there is no fifth year of eligibility per se.

NOTE: The use of this checklist does not absolve the athlete of the responsibility of checking eligibility against the complete rules and regulations contained in the document entitled “Rules of Eligibility and Control for Boys and Girls High School Athletics in Connecticut”, effective July 1, 2006.

STUDENTS MUST NOT DETERMINE THEIR ELIGIBILITY. THIS IS THE RESPONSIBILITY OF THE SCHOOL. This checklist is for the coach, athletic director, principal, assistant principal, guidance counselor or athlete to enable him/her to become aware of the CIAC rules of eligibility.

GPA Conversion Scale for Athletic Eligibility
This table is utilized for the sole purpose of determining eligibility for students to participate in Waterbury High School Athletics. (not applicable for class rank).

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Grade</th>
<th>GPA</th>
<th>Grade</th>
<th>GPA</th>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>4.0</td>
<td>89</td>
<td>3.9</td>
<td>79</td>
<td>2.9</td>
<td>69</td>
<td>1.8</td>
</tr>
<tr>
<td>99</td>
<td>4.0</td>
<td>88</td>
<td>3.8</td>
<td>78</td>
<td>2.8</td>
<td>68</td>
<td>1.6</td>
</tr>
<tr>
<td>98</td>
<td>4.0</td>
<td>87</td>
<td>3.7</td>
<td>77</td>
<td>2.7</td>
<td>67</td>
<td>1.4</td>
</tr>
<tr>
<td>97</td>
<td>4.0</td>
<td>86</td>
<td>3.6</td>
<td>76</td>
<td>2.6</td>
<td>66</td>
<td>1.2</td>
</tr>
<tr>
<td>96</td>
<td>4.0</td>
<td>85</td>
<td>3.5</td>
<td>75</td>
<td>2.5</td>
<td>65</td>
<td>1.0</td>
</tr>
<tr>
<td>95</td>
<td>4.0</td>
<td>84</td>
<td>3.4</td>
<td>74</td>
<td>2.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>94</td>
<td>4.0</td>
<td>83</td>
<td>3.3</td>
<td>73</td>
<td>2.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>93</td>
<td>4.0</td>
<td>82</td>
<td>3.2</td>
<td>72</td>
<td>2.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>92</td>
<td>4.0</td>
<td>81</td>
<td>3.1</td>
<td>71</td>
<td>2.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>91</td>
<td>4.0</td>
<td>80</td>
<td>3.0</td>
<td>70</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>90</td>
<td>4.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*all grades rounded off to the nearest one tenth

Eligibility Calculations – Examples
In order to be eligible to play, a given student must maintain a 2.0 Grade Point Average (GPA) or higher and/or a 70.0 or better numeric average in the marking period immediately preceding, and during, the student’s participation. Changes in a student’s academic eligibility status commence on the date of district report card distribution.*

Exception to academic eligibility requirement: Grade 9 Fall Sports only.

Adopted by the Board of Education on 12/18/06 and revised on 02/26/07 and 04/30/07 - effective 07/01/07

A. Requirements to be Eligible for High School Athletics and Cheerleading:
1. Permission form to try-out and participate in any particular sport has been signed by the parent or guardian. The permission form shall be returned to the Head Coach and the Cheerleader Advisor.
2. A physical examination has been completed by the student’s physician.
3. The physical examination form shall be on file with the School Nurse. When the School Nurse receives the completed physical examination form, the Head Coach and Cheerleader Advisor shall be notified of the results of the athlete’s physical examination. Any forged document will eliminate the student from participation and the Doctor will be notified of the forgery.
4. All C.I.A.C. (Connecticut Interscholastic Athletic Conference) and City of Waterbury eligibility rules have been satisfied.

B. Equipment:
1. All athletic equipment issued to athletes and cheerleaders is his or her responsibility. All athletic equipment shall be returned to the Head Coach or Cheerleader Advisor at the end of the season. Any loss of any athletic equipment is the financial obligation of the student. If any student drops out from a sport or cheerleading before the end of the season, he or she is responsible for returning his or her equipment to the Head Coach or Cheerleader Advisor as soon as possible.
2. It is the responsibility of the student to take good care of the athletic equipment issued for practice and athletic contests.

C. Use of Facilities for Practice and Athletic Contests:
1. Students shall use only the school facilities for practice and athletic contests that are designated to each athletic team by the Waterbury School Department. At no time should a student be in the swimming pool area during practice or at a scheduled contest.
2. Students are not allowed to use the athletic facilities unless they are supervised by the Head Coach or an Assistant Coach.
3. Students are not allowed to enter the school building for practice or a scheduled contest unless the Head Coach, or an Assistant Coach is present to supervise them.
4. Cheerleaders shall follow the same rules on the use of facilities for practice and athletic contests as the members of the high school athletic teams.

D. Travel:
1. All athletes and cheerleaders shall travel to and from out-of-town athletic contests on the bus or van when provided by the Waterbury School Department. If a bus or van is provided for in-city athletic contests, all athletes and cheerleaders shall travel on the bus or van.
2. All school bus rules shall be followed.
3. Any student or students who damage, deface, or write graffiti on any bus, van, or any equipment on a bus or van shall be liable for such damage.
4. All athletes shall remain with their team under the supervision of the Head Coach and/or the Assistant Coach. Cheerleaders will be under the supervision of the Cheerleader Advisor.
5. It is the responsibility of the students to arrange their own transportation to their home after practice and scheduled contests.
6. Coaches and Cheerleader Advisors are not responsible for transporting students after practice and scheduled contests.

E. Missing Practice and Athletic Contests:
1. It is the responsibility of the student to notify the Head Coach when he or she shall miss practice, or an athletic contest due to illness, or some emergency. Cheerleaders shall notify the Cheerleader Advisor when any cheerleader will miss practice, or an athletic contest, due to illness or some emergency.

F. Rules for Practice and Games:
1. Students absent from School on a day when a game is to be played CANNOT participate in the scheduled contest.
2. Students suspended from classes (out-of-school suspension) are not allowed to participate in practice or a scheduled contest until the suspension is over.
3. Students **ABSENT FROM SCHOOL** shall not be allowed to participate in practice.
4. The same rules for practice and games shall apply to the cheerleaders.
G. Athletic Insurance:
1. The Waterbury School Department provides the insurance to cover all students in the three high schools who participate in the high school athletic program. The insurance policy covers all medical expenses in excess of any family or employer group insurance. All injuries shall be reported by the student to the Head Coach and the Athletic Director.
2. The Athletic Director in each high school has the insurance claim forms. Any student who is injured in practice or a contest shall obtain the insurance form from the athletic director. When the form is completed and signed by the attending physician, parent or guardian, it is the responsibility of the student to send the completed form to the insurance company.

H. Discipline Rules:
1. The Head Coach in each sport and Cheerleader Advisor shall establish rules that shall be followed by the members of a particular team.
2. If the rules are broken by your son or daughter, the HEAD COACH and CHEERLEADER ADVISOR can take disciplinary action that might include SUSPENSION OR DISMISSAL FROM THE TEAM.
3. All activities including practice and athletic contests are a continuation of the high school day. The High School discipline measures on Smoking, Fighting, Assault, Theft, Profanity, Vandalism, Extortion, Alcohol, and Drugs, Insolence, Disobedience, Violation of Federal and State Law, and all other serious acts that are considered disruptive apply to all athletic practice sessions and athletic contests. IF ANY ATHLETE VIOLATES THE HIGH SCHOOL DISCIPLINE MEASURES, HE OR SHE CAN BE SUSPENDED FROM SCHOOL BY THE PRINCIPAL OR THE VICE-PRINCIPAL.
4. Any conduct by a player AT ANY TIME OR AT ANY PLACE THAT IS NOT IN ACCORDANCE WITH THE AIMS, IDEALS, AND OBJECTIVES OF THE HIGH SCHOOL SHALL BE CONSIDERED A SERIOUS BREACH OF CONDUCT AND SUBJECT TO DISCIPLINARY ACTION BY EITHER THE COACH OR SCHOOL ADMINISTRATION OR BOTH. Every athlete must realize that he or she has certain definite obligations. THE ATHLETES’ conduct both in and out of school reflects upon their HOME, their TEAM, and their SCHOOL.
5. Alcohol consumption, use of drugs (including steroids) INVOLVEMENT IN DRUG ACTIVITIES OF ANY KIND, will not be tolerated under any circumstances. ANY VIOLATION WILL BE DEALT WITH IN A SWIFT AND SEVERE MANNER.
6. The involvement in athletics is a privilege and not a right. The athletes’ main purpose in school is to learn so that you can have a better chance in life. ATHLETES AND PARENTS must understand that it is important for the ATHLETE TO DO WELL IN SCHOOL AT THE SAME TIME WHILE PARTICIPATING IN SPORTS.

**NCAA–ELIGIBILITY STANDARDS**

For students entering any college or university on or after August 1, 2005, your NCAA initial eligibility will be evaluated under the new rules as described below. For students entering any Division I college or university on or after August 1, 2008, your NCAA initial eligibility will be evaluated under the 16 core-course rule as described below.

**The New Rule:**
- INCREASES the number of core courses from 13 to 14. This additional core course may be in any core academic area: English, mathematics, natural/physical science, social science, foreign language or non-doctrinal religion/philosophy. The breakdown of core-course requirements is listed below.
- CHANGES the Division I initial-eligibility index, or sliding scale.
The 16 core-course rule INCREASES the number of core courses from 14 to 16 for Division I only. Students must complete three years of mathematics (Algebra I or higher), and four years of additional core courses. The additional core course may be taken in any area: English, mathematics, natural/physical science, social science, foreign language or nondoctrinal religion/philosophy. The breakdown of the requirements is listed below.

**DIVISION I**

<table>
<thead>
<tr>
<th>2005-2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 Core Courses:</td>
</tr>
<tr>
<td>4 years of English</td>
</tr>
<tr>
<td>2 years of mathematics (Algebra I or higher).</td>
</tr>
<tr>
<td>2 years of natural/physical science (1 year of lab if offered by high school).</td>
</tr>
<tr>
<td>1 year of additional English, mathematics of natural/physical science.</td>
</tr>
<tr>
<td>2 years of social science.</td>
</tr>
<tr>
<td>3 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy.)</td>
</tr>
</tbody>
</table>

**DIVISION I**

<table>
<thead>
<tr>
<th>2008 and after</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 Core Courses:</td>
</tr>
<tr>
<td>4 years of English</td>
</tr>
<tr>
<td>3 years of mathematics (Algebra I or higher).</td>
</tr>
<tr>
<td>2 years of natural/physical science (1 year of lab if offered by high school).</td>
</tr>
<tr>
<td>1 year of additional English, mathematics of natural/physical science.</td>
</tr>
<tr>
<td>2 years of social science.</td>
</tr>
<tr>
<td>4 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy.)</td>
</tr>
</tbody>
</table>

**DIVISION II**

<table>
<thead>
<tr>
<th>2005 and after</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 Core Courses:</td>
</tr>
<tr>
<td>3 years of English</td>
</tr>
<tr>
<td>2 years of mathematics (Algebra I or higher).</td>
</tr>
<tr>
<td>2 years of natural/physical science (1 year of lab if offered by high school).</td>
</tr>
<tr>
<td>2 years of additional English, mathematics of natural/physical science.</td>
</tr>
<tr>
<td>2 years of social science.</td>
</tr>
<tr>
<td>3 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy.)</td>
</tr>
</tbody>
</table>

**PLEASE NOTE:** Computer science is being eliminated as an acceptable core-course area for students first entering any college or university on or after August 1, 2005. Students entering college on or after August 1, 2005, may not use any computer science courses in meeting the core-course requirements, unless the course receives graduation credit in mathematics or natural/physical science, and is listed as such on the high school’s list of NCAA-approved core courses.

**PARTIAL AND NONQUALIFIERS**

If a student-athlete does not meet either the SAT/ACT or the GPA requirements set forth by the NCAA, they are considered partial or non-qualifiers. Partial or non-qualifiers will not be permitted to practice, compete or receive athletically related financial aid during their first year. After sitting out one year they will have three years of eligibility remaining at a Division I institution and four years of eligibility remaining at a Division II institution.

A **partial qualifier** is a student who has not met the minimum SAT/ACT score and/or the minimum core course GPA, but has a cumulative high school GPA of a 2.0 or better.

A **non-qualifier** is a student who has not met the minimum SAT/ACT score and/or the minimum core course GPA, but does not have a cumulative high school GPA of a 2.0 or better. Recruited partial qualifiers, non-recruited partial qualifiers and non-recruited non-qualifiers are permitted to receive institutional financial aid provided it is need based, non-athletic-related financial aid available on the same basis to all students:

A recruited non-qualifier may not receive institutional financial aid during their first year of attendance, regardless if the aid is based on need and has no relationship to athletic ability.
**DEFINITION OF A PARTIAL QUALIFIER AS OF AUGUST 1, 1997**

For the 1996-97 academic year and thereafter, in Division I a partial qualifier is a student who does not meet the requirements for a qualifier but who, at the time of graduation from high school, presents the following cumulative GPA and the corresponding SAT or ACT score:

<table>
<thead>
<tr>
<th>Core GPA</th>
<th>SAT</th>
<th>ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.750 &amp; above</td>
<td>720</td>
<td>59</td>
</tr>
<tr>
<td>2.725</td>
<td>730</td>
<td>59</td>
</tr>
<tr>
<td>2.700</td>
<td>730</td>
<td>60</td>
</tr>
<tr>
<td>2.675</td>
<td>740-750</td>
<td>61</td>
</tr>
<tr>
<td>2.650</td>
<td>760</td>
<td>62</td>
</tr>
<tr>
<td>2.625</td>
<td>770</td>
<td>63</td>
</tr>
<tr>
<td>2.600</td>
<td>780</td>
<td>64</td>
</tr>
<tr>
<td>2.575</td>
<td>790</td>
<td>65</td>
</tr>
<tr>
<td>2.550</td>
<td>800</td>
<td>66</td>
</tr>
<tr>
<td>2.525</td>
<td>810</td>
<td>67</td>
</tr>
</tbody>
</table>

For the 1996-97 academic year and thereafter, **partial qualifiers** in Division I will be permitted to receive institutional financial aid, including athletically related financial aid, and may practice (on campus only) but may not compete during their first year of attendance.

For the 1996-97 academic year and thereafter, **non-qualifiers** will be eligible to receive institutional financial aid that is not from an athletics source and is based on financial need only. The non-qualifier will not be permitted to practice or compete during their first year of attendance.

**OTHER IMPORTANT INFORMATION**

- In Division II, there is no sliding scale. The minimum core grade-point average is 2.000. The minimum SAT score is 820 and the minimum ACT sum score is 68.
- Students first entering a Division I or Division II collegiate institution on or after August 1, 2005, must meet the new 14 core-course rule.
- Students first entering a Division I collegiate institution on or after August 1, 2008, must meet the 16 core-course rule.
- State tests, such as those given in Colorado and Illinois, are not acceptable.

**Summary of New Initial-Eligibility Requirements for Qualifiers**

In **DIVISION I**, for freshmen first entering college ON OR AFTER AUGUST 1, 1996, NCAA Bylaw 14.3 requires that student-athletes:

- Graduate from high school;
- Successfully complete a core curriculum of at least 14 academic courses (This curriculum includes at least four years of English, two years of mathematics, two years of social science, two years of natural or physical science including at least one laboratory class, if offered by the high school, one additional course in English, mathematics, or natural or physical science, and three additional academic courses), and
- Attain a minimum core grade point average (based on a maximum of 4.000) and achieve a combined score on the SAT verbal and mathematics sections, or a composite score on the ACT based on this index scale:

<table>
<thead>
<tr>
<th>Core GPA</th>
<th>Minimum Score on SAT</th>
<th>Minimum Score on ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above 2.500</td>
<td>820</td>
<td>68</td>
</tr>
<tr>
<td>2.500</td>
<td>820</td>
<td>68</td>
</tr>
<tr>
<td>2.475</td>
<td>830</td>
<td>69</td>
</tr>
<tr>
<td>2.450</td>
<td>840-850</td>
<td>70</td>
</tr>
<tr>
<td>2.425</td>
<td>860</td>
<td>70</td>
</tr>
<tr>
<td>2.400</td>
<td>860</td>
<td>71</td>
</tr>
<tr>
<td>Core GPA</td>
<td>Minimum Score on SAT</td>
<td>Minimum Score on ACT</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>2.375</td>
<td>870</td>
<td>72</td>
</tr>
<tr>
<td>2.350</td>
<td>880</td>
<td>73</td>
</tr>
<tr>
<td>2.325</td>
<td>890</td>
<td>74</td>
</tr>
<tr>
<td>2.300</td>
<td>900</td>
<td>75</td>
</tr>
<tr>
<td>2.275</td>
<td>910</td>
<td>76</td>
</tr>
<tr>
<td>2.250</td>
<td>920</td>
<td>77</td>
</tr>
<tr>
<td>2.225</td>
<td>930</td>
<td>78</td>
</tr>
<tr>
<td>2.200</td>
<td>940</td>
<td>79</td>
</tr>
<tr>
<td>2.175</td>
<td>950</td>
<td>80</td>
</tr>
<tr>
<td>2.150</td>
<td>960</td>
<td>80</td>
</tr>
<tr>
<td>2.125</td>
<td>960</td>
<td>81</td>
</tr>
<tr>
<td>2.100</td>
<td>970</td>
<td>82</td>
</tr>
<tr>
<td>2.075</td>
<td>980</td>
<td>83</td>
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<tr>
<td>2.050</td>
<td>990</td>
<td>84</td>
</tr>
<tr>
<td>2.025</td>
<td>1000</td>
<td>85</td>
</tr>
<tr>
<td>2.000</td>
<td>1010</td>
<td>86</td>
</tr>
</tbody>
</table>

Below 2.000 not eligible — —
**WORKING PAPERS**

Please review the checklist below from the State of Connecticut’s Department of Labor as to the requirements for obtaining working papers.

- Are you at least 16 years old (15 years old for retail establishments during vacation weeks)?
- Do you have an employer's written promise of employment?
- Do you have proof of age such as a birth certificate, baptismal certificate, or passport?
- Do you have your Social Security card?
- Is the job permitted for your age according to Connecticut's laws/regulations?
- Is the industry permitted for your age according to Connecticut's laws/regulations?
- Are the time and hours of work permitted by law?

If the answers to all of the above questions are "YES", take your "promise of employment" and proof of age and go to the Guidance Office at your public high school.

- Crosby High School – (203) 574-8070

*You MUST have working papers before you start work.*

Notice: Until August 1, 2016, working papers can be requested on the 3rd floor of the Chase Building, 236 Grand Street in Waterbury, at the Department of Education.

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**GRIEVANCE PROCEDURE
FOR COMPLAINTS
REGARDING TITLE VI, TITLE IX, AND SECTION 504**

**DEFINITIONS**

**Grievant** – Any student, parent/guardian, staff member or applicant to a Waterbury Department of Education program who feels that he/she has been discriminated against on the basis of race, color, national origin, sex or handicap, or who has been harassed on the basis of sex may file a grievance against the school or program, based on the provisions of Title VI of the Civil Rights Act of 1964, Title IX of the Education amendments of 1972, § 504 of the Rehabilitation Act of 1973.

**Panel** – A committee at a school, composed of students and instructors selected by the staff and an administrator appointed by the principal, familiar with all three laws and responsible for hearing grievances at the second stage of the grievance process will be formed.

**Days** – Consecutive days without interruption.

**Working days** – Monday through Friday excluding holidays.

**School days** – Those on which school is in session.

A. Any student, parent/guardian, staff member or applicant to a program who feels that he/she has been discriminated against on the basis of race, color, national origin, sex or handicap, or who has been harassed on the basis of sex shall contact the designated Compliance Coordinator within thirty (30) days of the alleged occurrence to discuss the nature of the complaint.

The Compliance Coordinator shall maintain a written record that shall contain the following:

1. Full name and address of complainant.
2. Full name, position of person(s) who allegedly discriminated against the complainant.
3. A concise statement of the facts constituting the alleged discrimination.
4. Dates of the alleged discrimination.

B. At the time the alleged discrimination complaint is filed, the Compliance Coordinator shall review and explain the grievance procedures with the complainant and answer any questions. The Compliance
Coordinator shall begin investigating the complaint as soon as practical, but in no case more than ten (10) working days from the time the complaint was received. Within this time limit the Compliance coordinator shall meet informally with the complainant and the individual(s) against whom the complaint was lodged, shall provide confidential counseling where advisable, and shall finally seek an informal agreement between the parties concerned. Every attempt shall be made to seek a solution and resolve the alleged discrimination complaint at this level.

C. If the complainant is not satisfied with these initial informal procedures he/she may within twenty (20) school days from the date of the original discussion with the Compliance Coordinator initiate more formal procedures to further explore and resolve the problem internally.

**FORMAL LEVEL**

A. The Compliance Coordinator shall present within five (5) school days of the complainant’s decision to initiate formal procedures, the written alleged discrimination complaint to the Principal of the building who may resolve the complaint alone or may take the complaint to the Civil Rights Compliance Panel.

B. *If the Principal decides to make the decision alone she must communicate her decision in writing to the parties concerned and to the Superintendent of Schools within five (5) school days from the day he received the written complaint.

C. *If, however, the Principal decides to take the complaint to the Civil Rights Compliance Panel she must, within fifteen (15) school days of receipt of the written complaint, inform all parties of the date, time, and place of the scheduled grievance panel hearing, notify all parties of their right to present witnesses or representatives if desired, and see that the panel hearing takes place as scheduled.

D. If the complainant is not satisfied with the principal’s decision, he/she may submit a written appeal to the Superintendent of Schools within ten (10) school days.

E. The Superintendent shall review all aspects of the case and within ten (10) working days shall decide for or against the recommendation of the Principal.

F. If the complainant is not willing to abide by the Superintendent’s recommendation, he/she may submit a written appeal to the local Board of Education within fifteen (15) days of the Superintendent’s decision.

Within ten (10) working days from receipt of the appeal and with at least five (5) days notice given prior to the hearing, the Board of Education shall inform all parties involved of the date, time, and place of the hearing and of the complainant’s right to witnesses, legal counsel, or other representation as desired. The Board of Education shall hear all aspects of the appeal and shall reach a decision within twenty (20) days of receipt of the written appeal. The decision shall be presented in writing to the complainant at its next regularly scheduled meeting. The Secretary of the Board of Education shall inform all parties of the Board’s action no later than five (5) working days after the Board’s meeting.

Any person may also file a complaint of illegal discrimination with the Office for Civil Rights, Washington, D.C., at the same time he/she files the grievance, during or after use of the grievance process, or without using the grievance process at all. If the complaint is filed with the Office for Civil Rights, it must be filed in writing no later than 180 days after the occurrence of the possible discrimination.

Dr. Kathleen Ouellette or appropriate Assistant Superintendent of Schools  
Waterbury Public Schools  
236 Grand Street • Waterbury, CT 06702  
Telephone: (203) 574-8004
* If the complaint has reached the formal level of the grievance process (which requires possible recommendations by a Civil Rights Compliance Panel at a school or a decision by a school principal) and the process must continue into the summer months while school is closed, all action will cease the last day of school and continue again the day school opens the following school year.

The Compliance Coordinator shall provide assistance to the complainant in understanding the grievance panel process. A written record of all panel hearings shall be kept.

The panel shall hear and fully review the case and shall send its recommendations in writing to the Principal no later than five (5) school days after the hearing.

The Principal shall hear and fully review the recommendations, reach a decision regarding the case and communicate his/her decision in writing to the parties concerned and to the Superintendent of Schools within five (5) school days.
POLICIES AND PROCEDURES
MANDATORY DRESS CODE

Mandatory Dress Code Policy for 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 Crosby High School 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 Crosby High School logo. In addition to districtwide black shirt, each high school will have a school specific solid color “polo” or “golf” collared shirt (i.e. Crosby – royal blue with/without “bulldog” logo) covering undergarments, cleavage and midriffs.

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

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

- **First Offense:** Contact with parent; written warning; Removal from class with a chance to correct & return to class.
- **Second Offense:** Contact with parent; Detention
- **Third Offense:** Contact with parent; In-school Suspension
- **Fourth and Subsequent Offense:** Contact with parent; Suspension (1 day), and/or Administrative investigation of misbehavior; appropriate 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
ATTENDANCE POLICY

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 Period 1 teacher or administrative assistant or administrative designee determines the legitimacy of an excused absence, and final determination will be made by building principal.

1.1 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.

1.2 TARDINESS/EARLY DISMISSAL - For the purpose of tardiness and early dismissal, “excused” is defined the same as “excused” absence. A pupil who is tardy or dismissed early must report to the office before reporting to his/her classroom. Regardless whether the tardy or early dismissal is excused or unexcused, the student must be present in school for at least half of the regular school day in order to receive attendance credit for the day. For High School and Middle School: Pupils are considered tardy or dismissed early if not in class when the bell rings. For every three unexcused tardies to school or for every three unexcused early dismissals from school, one unexcused day of absence will be assessed to the student’s academic record for that class period specifically affected by the tardy or early dismissal.

1.3 The Board of Education's policy "Attendance Requirements for Students under 18 Years of Age", 5133, will be strictly enforced.

1.4 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.
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:

---

<table>
<thead>
<tr>
<th>Calculating Student Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>60% Assessments:</strong> 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.</td>
</tr>
<tr>
<td><strong>20% Class work:</strong> i.e. Daily assignments completed, with accuracy, extended assignments completed on time and with accuracy, formative assessments curriculum based.</td>
</tr>
<tr>
<td><strong>10% Disposition toward learning:</strong> i.e. actively engages in class, participates in group, displays perseverance, integrity and social and civic expectations.</td>
</tr>
<tr>
<td><strong>10% Homework:</strong> i.e. assignments independently completed outside of the classroom.</td>
</tr>
</tbody>
</table>

---

**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 each Quarter worth 20% of a student’s 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 (Academic Choice for Excellence)
   - **Level 2-Honors**: Honors courses
   - **Level 1-Academic Core**: All other courses in the core subject and elective areas

2. Quality Points:

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

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Student Grade</th>
<th>QPR</th>
<th>With the 4% Multiplier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated</td>
<td>96</td>
<td>4.32</td>
<td>4.49</td>
</tr>
</tbody>
</table>

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/week 3.0 c.u.
- Extended courses 10 periods/week 2.0 c.u.
- Lab Sciences courses 6 periods/week 1.2 c.u.
- Regular courses 5 periods/week 1.0 c.u.
- Elective courses 4 periods/week .8 c.u.
- ½ year courses 5 periods/week .5 c.u.
- ½ year courses 4 periods/week .4 c.u.

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

6. **Honor Roll:**
The designation of High Honors, First Honors, and Second Honors will be determined by the student’s QPR each marking period.

   - Highest Honors 4.0 – 5.05 QPR.
   - First Honors 3.5 – 3.99 QPR.
   - Second Honors 3.0 – 3.49 QPR.

7. **Promotion and Graduation Requirements:**

   - A student must earn five (5) Carnegie units to be promoted to the 10th grade.
   - A student must earn ten (10) Carnegie units and have completed the 10th grade to be promoted to the 11th grade.
   - A student must earn fifteen (15) Carnegie units and have completed three (3) years of high school to be promoted to the 12th grade.
   - Twenty-two (22) Carnegie Units and completion of four (4) years of high school are required for graduation. All students must follow the core curriculum as outlined by the Board of Education. Further, if a student has credits withheld due to unexcused absences, in accordance with the Board of Education attendance policy, those credits are declared unearned credits.

(Note: Graduating Class is defined as a group of students who started ninth grade for the first time and are expected to graduate in four years. For example, if a student started as a freshman in 2015 then their expected graduating class would be 2019.)
GRADUATING CLASSES OF 2019 AND BEYOND:
The formula to be used for grading students’ performance in the area of knowledge acquisition will be 100% as defined below:

<table>
<thead>
<tr>
<th>Grading Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% Assessments</td>
<td>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.</td>
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<tr>
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<td>i.e. actively engages in class, participates in group, displays perseverance, integrity and social and civic expectations.</td>
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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.

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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:

\[
\begin{align*}
A+ & = 4.33 & B+ & = 3.33 & C+ & = 2.33 & D+ & = 1.33 \\
A & = 4.0 & B & = 3.0 & C & = 2.0 & D & = 1.0 \\
A- & = 3.67 & B- & = 2.67 & C- & = 1.67 & F & = 0.00
\end{align*}
\]

\[
\text{Overall GPA} = \frac{\sum \text{(Course Credit)} \times \text{(Course GPA)}}{\sum \text{Course Credits}}
\]

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:
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
Honors Roll: Average of 80-89 and no individual grade below 70
(Note: Graduating Class is defined as a group of students who started ninth grade for the first time and are expected to graduate in four years. For example, if a student started as a freshman in 2015 then their expected graduating class would be 2019.)

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

STUDENT ACADEMIC STANDING

A student is classified as a sophomore if they have earned at least 5 credits at the end of grade 9.
A student is classified as a junior if they have earned at least 10 credits by the end of grade 10.
A student is classified as a senior if they have earned at least 15 credits by the end of grade 11.

Senior Standing
Seniors must have earned 15 credits to be eligible for senior activities including but not limited to:
- Senior prom
- Senior trips
- Yearbook participation
- Senior pageants, etc.

*Students are permitted and STRONGLY encouraged to take on-line courses during the school year for courses they have failed to earn credits to maintain their student academic standing.
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

Community Relations 1250(b)

School Visitors Regulations

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

1. Any visitor who is not a District or City employee on official business, a State or Federal employee on official business, Board of Education Commissioner, or a student enrolled in the school, will be termed a “visitor” under Board Policy and is subject to the procedures set forth below. A visitor does not include those who attend a scheduled activity open to the general public.

2. Any visitor, as defined above, who wishes to visit a school building, and/or observe any student program, must obtain prior approval from the principal or other designated administrator, at least twenty-four (24) hours prior to the visit. Requests to observe a class shall be granted, unless such request(s) would be disruptive to the educational process.

3. All visitors must directly report to the Main Office upon arrival, provide identification which will be kept by school staff during the visit (along with a photocopy to be kept in the student’s cumulative file), and sign in where designated. Identification will be issued to the visitor which must be displayed at all times during the visit.

4. All visitors must provide to the principal or duly authorized administrator the reason for their visit, where the visit will take place and the anticipated length of the visit. Visitor meetings must take place in an administrative area designated by the principal or his/her designee unless otherwise agreed to by the principal or duly authorized administrator.
5. In the discretion of the principal or duly authorized administrator, any visitor may be required to submit to a background check and a sexual offender registry check in order to gain access into the school.

6. An escort for the visitor may be required by the principal or duly authorized administrator.

7. No visitor, except a law enforcement officer duly authorized by the Waterbury Police Department, is allowed to bring a weapon of any kind into any school in the District or on school grounds.

8. In order to safeguard student privacy rights, no videotaping, photography or use of recording devices or electronic equipment including phones, is allowed by the visitor during the visit unless prior permission is given by the Superintendent and appropriate prior written consent of the student is obtained.

9. Visitors must follow all school rules and administrative directives and minimize disruptions of the school’s learning environment. Visitors must not disturb the students, teachers or interrupt classes in any way.

10. If a Visitor fails to abide by these procedures, school rules and administrative directives, the visitor will be asked to leave the premises or be subject to referral to the authorities and possibly precluded from future visits in the discretion of the principal or duly authorized administrator.

11. Visitors are on notice that they are subject to whatever surveillance exists at the school during their school visit.

12. An unauthorized visitor shall be guilty of loitering on school grounds when he/she loiters, or remains in or about a school building or grounds, without a reason or relationship involving the custody of, or responsibility for, a student, or for any other authorized activity, license, or privilege to be there.

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

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

Regulations approved by the Waterbury Board of Education on July 31, 2013
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.
- Students 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 Statues § 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_________________________________________
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.

SUBSTANCE ABUSE PREVENTION POLICY STATEMENT

It is the policy of the Waterbury Board of Education to prevent and prohibit the possession, use and/or distribution of any drug or drug paraphernalia on school property, at school sponsored events, on school buses, and en route to and from school.

All violations of this policy, including the possession, use and distribution of any drug will be dealt with in accordance with the discipline policy as well as state criminal statutes. The consequences of such violations may ultimately result in expulsion from school.

Recognizing that drug use and abuse may be indicative of serious underlying problems, every effort will be made to offer a student help and assistance. Disciplinary procedures will be administered with the best interest of the student, school and community in mind.

Due consideration will be given to the rights of students: questioning of a student on school premises will take place only in the presence of a school official; a student’s right to remain silent or to speak through an attorney or parent/guardian may not be abridged; a school official will maintain a record of all proceedings under this policy, which shall be available to the student.
NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. They are:

1. The right to inspect and review the student’s education records within 45 days of the day the District receives a request for access.
   
   Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading.

   Parents or eligible students may ask the Waterbury Department of Education to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. (Request “Change of Student Records” form.)

   If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

   A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

   Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, SW, Washington, DC 20202-4605.
POLICY NOTIFICATION STATEMENT

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
Department of Education
236 Grand Street
Waterbury, Connecticut 06702
(203) 574-8004

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

U.S. Department of Education,
Office for Civil rights (OCR),
33 Arch Street, Suite 900
Boston, Massachusetts 02110-1491
Telephone (617)289-0111 TTY (877)521-2172

Participation in the Pledge of Allegiance is a matter of personal choice. Students will not be disciplined for failing to participate in the Pledge of Allegiance.
GENERAL POLICIES

ASBESTOS POLICY - The Asbestos Management Plan written for each school in the Waterbury School District is available for inspection in the school’s main office. These plans were generated in accordance with the State Department of Health and E.P.A. requirements.

AGE OF MAJORITY - Since local policies and rules are adopted under assumption that reasonable school regulations should apply to all students regardless of age, persons 18 years of age or older will be considered students first, and adults second.

IN-HOUSE ASSIGNMENTS – In-House Suspension is an alternate disciplinary procedure. Under this program, a student attends school, receives assigned work from his/her teachers and spends the day in a very quiet, strictly controlled atmosphere completing these assignments. Any student who causes a disruption in In-House will be given the appropriate out-of-school suspension.

STUDY HALLS (ACADEMIC CLASSROOM STUDY HALLS)
Students having free periods will be assigned to a study hall. This period should be devoted to class preparation only. Reading of magazines, newspapers and other literature not directly related to schoolwork is not encouraged. Silence must be observed at all times.
Such periods are provided to enable pupils to prepare their schoolwork with a minimum of distraction. All students, therefore, must observe the following rules:
1. Pupils, upon entry to study hall, must take their seats promptly and start their homework immediately.
2. Pupils must come supplied with pencils, pens, papers, books and other necessary school materials.
3. Talking, humming or disturbances of any kind will not be tolerated. A pupil violating any of these rules will be reported to the Assistant Principal for disciplinary measures.
4. Students entering a study hall, with the exception of the Library Media Center, must be in their assigned seats by the four-minute bell.
5. Attendance will be taken beginning immediately after the four-minute bell has rung.
6. Students who have passes to the Library Media Center or other areas of the school may, upon showing such pass to the study hall Proctor, sign out immediately after attendance has been taken. Students going to the Library Media Center will remain there for the remainder of the period. They will not report back to study hall.
7. Students in the study halls will observe the silence which is consistent with a good group study situation. In all possible cases consistent with good judgment, a proctor or duty teacher may move the students who wish to work together to an area where they can work effectively without disturbing others.
8. Permission is required before leaving a seat for any purpose and blanket permission for the above may be revoked at any time if abuse of the privilege occurs.
9. Students should come to study prepared to work.
10. Study hall will be dismissed by the teacher/proctor after the bell has rung signifying the end of the period. The bell itself is only for guidance of the teacher on duty. It is not the signal for the students to depart.
11. Littering in any form will not be tolerated.

SUPER SENIOR – A “Super Senior” is a senior who has completed four years at Crosby High School with a perfect discipline record i.e., no detentions or suspensions, etc. Transfer students may receive Super Senior status only if all previous years at the other high school can be verified as void of any discipline infractions. Under no circumstances will past documented disciplinary referrals, detentions, suspensions, etc. be retroactively forgiven in order to legitimize a student’s Super Senior status. The Super Senior Banquet is held annually in May to honor these young ladies and gentlemen.
Super Senior Criteria

✓ No 5th year seniors
✓ No out of School suspensions
✓ No In-School suspensions
✓ The student must have less than 10 unexcused days absent and less than 10 unexcused days tardy as of May 1st of their senior year.
✓ The student must have attended Crosby High School for at least two full school years

TARDINESS - A pupil who is tardy must obtain a tardy slip from the designated Tardy Center or the main office before reporting to the class. Pupils who are continuously tardy without good reason may be assigned after school detention or may be suspended. Pupils are considered tardy if not in class when the 7:20 a.m. bell rings. Students will not be admitted to Crosby High School after 8:00 a.m. Unless:

a. They are accompanied by a parent/guardian, or a telephone call (indicating a number to call for verification) from a parent or guardian has been received prior to 8:00 a.m., or
b. The student has a written excuse of a professional service (i.e., doctor, dentist, lawyer) with a return telephone number for verification.

Regardless whether the tardy is excused or unexcused, the student must be present in school for half the school day in order to receive attendance credit for the day.

PERMISSION SLIPS - No pupil shall be permitted to leave a classroom or study hall without a pass properly filled out and signed by a teacher or staff member, except at passing time.

Pupils who wish to use the lavatory between classes must obtain a dated, timed and signed permission slip to a specific lavatory. During cafeteria period, the only pupils who may use the conveniences of the lavatory without a pass are those pupils assigned to the cafeteria area. When a pupil is issued a permission slip to the lavatory, he/she should go directly to the lavatory.

The above rule also applies to the use of the main office telephone. The main office telephone is not to be used by pupils except for emergencies. Pupils must have a permission slip to use the telephone.

DETENTION - Pupils may be assigned to after-school detention session under the supervision of the Assistant Principal and/or member of the faculty. If a pupil is detained, it is because of an infraction of school rules; consequently, he/she must report promptly. Failure to report without a reasonable excuse will result in additional punishment and/or suspension.

CARE OF BOOKS - 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 excuses 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.

SCHOOL PROPERTY - Pupils should take pride in the appearance of the school and should help to keep it neat and attractive. Any pupil found damaging or defacing school property will be held financially responsible. Responsible care and orderliness are also expected of all pupils in the handling of school equipment in the classroom, halls, and cafeteria.

Pupils will use the baskets and containers provided for wastepaper and refuse in classrooms and cafeteria. Please help to keep the building and grounds presentable at all times. Pupils will keep the area by their desks in neat and clean condition at all times.

CONDUCT OUTSIDE OF SCHOOL - Every pupil should realize that he has definite obligations. His/her conduct, both in and outside of school, reflects both his/her home training and that of the school.
does not hold itself responsible for offenses committed outside of its jurisdiction; yet any conduct on the street, on buses, at the athletic or social functions that is not in accordance with the aims, ideals and objectives of the school will be considered a serious breach of conduct.

ACADEMIC DISHONESTY – Academic dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student’s academic performance, including but not limited to:

a. Cheating on an examination
b. Collaborating with others in work to be presented, contrary to the stated rules of the course
c. Plagiarizing, including the submission of other’s ideas or papers (whether purchased, borrowed or otherwise obtained) as one’s own
d. Stealing or having unauthorized access to examination or course materials
e. Falsifying records, laboratory or other data
f. Submitting, if contrary to the rules of a course, work previously presented in another course
g. Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students should not give or receive aid during examinations, quizzes, tests or lab assignments. Students should not use answers to examinations, quizzes and tests written on cheat sheets, clothing or body parts, or obtained from others who have taken the same test prior to them. Students should not use in any written work, without proper acknowledgement, the wording of any sentence or part of a sentence of another author without acknowledgement of the original author. Students should not use calculating devices during tests where calculators are not permitted.

Plagiarism according to The American Heritage Dictionary of the English Language, Fourth Edition, 2000, is “1. A piece of writing that has been copied from someone else and is presented as being your own. 2. The act of plagiarizing: taking someone’s words or ideas as if they were your own.” If you copy another’s work in a paper, for instance, you must put the copied material in quotation marks and footnote or endnotes. If you restate the language or thoughts of another in your own words, you are paraphrasing. Omit the quotation marks, but footnote or endnote the original source. Not to attribute the idea to the original person is to plagiarize. In general, it is better to acknowledge too many sources than too few.

Plagiarism, as defined above, is considered a serious academic offense. According to Connecticut statute, plagiarism is a criminal act and classified as a Class “B” misdemeanor. The teacher, in conference with an administrator, will exercise his/her professional judgment when determining an appropriate penalty for a project that has been plagiarized. The nature of the penalty should be relative to the magnitude of the offense. Examples of penalties that will be invoked are: a zero for the project, an “F” for the course, and/or referral to the proper authorities. The teacher and administrator will determine if the student may be permitted to complete the paper properly, or write an entire new paper properly. These and other penalties will not be imposed when the classroom teacher determines that the sources in a paper have been mis-cited.

The teacher with the administration will determine the extent of grade reduction and possible suspension or referral to authorities.

(Obtained from Tunxis Community College Handbook)

SMOKING - Pupils are not permitted to smoke in the school building or on the grounds at any time, by order of the Dept. of Education and the Fire Department, nor are pupils permitted to smoke on school grounds while officially in attendance.

USE OF CELL PHONES, BEEPERS, CD’s, I-PODS, MP3 PLAYERS, ETC. - Use of special equipment such as radios, beepers, tape recorders, portable phones, etc., during school hours is not permitted. VIDEO and AUDIO equipment are not allowed unless part of an approved school curriculum. Per 95-304 Section 8 - No student in a public school in the state shall possess or use a remotely activated paging device. If the above items are found they will be returned to parent or guardian only.
MESSAGES - Personal messages or telephone calls cannot be accepted. Messages will not be given to any pupil during school hours except in an extreme emergency.

CHANGE OF ADDRESS - Pupils must report to the office at once any change of address or home telephone number so that the correct information will be available in case of emergency.

WITHDRAWAL FROM SCHOOL - Pupils over eighteen who contemplate withdrawing from school must consult the Guidance Counselor to discuss their plans and should submit written permission from parent or guardian. All books and materials on loan from the school must be returned.

ILLNESS - A pupil who becomes ill must obtain a permission slip from the teacher in order to see the nurse. If the nurse feels that the pupil should go home, she will contact the home first to make arrangements for the pupil’s dismissal. If no one is at home, the pupil shall stay in school until the nurse is able to contact some member of the family. If the nurse is not available, the pupil should go to the Assistant Principal or to his Guidance Counselor.

CRUTCH POLICY - Students who are on crutches must report to the nurse’s office before being allowed to return to class.

ELEVATOR KEY – With documentation of need by a doctor, a student may use the elevator. There is a $20.00 fee for an elevator key. This fee will be refunded once the key is returned to a Assistant Principal.

OFFICE DISMISSAL - Dismissal before the close of school is granted only for emergencies. Pupils must report to the Assistant Principal to obtain such permission.

VISITORS - Only persons with official business in the school will be admitted during school hours. All visitors must register with and get permission from the Office of the Principal; anyone failing to do so will be considered in violation of school department regulations and subject to legal action.

OUTSIDE ACTIVITIES - The sale of tickets or engaging in advertising for outside activities is definitely prohibited in the school building. Posters for outside activities and sale of tickets for non-sponsored school activities must have approval from the Office of the Superintendent of Schools.

ACCIDENTS - All accidents occurring in the building during school hours or during extra-curricular activities affiliated with the school must be reported to the Office of the Principal immediately.

EMERGENCY EVACUATIONS - In the event it becomes necessary to evacuate the building, students must follow the route posted for the room in which they are attending class. Leave the building quickly and quietly. Follow all directions as given by alarm, over the public address system or as relayed verbally. Remain in the designated assembly area with your teacher until the all-clear signal is given.

LOST AND FOUND - All articles that are found should be taken to the Main Office. Inquiries about lost articles may be made at the office.

INSURANCE - School insurance is made available to students at reasonable cost. The insurance coverage usually encompasses traveling to and from school as well as school-sponsored activities.

VALUABLES - Under no circumstances should money, jewelry, or other valuables be left in desks or lockers. The school will not be responsible for articles taken from unlocked desks and lockers.

LOCKERS - Each student is assigned a locker. It is the student’s responsibility to maintain this properly and to keep it locked at all times to safeguard personal belongings. Never leave combination locks on ‘set’ position. The student should not share locker combination with classmates. Student may use his/her own padlock for security. Administration reserves the right to cut off any padlock if deemed necessary.

The school has an obligation to maintain proper standards of environment; therefore, where there is a suspicion of a condition which endangers the health, welfare or safety of any student, the school not only has the right, but the obligation to examine locker contents. Refer to Search and Seizure Public Act 53 U.O.L.W., United States Supreme Court decision forwarded by CT State Dept. of Education to all Superintendents, dated February 15, 1985.
CAMERA – Security cameras are being utilized in the Waterbury Schools to enhance school safety. The cameras will be located only in the common areas (hallways, cafeterias, lobbies, etc.) of the school buildings. In the event that an infraction student or staff is recorded, it may be utilized as an aid to the existing Board of Education policies.

The use of these cameras is to prevent disruptive activities that may interfere with the school learning environment and education.

INTERNET USAGE REGULATIONS – The operation of the Internet relies heavily on the proper conduct of the users, who must adhere to strict guidelines. Internet access is a privilege, not a right. If a district user, faculty member, staff or student, violates any of the acceptable use provisions outlined in the Board of Education Policy, his/her access privilege may be terminated and future access may be denied. Violations may also result in disciplinary action from school officials.
POLICY STATEMENT REGARDING:
WEAPONS & DANGEROUS INSTRUMENTS

According to the Waterbury Board of Education Policy 4.2.6, “Students shall not possess firearms, facsimiles of firearms, weapons or dangerous instruments of any kind on school grounds or buildings, not on school buses, nor any school-related or school sponsored activity away from school facilities. Firearms, weapons, and dangerous instruments shall include those defined by law. Students who violate this policy shall be subject to appropriate disciplinary action as well as possible court action.”

A weapon or dangerous instrument is defined as follows: Anything that has the potential to cause bodily harm, a health hazard, or cause physical damage. Therefore, items include but are not limited to ANY TYPE OF GUN, KNIFE, CLUB, METAL KNUCKLES, RAZORS, ETC.

Therefore, any elementary, middle or high school student that has been determined to be in possession of any of the previously mentioned items at the bus stop, on the school bus, on school property, in a school building, or at a school-sponsored activity will be assigned the following MANDATORY CONSEQUENCES:

➢ 10-Day Home Suspension
➢ Referral to the Waterbury Police Department
➢ Notification to the Superintendent of Schools
➢ Expulsion by the Waterbury Board of Education

I understand and consent to the responsibilities in the Waterbury Public School District’s policy specifically related to WEAPONS & DANGEROUS INSTRUMENTS. I also understand and agree that my child shall be held accountable for his behaviors and accept the clearly established consequences.

Student’s Name: _________________________________________

Student’s Signature: ______________________________________

Parent/Guardian Signature: ___________________________ Date: ____________