



# **Student & Parent/Guardian Handbook 2024-2025 School Year**

Waterbury Board of Education  
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[www.waterbury.k12.ct.us](http://www.waterbury.k12.ct.us)

# Waterbury Board of Education

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## **WATERBURY PUBLIC SCHOOLS' MISSION, VISION, AND CORE VALUES**

### **Mission Statement**

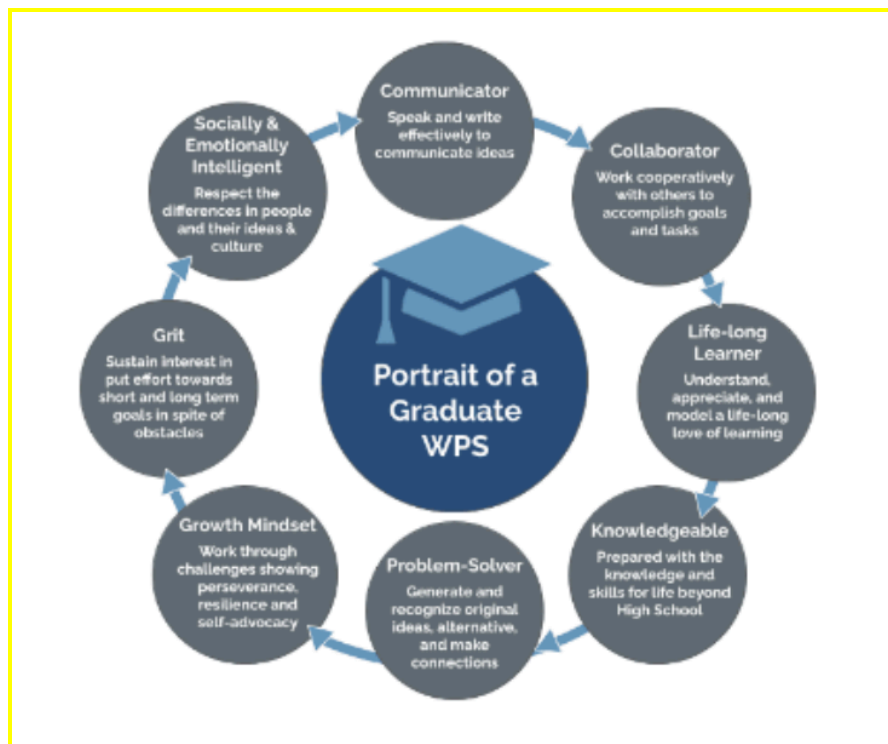
The Mission of Waterbury Public Schools is to inspire and prepare every student to be successful in and beyond school.

### **Vision Statement**

ALL Waterbury Public Schools students will graduate ready to transform their world.

### **Core Values**

- Holds high expectations for excellence in teaching and learning
- Promotes equity in policy, practice, and resources
- Provides students a quality learning experience aligned to our Portrait of a Graduate
- Acts as stewards for community resources and managing our assets to ensure equity and excellence
- Recognizes that meaningful relationships are the foundation of a high-quality education
- Committed to embracing a diverse community
- Committed to civility, honesty, responsibility and transparency



## **PREFACE**

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The material covered within this student handbook is intended as a method of communicating to students and parents/guardians regarding general district information, rules and procedures and is not intended to either enlarge or diminish any Board policy, administrative regulation or negotiated agreement. Material contained herein may therefore be superseded by such Board policy, administrative regulation, or negotiated agreement. Any information contained in this handbook is subject to unilateral revision or elimination from time to time without notice. Consult the district's website or the individual school's website for any significant changes.

This booklet is written for our students and their parents/guardians. It contains required and useful information. Because it cannot be as personal communication as we would like, we address students not directly as "you" but rather as "the student," "students," or "children." Likewise, the term "the student's parent" may refer to the parent, legal guardian, or other person who has agreed to assume responsibility for the student. Both students and parents/guardians need to be familiar with the District's Student Code of Conduct and school safety and security plans which are intended to promote school safety and an atmosphere conducive to learning.

The Student Handbook is designed to be in harmony with Board policy. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy that affect portions of this Handbook will be made available to students and parents through newsletters, web pages, and other communications.

All Board policies can be found on the District's website [www.waterbury.k12.ct.us](http://www.waterbury.k12.ct.us) in the section [Board of Education Policies](#).

## **NON-DISCRIMINATION**

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The Waterbury Public Schools do 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); on the basis of age, in accordance with the Age Discrimination Act of 1975 (Age Discrimination Act) as amended; gender identity and expression, (PA 11-55); status as a veteran (PA 17-127); or any other protected status, such as sexual orientation. The term “disability” shall be broadly construed. The question of whether an individual’s impairment is a disability under the ADA shall not demand extensive analysis. The District provides equal access to the Boy Scouts and other designated youth groups.

The Waterbury Public Schools do not retaliate against any complainant who alleges discrimination.

To file a complaint alleging discrimination or harassment by Waterbury Public Schools on the basis of race, color, national origin, sex, gender identity or expression, disability, or age, under Title VI, Title IX, Section 504, the ADA, the Age Discrimination Act, PA 11-55 or their respective implementing regulations, or any other protected status such as sexual orientation, please contact:

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

Additional information about the BOE Nondiscrimination Policy 5145.4 is also available on our website: [Waterbury Public Schools Nondiscrimination Policy](#).

4000.1 - [Title IX Policy \(Personnel: Certified and Non-Certified\)](#)

5145.44 - [Title IX Policy \(Students\)](#)

## **EQUALITY OF OPPORTUNITY STATEMENT**

District schools recognize and accept the need to prepare students to live and work productively in an increasingly diverse society. This is an integral part of the school system’s commitment to offering an educational program of excellence, which includes teaching students awareness and understanding of the diverse cultures and heritages that form our society. The school will not tolerate student behavior that insults, degrades, or stereotypes any race, religion, gender, sexual orientation, disability, physical or mental condition, or ethnic group.

## **EQUITY POLICY**

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The purpose of this policy is to establish a framework for educational equity for all students to ensure the elimination of bias, particularly institutionalized racism - and cultural bias, as factors affecting student achievement and learning experiences, and to promote teaching and learning and work environments that welcome, respect, and value strength in diversity.

Equity in education is about inclusiveness and social justice and is not to be used interchangeably with the principles of equality. The principle of educational equity goes beyond formal equality where students are treated the same. Instead, educational equity fosters a barrier-free environment in which all students have the opportunity to benefit equally. Equity is achieved when there is sufficient evidence that each child has a high-quality educational experience, and outcomes and successes are not predicated by a student's subgroup. Students deserve a respectful learning environment in which their cultural, racial, and ethnic diversity is valued and contributes to successful academic outcomes. The school learning and work environment are enriched and improved by the contributions, perspectives, and the very presence of diverse participants.

Additional information about the BOE Equity Policy 0523 is also available on our website: [Waterbury Schools BOE Equity Policy](#).

## **ADMISSION/PLACEMENT**

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

New student registration is also available on our website: [New Student Registration Information - Waterbury Public Schools](#)

Completion of immunization and health assessments are required prior to a child's attendance in school but are not prerequisites for enrolling a child who resides in the District and is of appropriate age to attend school.

In order to determine a child's eligibility for ESL or bilingual programs, parents/guardians of all new students enrolling for the first term and all re-enrolling students who have not previously attended public school in Connecticut must complete a Home Language Survey. The student, after enrollment, may also take a screening exam.

Additional information about BOE admission and placement is available on our website:  
5111(a) - [Waterbury Public Schools BOE Admission Policy](#)  
5112 - [Waterbury Public Schools Ages of Attendance Policy](#)

## **ADVANCED PLACEMENT COURSES**

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The Waterbury Public Schools believes strongly that all students should be provided with opportunities to achieve in advanced placement and college-credit-bearing courses. To that end, our Advanced Placement program is open to all students across the district. While course prerequisites may exist, previous course levels and/or grades do not preclude a student from enrolling in an Advanced Placement course. Each course culminates in a standardized college-level assessment, AP Exam. AP Exams are given in May and students can potentially earn college credit depending on their scores.

Additional information about the BOE Advanced Courses or Programs, Eligibility Criteria for Enrollment Policy 6141.51 is available on our district website: [Waterbury Public Schools Advanced Courses or Programs, Eligibility Criteria for Enrollment Policy](#).

## **AIDS CURRICULUM**

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

Additional information about the BOE Acquired Immune Deficiency Syndrome (AIDS) (Instruction) Policy 6164.12 is available on our website: [Acquired Immune Deficiency Syndrome \(AIDS\) Instruction Policy](#).

## **ALTERNATIVE EDUCATION PROGRAMS**

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In the case of a recommendation for placement in the Alternative Program a hearing will be conducted at the student's school with the Director of Student Affairs, Alternative and Innovative Programming, the student, parent/guardian and the school's principal or his/her designee. At the time of the hearing, the Director of Student Affairs, Alternative and Innovative Programming will determine, according to WPS policy, if the student will remain at the district school or will be transferred to an Alternative Placement until the student has successfully met the goals of their individualized learning plan.

Additional information about the BOE Alternative Education Programs Policy 6172 is available on our website: [Waterbury Public Schools Alternative Education Programs Policy](#).

### Appeal Process:

If there is disagreement by the parent / or legal guardian upon determination of enrollment by the Director of Student Affairs, Alternative and Innovative Programming involved in the placement to the Alternative Education Program, the following process delineating a parent / or legal guardian's right of appeal is as follows. The parent / or legal guardian must write a letter of appeal addressed to the Director of Student Affairs, Alternative and Innovative Programming, and the Principal of the referring school within five (5) days of the determination requesting an appeal hearing. Upon receipt of the written request, the Director of Student Affairs, Alternative and Innovative Programming must convene a hearing to contest the placement. The hearing is the final step of the appeal process.

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

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

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

Section 504 prohibits discrimination against persons with disabilities (both students and staff members) by school districts receiving federal assistance of any kind for any program or activity. Districts may not discriminate against any person with a disability, regardless of whether the program or activity in which that person is involved receives federal funding directly. Under 504 [29 U.S.C. & § 706(8)] a person is considered to have a disability if that person:

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

While Section 504 provides a means for preventing discrimination against students with disabilities, this does not mean that 504 plans must focus on the disabling condition or on addressing the disability directly. Rather, 504 plans offer a means for focusing on students' strengths, for capitalizing on what students bring to the instruction process - not on what they lack.

Students with disabilities, pursuant to Section 504 and/or ADA will be provided a free appropriate public education which may include, but is not limited to, providing a structured learning environment; repeating and simplifying instructions about in-class and homework assignments; supplemented verbal instructions with visual instructions; adjusting class schedules, modifying test delivery; computer-assisted instructions; using modified textbooks and tailoring homework assignments.

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

Any eligible person, including any student, parent/guardian, staff member, or another employee who feels that he/she has been discriminated against on the basis of disability may submit a written complaint to the district's designated District Section 504 Coordinator, Nyree Toucet, Director of College and Career Readiness, within 30 days of the alleged occurrence.

Additional information about the Waterbury Public School Section 504: Civil and Legal Rights and Responsibilities Policy 5145 is also available on our website: [Waterbury Public School Section 504: Civil and Legal Rights and Responsibilities](#).

## **ANTI-RACISM**

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The District rejects all forms of racism as destructive to the mission, vision, values, and goals of this school system. All forms of racism must be eliminated from the District. Children must find school a safe and welcoming place, where they are able to achieve success, irrespective of their racial or ethnic background. Racism will not be tolerated in any form. All students deserve a socially cohesive community within a positive, multi-cultural society.

## **ASBESTOS**

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

The Asbestos Hazard Emergency Response Act (AHERA) requires schools to ensure that workers and building occupants or their legal guardians are informed at least once each school year about inspections, response actions, and other activities related to asbestos in the school.

### *General Information on Asbestos*

Asbestos is a naturally occurring fibrous mineral that is mined from the earth and added to certain products including building materials such as floor tiles, piping insulation, plaster, or other building substrates. It was widely used in building materials in the past for its superior insulation properties, fireproofing properties, and ability to strengthen and add longevity to building substrates.

Inhalation of asbestos fibers has been shown to have serious health risks such as Asbestosis, Lung Cancer, and Mesothelioma. These diseases can be a consequence of asbestos exposure, however, symptoms may take many years to develop.



It should be noted that building occupants are only at risk of asbestos exposure when building materials containing asbestos are disturbed or damaged. When materials that contain asbestos are intact, the asbestos fibers remain dormant in the substrate. Damage or disturbance to these materials can cause a release of asbestos fibers that can lead to exposure. For this reason, the condition and locations of known or assumed asbestos-containing materials are checked periodically to ensure appropriate response actions to any damage or disturbance to building materials thought to contain asbestos.

*Steps are being taken to protect the health and safety of people in the school*

Periodic surveillance of the schools is performed every 6 months to monitor the condition changes of any materials that are known or presumed to contain asbestos. Periodic reinspections of the schools are performed every 3 years to update the school management plan concerning the current status of ACM in the schools. Copies of the 6-month Periodic Surveillance reports and 3-year re-inspection reports are available along with the school's Asbestos Management Plan (AMP), which is located in the main office.

*Asbestos in the building materials*

A comprehensive list of the types and locations of building materials in the school that is known or presumed to contain asbestos is available in the school's Asbestos Management Plan, located in the main office.

*Asbestos Management Plan*

A written Asbestos Management Plan is available that documents inspection and surveillance activities, known and presumed asbestos-containing materials in the building, records of asbestos-related building material disturbances and response activities, and post-response documentation. The Asbestos Management Plan is located in the main office and is available for review by parents, legal guardians, teachers and other school personnel, representatives of EPA, representatives of the State, and the public.

Additional information about the Asbestos Policy 7553 is also available on our website: [Waterbury Public Schools Asbestos Statement](#).

## ATTENDANCE

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### *Introduction*

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

### *Definitions*

*Note: The use of the state-approved definitions of “excused” and “unexcused” absences are for state purposes for the reporting of truancy. Districts are not precluded from using separate definitions of such absences for their internal uses such as involving decisions on areas such as promotion and grading.*

- **Chronically absent child:** An enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during the school year.
- **Absence:** An excused absence, unexcused absence, or disciplinary absence, as those terms are defined by the State Board of Education pursuant to C.G.S. 10-198b.
- **District chronic absenteeism rate:** The total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for the school year.
- **School chronic absenteeism rate:** The total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for the school year.

## Excused Absence

A student's absence from school shall be considered "excused" if written documentation of the reason for such absence has been submitted within ten (10) school days of the student's return to school and meets the following criteria:

- A. For absences one through nine, a student's absences from school are considered "excused" when the student's parent/guardian approves such absence and submits appropriate documentation to school officials.
- B. Absence resulting from a student enrolled in grades K-12, taking two mental health days during the school year. Such absence is to permit the student to attend to emotional and psychological well-being in lieu of attending school. A student cannot take these mental health days during consecutive school days.

Such documentation includes a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/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.

- C. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:
  - a. Student illness (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence);
  - b. Student's observance of a religious holiday;
  - c. Death in the student's family or other emergencies beyond the control of the student's family;
  - d. Mandated court appearances (documentation required);
  - e. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required);
  - f. Extraordinary educational opportunities are pre-approved by District administration and are to be in accordance with Connecticut State Department of Education guidance.

## Unexcused Absence

- A. A student's absence from school shall be considered unexcused unless
- a. The absence meets the definition of an excused absence and meets the documentation requirements; or
  - b. The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and is excluded from these State Board of Education approved definitions.

When the school in which a child is enrolled receives no notification from a parent or other person having control of the child is aware of the child's absence, a reasonable effort shall be made by school personnel or volunteers under the direction of school personnel to notify by telephone and by mail such parent or other person having guardianship of the child.

Responsibility for the completion of missed classwork lies with the student, not the teacher. Unless a student has an extended illness, all make-up work will be completed within five days after the student returns to school.

## Excused Absences for Children of Service Members

An enrolled student, age five to eighteen, inclusive, whose parent or legal guardian is an active duty member of the armed forces, as defined in section 27-103, and has been called to duty for, is on leave from or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year and, at the discretion of the Board of Education, additional excused absences to visit such child's parent or legal guardian with respect to such leave or deployment of the parent or legal guardian. In the case of such excused absences such child and parent or legal guardian shall be responsible for obtaining assignments from the student's teacher prior to any period of an excused absence, and for ensuring that such assignments are completed by such child prior to his or her return to school from such period of excused absence.

## Chronic Absenteeism

The Board of Education, in compliance with the statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

1. A team for the District must be established when the District chronic absenteeism rate is 10 percent or higher.
2. A team for the school must be established when the school's chronic absenteeism rate is 15 percent or higher.
3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

The membership of attendance review teams may consist of school administrators, guidance counselors, school social workers, teachers, chronically absent children, parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children, and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each established attendance review team shall meet at least monthly.

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education. Such a plan must include the means for collecting and analyzing data relating to student attendance, truancy, and chronic absenteeism. The data must be disaggregated by the school district, school grades, and subgroups such as race, ethnicity, gender, eligibility for free and reduced-priced lunches, students whose primary language is not English, and students with disabilities.

The District shall annually include information for the strategic school profile report for each school and the District that is submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

The Principal or his/her designee of any elementary or middle school located in a town/city

designated as an alliance district may refer to the children's truancy clinic established by the Probate Court serving the town/city, a parent/guardian with a child defined as a truant or who is at risk of becoming a truant. (An attendance officer or a police officer shall deliver the citation and summons and a copy of the referral to the parent/guardian.)

## **TRUANCY**

(Attendance Requirements for Students under 18 years of age with respect to Truancy)

### **Introduction**

The District's policy on student truancy shall stress early prevention and inquiry leading to remediation of absences rather than an imposition of punitive measures for students. Referral to legal authorities normally shall be made only when local resources are exhausted. For purposes of implementing this policy and for reporting purposes regarding truancy, the District will utilize the State Board of Education approved definitions of "excused," "unexcused," and "disciplinary" absences. (Note: Also see Policy entitled "Attendance Requirements for Course Credit or Promotion")

### **Definitions**

- **Truant** shall mean a student aged five to eighteen, inclusive, who has four unexcused absences in any one month, or ten unexcused absences in one school year.
- **In attendance** shall mean a student 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.
- **Chronically absent child** is an enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during the school year.
- **Absence** means an excused absence, unexcused absence, or disciplinary absence, as those terms are defined by the State Board of Education pursuant to C.G.S. 10-198b.
- **Mental health wellness day** means a school day during which a student attends to his/her emotional and psychological well-being in lieu of attending school. Such days must be nonconsecutive.
- **District chronic absenteeism rate** means the total number of chronically absent

children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such a school year.

- **School chronic absenteeism rate** means the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for the school year.

## Remediation of Truancy

School personnel shall seek cooperation from parents or other persons having control of such children and assist them in remedying and preventing truancy. The Superintendent of Schools shall develop regulations that will detail the following school district obligations under the district's truancy policy.

1. Notify parents annually of their obligations under the attendance policy.
2. Obtain telephone numbers for emergency record cards or other means of contacting parents or other persons having control of the child during the school day.
3. Establish a system to monitor student attendance.
4. Make a reasonable effort by telephone and by mail to notify parents or other persons having control of the child, enrolled in grades one through eight, inclusive, when a child does not arrive at school and there has been no previous approval or other indication which indicates parents are aware of the absence. (Note: Persons who in good faith give or fail to give notice pursuant to this section shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.)
5. Identify a student as "truant" when the student accumulates four unexcused absences in any month or ten in a school year.
6. Identify a student as "chronically absent" when the student accumulates a total number of absences at any time during a school year that is equal to or greater than ten percent of the total number of days that such student has been enrolled at the school during the school year.
7. Appropriate school staff meet with the parents of a child identified as truant or chronically absent to review and evaluate the situation, within ten days of such designation. Such meetings may involve the school or District Attendance Team. Students so identified may be subject to (a) retention in the same grade to acquire

necessary skills for promotion or retention. (b) a requirement to complete a summer school program successfully before being promoted to the next grade.

8. When a petition is filed, an educational evaluation of the truant student shall be done by appropriate school personnel if no such evaluation has been performed within the preceding year.
9. Provide coordination of services and refer "truants" to community agencies that provide child and family services.
10. If in existence, refer the child to the children's probate court truancy clinic.
11. Until such time as the State Department of Education provides a truancy model, the Waterbury Public Schools will follow its current truancy procedures.

The Board, on or before 8/15/18, shall implement a truancy intervention model identified by the Connecticut State Department of Education (SDE) for any school within the District that has a disproportionately high rate of truancy, as identified by the Commissioner of Education. Parents or other persons having control of each child shall be notified of such truancy models. (Note: The SDE is required to identify these effective truancy intervention models by 8/15/17.)

## Dismissal

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

- No school, grade, or class may be dismissed before the regularly scheduled dismissal time without the approval of the Superintendent or his/her designee.
- No teacher may permit any individual student to leave school prior to the regular hour of dismissal without the permission of the Principal.
- No student may be permitted to leave school at any time other than at regular dismissal without the approval of the student's parent/guardian. When parents need to change a student's dismissal procedure written notice is required and should be given to the teacher via a note or Parent Square. If a court official with legal permission to take custody of a child, or if a police officer arrests a student, the parent/guardian should be notified of these situations by the administration.



## **TWENTY ABSENCE LIMIT**

For any student enrolled in the Waterbury School System in grades K – 12

No student may receive course credit for a full-year course after having been absent from that course more than twenty (20) class periods during the school year. These absences will be prorated 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 disciplinary action.

## **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 of 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.

### **High School and Middle School**

Pupils are considered tardy or dismissed early if not in class when the bell rings. For every three unexcused tardies to school or for every three unexcused early dismissals from school, one unexcused day of absence will be assessed to the student’s academic record for that class period specifically affected by the tardy or early dismissal.

At the high school level, the unexcused tardy or unexcused absence applies to each individual class the student is late for or absent from. This may apply to more than one class. In addition, when homeroom is dissolved, the student’s previous unexcused absences and unexcused tardies will be reflected in the student’s first-period class.

### **Elementary Schools**

Total unexcused tardy and unexcused early dismissal time accumulated throughout the year will be assessed on the student’s academic record as determined by the school administrator.

The Board of Education’s policy “Attendance Requirements for Students under 18 Years of Age with Respect to Truancy, #5113.2, will be strictly enforced. The school administrator or

administrative designee will be responsible for administering the policy.

## **WAIVERS**

A student who has accumulated more absences than allowed by the policy may be issued a waiver by the school administration if extenuating circumstances exist. At the discretion of the administration, the parent may be requested to appear at the hearing to verify the legitimacy of the extenuating circumstances.

A waiver will become a part of the student's permanent cumulative file and be recorded in the computer database.

## **APPEALS**

- A. If extenuating circumstances exist, parents and students have the right to appeal the denial of credit and/or promotion. The appeal must be requested in writing within five (5) business days after notification of credit withdrawal and directed to the school principal.
- B. Each school will set up an Appeals Board to consider the appeal, consisting of the principal or designee and two teachers to informally hear all requests. Other pupil personnel faculty may be invited by the Appeals Board to participate when appropriate. All parties directly involved may attend the informal hearing. The Appeals Board will meet as soon as possible after individual students have exceeded their absences.
- C. The Appeals Board will consider
  - a. Presentation by school staff and/or parent/legal guardians
  - 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
- D. A student may be allowed an attendance appeal hearing on a yearly basis. However, a successful appeal for credit or promotion may only be granted twice in grades K-5, once in grades 6-8, and once in grades 9-12.
- E. Decisions of the Appeals Board are final. Appeals granted or denied must become a part of a student's permanent cumulative file and be recorded in the computer database.

Additional information about the BOE attendance and truancy policies is available on our website:

5113 - [Attendance Requirements for Course Credit or Promotion](#)

5113.2 - [Attendance Requirements for Students Under 18 years of Age with Respect to Truancy](#)

## **BOARD OF EDUCATION**

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Board members are elected public officials with the responsibility for the governance of the school district. In order to perform its duties in an open and public manner and in accordance with state law, the Waterbury Board of Education holds regular business meetings on the third Thursday of each month at 5:30 p.m. at the Waterbury Arts Magnet School. Parents, students, and other community members are encouraged to attend.

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

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

Additional information about the Board of Education/Superintendent's Classification of Duties Policy 2000.1 is available on our website: [Waterbury Public Schools Board of Education/Superintendent's Classification of Duties \(Administration\) Policy](#).

## **CHILD ABUSE, NEGLECT, AND SEXUAL ASSAULT**

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

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

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

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

Additional information about the BOE Reporting of Child Abuse, Neglect, and Sexual Assault Policy 5141.4 is available on our website: [Waterbury Public Schools Child Abuse, Neglect, and Sexual Assault Policy](#).

## **COMPUTER RESOURCES**

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

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

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

students on social media when the student is not engaged in District activities and not using District equipment.

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

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

Additional information about BOE policies about computer resources are available on our website:

5131.81 - [Electronic Device \(Students\) Policy](#)

6141.321 - [Acceptable Use In-School of the Internet and Other Networks Policy](#)

## **STUDENT CHROMEBOOK PROCEDURES AND GUIDELINES**

The focus of the Chromebook program is to provide tools and resources for students. Our mission is to integrate technology as a part of the educational program for our students to improve teaching, learning, and increase our students' engagement in the classroom. Teachers will incorporate technology so students learn to communicate, collaborate, think critically, and be creative in the classroom.

Students who are actively enrolled, and who attend classes qualify for the use of a District owned Student Chromebook. To use this Chromebook, students must abide by all of the expectations in the **Student Chromebook Guide** and the [Acceptable Use Policy](#) and **Parents & Students (Grade PK-12) must sign and return the Chromebook Permission Slip** before the Chromebook can be issued to their child.

A Chromebook is a personal computer running Google Chrome OS as its operating system. Chromebooks are designed to be used while connected to the Internet and support applications like Google Docs that reside on the Web, rather than traditional PC applications like Microsoft

Office and Photoshop that reside on the machine itself. The equipment includes the following items and accessories.

- **Chromebook**
- **One (1) AC adapter (with power cord)**

The Waterbury School District is the legal title holder and shall at all times remain as such. Your right, possession and use of the borrowed device is limited to, and conditioned upon, your full and complete compliance with the expectations detailed in this [Student/Parent Handbook](#) and the [Acceptable Use Policy](#). The device is maintained and loaned by the District so there is no expectation of privacy in use or data stored on a District owned device.

### Returning the Chromebook

If a student transfers to another district, withdraws, or terminates enrollment for any reason, the student must turn in their Chromebook or they will be charged the full replacement cost. **Failure to turn in the Chromebook to the School's Main Office on the last day of attendance will result in the student being charged the full replacement cost and their school records will be held.**

Damage		
Issue	Action	Cost
Damage (1st Instance)	A report must be made immediately to the administration.. The device must be returned to the school so that a replacement device may be issued.	\$ 0.00
Damage (2nd Instance and additional instances))	A report must be made immediately to the administration. The device must be returned to the school so that a replacement device may be issued after payment has been received for the repair. <b>Loss of privileges of using the Chromebook may occur such as the following:</b> <b>Limiting participation in the Chromebook program</b> <b>May not be permitted to take the device home</b>	Damaged keyboard - \$90 Damaged screen - \$180 Chromebook and charger - \$453 Missing charger - \$22
Lost Device		
Issue	Action	Cost
Lost Device (1st Instance)	A report must be made immediately to administration	Chromebook and charger - \$453 Chromebook Only- \$ 431 Charger Only - \$22
Lost Device (2nd additional)	A report must be made immediately to administration	Chromebook and charger - \$453

instances)		Chromebook Only- \$ 431 Charger Only - \$22
<b>Theft</b>		
Theft (1st Instance)	A report must be made immediately to administration and a police report <b>MUST</b> be filed with the local police department. A copy of that report <b>MUST</b> be brought to administration.	With a copy of the police report \$0.00  No copy of the police report Chromebook and charger - \$453 Chromebook Only- \$ 431 Charger Only - \$22
Theft (2nd and additional instances)	Loss of privileges of using the Chromebook may occur such as the following: <b>Limiting participation in the Chromebook program</b> <b>May not be permitted to take the device home</b>	Chromebook and charger - \$453 Chromebook Only- \$ 431 Charger Only - \$22
<b>Charger</b>		
Damage/Loss of Chromebook Charger	A report must be made immediately to administration: If damaged the power cord must be returned to Administration	1st Time - \$0.00 Additional losses - \$22 per charger

## Payments

Payments for a replacement Chromebook, Laptop, Charger, or other damaged district property can only be accepted using the following payment method; **Cashier's Check, Money Order, or Cash; Personal Checks not accepted.**

- Cashier checks or money orders must be made to the City of Waterbury, Board of Education.
- Cash payments cannot be accepted in the Business Office. Please deposit the cash into your school activity fund. Then make a check payable to the City of Waterbury, Board of Education, and send it to the Business Office, attention Sandy McCasland.

## Care of the Chromebook

Students are responsible for the general care of the Chromebook they have been issued by the school. Chromebooks that are broken or fail to work properly must be reported to a teacher or administrator as soon as possible so that they can be taken care of properly. The Chromebook should **NEVER** be taken to an outside computer service for any type of repairs or maintenance.

## General Precautions

Students are expected to use the device and accessories provided in a responsible, ethical and legal manner:

- Stickers and other markings on the outside of the device will not be allowed.
- No food or drink should be near the Chromebook.

- Cords, cables, removable storage and headphones should be carefully inserted into the device.
- Chromebooks should not be used or stored near pets, water or any other liquid, food, potential weather hazards (rain/snow/sun), or left in vehicles where there may be extreme cold and heat.
- Objects should never be placed on top of the Chromebook.
- Chromebooks are NOT to be taken inside the restroom or locker room.
- Never swap or share the Chromebook with another student. Students are responsible for their assigned device.
- Do not download or install any software or other materials.
- Chromebooks should only be used while on a flat and stable surface.
- Keep the Chromebook secured or attended to at all times.
- Do not record video or audio without the permission of the teacher and when doing so, it must be for educational purposes.

### **Transporting Chromebooks**

- Do not leave headphones plugged in and inside the Chromebook when closing it as this may cause the screen to break.
- Never pick up the Chromebook with the screen open.
- Never leave the computer in your car.
- Students are liable for all damages and theft after their second incident.

### **Storing your Chromebook**

- The Chromebook must not be used in the cafeteria during lunch. It should be locked in the classroom.
- Students attending or participating in physical education class and/or extra curricular activities should leave Chromebooks in a secure location (unless requested by the teacher to have the Chromebook in class).
- Students attending or participating in activities outside of school should exercise extreme caution to protect the Chrome-book from harm.
- When students are not monitoring their Chromebooks, they should be stored in their backpacks or classroom Chromebook lockers. .
- Under no circumstances should a Chromebook be stored in unsupervised areas. Unsupervised areas might include the school grounds, the cafeteria, unlocked classrooms, library, locker rooms, dressing rooms, hallways, bathroom, in a car, or any other area that is not securely locked or in which there is no supervision.
- Unsupervised Chromebooks will be confiscated by staff and taken to the Principal's office.



- The Student, not the District, is responsible for the safekeeping and protection of Chromebooks.

### **Screen Care**

- The Chromebook screen can be damaged if subjected to heavy objects, rough treatment, some cleaning solvents, other liquids, etc. Screens are particularly sensitive to damage from excessive pressure (heavy items on top of the Chromebook, earbuds or a pen or pencil left in the Chromebook, etc.).
- Do not store or carry the Chromebook with the screen left open (lid up).
- Do not place anything on the outside that will press against the cover.
- Make sure there is nothing on the keyboard before closing the lid (pens, earbuds, etc.)
- Only clean the screen with soft, dry microfiber cloth or anti-static cloth

### **Asset Tags**

- All Chromebooks will be labeled with a District asset tag.
- Asset tags may not be modified or tampered with in any way.

### **Damages, Repairs and Warranties**

All Chromebook problems must be reported to the School Administration. The district will repair or replace damaged equipment resulting from normal use.

### **Repair Procedures**

- Students who need to have their Chromebook repaired or replaced should leave the device with the School Administration.
- The School Administration will document the issue for the Technology Department.
- If one is available, a loaner Chromebook will be issued to the student. Care of the loaner Chromebook is the student's responsibility and all Chromebook guidelines apply. If repair is needed due to malicious or repeated damage, the school may refuse to provide a loaner or re-issue a Chromebook.
- Students will be notified when their Chromebook has been repaired. Repaired Chromebooks can be picked up at the School Office.

### **Software and Security**

All Chromebooks are supplied with the latest build of Google Chrome Operating System (Chrome OS) and many other applications useful in an educational environment. The Chrome OS will automatically install updates when the computer is shutdown and restarted. The district does employ a centralized management system that is utilized to change security settings,

update software, and add or remove applications. Students are prohibited from disabling, modifying, circumventing or altering management settings or content filters.

### **Content Filter**

The District utilizes an Internet Content filter that is in compliance with the federally mandated Children's Internet Protection Act (CIPA). All Chromebooks, regardless of physical location and Internet connection will have Internet activity filtered. Despite the filter, the District cannot guarantee that all controversial or inappropriate materials will be blocked. Repeated attempts to access inappropriate materials may result in disciplinary action at the discretion of building administration.

### **EDUCATIONAL USE**

School-issued Chromebooks should be used for educational purposes. Students are to adhere to the [Acceptable Use Policy](#) and all of its corresponding administrative procedures at all times.

## **CONDUCT**

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

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

1. Attending all classes, regularly and on time.
2. Being prepared for each class with appropriate materials and assignments.
3. Being dressed appropriately.
4. Showing respect toward others.
5. Behaving in a responsible manner.
6. Paying required fees and fines.
7. Abiding by the code of conduct.
8. Following all school rules, including safety rules, and rules pertaining to Internet safety.
9. Seeking a change in school policies and regulations in an orderly and responsible manner, through appropriate channels.
10. Cooperating with staff investigations of disciplinary cases and volunteering information relating to a serious offense.

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

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

### ***Dangerous Weapons and Instruments***

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

### ***Smoking***

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

### ***Substance Abuse***

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

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

purpose as documented by a physician.

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

Disciplinary procedures will be administered with the best interests of the student, school population, and community in mind and with due consideration of the rights of students. However, consideration must be given to the fact that substance abuse is illegal and subject to criminal prosecution. Unauthorized possession, distribution, sale, or consumption of dangerous drugs, narcotics, or alcoholic beverages are considered grounds for expulsion.

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

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

Additional information about the BOE grading-related policies are available on our website:

- 5131.6 - [Alcohol Use, Drugs, Tobacco \(Including Performance Enhancement Substances\) \(Students\) policy.](#)
  - 5131.7 - [Waterbury Public Schools Dangerous Weapons Policy](#)
  - 6164.11 - [Waterbury Public Schools Elementary Drugs, Tobacco, Alcohol Policy](#)
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## **DISCIPLINE/STUDENT CONDUCT POLICY**

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### ***Student Conduct***

It is a privilege to be a part of the Waterbury School System. We expect all students to observe the basic rules for maintaining order and decorum while in the educational environment. Adherence to the rules and expectations will encourage the development of good citizenship skills throughout the lives of our students. The Waterbury 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. The articles and behavioral expectations are set forth for all members of the Waterbury School System.

These expectations include:

- Norms, values, and expectations that support people feeling socially, emotionally, physically, and intellectually safe
- Members of the school community are engaged and respected
- Students, families, and educators work together to develop, live and contribute to a shared school vision
- Educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning
- Each person contributes to the operations of the school and the care of its social, emotional, intellectual and physical environment

### ***Personal Technology***

The Waterbury Board of Education has adopted a revised policy to include the YONDR Pouch for Middle School and High School students.

The YONDR Pouch is a tool to support students and give schools clear direction with the revised policy.

Starting in 2024-2025 students in grades 6-12 must use the Yondr Pouch for all "[Personal Technology](#)"

For the purposes of this policy, "Personal Technology" refers to privately owned wireless and/or portable electronic hand-held equipment that can be used for word processing, wireless

Internet access, image capture and recording, gaming, sound recording, information transmitting and/or receiving or storing information or data, etc.

In addition, “Personal Technology” refers to Bluetooth devices and wearable technology, such as, but not limited to, iPads, tablets, smartwatches, gaming devices, and AirPods.

### ***National School Climate Standards***

The Waterbury Public Schools implements Multi-Tiered Systems of Support (MTSS) with fidelity through enhancing the overall school climate and development of positive behavior support best practices, thus improving student outcomes.

**Multi-Tiered Systems of Support (MTSS):** The most effective evidence-based behavioral approaches can be chosen, integrated, and implemented with the help of MTSS by enhancing student behavior outcomes across the board, especially for underrepresented and population groups at risk. MTSS is an approach for improving the application and utilization of a continuum of evidence-based interventions to accomplish critical academic and social-emotional outcomes for **EVERYONE**.

**Leadership Team Approach:** A leadership team oversees the implementation of MTSS, which places an emphasis on outcomes that are clearly defined and measurable, the use of data to identify needs and track progress, the selection and implementation of a continuum of evidence-based practices, and the development of systems to support staff in implementing the practices they have chosen.

The Board of Education supports the utilization of progressive discipline.

The development of good discipline practices is the concern of all persons involved in the education of youth. To this end, thoughtful and patient effort is required in order to reach pupils in a way that will help and guide them in achieving self-discipline. Such measures may involve but are not limited to interventions, restorative measures, removal, suspension, or expulsion. Whatever measure is employed, it must always be fair, dignified, and consistent.

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)  
Lyndon Baines Johnson Department of Education Bldg.  
400 Maryland Avenue, SW  
Washington, DC 20202-1100  
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## ***Article 1: Exclusion from School for Disciplinary Purposes***

### **Section 1 - Definitions**

1. "Exclusion" means any denial of public school privileges to a pupil for disciplinary purposes.
2. "Removal" means exclusion from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety minutes.
3. "Suspension" means an exclusion from school privileges for no more than ten (10) consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed. Suspensions pursuant to this policy shall be in-school suspensions except (1) for students in grades three (3) to twelve (12), inclusive, if, (A) the administration determines that the pupil being suspended poses such a danger to persons or property or such a disruption of the education process that the pupil shall be excluded from school during the period of suspension or (B) the administration determines that an out of school suspension is appropriate for such pupil based on evidence of (i) previous disciplinary problems that have led to suspensions or expulsion of such pupil and (ii) efforts by the administration to address such disciplinary problems through means other than out of school suspensions including positive behavior support strategies or (2) for grades preschool to grade two (2), inclusive, if during the hearing held, the administration determines that an out-of school suspension is appropriate for such pupil based on evidence that such pupil's conduct on school grounds is of a violent or sexual nature that endangers persons.
4. "Expulsion" means exclusion from school privileges for more than ten consecutive school days and shall be deemed to include, but not be limited to, exclusion from the school to which such pupil was assigned at the time such disciplinary action was taken,

provided such expulsion shall not extend beyond a period of one calendar year (12 consecutive months). Such a period of exclusion may extend to the school year following the school year in which such exclusion was imposed.

5. "Emergency" means a situation under which the continued presence of the pupil in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such pupil as possible.
6. "Probation" means a warning which has an automatic penalty if an offense is repeated.
7. "School" means any school under the direction of the Board of Education.
8. "Off-campus behavior" means behavior off school grounds that violates school policy and is seriously disruptive to the educational process.

## Section 2 - Removal

1. The Board of Education authorizes teachers, with the approval of the building principal, or his/her designee, to remove a pupil, except those students covered under Article 6 below, from class when such pupil deliberately causes a serious disruption of the educational process within the classroom, provided no pupil shall be removed from class more than six times in any year nor more than twice in one week unless such pupil is granted an informal hearing by the building principal or his/her designee in accordance with the provisions below.
2. Whenever any teacher removes a pupil from the classroom, such teacher shall send him/her to an area designated by the building principal with a designated staff member to supervise, and send the name of the pupil against whom such disciplinary action was taken and the reason therefore to the principal.
3. Each teacher shall maintain an individual pupil log of interventions in accordance with the designated form. The teacher shall provide the original copy of such log to the building principal when referring a pupil for disciplinary action. This log will be provided for disciplinary action in accordance with the designated form. If removal from a classroom does not result in a disposition of the disciplinary case within ninety minutes, the building principal must consider the case a suspension and follow procedures in Section 4 following. (Maintenance of logs is required by the Office of Civil Rights.)
4. Notification – Parents shall be notified in order to solicit their cooperation in an effort to alter the student's behavioral pattern before more serious problems develop which will require disciplinary action at the suspension level.
  - a. By telephone, the principal or designee may make attempts to immediately notify



the parent or guardian of the student about the removal and state the cause(s) which led to the removal.

- b. Whether or not telephone contact is made with the parent or guardian, the principal or designee shall forward a letter to such parent or guardian to the most current address within one school day of the removal action and offer the parent or guardian an opportunity for a conference to discuss the same. All notices, written and/or oral, required by this policy shall be in English or in the primary language of the home if fluency in English is limited.
- c. If a student is eighteen years of age or older, any notice required by this policy shall also be given to the student.
- d. The principal or designee shall maintain a file of removal reports and copies shall be sent to the school counselor and one will be placed in the student's permanent record file.

#### 5. Chronic Behavior Problems

- a. Referral to Planning and Placement Team: Each board of education shall accept and process referrals from appropriate school personnel, as well as from a child's parents; or from a physician, clinic, or social worker, provided the parent so permits, in order to determine a child's eligibility for special education and related services. A board of education shall make available a standard referral form which shall be used in all referrals. Before a child is referred to a planning and placement team, alternative procedures and programs in regular education shall be explored and, where appropriate, implemented. Provision shall be made for the prompt referral to a planning and placement team of all children who have been suspended repeatedly or whose behavior, attendance or progress in school is considered unsatisfactory or at a marginal level of acceptance. (Effective September 1, 1980) See Conn State Reg.10-76d 7.

A process shall be developed by the building principal or Building Intervention Team, to systematically review all discipline and suspension records on a quarterly basis and begin the referral process (i.e., for any student whose behavior problems could be described as chronic or excessive).

### **Section 3 - In School Suspension Room Procedures**

1. A student must report on time after homeroom with all assignments, or an additional day of In-school suspension may be assigned.
2. A student is required to follow all rules for In-school suspension and stay on task at all times. The In-school suspension room instructor will review the In-school suspension

- rules and the In-school suspension rubric and score sheet with the student at the commencement of the first day of In-school suspension.
3. A student must complete the character education assignment given to them by the In-school teacher in the first period and all other assigned work must be completed satisfactorily.
  4. A student who fails to follow In-school suspension rules and procedures may result in additional time in the In-school room or other consequences.
  5. The in-school suspension room instructor shall follow the district-wide model for In-school suspensions and may assign additional classroom work to the student when appropriate.
  6. In-School suspension cannot be assigned for more than ten (10) consecutive days or more than fifteen (15) times or a total of fifty (50) days in one school year.
  7. In-school suspension shall be held in a classroom in each school in which the room shall be kept closed, separated from the rest of the school and the room shall be quiet and orderly at all times.
  8. If the in-school suspension is completed successfully, the student will receive full credit for the school work completed therein and will be allowed to participate in after school activities.
  9. The in-school suspension instructor shall follow school policy for the proper operation of the In-school suspension classroom and shall at all times implement the grading rubric designed for the City's in-school suspension classrooms and all other rules associated with it to ensure that all in-school suspension classrooms and instructors are operated consistently and uniformly in the District.
  10. For special education and Section 504 students, a copy of their IEP or Section 504 plan should be submitted to the In-school suspension instructor on or before the student's In-school suspension.

## **Section 4 - Suspension**

### **1. Procedures Governing Suspension**

Unless an emergency situation requiring the student's immediate exclusion exists, the principal shall observe the following procedures in all actions which may lead to suspension except for those students covered under Article 6 below. In the event of an emergency, the procedure must be initiated as soon after the cessation of the emergency as possible, but no later than 72 hours after the exclusion.

No student shall be suspended, as the suspension is defined in Section 1 above, more

than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing in accordance with the procedures governing Board hearings concerning Expulsion.

a. Informal Hearings

- i. No student shall be suspended prior to having an informal hearing before the principal or his/her designee. The student will be informed of the charges which have been written.
- ii. The student shall be granted an opportunity to refute the charges against him/her.
- iii. The principal or designee shall inform the student of the disciplinary action to be imposed.

b. Notification

- i. By telephone, the principal or designee shall make all possible attempts to immediately notify the parent or guardian of the student about the suspension and state the cause(s) leading to the suspension.
- ii. Whether or not telephone contact is made with the parent or guardian, the principal or designee shall forward a letter to such parent or guardian to the most recent address reported on school records within one school day of the suspension action and offer the parent or guardian an opportunity for a conference to discuss the same.
- iii. Notice of the original suspension shall be transmitted by the principal or designee to the Superintendent of Schools by the close of the school week following the commencement of the suspension.
- iv. If a student is eighteen years of age or older, any notice required by this policy shall also be given to the student.
- v. Any pupil who is suspended shall be given an opportunity to complete any classwork including, but not limited to, examinations that such pupil missed during the period of suspension.

## **Section 5 - Notification to Parents**

1. Within three weeks of the effective date of this policy, within three weeks of the beginning of each school year thereafter, and at other such times as it deems appropriate, this policy shall be distributed to students (Grades K-12) and parents (or legal guardians, if known to be other than parents) and to school employees printed in the English language with notices appended thereto in the Spanish language.

2. All notices, written or oral, required by this policy shall be in English and in the primary language of the home. All notices shall be made in simple and commonly understood words to the extent possible. All hearings and conferences required by this policy shall be conducted by persons fluent in the primary language of the student's home or with the assistance of an interpreter. The constitutional rights of all students and school staff will be upheld.
3. Each board shall further provide an effective means of notifying the parents or guardian of any minor pupil against whom the disciplinary action authorized by the provisions of this act has been taken. Such notice shall be given within twenty-four hours of the time such pupil has been excluded.

### ***Article 2: Assault on Staff***

1. In the event of an assault committed on a member of the staff, the Board of Education authorizes that staff person to (a) retreat if possible, (b) defend himself/herself, utilizing only what force is reasonably necessary. All assaults on staff are to be reported immediately by the building principal or his/her designee to the police for prosecution, to the Superintendent (for disciplinary action if the perpetrator is a pupil) and to the Clerk of the Board. All staff members, both professional and non-professional, shall cooperate with police and prosecution authorities in prosecuting the perpetrator to the full extent of the law.
2. The victim of assault is encouraged by the Board to seek compensation from the offender and/or his/her parents by means of legal action.
3. The Board of Education shall hold harmless any member of the staff from loss and expense including legal fees and costs coming out of any claim by reason of that staff member defending himself/herself, another staff member, or pupil from assault in accordance with Section 10-235 of the Connecticut General Statutes.

### ***Article 3: Suspension of School Bus Privileges***

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

1. Unless an emergency exists, no pupil shall be suspended without an informal hearing before the principal of the school the pupil attends or his/her designee at which student

shall be informed of the reasons for such action and given an opportunity to explain the situation. If an emergency exists such a hearing shall be held as soon after the suspension as possible.

2. Prior to reinstatement of bus privileges if said suspension exceeds five (5) school days, the pupil, his/her parent or legal guardian may appeal for reinstatement at a hearing with the principal or his/her designee to show cause why said pupil shall be reinstated.
3. In the event of suspension of school bus privileges of a pupil, the responsibility of getting the pupil to and from school rests with the parent or guardian. In considering this option, it is advisable for school administrators to assure that alternative arrangements are made with the parent or guardian for safe transportation of the student to and from school and if no such arrangements can be made, to consider other alternatives to such disciplinary actions.
4. Unless an emergency exists, the parent or legal guardian of a child when school bus privileges have been suspended shall be notified one (1) day in advance of such suspension of the reason therefore and the duration thereof.
5. The duration of the suspension of school bus privileges is within the discretion of the principal or his/her designee and is to be rationally based upon the nature and severity of the disruption and the likelihood of repetition if and when busing privileges are restored.
6. For the purpose of the discipline policy, students' behavior on the bus, on a field trip, or on any school-sponsored activity or/and at a school bus stop will be regarded as behavior at school. The Board authorizes the administration to suspend transportation services for any pupil whose conduct while waiting or receiving transportation to and from school endangers persons or property or is violative of a publicized policy of the Board of Education.

*Hold Harmless Clause:* The Board of Education will hold harmless from claims for damages any member of the professional staff against whom a claim for damages is made based upon the denial of school bus transportation whether by virtue of a suspension of school bus privileges or detention that causes a pupil to miss a school bus, as long as the proper notification was dispatched to the parent or guardian in accordance with these rules.

#### ***Article 4: Disciplinary Procedures and Guidelines***

All members of the professional staff shall enforce discipline in accordance with the following

procedures:

1. When minor violations occur, level 1, these incidents will be handled proactively in the classroom. Disciplinary measures consistent with proven prior practices and known educational techniques consistent with the law may be used. The teacher will contact the parent/legal guardian and inform them of these minor violations.
2. Repeated minor occurrences will require a written referral to an administrator, contact with the parent/ legal guardian and a conference should be scheduled. (This can be done by phone, email, or in person.)
3. When all teacher interventions and restorative measures prove ineffective, probation or exclusion (removal from classroom or suspension) may be warranted and imposed by the building principal as set forth in Section 1, Exclusion for Disciplinary Purposes.
4. However, the building principal is authorized to exclude (removal from classroom or suspension) a pupil to maintain an environment conducive to education as set forth in Section 1, Exclusion for Disciplinary Purposes.
5. When a major offense occurs, the building principal is authorized to use an in school suspension or out of school suspension as set forth in Section 1, Exclusion for disciplinary purposes, arrest or referral to court.
6. Unless an emergency exists, the parent or legal guardian of a child who has been suspended shall be notified one day in advance of such suspension of the reason for and the duration of the suspension.
7. The length of any exclusion is to be determined pursuant to statute, Board of Education Rules and Policy, and the Superintendent's regulations, as set forth herein.
8. After an exclusion period the parent and/or legal guardian shall return with the pupil for a conference and reinstatement, except where extenuating circumstances preclude the parent's presence.
9. When any pupil is found vandalizing, damaging, or defacing school property, parents or legal guardians shall be held financially responsible for the repair of such school property and the Board of Education shall pursue such claims through the Legal Department of the City of Waterbury.
10. In the event of vandalism, damage, or defacement of school property, the building principal or his/her designee is empowered to assign the pupil or pupils involved, with proper supervision, to clean up and replace school property, where practical, in lieu of suspension when authorized in writing by the parents of the pupil.
11. Books and/or equipment and supplies are supplied for the use of pupils. It is the

responsibility of each pupil to care for such school property. If damaged or lost, parents must pay for the replacement of such school property. The building principal is authorized to obtain written permission from a pupil's parents for specific work to be performed by a pupil or pupils under proper supervision, i.e., snow shoveling, weed pulling, picking up litter, etc., to meet the financial responsibility for the replacement of school property.

12. Whenever the police are called in connection with disciplinary action, every attempt should be made to notify the parent(s) of the pupil prior to the arrival of police authorities. When an emergency situation exists, the parent(s) should be notified as soon as possible. The principal or his/her designee will be present whenever the parent(s) are not at the scene.
13. Corporal punishment is not a part of the disciplinary procedure. However, school personnel may use reasonable and prudent physical force upon a student when necessary, pursuant to CGS 53a-18, to:
  - a. Protect themselves or others from immediate harm or injury;
  - b. Obtain a dangerous instrument or illegal item from a student;
  - c. Protect property;
  - d. Restrain or remove a student to maintain order.
14. The authority of the entire professional staff extends throughout the entire building, school grounds, school activities, and school transportation.

## ***Article 5: Discipline***

1. *Expulsion* – The Board of Education may expel any pupil in grades three (3) to twelve (12) inclusive, except those students grades three (3) to twelve (12), inclusive, covered by Article 6 below, from school if, after a full hearing, the Board finds that his/her conduct endangers persons or property or is seriously disruptive of the educational process and is in violation of a publicized Board policy or whose conduct off school grounds is violative of such policy and is seriously disruptive of the educational process. Students who have been expelled may be eligible for an alternative educational program. Since this is a very severe penalty it must be used with care and deliberation, and generally for one of two basic reasons: (1) to protect the school population from individuals whose behavior continually interrupts the learning process of other individuals, or (2) to help an individual understand that a constant behavior pattern is so inappropriate that the most serious disciplinary action possible must be taken.
2. *Actions Leading To Expulsion*

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

For any student expelled for the first time and who has never been suspended: under the recommendation of a hearing officer, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board-specified program and meets any other conditions required by the Board.

### 3. Procedures Governing Expulsion

- a. Upon receipt of an expulsion request and required school record, the Superintendent or his/her designee, shall conduct an inquiry within two (2) school days of the request. This inquiry may include an opportunity for an informal conference with the student and his/her parent or guardian.
- b. If after the inquiry, the Superintendent or designee determines that a student ought to be expelled, he/she shall forward such request to the Board of Education within five (5) days of the conclusion of the inquiry.
- c. The Board of Education shall, prior to expelling the student, conduct a hearing to be governed by the following procedures:
  - i. The student and his/her parent(s) or guardian(s) must be given reasonable notice prior to the date of the hearing.
  - ii. The notice shall contain: the date, time, and place of the scheduled hearing, the details of the grounds for the scheduled hearing, the details of the



- grounds for the proposed expulsion—including a narrative of the events leading to the expulsion—the names of any witnesses against the student, copies of any statements or affidavits of those witnesses, a detailed summary of any other information to be used in support of expulsion—including any record of past offenses or misbehavior, and whether any prior warnings or suspensions have been given, the proposed penalty, a statement of the student’s rights as enumerated in Article 6 together with a copy of Article 6 and notice that the parents may be entitled to free or reduced legal services that are locally available through Connecticut Legal Services, 85 Central Avenue, Waterbury, CT.
- iii. At the hearing, the student shall have the right to testify and produce witnesses and other evidence in his/her defense. The student shall have the right to demand that any witnesses against him/her appear in person to answer questions asked by the student or his/her representative.
  - iv. A student may be represented by any third party of his/her choice, including an attorney.
  - v. A student is entitled to the services of a translator, to be provided by the Board of Education, whenever the student or his/her parent(s) or guardian(s) does not speak the English language.
  - v. The Board shall keep a verbatim record of the hearing, and the student or such student’s parent or guardian shall be entitled to a copy of that record at his/her own expense unless the family of the student is indigent, in which case the record shall be provided free of charge.
  - vi. The Board shall report its final decision in writing to the student, stating finding of facts, the reasons on which the decision is based, and the penalty to be imposed. Said decision shall be based solely on evidence derived at the hearing.
  - vii. Within twenty-four (24) hours after its decision, the Board shall notify the parent(s) or guardian(s) of any minor pupil, of such action.
  - viii. The Board of Education shall mail a copy of its decision to the State Board of Education within five (5) days of the effective date of such action when required by statute.
- d. Whenever the Board of Education expels a student, it shall offer such student an alternative education program. The parent(s) or guardian(s) of such student has the legal right to reject such a program without being subject to the truancy law. The parent(s) or guardian(s) of such student may challenge the adequacy of this

program at a hearing before the Board held subject to the requirements of Connecticut General Statutes.

- e. The Board of Education will not provide an alternative education program for a student who is expelled, if this individual case was decided on the conditions stated in C.G.S., Section 10- 233d.(e).
- f. Whenever a pupil is expelled pursuant to the provisions of this section, notice of the expulsion and the conduct for which the pupil was expelled shall be included on the pupil's cumulative educational record.
- g. The Waterbury Board of Education may adopt the decision of a pupil expulsion hearing conducted by another school district. The pupil shall be excluded from school pending the expulsion period as identified by the student's previous educational facility and/or school. The excluded student may be offered an alternative educational opportunity.

4. Procedures Governing the Expungement of Expulsion Records

- a. Notice of an expulsion pursuant to C.G.S. §10-233d(f) and as set forth in section 3 of this policy, except for notice of an expulsion of pupils in grades nine through twelve, based on possession of a firearm or deadly weapon as described in subsection (a) of C.G.S. §10-233d as follows:

- i. shall be expunged from the cumulative educational record by the local
- ii. or regional board of education upon a pupil graduating from high school may be expunged from the cumulative educational record by the local or regional board of education before a pupil graduates from high school

If:

in the case of a pupil expelled for the first time and who has never been suspended, except for a pupil who has been expelled based on possession of a firearm or deadly weapon, for which the length of the expulsion period is shortened or the expulsion period is waived, such board determines that an expungement is warranted at the time such pupil completes the board-specified program and meets any other conditions required by such board, or

- b. such pupil has demonstrated to such board that the conduct and behavior of such pupil in the years following such expulsion warrants an expungement.

5. Mandatory Expulsion Policy

- a. The Board of Education, in compliance with Connecticut General Statutes §10-233d, has adopted a policy under which whenever there is reason to believe

that any student, grades kindergarten (K) to twelve (12), inclusive:

- i. on school grounds or at a school-sponsored activity was in possession of a firearm as defined by law or
  - ii. off school grounds to possess a firearm or did possess or use a firearm, instrument, or weapon in the commission of a crime, or
  - iii. on or off school grounds offered for sale or distribution of a controlled substance, or possessed with intent to sell shall be expelled for a period of one calendar year. The Board of Education may modify the period of expulsion for a pupil on a case-by-case basis. These students shall also be referred to the Criminal Justice System. Waterbury will maintain records that include: (1) the name of the school concerned; (2) the number of students expelled from the school; and (3) the type of weapons concerned. The Board of Education agrees to provide this information to the state upon request.
- b. As to pre-K students enrolled in programs offered by the Board of Education, no preschool program provider shall expel any student enrolled except an expulsion hearing may be conducted whenever there is reason to believe that any child enrolled in such preschool program was in possession of a firearm as defined by Title 18 of the United States Code Section 921, on or off school grounds or at a preschool program-sponsored event. Such a child shall be expelled for one calendar year if it is determined at the hearing that the child did possess a firearm. A preschool program may modify the period of expulsion for a child on a case-by-case basis.
- c. The Gun-Free Schools Act, which was re-codified as section 4141 of the No Child Left Behind Act, obligates state educational agencies that receive federal funds to require that local educational agencies expel students who bring a "weapon" to school for no less than one calendar year, subject to exceptions on a case-by-case basis. The law defines "weapon" as a firearm as defined in 18 U.S.C. §921 (a), summarized as follows:
- d. The term "firearm" means:
- i. any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
  - ii. the frame or receiver of any such weapon;
  - iii. any firearm muffler or firearm silencer; or
  - iv. any destructive device. Such a term does not include an antique firearm.

- e. The term "destructive device" means:
  - i. any explosive, incendiary, or poison gas,
  - ii. bomb,
  - iii. grenade,
  - iv. rocket having a propellant charge of more than four ounces,
  - v. missile having an explosive or incendiary charge of more than one-quarter ounce,
  - vi. mine, or
  - vii. device similar to any of the devices described in the preceding clauses.

### ***Article 6: Disciplinary Policy for Pupils with Disabilities***

1. Notwithstanding the foregoing, the following procedures shall apply to students who are eligible or have been identified as having one or more disabilities under the IDEA. (an "identified student").

Notwithstanding any provision to the contrary, if suspension or expulsion is considered as a consequence of an identified student's conduct, if an issue exists as to whether the conduct was the direct result of the district's failure to implement the IEP, or if the Board of Education is contemplating a change of placement for more than ten (10) school days per school year for an identified student who has engaged in other behavior that violated any rule or code of conduct of the school district that applies to identified or non-identified students, the following procedures shall apply:

- a. If an identified student engages in conduct that would lead to a recommendation for disciplinary action not contemplated by a child's behavior plan:
- b. the parents of the student must be notified of the decision to take disciplinary action not later than on the date on which the decision to take that action was made and must also receive notice of all special education procedural safeguards; and
- c. in the case of a recommendation for expulsion, or a disciplinary action that would result in the suspension of an identified student for greater than ten (10) school days per school year, the district shall convene the student's planning and placement team (PPT) as soon as possible, but in no case later than ten (10) school days after the recommendation for such discipline was made, for the purpose reviewing the relationship between the student's disability and the behavior that led to the recommendation for such discipline and whether the conduct directly

relates to any failure to provide special education services set forth in the student's IEP, in order to determine whether the student's behavior was a manifestation of his/her disability. During the process of manifestation review, a student may be suspended for up to ten (10) school days. An identified student must not be suspended for more than ten (10) days per school year, without the school district conducting a manifestation PPT.

The statutory definition also includes any combination of parts designed or intended for use readily in the construction of a "weapon" as defined above. The Act requires that students who bring such weapons to school be expelled for one calendar year. It permits the chief executive officer of the school district to make case-by-case exceptions in writing.

2. If the PPT finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion. The PPT shall consider the student's misconduct together with any unique circumstances and revise the IEP to prevent a recurrence of the misconduct and to provide for the safety of other students and staff. If the IEP of the identified student does not contain a current behavior intervention plan, the PPT must develop a behavior intervention plan to address the behavior that led to the disciplinary action. If the IEP of the identified student contains a current behavior intervention plan, the PPT must consider the use of positive behavioral interventions to address the child's behavior and convene as necessary to review and modify the behavior intervention plan to address the student's behavior.

If the PPT finds that the behavior was not a manifestation of the student's disabilities, the Administration may proceed with the recommended expulsion, to the extent that a non-identified student would be subject to such discipline. During any period of expulsion, or suspension of greater than ten (10) days per school year, an identified student shall receive an alternative education plan in accordance with the IEP as modified by the PPT in light of the student's exclusion. The special education records and disciplinary records of the student must be transmitted to the individual(s) who will make the final determination regarding a recommendation for exclusions of greater than ten (10) school days per year.

3. Notwithstanding the foregoing, the placement of an identified student may be changed as a disciplinary measure under the following circumstances:
  - a. School personnel may transfer an identified student to an appropriate interim alternative educational setting, another setting, or suspension for not more than ten (10) school days per school year if such disciplinary action would also apply to non-identified students; or
  - b. School personnel may transfer an identified student to an appropriate interim alternative education setting for not more than forty-five (45) school days if the student was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(G)(2), as amended from time to time, on school grounds or at a school sponsored-activity, or
  - c. knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity; or
  - d. School personnel may take disciplinary action against an identified student that would be taken against similar behavior by a non-identified student, including expulsion, if a PPT review of the relationship between the student's disability and the behavior subject to disciplinary action and a review of the district's implementation of the IEP concludes that the student's behavior was not a manifestation of the student's disability or due to the district's failure to implement the IEP. Under such circumstances, the Board of Education must continue to provide a free appropriate public education to the identified student.
  - e. The Board of Education may report a crime committed by an identified student to the appropriate law enforcement authority. When the Board reports such a crime, copies of the student's special education and discipline records must be transmitted for consideration by the authorities who received the report of the crime.
  - f. As used in the following subsection, the term "dangerous weapon" means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.
4. Procedures concerning students who are eligible or who have been identified as having one or more disabilities under Section 504 of the Rehabilitation Act, which student does not fit the criteria under the IDEA as described in subsection 1 above (a "student with

disabilities”) are set forth below.: Notwithstanding the foregoing, the following additional procedures apply to a student with disabilities as defined in this subsection:

- a. Notwithstanding any provision to the contrary, if suspension or expulsion is considered as a consequence of a student with disabilities' conduct, if an issue exists as to whether the conduct was the direct result of the district's failure to implement the Section 504 plan, or if the Board of Education is contemplating a change of placement for more than ten (10) school days per school year for a student with disabilities who has engaged in other behavior that violated any rule or code of conduct of the school district that applies to students with or without disabilities, the following procedures shall apply:
  - i. If a student with disabilities engages in conduct that would lead to a recommendation for suspension or expulsion:
    1. the parents of the student must be notified of the decision to suspend or expel not later than on the date on which the decision to take that action was made
    2. the district shall convene the student's Section 504 Team (504 Team) as soon as possible but in no case later than ten (10) school days after the recommendation for such discipline was made, for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for such discipline and whether the conduct directly relates to any failure to provide Section 504 services set forth in the student's Section 504 plan, in order to determine whether the student's behavior was a manifestation of his/her disability.
  - ii. If the Section 504 Team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion. The Section 504 Team shall consider the student's misconduct and revise the Section 504 Plan to prevent a recurrence of the misconduct and to provide for the safety of other students and staff. If the 504 Plan of the student with disabilities does not contain a current behavior intervention plan, the Section 504 Team must develop a behavior intervention plan to address the behavior that led to the disciplinary action. If the Section 504 Plan of the student with disabilities contains a current behavior intervention plan, the 504 Team must consider the use of positive behavioral interventions to address the child's behavior

and convene as necessary to review and/or modify the behavior intervention plan.

- iii. If the Section 504 Team finds that the behavior was not a manifestation of the student's disabilities, the Administration may proceed with the recommended expulsion, to the extent that a student without disabilities would be subject to such discipline. Even if the behavior is a manifestation of the student's disability, the "student with disabilities" placement may change to an appropriate interim alternative setting as set forth under subsections 3a through 3e above.

### ***Decision-Making Guide***

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

Questions to consider:

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

Mitigating Factors to Weigh in the Determination:

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

### **Discipline/Student Conduct Procedures**

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



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

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

### ED 166 Offenses [Incident Types]

**\*\* KEY: S = Serious V = Requires a Victim to be Reported\*\***

<u>State Code</u>	<u>Offense</u>	<u>Level</u>	<u>Description</u>	
<b>Fighting / Battery</b>				
<b>1700</b>	Fighting / Altercation / Physical Aggression	<b>3</b>	Participation in an incident involving physical confrontation in which one or all participants receives at least some type of minor physical injury (black eye, bloody nose or lip, bruises, etc.). This category also includes situations in which one person strikes another causing minor injuries but the fight is broken up prior to the other participant retaliating.	<b>S</b>
<b>1720</b>	Battery / Assault	<b>4</b>	Touching or striking of another person with the intent of causing serious bodily harm to the individual. For example, another person physically attacks a person whether provoked or not, resulting in an injury requiring medical attention. Biting a person breaking the skin requiring any level of medical attention.	<b>S V</b>

<b>1740</b>	Serious Disorderly Conduct	<b>3</b>	Security/police are called and/or involved and there may be a level of injury involved that disrupts the educational process.	
<b>Personally Threatening Behavior</b>				
<b>1800</b>	Harassment (non-sexual)	<b>3</b>	Annoying or attacking a student or group of students or other personnel, creating an intimidating or hostile educational or work environment.	<b>S V</b>
<b>1810</b>	Threat / Intimidation / Verbal Harassment	<b>3</b>	Physical, verbal, written, or electronic action, which immediately creates fear of harm, without displaying a weapon and without subjecting the victim to actual physical attack.	<b>S V</b>
<b>1811</b>	Racial Slurs / Hate Crimes	<b>3</b>	An incident involving some characteristics or perceived characteristics of the victim including race, gender, religion, color, sexual orientation, ethnicity, ancestry, national origin, political beliefs, marital status, social or family background, linguistic preference, or disability.	<b>S V</b>
*** Bullying (formerly 1812) is no longer an Incident Type. If you are reporting a bullying incident use the Bullying field.***				
<b>1813</b>	Hazing	<b>4</b>	Hazing	<b>S V</b>
<b>1814</b>	Teasing	<b>1</b>	Teasing	<b>V</b>
<b>1817</b>	Threats of Bodily Harm	<b>3</b>	See Incident Type 1810, however, police are notified due to severity of threat and there may or may not be a weapon involved. This code should be used if a student threatened to kill a student or staff member.	<b>V</b>
<b>1818</b>	Physical Intimidation	<b>3</b>	Subjecting the victim(s) to some type of physical intimidation (cutting a person's hair, striking a match or lighter near a person(s) with or without intent to do harm, etc.)	<b>V</b>
<b>Physical / Verbal Confrontation</b>				
<b>1710</b>	Physical Altercation	<b>3</b>	Participation in an incident involving a confrontation, tussle, or some type of physical aggression that does not result in any injury. This category also includes situations in which one person strikes another causing no injuries but the altercation is broken up prior to the other participant retaliating.	<b>S</b>
<b>1711</b>	Verbal Altercation	<b>2</b>	Participation in an incident involving a verbal confrontation (i.e., shouting match, yelling, etc.). This can also be the prelude to a more serious issue.	<b>S</b>
<b>1712</b>	Inciting a Fight / Riot	<b>3</b>	Inciting a fight/riot	<b>S</b>
<b>1713</b>	Accessory to Fight	<b>3</b>	Aiding in a fight (acting as a lookout, recording the fight, failing to inform administration of the fight).	
<b>1730</b>	Throwing an Object (serious)	<b>3-4</b>	Use this category if there is a victim with any level of injury. Indicate the type of object thrown in either the notes or weapons category. If the offense was not serious, use code 3611 (listed under School Policy Violations).	<b>S V</b>
<b>1750</b>	Gang Related	<b>4</b>	Gang related behavior/issues.	

Behavior				
<b>1760</b>	Breach of Peace	<b>4</b>	Any act of molesting, interrupting, hindering, agitating, or arousing from a state of repose or otherwise depriving inhabitants of the peace and quiet to which they are entitled.	
<b>2310</b>	Transporting Students Off School Grounds		Transporting students off school grounds without the consent of his/her custodial parent(s) or legal guardian or school authorization	
Property Damage				
<b>1100</b>	Arson	<b>4</b>	Arson (Sec. 53-a-111, 112, & 113) is defined for the purpose of this report as the reckless destruction or damage to a building or other school property by intentionally starting a fire or causing an explosion. When fireworks or other incendiary devices are a contributing factor, then the weapon type used must be reported	<b>S</b>
<b>1110</b>	Reckless Burning	<b>4</b>	Reckless burning (See Sec. 53a-114.) A person is guilty of reckless burning when he intentionally starts a fire or causes an explosion, and thereby recklessly places a building in danger of destruction or damage. Lighting paper on fire, a garbage can fire, setting a person's personal property on fire, etc.	
<b>3500</b>	Vandalism (more than \$1,000.00)	<b>4</b>	Willful destruction or defacement of school property (destroying school computer, records, carving on a desk, spray painting walls, damaging vehicles).	<b>S</b>
<b>3500</b>	Vandalism (less than \$1,000.00)	<b>3</b>	Willful destruction or defacement of school property (destroying school computer, records, carving on a desk, spray painting walls, damaging vehicles).	<b>S</b>
<b>3500</b>	Vandalism (less than \$100.00)	<b>2</b>	Willful destruction or defacement of school property (destroying school computer, records, carving on a desk, spray painting walls, damaging vehicles).	<b>S</b>
<b>3510</b>	Destruction of personal property	<b>2</b>	The destruction of personal property such as clothing, a book bag, etc.	<b>S V</b>
Theft/Theft Related Behaviors				
<b>1400</b>	Burglary/Breaking and Entering	<b>4</b>	Unlawful entry or attempted entry into a building or other structure with the intent to commit a crime (Example: the offender breaks a school window and crawls in to steal a laptop).	<b>S</b>
<b>1410</b>	Theft/Stealing	<b>2-4</b>	The unlawful taking of property belonging to another person without threat of bodily harm or violence. For example, electronic theft or taking a pocket organizer from another student's open locker. Consider coding theft of low value items (pencil, notebook) as 3600 - Violation of School Rules. Note: The difference between theft and burglary is that the theft does not involve breaking and entering and no victim is present.	<b>S</b>
<b>1411</b>	Suspicion of		Suspicion of stealing.	

	Stealing			
<b>1420</b>	Robbery	<b>4</b>	The taking or attempting to take, anything of value that is owned by another person or organization under confrontational circumstances using force, fear or the threat of violence. For example, threatening to beat up a student if he does not give up his lunch money. Note: The difference between robbery and theft is that in a robbery, the victim is present and there is either the threat of or actual physical harm.	<b>S</b>
<b>1430</b>	Possession of Stolen Property	<b>2-4</b>	Possession of stolen property.	
<b>1431</b>	Sale or Intent to Sell Stolen Property	<b>2-4</b>	Sale or intent to sell stolen property.	
<b>2800</b>	Counterfeiting	<b>4</b>	Possession of counterfeit currency with the intent to distribute/use. The police/security personnel must be involved.	
<b>2801</b>	Possession of Counterfeit Currency	<b>3-4</b>	Possession of counterfeit bills. The police/security personnel must be involved.	
<b>Sexually Related Behavior</b>				
<b>1900</b>	Harassment (Sexual)	<b>3</b>	Inappropriate and unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct, or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment. For example, leering, pinching, grabbing, suggestive comments, gestures, or jokes; or pressure to engage in sexual activity.	<b>S V</b>
<b>1910</b>	Sexual Battery	<b>4</b>	Oral, anal, or vaginal penetration forcibly or against the will of a person or where the victim is incapable of giving consent. Sexual contact forcibly and/or against the will of a person or where the victim is incapable of giving consents because of his/her youth and/or mental incapacity. For example, rape, fondling, indecent liberties, child molestation, sodomy, or statutory rape.	<b>S V</b>
<b>1920</b>	Sexual Offense	<b>4</b>	Sexual intercourse, sexual contact, or other behavior intended to result in mutual sexual gratification. There is no force or the threat of force. Fondling or oral sexual contact are examples	<b>S V</b>
<b>Violent Crimes Against Persons</b>				
<b>1820</b>	Foreign Substance in Food/Drink - Bodily Secretions (Feces, Urine, Etc)	<b>4</b>	Intentionally placing foreign substance in a person's food or drink that could seriously harm the individual.	<b>V</b>
<b>1821</b>	Foreign	<b>4</b>	Intentionally placing foreign substance in a person's food or drink that could	<b>V</b>

	Substance in Food/Drink - Prescription Medications		seriously harm the individual.	
<b>1822</b>	Foreign Substance in Food/Drink - Illegal Drugs	<b>4</b>	Intentionally placing foreign substance in a person's food or drink that could seriously harm the individual.	<b>V</b>
<b>1823</b>	Foreign Substance in Food/Drink - Other (Dirt, Clay, Crayons, etc.)		Intentionally placing foreign substance in a person's food or drink that could harm the individual.	<b>V</b>
<b>1824</b>	Foreign Substance Onto a Person	<b>4</b>	Spraying or otherwise placing a foreign substance on a person with the intent of causing harm or making a person uncomfortable (e.g., itching powder, spraying mouthwash into persons face; placing gum or other substance into hair)	<b>V</b>
<b>1825</b>	Intentionally Endangering an Individual(s)	<b>3</b>	The intentional cause of immediate danger to persons or person such as placing them in contact with a caustic substance (latex gloves, peanuts, etc.)	<b>V</b>
<b>2000</b>	Homicide	<b>4</b>	Murder or manslaughter. Killing of a human being.	<b>S V</b>
<b>2050</b>	Attempted Suicide		Requiring psychiatric evaluation; sanction must be consistent with incident.	
<b>2060</b>	Self-Injurious Behavior		Behavior leading to the immediate removal from school/class. Requiring psychiatric evaluation; sanction must be consistent with incident.	
<b>2061</b>	Psychotic Episode		Behavior leading to the immediate removal from school/class. Requiring psychiatric evaluation; sanction must be consistent with incident.	
<b>2062</b>	Psychotic Break		Behavior leading to the immediate removal from school/class. Requiring psychiatric evaluation; sanction must be consistent with incident.	
<b>2100</b>	Stabbing	<b>4</b>	The intentional puncturing of the skin using some type of sharp instrument. The type of weapon used (e.g.; knife, pencil/pen) must be indicated.	<b>S V</b>
<b>2200</b>	Blackmail	<b>4</b>	The extortion of money or other valuables from a threat of exposing a criminal act or other discreditable behavior. Law enforcement must be notified.	<b>S V</b>
<b>2300</b>	Kidnapping (Abduction)	<b>4</b>	To seize, transport, and/or detain a person or a minor against their will either by force or fraud (taking a hostage, leaving school grounds without permission with a minor).	<b>S V</b>
<b>2700</b>	School Threat / Bomb Threat	<b>4</b>	Any threat (verbal, written, or electronic) by a person to bomb or use other substances or devices for the purpose of exploding, burning, causing	<b>S</b>

			damage to a school building, property or harm to students and/or staff (e.g., bomb threat, chemical/biological threat, terrorist threat). The police/security personnel must be involved.	
<b>Weapons</b>				
<b>3700</b>	Weapons Only	<b>4</b>	Weapon Only	<b>S</b>
<b>Drugs</b>				
<b>3800</b>	Drugs/Alcohol/ Tobacco Only	<b>4</b>	Drugs / Alcohol / Tobacco Only	<b>S</b>
<b>School Policy Violations</b>				
<b>3600</b>	Policy Violation - Arrest		An out-of-school incident occurred resulting in the student's arrest. The student has now been sanctioned due to the arrest per local school district policy	
<b>3601</b>	Insubordination / Disrespect (Minor)	<b>1</b>	Unwillingness to submit to authority, refusal to respond to a reasonable request, or other situation in which a student is disobedient.	
<b>3601</b>	Insubordination / Disrespect (Major)	<b>2</b>	Unwillingness to submit to authority, refusal to respond to a reasonable request, or other situation in which a student is disobedient.	
<b>3604</b>	Cheating	<b>1</b>	As related to test taking, homework or other educational situations.	
<b>3605</b>	Forgery	<b>1</b>	As related to parent notes, calling in for absent student, etc.	
<b>3606</b>	Plagiarism	<b>1</b>	In accordance with school policy.	
<b>3607</b>	Grade Tampering	<b>**</b>	Unauthorized change of grades either with a computer or in teacher's grade book. <b>**refer to district policy</b>	
<b>3610</b>	Disorderly Conduct	<b>2</b>	Any behavior or act that seriously disrupts the orderly conduct of a school function or which substantially disrupts the orderly learning environment. For Disruptive Behavior see incident code 3628. For breach of peace, see code 1760	
<b>3611</b>	Throwing Objects	<b>1</b>	Victimless incident in which student "shoots" a rubber band, or a wad of paper, or throws a paper airplane, etc. If the offense was serious, use code 1730 (listed under Physical/Verbal Confrontations).	
<b>3612</b>	Motor Vehicle Infraction		Violation of school/district motor vehicle rules.	
<b>3620</b>	Obscene Behavior	<b>2</b>	All other behavior in violation of community or school standards not listed in code 3621. For example, lewd behavior, indecent exposure, mooning, "pantsing" etc.	
<b>3621</b>	Obscene Gestures	<b>2</b>	A gesture that is offensive or socially unacceptable. For example, giving someone "the finger."	

<b>3622</b>	Obscene/ Inappropriate Written Messages or Content	<b>2</b>	Includes written and electronic communication. This includes posting to a blog or social networking site such as FaceBook.	
<b>3623</b>	Displays of Affection	<b>1</b>	This is in violation of school policy (kissing, etc.).	
<b>3624</b>	Obscene Language / Profanity	<b>2</b>	Language or actions, written, oral, physical, or electronic.	
<b>3625</b>	Pornography	<b>3</b>	In accordance with school policy.	
<b>3626</b>	Spitting		In accordance with school policy.	
<b>3627</b>	Inappropriate Behavior		Horseplay, play fighting, playing cards (for Gambling see code 3660).	
<b>3628</b>	Disruptive Behavior	<b>1</b>	Disruption of class; or causing a disruption in the hallway, cafeteria or other area of the school.	
<b>3629</b>	Risk of Injury		Behavior that potentially could result in injury; pranks may fall into this category.	
<b>3630</b>	Attendance Policy Violation	<b>**</b>	Violation of state, school or district policy related to attendance. <b>**refer to district policy.</b>	
<b>3631</b>	Skipping Class	<b>2</b>	In accordance with school policy.	
<b>3632</b>	Tardiness	<b>1</b>	In accordance with school policy.	
<b>3633</b>	Truancy	<b>**</b>	In accordance with school policy. <b>**refer to district policy.</b>	
<b>3634</b>	Failure to Attend Detention (Teacher)	<b>1</b>	In accordance with school policy.	
<b>3634</b>	Failure to Attend Detention (Administrator)	<b>2</b>	In accordance with school policy.	
<b>3634</b>	Failure to Attend ISS	<b>2-3</b>	In accordance with school policy.	
<b>3635</b>	Leaving School Grounds/Camp us	<b>2</b>	In accordance with school policy.	



<b>3636</b>	Loitering	<b>1</b>	In accordance with school policy.	
<b>3638</b>	Dress Code Violation	<b>1-2</b>	In accordance with school policy.	
<b>3639</b>	Trespassing	<b>4</b>	In accordance with school policy.	
<b>3640</b>	Poor Grades		Accumulation of zeros or other unacceptable grades.	
<b>3641</b>	Presence in an Unauthorized Area	<b>2</b>	Being in an unauthorized area.	
<b>3642</b>	Refusal to Identify	<b>1</b>	Refusal to provide student identification/ID Badge.	
<b>3643</b>	Accumulation of Suspensions		In accordance with school policy	
<b>3644</b>	Accumulation of Detentions		In accordance with school policy.	
<b>3645</b>	Accumulation of Demerits		Accumulation of demerits.	
<b>3646</b>	Behavioral Referrals		Behavioral referrals.	
<b>3647</b>	Removal From Class		Removal from class.	
<b>3648</b>	Leaving Class Without Permission	<b>1</b>	Leaving class without permission.	
<b>3649</b>	Safety Code Violation		Safety code violations.	
<b>3650</b>	False Fire Alarm	<b>4</b>	In accordance with school policy.	
<b>3651</b>	Calling 911		In accordance with school policy.	
<b>3652</b>	Harassing/Prank Phone Call		Crank or harassing phone calls.	
<b>3653</b>	False Information / Lying	<b>1</b>	False information/lying.	
<b>3654</b>	Inappropriate Sales		Inappropriate sale of candy, cookies, or other materials (does not include drugs, prescription drugs, stolen property or other contraband).	

<b>3655</b>	Littering		Littering	
<b>3660</b>	Gambling	<b>2</b>	Playing a game of chance with stakes involved including, but not limited to, cards, dice, sports pools, horse betting, etc.	
<b>3670</b>	Unauthorized use of computers / Misuse of Technology	<b>**</b>	Violation of technology policy: unauthorized use of computers. <b>**refer to district policy</b>	
<b>3671</b>	Cell Phone Violation	<b>**</b>	Violation of technology policy. Possession/use of cell phone <b>**refer to district policy</b>	
<b>3672</b>	Hand Held Gaming Device	<b>**</b>	Violation of technology policy: Possession/use of hand held gaming device. <b>**refer to district policy</b>	
<b>3673</b>	Electronic Music Device	<b>**</b>	Violation of technology policy: Possession/use of electronic music device (MP3 player; iPod, etc.) <b>**refer to district policy</b>	
<b>3674</b>	Tape Recorder / Recording Device	<b>**</b>	Tape recorder / recording device <b>**refer to district policy</b>	
<b>3675</b>	Camera Possession / Use	<b>**</b>	Violation of technology policy: Possession/use of camera <b>**refer to district policy</b>	
<b>3680</b>	Eating in Unauthorized Area		Eating in unauthorized area	
<b>3681</b>	Pulling Chair Out From Beneath An Individual		Pulling chair out from beneath an individual	
<b>3682</b>	Public Urination		Public urination	
<b>3683</b>	Sleeping in Class		Sleeping in class	
<b>3684</b>	Chewing Gum / Candy / Food	<b>1</b>	Chewing gum / candy / food	
<b>3685</b>	Misuse of Hall Pass	<b>1</b>	Misuse of hall pass	
<b>3686</b>	Failure to Return School Documents	<b>1</b>	Progress reports, parent letters	

<b>3687</b>	Unprepared for Class		Unprepared for class	
<b>3688</b>	Failure to Comply With Agreement / Behavior Plan		Failure to comply with agreement / behavior plan	
<b>3689</b>	Excessive Talking	<b>1</b>	Excessive talking	
<b>3690</b>	Failure to Complete Assignment Work	<b>1</b>	Failure to complete assigned work	

[Student Disciplinary Offense Data Collection](#) can be found in the [ED166 Incident Code](#).

Additional information about the BOE Discipline/Student Conduct Policy 5114 is available on our website: [Waterbury Public Schools Discipline/Student Conduct Policy](#).

## Expulsion

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

### *Actions Leading To Expulsion*

1. A principal must request expulsion in cases where a student, grades three (3) through twelve (12), inclusive, has already been or exclusion will result in the student's being suspended more than ten (10) times or fifty (50) days in a school year, whichever results in fewer days of exclusion, or in circumstances under which the student will be prevented from completing a normal course of study.
2. A principal may request expulsion for students grades three (3) through twelve (12), inclusive, in cases where the principal has cause to believe:

- a. That the student has committed conduct which has endangered persons or property or seriously disrupted the educational process and/or has violated a publicized policy of the Board of Education, and/or;
- b. That the student's past conduct at school is so serious as demonstrated by repeated violation of actions leading to suspensions to indicate that he/she will endanger persons or property or seriously disrupt the educational process if allowed to remain in school; or
- c. that the student's conduct while off school grounds violates a policy of the Board of Education and is seriously disruptive of the educational process

### ***Mandatory Expulsion Policy***

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

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

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

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

No preschool student enrolled in a program offered by the Waterbury Board of Education shall

be expelled except an expulsion hearing may be conducted whenever there is reason to believe that any child enrolled in such preschool program was in possession of a firearm as defined by Title 18 of the United States Code Section 921, on or off school grounds or at a preschool program-sponsored event.

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

#### Special Education Students:

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

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

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

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

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

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

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

If a student's expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, has never been suspended and successfully completed a Board-specified program, and/or met other conditions required by the Board, the notice of expulsion will be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets other Board required conditions. The Board may modify the expulsion period on a case-by-case basis.

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

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

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

Additional information about expulsions can be found in the BOE Discipline/Student Conduct Policy 5114, which is available on our website: [Waterbury Public Schools Discipline/Student Conduct Policy](#)

## **DRESS CODE**

The Board of Education has determined that reasonable regulation of school attire can contribute to a positive learning environment in the following manner:

1. Reducing distraction and minimizing disruption in the classroom;
2. Providing an environment where students can focus on learning;
3. Creating an atmosphere reflecting the seriousness of purpose about education;
4. Reflecting a level of respect one has for oneself, one's peers and respect for one's school;
5. Creating a greater sense of community amongst the students; and
6. Preparing students for future roles as responsible members of the community.

It is the responsibility of parents/guardians to ensure that their children's dress conforms to the requirements set forth below. The health, safety, and education of the child must be the concern of every parent/legal guardian. It is the recommendation of professional school personnel that parents/guardians hold their children to the highest standards in regard to school attire.

## Mandatory Dress Code Policy, Elementary and Middle Schools

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

### 1. BOYS

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

### 2. GIRLS:

- a. Pants, shorts, skirts, skorts, dresses, or jumpers in solid navy blue, white, gray, black, or khaki; worn completely covering undergarments and no more than three inches above the knee. Note: Leggings, stockings, or other stretch/form-fitting leg coverings may only be worn under shorts, skirts, skorts, dresses, or jumpers.
- b. Tops in solid blue, white, gray, black, or khaki; button down, pullover, or turtleneck style with long or short sleeves and a collar; worn completely covering undergarments, cleavage, and midriffs.

### 3. ALL STUDENTS:

- a. Optional solid blue, white, gray, black, or khaki sweaters, vests, suit jackets or fleece may be worn over a dress code top.
- b. Optional solid white, gray, black, or khaki denim pants may be worn.
- c. Shoes or sneakers must be worn at all times. Laces on shoes or sneakers must be tied. Sandals, clogs, flip-flops, heels, or bare feet are not permitted. All shoes must have backs.
- d. Gym Day Attire (Boys and Girls): Elementary school students may wear sweats to school on scheduled gym days. Sweats must be solid navy blue, white, gray, black, or khaki. Middle school students must bring gym clothes to change into for physical education classes.

### Waterbury Arts Magnet Middle School

#### 4. BOYS/Waterbury Arts Magnet Middle School:

- a. Pants or shorts/or cargo shorts in solid black or khaki cloth or denim; worn at the waist and completely covering undergarments and no more than three inches above the knee.



- b. Tops in solid Columbia blue “polo” or “golf” collared shirt with/without the “WAMS” logo.
5. GIRLS/Waterbury Arts Magnet Middle School:
  - a. Pants, shorts, skirts, skorts, or dresses in solid black or khaki cloth or denim; worn at the waist and completely covering undergarments and no more than three inches above the knee. Note: Leggings, stockings or other stretch/form fitting leg coverings may only be worn under shorts, skirts, skorts, or dresses.
  - b. Tops in solid Columbia blue “polo” or “golf” collared shirt with/without the “WAMS” logo.
6. ALL STUDENTS/Waterbury Arts Magnet Middle School:
  - a. Optional solid colored non-hooded BLACK or WPS school colored sweater, vest, suit jacket, or fleece style top may be worn OVER a dress code shirt.
  - b. Optional solid white, gray, black or khaki denim pants may be worn.
  - c. Shoes or sneakers must be worn at all times. Laces on shoes or sneakers must be tied. Sandals, clogs, flip-flops, heels or bare feet are not permitted. All shoes must have backs.
  - d. Gym Day Attire (Boys and Girls): Elementary school students may wear sweats to school on scheduled gym day. Sweats must be solid navy blue, white, gray, black or khaki. Middle school students must bring gym clothing to change into for physical education classes.

ALL students are not permitted to wear the following during the school day:

1. Blue jeans of any kind.
2. Leggings, stockings or other stretch/form-fitting leg coverings unless worn under skirts, shorts, skorts or jumpers.
3. Skirts, shorts, skorts, dresses, or jumpers worn more than three inches above the knee.
4. Pants worn at a length that is dangerous to themselves or others.
5. Hooded shirts or sweatshirts.
6. Clothes that are torn, ripped, ragged, or have holes.
7. Clothes worn to expose midriffs, cleavage, or undergarments.
8. Clothing that displays words, pictures, or symbols that advocate or depict profanity, violence, drugs, alcohol, sex, hate groups, or gang affiliation.
9. Clothing that is distracting to the educational process.
10. Outer coats of any kind.
11. 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.

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

### **Mandatory Dress Code Policy, High Schools**

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

#### **1. BOYS:**

- a. Pants or shorts/or cargo shorts in solid black or khaki cloth or denim; worn at the waist and completely covering undergarments and no more than three inches above the knee.
- b. Tops in solid black "polo" or "golf" collared shirt with/without the "Waterbury High Schools" logo. In addition to district-wide black shirt, each high school will have a school-specific solid color "polo" or "golf" collared shirt (i.e. Crosby – royal blue with/without "bulldog" logo; Enlightenment navy blue with/without "Rise Up" logo; Wilby – kelly green with/without "wildcat" logo; Kennedy – navy blue with/without "eagle" logo; and WAMS – white with/without "WAMS" logo.

#### **2. GIRLS:**

- a. Pants, shorts, skirts, skorts, or dresses in solid black or khaki cloth or denim; worn at the waist and completely covering undergarments and no more than three inches above the knee. Note: Leggings, stockings or other stretch/form-fitting leg coverings may only be worn under shorts, skirts, skorts, or dresses.
- b. Tops in solid black "polo" or "golf" collared shirt with/without the "Waterbury High Schools" logo. In addition to a district-wide black shirt, each high school will have a school-specific solid color "polo" or "golf" collared shirt (i.e. Crosby – royal blue with/without "bulldog" logo; Enlightenment – navy blue with/without "Rise Up" logo; Wilby – kelly green with/without "wildcat" logo; Kennedy – navy blue with/without "eagle" logo; and WAMS – white with/without "WAMS" logo; covering undergarments, cleavage and midriffs.

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

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

3. ALL STUDENTS:

- a. Optional solid colored non-hooded BLACK or WPS school colored sweater, vest, suit jacket, or fleece style top may be worn OVER a dress code shirt.
- b. Shoes or sneakers must be worn at all times. Laces on shoes or sneakers must be tied. Sandals, clogs, flip-flops, heels or bare feet are not permitted. All shoes must have backs.

**Waterbury Career Academy**

4. BOYS/Waterbury Career Academy:

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

5. GIRLS/Waterbury Career Academy:

- a. Pants, shorts, skirts, skorts, or dresses in solid black or khaki cloth; worn at the waist and completely covering undergarments and no more than three inches above the knee. Note: Leggings, stockings or other stretch/form-fitting leg coverings may only be worn under shorts, skirts, skorts, or dresses.
- b. Tops in solid black “polo” collared shirt with WCA “Spartan” logo; worn completely covering undergarments, cleavage, and midriffs.

6. ALL STUDENTS/Waterbury Career Academy:

- a. Optional solid colored non-hooded BLACK or WPS school colored sweater, vest, suit jacket, or fleece style top may be worn OVER a dress code shirt.
- b. Shoes or sneakers must be worn at all times. Laces on shoes or sneakers must be tied. Sandals, clogs, flip-flops, heels or bare feet are not permitted. All shoes must have backs.

ALL students are not permitted to wear the following during the school day:

1. Blue jeans of any kind.

2. Leggings, stockings or other stretch/form-fitting leg coverings unless worn under skirts, shorts, skorts or jumpers.
3. Skirts, shorts, skorts, dresses, or jumpers worn more than three inches above the knee.
4. Pants worn at a length that is dangerous to themselves or others.
5. Hooded shirts or sweatshirts.
6. Clothes that are torn, ripped, ragged, or have holes.
7. Clothes worn to expose midriffs, cleavage, or undergarments.
8. Clothing that displays words, pictures, or symbols that advocate or depict profanity, violence, drugs, alcohol, sex, hate groups, or gang affiliation.
9. Clothing that is distracting to the educational process.
10. Outer coats of any kind.
11. 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;
12. Footwear that is unsafe or a health hazard including but not limited to flip-flops, sandals, clogs, heels, and all open-toed shoes;
13. Clothing or items indicating gang affiliation.

## **Religious, Disability and Health Accommodations**

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

## **Clothing Assistance**

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

Additional information about school attire can be found in the BOE School Attire Policy 5132(a), which is available on our website: [Waterbury Public Schools School Attire Policy](#).

## ENGLISH LEARNERS/MULTILINGUAL LEARNERS (ELs/MLs)

Under the Every Student Succeeds Act (ESSA), states are required to have a statewide identification procedure for all English Learners/Multilingual Learners (ELs/MLs). ESSA requires that each state have consistent entrance and exit procedures for ELs/MLs. The CSDE's ESSA plan describes these standardized entrance procedures for the identification of ELs/MLs on the CSDE [English learner/Multilingual learner \(EL/ML\)](#) webpage which also includes additional information for parents and guardians.

Parents will be informed of their child's initial placement results and will have the EL/ML service programs explained to them. Parents have the choice to opt into or to refuse EL/ML services. In addition, parents have the right to modify their selection of EL/ML services at any time by signing the Withdrawal/Change of Program Form in a meeting with a designee from the Multilingual Learners Education Department. In order for an EL/ML student to exit either

the Bilingual Education/LTSS or the ESOL Program and no longer be eligible to receive EL/ML services, the student must meet the State mastery requirement to exit as listed on the [CSDE website](#).

All identified ELs/MLs must be evaluated annually using a statewide English language proficiency assessment, either the LAS Links or the CAAELP. This proficiency assessment determines students' reading, writing, speaking, and listening skill levels. Students not meeting the English mastery standard will continue to be provided with language support services which may include, but are not limited to, Bilingual programming, English as a Second Language program, sheltered English programs, English Immersion programs, summer school, after-school assistance, homework assistance, and tutoring.

## **EMERGENCY SCHOOL CLOSING INFORMATION**

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In the event school is closed because of bad weather or another emergency, announcements will be made on local radio stations, and television stations, and posted on the district's website, <http://www.waterbury.k12.ct.us> or [School Closure, Delay, and Early Dismissal](#) section of our website. Further, an automated call/message will be made to the student's phone number/email of record on Parentsquare.

## **EXTRACURRICULAR ACTIVITIES**

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### ***Athletics***

Athletics are considered an integral part of the school's educational program. Whether participation is on the intramural, interscholastic, or class level, students have an opportunity to acquire qualities of fitness, self-discipline, and cooperation.

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

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

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

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

### ***Clubs and Performing Groups***

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

Additional information about the BOE Student-Athlete Eligibility Policy 5135 is available on our website: [Waterbury Public Schools Student-Athlete Eligibility Policy](#) and [Appendix A and B](#).

## **FOOD ALLERGIES**

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

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

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

1. Parents with allergic children must provide the school with a physician-documented medical history of a food allergy prior to school entry or within a reasonable period of time.

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

Parents are able to review menus on the Waterbury K-12 website in order to select safe foods their child may eat. Consider the following avoidance strategies due to the fact that risk can never be fully eliminated in the school environment:

- Parents should be encouraged to instruct their children in strategies for avoiding exposure to substances to which they are allergic, recognize symptoms of allergic reactions, read food labels (age appropriate) and how and when to tell an adult they may be having an allergy-related problem.
- Carefully monitor identified children.
- Allergic children can consider eating foods that are only prepared at home.
- Students should be encouraged not to exchange foods or utensils with other students.
- Surfaces, toys, and equipment should be washed clean of allergic-containing foods.
- Food personnel are instructed about necessary measures required to prevent cross-contamination during food handling, preparation, and serving of food.
- Establish a buddy system for identified students.
- Provide staff updates at faculty meetings.
- Consider a peanut-free table in the cafeteria.



- Provide training for staff in the recognition of symptoms of an allergic reaction, basic first aid, resuscitative techniques, and the use of epinephrine auto injections.
- Epinephrine and/or Adrenaline should be kept readily available to students at risk of anaphylaxis and in all cases where it is administered, the student must be sent to the hospital immediately.

## **GRADING POLICIES**

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### ***Elementary School Uniform Grading Policy***

#### **Formula**

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

15% Engagement/Participation/\*Homework:

- 1) Engaging in homework and completing assignments
- 2) Actively engaged in class
- 3) Communicates learning in class
- 4) Participates in groups
- 5) Meeting content program expectations

\*Maximum percent for homework can be 5% of this section

85% Content Knowledge:

- 1) Assessments aligned to standards
- 2) Projects aligned to standards
- 3) Classwork/Assignments aligned to standards

#### **Weekly/Bi-Weekly Grading**

All teachers shall develop and maintain a numerical grade for all students on a weekly or bi-weekly basis. A numerical grade indicating student performance at the time of exit from school must be made available to the receiving elementary school. All grades for students will be on a 0-100 scale for the two categories above.

#### **Report Card Transfer**

For those students who transfer, their report card will follow them to the receiving school.

## Use of Report Card

The report card is a flexible document and can be used in the regular program, special education and bilingual programs. If applicable, it will be the responsibility of the teacher to explain how a program was modified to meet the needs of the student in the comment section of the report card. 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 the Central Office.

## Make-Up Work

Work missed due to absences will be completed within five (5) 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 parents, principal and Central Office to seek an alternative route to improve student performance prior to the end of the marking period. Students can earn no less than a 50 average as a final grade in a Marking Period.

## Homebound Instruction

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

## Special Education

The decision to promote students in these grades will be made based on each student's individualized education plan.

## Incomplete Grade

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

## Passing Grade

Passing grade is 65 and greater. Student growth shall be considered for promotion.

## Retention

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

## Pre-Kindergarten and Kindergarten

Kindergarten grading and report cards will follow the established standards-based reporting system. Pre-Kindergarten and Kindergarten will operate on a trimester calendar.

In the event that schools are unexpectedly closed under a municipal, state or federal mandate for ten (10) or more consecutive school days, and with the approval of the Board of Education, the Superintendent will provide equitable grading procedures in the best interest of all students that account for such closure and communicate the changes in procedures. In the event of such a closure, the Superintendent's grading procedures will supersede the formulas and grading policies. These procedures will remain in effect, by decision of the Superintendent and the Board of Education, until a time deemed appropriate.

## ***Middle School Uniform Grading Policy***

### Curriculum

Districtwide curriculum offerings at the middle schools will consist of core academics and unified arts.

### Formula

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

15% Engagement/Participation/\*Homework:

- 1) Actively engaged in class
- 2) Communicates learning in class

- 3) Participates in groups
- 4) Graded notebook
- 5) Completes assigned homework

\*Maximum percent for homework can be 5% of this section

85% Content Knowledge:

- 1) Assessments aligned to standards
- 2) Projects aligned to standards
- 3) Classwork/Assignments aligned to standards

### **Weekly Grading**

All teachers shall develop and maintain a numerical grade for all students on a weekly or bi-weekly basis. All grades for students will be on a 0-100 scale for the two categories above. A numerical grade indicating student performance shall be available in all subject areas when a student internally transfers.

### **Interim Report**

Interim Reports shall be sent home halfway through each marking period for all students.

### **Makeup Work**

Work missed due to absences will be completed within five (5) 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 grades or pass the course. Teachers shall dialogue with students, guidance counselors, department heads, and administrators to seek an alternative route to improve student performance prior to the end of the marking period. Students can earn no less than a 50 average as a final grade in a Marking Period.

### **Homebound Instruction**

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

## Special Education

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

## Incomplete Grade

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

## Passing Grade

Passing grade is 65 or greater. Any student with an average of 64 or lower must attend summer school. Students who earn a 50 for two or more marking periods will be required to attend summer school. These summer school requirements are mandatory unless it is verified that extraordinary circumstances exist for the student as determined by the building principal.

## Retention

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

## Extra-Curricular Activities

Students who are not passing in at least four core academic courses will be ineligible to participate in extracurricular 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 extracurricular activities (all after-school programs). Additionally, students who have not maintained a numerical average of 70.0 or higher OR a 2.0 GPA during the marking period preceding and during the student's participation will be ineligible to participate in extracurricular activities. (See Student-Athlete Eligibility Checklist-Middle School also).

In the event that schools are unexpectedly closed under a municipal, state, or federal mandate for ten (10) or more consecutive school days, and with the approval of the Board of Education, the Superintendent will provide equitable grading procedures in the best interest of all students that account for such closure and communicate the changes in procedures. In the event of such a closure, the Superintendent's grading procedures will supersede the formulas and grading policies. These procedures will remain in effect, by decision of the Superintendent and the Board of Education, until a time deemed appropriate.

## **High School Grading/QPR**

### **Formula**

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

### **Calculating Students' Grades**

- *50% Assessments: i.e. meets expectations through standards based assessments, meets expectations through summative assessments, meets expectations through teacher made tests, quizzes, text driven assessment, projects curriculum based and completed with accuracy.*
- *35% Classwork: i.e. daily assignments completed, with accuracy, extended assignments completed on time and with accuracy.*
- *10% Disposition: i.e. actively engages in class, participates in group, displays toward learning: perseverance, integrity and social and civic expectations.*
- *5% Homework: i.e. assignments independently completed outside of the classroom.*

### **Grading**

All teachers shall develop and maintain a numerical grade for all students. This is becoming increasingly necessary when students transfer from one school to another in the middle of a semester and don't have grades to accompany their registration. Upon the District updating of classroom student rosters into PowerSchool, teachers will upload all student assignments, quizzes, and test grades into PowerSchool 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 the Central Office.

All teachers should continue to use the full scale of 0-100 for grading purposes as it relates to

assessments, classwork, disposition, homework, mid-terms, and finals.

If a student earns a final average of 0-50, that student will receive a final average of 50 for the marking period.

### **Interim Reports**

Reports shall be sent home half-way through each marking period.

### **Makeup Work**

Work missed due to absences will be completed within five (5) 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 extracurricular 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 extracurricular 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 or greater.

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 marking period 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). A mid-term will only cover expected learning from Q1 and Q2, while the final will only cover expected learning for Q3 and Q4.

### Full-year Course

Q1	Q2	Midterm	Q3	Q4	Final
20%	20%	10%	20%	20%	10%

### Half-year Course

Q1	Q2	Midterm
40%	40%	20%

- 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 Rank

The Board of Education promotes weighted grading for more rigorous coursework. 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.

Parents/guardians and students shall be advised as to whether or not a grade from a course is weighted in the Program of Studies.

## Overall Grade Point Average

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

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

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

## 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 rewards students for selecting courses at more challenging levels of difficulty.

Quality points are the weights that are assigned to courses in order to communicate their differing academic challenge. Weights assigned to academic courses communicate the level of academic challenge inherent in each course to students and their parents; therefore, the weights assigned help students to make more appropriate course selections. Additional

weights assigned to college preparatory courses recognize that more challenging courses require advanced levels of work; therefore, advanced courses have higher course weights.

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

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

## Honor Roll

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

High Honor Roll: Average of 90 or above and no individual grade below 80  
 Honor Roll: Average of 80-89 and no individual grade below 70

In the event that schools are unexpectedly closed under a municipal, state or federal mandate for ten (10) or more consecutive school days, and with the approval of the Board of Education, the Superintendent will provide equitable grading procedures in the best interest of all students that account for such a closure and communicate the changes in procedures. In the event of such a closure, the Superintendent's grading procedures will supersede the formulas

and grading policies. These procedures will remain in effect, by decision of the Superintendent and the Board of Education, until a time deemed appropriate.

**CONNECTICUT AUTOMATIC ADMISSIONS PROGRAM:**

The Board of Education (Board), beginning with the 2022-2023 school year, and for each school year thereafter, for the purpose of qualifying a student for the Connecticut Automatic Admissions Program, will:

1. calculate a grade point average using the standardized method established by the Board of Regents for Higher Education for each student who completes eleventh grade, and
2. determine whether such student's class rank percentile is above or below the minimum established by the Board of Regents for Higher Education.

The Board will share a student's grade point average and whether such student is above or below the minimum class rank percentile with the student, the student's parent or guardian, the Department of Education, in the form and manner prescribed by the Department, and upon the student's request, a participating institution for the purposes of applying to such participating institution under the Connecticut Automatic Admissions Program. The Board shall permit the parent of a student to have access to the student's class rank.

The Board recognizes that it is not required to publish or provide a class ranking for any student or to publish on a student's transcript the grade point average calculated pursuant to the Connecticut Automatic Admissions Program, or whether such student is above or below the minimum class rank percentile established by the Board of Regents for Higher Education pursuant to the Connecticut Automatic Admissions Program.

The Board, beginning with the 2022-2023 school year and each school year thereafter, will notify each student enrolled in his/her final year of high school, and the parent or guardian of such student, whether such student may be admitted to at least one participating institution under the Connecticut Automatic Admissions Program based on the academic threshold established by such institution.

Additional information about the BOE grading related policies are available on our website:

6146.1 - [Waterbury Public Schools High School Grading/QPR Policy](#)

6146.11 - [Waterbury Public Schools Elementary School Uniform Grading Policy](#)

6146.111 - [Waterbury Public Schools Middle School Grading Policy](#)

## **GREEN CLEANING PROGRAMS**

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

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

Additional information about the BOE Green Cleaning Program Policy 3525 is available on our website: [Waterbury Public Schools Green Cleaning Program Policy](#).

## **HEALTH SERVICES**

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

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

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

### ***Administration of Medication***

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

### ***Communicable/Infectious Diseases***

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

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

### ***Health Records***

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

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

Additional information about the BOE health related policies are available on our website:

5141.21 - [Waterbury Public Schools Administration of Medications Policy](#)

5141.22 - [Waterbury Public Schools Communicable/Infectious Diseases Policy](#)

5125.11 - [Waterbury Public Schools Health/Medical Records \(HIPAA\) Policy](#)

## **HOMELESS STUDENTS/McKINNEY VENTO ACT**

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

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

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

McKinney Vento provides\*:

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

\*A procedure is required for all events

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

Additional information about the BOE Homeless Students Policy 5118.1(a) is available on our website: [Waterbury Public Schools Homeless Students Policy](#).

## **HOMEWORK**

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

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

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

Additional information about the BOE Homework/Make-up Work Policy 6154 is available on our website: [Homework/Make-up Work Policy](#).

## **LUNCH PROGRAM/CHARGING**

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

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

## **MIGRANT STUDENTS**

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

Additional information about the BOE Migrant Students Policy 6141.312 is available on our website: [Waterbury Public Schools Migrant Students Policy](#).

## **NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)**

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

## **ON-CAMPUS RECRUITMENT**

Students at the middle and high school level will be informed of the availability of (1) vocational, technical, and technological education and training at technical high schools and (2) agricultural sciences and technology education at regional agricultural science and technology education centers. Full access for the recruitment of students by technical high schools, regional agricultural science and technology education centers, magnet schools, and charter schools will be provided. Military recruiters and institutions of higher learning shall have access to secondary school students' names, addresses, and telephone listings unless the student's parents/guardians submit a written request that such information not be released without their prior written consent.

Additional information about the BOE On-Campus Recruitment Policy 5145.14 is also available on our website: [Waterbury Public Schools On-Campus Recruitment Policy](#).

## **PARENT INVOLVEMENT/COMMUNICATIONS**

Education succeeds best when there is a strong partnership between home and school based on communication and interactions. Parents/guardians are urged to encourage their children to put a high priority on education and to make the most of their educational opportunities available. Parents/guardians should become familiar with all of the child's school activities and



with the District's academic programs, including special programs. Attendance at parent-teacher conferences, participation in campus parent organizations, attendance at board of education meetings, and being a school volunteer are strongly encouraged.

## **PESTICIDE APPLICATION**

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

Additional information about the BOE Pesticide Application Policy 3524.1 is available on our website: [Waterbury Public Schools Pesticide Application Policy](#).

## **PHYSICAL ACTIVITY**

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All students enrolled in an elementary school shall have included in the regular school day, time devoted to physical exercise, of not less than 20 minutes in total. This requirement may be altered by a Planning and Placement Team (PPT) for a child requiring special education and related services or if the board of education permits an additional amount of time.

This daily period of physical activity for elementary school students can be a combination of planned physical education classes, recess, and/or teacher-directed classroom activities.

Students may not be required by school employees to engage in physical activity as a form of discipline during the school day. This restriction does not apply to brief periods of respite/time-outs, referrals to a building administrator, or safety reasons. Students in elementary school may not be denied participation in recess or in other sustained opportunities for physical activity during classroom learning as a form of discipline. Loss of recess or other physically active learning opportunities may be permitted on an administratively approved case-by-case basis.

## **PHYSICAL EXERCISE**

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All students in elementary school shall have in the regular school day, time devoted to physical exercise, of not less than twenty minutes in total, unless altered for a student by a Planning and Placement Team for a child requiring special education. Such physical exercise can be a combination of planned physical education classes, recess, and/or teacher-directed classroom activities. The period of physical activity will not be taken away from an elementary student as a form of punishment. In addition, students in all grades, K-12, cannot be assigned physical activity as a form of punishment.

As per newly adopted Board Policy on Wellness (6142.101(a)), physical activity during the school day will not be withheld as punishment for any reason. Teachers and other school personnel are prohibited from denying physical activity or exercise, or withholding opportunities for physical activity (e.g., recess and physical education) as punishment. Physical Education class time, recess or other opportunities for physical activity are not withheld as a measure to enforce the completion of academic work. Appropriate alternate strategies have been developed as consequences for negative or undesirable behaviors.

Additional information about the BOE Health & Safety Policy 6142.101 is also available on our website: [Waterbury Public Schools Health & Safety Policy](#).

## **PHOTOGRAPHS/MEDIA COVERAGE**

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From time to time, media coverage (newspaper, radio, television, school webpage, District or School social media platforms including Facebook, Twitter, Instagram, YouTube) of events taking place in our district is requested. This is an exciting and rewarding experience for students and their families. In no way will we allow our students to be portrayed in anything but a positive and healthy approach.

However, we do respect that there may be some parents who do not wish to have their child and their families to be a part of these media covered events. If this is your wish, please indicate it on the form below and your child will be exempt from any and all media coverage.

[Media Release Form](#)

## **PROMOTION, RETENTION AND PLACEMENT**

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

#### **Twenty Absence Limit**

There is a twenty absence limit for any student enrolled in the Waterbury School System in grades K - 12. No student may receive course credit for a full-year course after having been absent from that course for more than twenty (20) class periods during the school year. These absences will be prorated 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 disciplinary action.

#### **Waiver Policy**

A student who has accumulated more absences than allowed by the policy, but who feels that the situation warrants special consideration, may appeal to the administration for a waiver increasing the number of allowable absences for that particular student. At the discretion of the administration, the parent may be requested to appear at the hearing to verify the legitimacy of the appeal.

- A. If extenuating circumstances exist, parents and students have the right to a waiver of the denial of credit and/or promotion. The waiver must be requested in writing within five (5) days after notification of credit withdrawal and directed to the school principal.
- B. Each school will set up an Appeals Board to consider the waiver, consisting of the principal and two teachers to informally hear all requests. Other pupil personnel faculty may be invited by the Appeals Board to participate when appropriate. All parties directly involved may attend the informal hearing. The Appeals Board will meet as soon as possible after individual students have exceeded their absences.
- C. The Appeals Board will consider:
  - 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
- D. A student may be allowed an attendance appeal hearing on a yearly basis. However, a

successful waiver for promotion or restoration of credit may only be granted twice in grades K-5, once in grades 6-8, and once in grades 9-12.

- E. Decisions of the Appeals Board are final. Waivers granted or denied must become a part of a student's permanent cumulative file and be recorded in the computer database.

## **PSYCHOTROPIC DRUG USE**

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

Additional information about the BOE Psychotropic Drug Use Policy 5141.231 and 4118.234 is also available on our website: [Waterbury Public Schools Psychotropic Drug Use Policy](#).

## **RESEARCH, DEVELOPMENT, AND TESTING**

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Assessment plays an important role in a child's education. From standardized tests to individual classroom assessments, students are constantly being evaluated in order for teachers to pinpoint areas of weakness and develop instructional strategies to target these areas. Although assessment is critical, it is not the most important piece of a child's educational career. Assessment results should be used in conjunction with classroom performance to truly determine a student's progress throughout their academic career.

Waterbury Public Schools is at the forefront of research and testing. Results from all standardized tests are analyzed at the student level. Individual results are uploaded to the central information system for more efficient record-keeping. To date, student records reflect the following scores:

- Kindergarten Inventory
- mCLASS DIBELS
- Smarter Balanced
- NGSS (Next Generation Science Standards)
- PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test)
- SAT

- AP (Advanced Placement)

For more information contact: Tara Battistoni, Supervisor, Waterbury Public Schools, 203-574-8283, [tbattistoni@waterbury.k12.ct.us](mailto:tbattistoni@waterbury.k12.ct.us)

## **SANDY HOOK PROMISE SAY SOMETHING ANONYMOUS REPORTING SYSTEM**

Teaches youth how to recognize warning signs and threats, especially in social media, from individuals who may be a risk to themselves or others and say something to a trusted adult, use the *Say Something* Anonymous Reporting System (SS-ARS), or call 911. This support tool is available to students in grades 6-12.

Use the Mobile App:  
Available for Apple  
and Android devices

Use the Website:  
[www.saysomething.net](http://www.saysomething.net)

Call the tipline:  
1-844-5-SAYNOW

## **SCHOOL ALTERNATIVES**

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

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

## **SCHOOL CEREMONIES AND OBSERVANCES**

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

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

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

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

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

## **SCHOOL CLIMATE**

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

## **Bullying**

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

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

## **Cyberbullying**

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

## **Teen Dating Violence**

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

*The Waterbury Board of Education will not tolerate any form of bullying* of members of the Waterbury Public School community by students, parents, visitors or employees of the Waterbury Public Schools, while on school grounds. Bullying behavior by any student in the Waterbury Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. The Waterbury Board of Education In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function, or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education. The Board also prohibits any form of bullying behavior

outside of the school setting if such bullying 1) causes physical or emotional harm to a student or such student's property; 2) places a student in reasonable fear of harm to himself or herself or of damage to his or her property; 3) creates a hostile environment at school for such student; 4) infringes on the rights of such student at school; or 5) substantially disrupts the educational process.

Discrimination and/or retaliation against an individual who reports or assists in the investigation of any act of bullying are likewise prohibited. Any student who engages in bullying behavior shall be subject to appropriate disciplinary action, which action may include suspension and expulsion, and/or referral to law enforcement officials in accordance with the Board's policies and state and federal law. In addition, the Waterbury Board of Education will address teen dating violence in accordance with its Safe School Climate Plan.

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

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

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

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

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

## **SCHOOL VISITORS POLICY**

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Waterbury Public Schools is **permitting visitors inside schools and district buildings**. However, school leaders can determine access to their buildings on a case-by-case basis. 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. To maintain the safety and security of students and staff, please comply with the following:

- Review and communicate rules for visitors and family engagement activities.
- Any visitor who wishes to visit a school building to speak to an administrator, is encouraged to make an appointment ahead of time. Building administration is not always available for an immediate meeting, and if they are unavailable, visitors will be provided with appointment options.

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

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

Waterbury Public Schools, in an effort to maintain the students' and staff's safety, privacy, and security, and minimize 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. At 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 to the school.
6. An escort for the visitor may be required by the principal or duly authorized administrator.
7. No visitor, except a law enforcement officer duly authorized by the Waterbury Police Department, and/or designated under State Statute 53a-217b (as amended by P.A. 16-55) is allowed to bring a weapon of any kind into any school in the District or on school grounds. Legal ref: 53a-217b Possession of a weapon on school grounds: Class D felony (as amended by P.A. 16-55).
8. In order to safeguard student privacy rights, no videotaping, photography, or use of recording devices or electronic equipment including phones, is allowed by the visitor during the visit unless prior permission is given by the Superintendent and appropriate prior written consent of the student is obtained.
9. Visitors must follow all school rules and administrative directives and minimize disruptions to the school's learning environment. Visitors must not disturb the students, or 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 at the discretion of the principal or a 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.

Additional information about the BOE School Visitors Policy 1250 is also available on our website: [Waterbury Public Schools' School Visitors Policy](#).

## **RESTRAINT, USE OF/EXCLUSIONARY TIME OUT**

Restraint shall only be used by trained school staff in emergency situations to prevent immediate or imminent injury to a student or others. Restraint will not be used to discipline a student or because it is convenient or instead of a less restrictive alternative. Use of restraint will also be constantly monitored by a trained school employee in line with Board of Education (Board) policy and Federal and State authorities. When Restraint is used, parents will be notified within 24 hours, but a reasonable attempt will be made to notify parents/guardians immediately after restraint is performed.

The Board acknowledges that behavior management practices for students may sometimes include the use of sensory rooms and exclusionary time-out settings. A time-out setting is an area for a student to safely deescalate, self-regulate, self-calm, regain control and prepare to meet expectations to return to his/her educational program. A time-out setting shall only be used in conjunction with a behavior management program that teaches and reinforces acceptable behaviors, except where it is necessary to remove a student from a potentially dangerous situation or an unanticipated situation.

Seclusions are not utilized or permitted in Waterbury Public Schools.

Additional information about the Board Physical Restraint Policy 5144.1(a) is also available on our website: [Waterbury Public Schools Physical Restraint/Seclusion/Exclusionary Time Out](#).

## **SEXUAL ABUSE PREVENTION AND EDUCATION PROGRAM**

Students in grades K-12 will be involved in a prevention-oriented child sexual abuse program that teaches students age-appropriate techniques to recognize child sexual abuse and how to

report it. Parents/guardians may permit their child to opt out of the awareness program or any part of it by notifying the school in writing of such a request.


Additional information about the BOE Sexual Abuse Prevention and Education Program 5145.511(a) is also available on our website: [Waterbury Public Schools Sexual Abuse Prevention and Education Program](#).

## **SMOKING**

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

## **SPECIAL EDUCATION**

The district shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the district, required under the Individuals with Disabilities Education Act ("IDEA"), and its associated regulations, as well as applicable state law and regulation, as they be amended from time to time with regard to the identification, evaluation, and provisions of special education program for eligible students, ages three (3) and until they graduate, or for the duration of the school year in which the student becomes twenty-two (22). Additional information on this legislation can be found here:

 [CSDE Memo\\_PA 23-137.pdf](#)

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

Additional information regarding BOE policies about special education are available on our website:

6159 - [Waterbury Public School Individualized Education Program/Special Education Program Policy](#).

6171.2 - [Waterbury Public School Preschool Special Education](#).

## **STUDENT DATA PRIVACY**

Connecticut legislation, PA 16-189, An Act Concerning Student Data Privacy, restricts how

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

Additional information about our BOE Student Data Privacy Policy 3520.13 is available on our website: [Waterbury Public Schools Student Data Privacy Policy](#).

## **STUDENT RECORDS**

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A student’s school records are confidential and are protected by federal and state law from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the district until the student withdraws or graduates. This record moves with the student from school to school.

Additional information about the BOE Student Records/FERPA policies are available on our website:

5125 - [Waterbury Public Schools Education Records/FERPA Policy](#)

5145.15 - [Waterbury Public Schools Directory Information Policy](#)

## **SUICIDE PREVENTION AND INTERVENTION**

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

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

Any school employee who may have knowledge of a suicide threat must take the proper steps to report this information to the building Principal or his/her designee who will, in turn, notify

the appropriate school officials, the student's family and appropriate resource services.

Additional information about the BOE Suicide Prevention and Intervention Policy 5141.5 is available on our website: [Waterbury Public Schools Suicide Prevention and Intervention Policy](#).

## **SURVEYS/STUDENT PRIVACY**

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

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

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

Additional information about the BOE Surveys of Students (Student Privacy) Policy 6162.51 is also available on our website: [Waterbury Public Schools Surveys of Students \(Student Privacy\) Policy](#).

## **TEACHER AND PARAPROFESSIONAL QUALIFICATIONS**

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

Additional information about the BOE Recruitment and Selection Policy 4111 is also available on our website: [Waterbury Public Schools Recruitment and Selection Policy \(Personnel - Certified/Non-Certified\)](#).

## **TEXTBOOKS AND LIBRARY BOOKS**

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Library books, textbooks, and other educational materials are loaned to the students for their use and shall be returned when requested by school authorities. Students are responsible for the care of books and supplies entrusted to their use. They will be assessed for damage to textbooks, equipment, or materials. In accordance with state law, the school reserves the right to withhold grades, transcripts, or report cards until the student pays for or returns the textbooks, library books, or other educational materials.

## **TITLE I COMPARABILITY OF SERVICES**

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

## **TITLE I PARENTAL AND FAMILY ENGAGEMENT**

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

Additional information about the BOE Parent and Family Engagement Policy for Title I Students 6172.4 and 1110.1 are also available on our website:

6172.4 - [Waterbury Public Schools Parent and Family Engagement Policy for Title I Students Policy](#).

1110.1 - [School Parent Relations Goals policy](#).

## **TITLE IX AND GENDER NON-CONFORMING YOUTH POLICIES**

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**What is Title IX?**

Title IX (9) is one of the articles/sections of the broader Civil Rights Act passed by the US Congress. It is a federal law that is specifically designed and written to remove many barriers that once prevented people, on the basis of sex, from participating in educational opportunities and careers of their choice. Title IX (9) formally states no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

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Title IX was passed in 1972 to ensure that male and female students and employees in educational settings are treated equally and fairly. It protects against discrimination based on gender.. The regulations passed to guide educational organizations, like the Waterbury Public School (WPS), regarding Title IX, prohibit discrimination, exclusion, denial, limitation, or separation based on gender.

### **Who may report an alleged Title IX violation?**

- Any person may report sex or gender based discrimination, including sexual harassment or sexual misconduct,
- The person reporting a potential violation of Title IX does not have to be the alleged victim of conduct that could constitute sex or gender discrimination or sexual harassment or sexual misconduct
- An alleged Title IX violation can be reported by WPS student(s), Staff, Administrators, Parents/Guardians or others with knowledge of alleged incidents or discrimination
- Title IX requires that each school district, like WPS, have at least one person designated as the Title IX Coordinator.

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District Coordinators are the main points of contact regarding Title IX and at the district level are the individuals designated to coordinate the school district's efforts to comply with and carry out its responsibilities under Title IX including processing Title IX complaints or circumstances made known to the district of alleged noncompliance with Title IX, or alleging any actions of the district which are prohibited by Title IX. The Title IX coordinator is also tasked with maintaining centralized data regarding Title IX district compliance. The State of Connecticut also requires that each school district have a Title IX coordinator at the building level.

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[WPS Title IX District Coordinators by Program and Building Listing](#)



Title IX also requires that the district notify all its students and employees of the name, office address and telephone number(s) and electronic mails of the employee(s) appointed pursuant to these roles.

Geen Thazhampallath HR Director  
WPS District Title IX Overall Coordinator & Oversight  
geen.thaz@waterbury.k12.ct.us  
Phone Number: (203) 574-8019 Ext. 11244  
236 Grand Street  
Waterbury, CT 06702

Senior HR Generalist Lisa Dunn  
In-Take & Training Monitor  
ldunn@waterbury.k12.ct.us  
Phone Number: (203) 574-8019 Ext. 11240  
236 Grand Street  
Waterbury, CT 06702

Title IX requires that school districts, like WPS, have a clear and formal complaint/grievance procedure that provides for prompt and equitable resolution of student and/or employee complaints/grievances alleging any actions that may violate

Please be advised that Title IX refers to a complaint as a grievance. Concerns or complaints can be either filed by printing out and completing a form or online.

[Printable form to download](#)

[Online form to complete](#)

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Additional information about the BOE Title IX Policy is available on our website:

[WPS Title IX](#)

## **TRANSGENDER AND GENDER NON-CONFORMING YOUTH**

Federal and state law and District policy require that all programs and activities be free from discrimination based on sex, sexual orientation, or gender identity or expression. This policy is designed in keeping with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities.

[Transgender and Gender Non-conforming Youth Policy 5145.53 \(c\)](#)

This policy sets out guidelines for schools and District staff to address the needs of transgender and gender non-conforming students and clarifies how state law should be implemented in situations where questions may arise about how to protect the legal rights or safety of such students. This policy does not anticipate every situation that might occur with respect to transgender or gender non-conforming students and the needs of each transgender or gender nonconforming student must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of the transgender or gender non-conforming student while maximizing the student's social integration and minimizing stigmatization of the student.

### **Definitions**

The definitions provided here are not intended to label students but rather to assist in understanding this policy and the legal obligations of District staff. It is recognized that students might or might not use these terms to describe themselves.

**"Gender identity"** is a person's deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth. One's gender identity can be the same or different than the gender assigned at birth. Everyone has a gender identity.

**"Transgender"** describes people whose gender identity, expression or behavior is different from those typically associated with an assigned sex at birth.

**"Gender expression"** refers to the manner a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, or mannerisms.

**"Gender non-conforming"** describes people whose gender expression differs from stereotypical expectations, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous. This includes people who identify outside traditional gender categories or identify both genders.

**"Sexual Orientation"** refers to a person's identity in relation to the gender or genders to which they are romantically, emotionally, or sexually attracted, including any identity that a person may have previously expressed or is perceived by another to hold.

**"Cisgender"** refers to individuals whose gender identity, expression, or behavior conforms with those typically associated with their sex assigned at birth.

**"Gender Fluid"** may be a form of both gender identity and gender expression. It generally describes individuals who may not identify as the same gender all the time, and whose gender expression may change accordingly.

**"Gender Minority"** is an umbrella term referring to individuals not identifying as cisgender.

**"Gender Transition"** is the process in which a person changes their gender expression to better reflect their gender identity. In order to feel comfortable and to express their gender identity to other people, transgender people may take a variety of steps such as using a nickname or legally changing their name; choosing clothes and hairstyles to reflect their gender identity; and generally living and presenting themselves to others, consistently with their gender identity. Some, but not all, transgender people take hormones or undergo surgical procedures to change their bodies to better reflect their gender identity. Transitioning may or may not include changing identity documents (e.g., driver's license, Social Security record) to reflect one's gender identity.

**"Bullying"** means an act that is direct or indirect and severe, persistent or pervasive which:

- a) causes physical or emotional harm to such student or damage to such student's property;
- b) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
- c) creates a hostile environment at school for such student;
- d) infringes on the rights of such student at school; or
- e) substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but need not be 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 of such characteristics.

**"Harassment"** means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school's educational programs or activities because the conduct is so severe, persistent or pervasive. This includes conduct that is based on a student's actual or perceived race, color, national origin, sex, disability, sexual orientation, sexual identity or expression, or religion. This also includes conduct that targets a student because of a characteristic of a friend, family member or other person or group with whom a student associates.

**Privacy**

All persons, including students, have a right to privacy. This includes the right to keep private one's transgender status or gender non-conforming presentation at school. Information about a student's transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. School personnel should not disclose information that may reveal a student's transgender status or gender non-conforming presentation to others, including parents and other school personnel, unless legally required to do so or unless the student has authorized such disclosure. Transgender and gender non-conforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

When contacting the parent or guardian of a transgender or gender non-conforming student, school personnel should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise.

**Official Records**

The District is required to maintain a mandatory permanent student record ("official record") that includes a student's legal name and legal gender. However, the District is not required to use a student's legal name and gender on other school records or documents.

The District recognizes, under FERPA, that a student has the right to request the school to change his/her name and gender on such student's school records if the student or parent/guardian, if such a student is under 18 years of age, believe the records are incorrect, misleading, or violate a student's privacy. (In general, a school should treat requests to change student records based on transgender status no differently than it would treat any other request for a change to student records.) Upon such a request, schools should correct student education records to accurately reflect the student's chosen name and gender identity, regardless of whether the student has completed a legal name change.

**Names/Pronouns**

A student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required, and the student need not change his or her official records. The intentional or persistent refusal to respect a student's gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student's gender identity) is a violation of this policy.

**Gender-Segregated Activities**

To the extent possible, schools should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, such as for selected health education classes, students should be included in the group that corresponds to their gender identity.

### **Student Information Systems**

The District shall modify its student information system, as necessary, to prevent disclosure of confidential information and ensure that school personnel use a student's preferred name and pronouns consistent with the student's gender identity.

### **Restroom Accessibility**

Students shall have access to the restroom that corresponds to their gender identity consistently asserted at school. Any student, transgender or not, who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single user restroom. However, no student shall be required to use such a restroom because they are transgender or gender non-conforming.

### **Locker Room Accessibility**

The use of locker rooms by transgender students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports, ensuring the student's safety and comfort, and minimizing stigmatization of the student. In most cases, transgender students should have access to the locker room that corresponds to their gender identity consistently asserted at school, like all other students. Any student, transgender or not, who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor's office in the locker room, or a nearby health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponds to their gender identity before or after other students).

Any alternative arrangement should be provided in a way that protects the student's ability to keep his or her transgender status confidential. In no case shall a transgender student be required to use a locker room that conflicts with the student's gender identity.

### **Physical Education Classes & Intramural Sports**

Transgender and gender non-conforming students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity.

### **Interscholastic Competitive Sports Teams**

Transgender and gender non-conforming students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity and in compliance with the applicable regulations of the Connecticut Interscholastic Athletic Association (CIAC).

### **Dress Codes**

Transgender and gender non-conforming students have the right to dress in a manner consistent with their gender identity or gender expression. In general, District schools may not adopt dress codes that restrict students' clothing or appearance on the basis of gender.

### **Discrimination/Harassment/Bullying**

It is the responsibility of each school and the District to ensure that transgender and gender nonconforming students have a safe school environment, including access to facilities, activities and programming free from discrimination, harassment and/or bullying. Any incident of discrimination, harassment, bullying and/or violence must be given immediate attention, including investigation of the incident, taking appropriate corrective action, and providing students and staff with appropriate resources.

Complaints alleging discrimination, harassment and/or bullying based on a person's actual or perceived transgender status or gender nonconformity are to be handled in the same manner as other discrimination, harassment and/or bullying complaints.

### **Transferring a Student to Another School (Opportunity Transfers)**

In general, schools should aim to keep transgender and gender non-conforming students at the original school site. Opportunity transfers should not be a school's first response to harassment and should be considered only when necessary for the protection or personal welfare of the transferred student, or when requested by the student or the student's parent/guardian. The student or the student's parent or guardian must consent to any such transfer.

## **TRANSPORTATION SAFETY COMPLAINTS/PROCEDURES**

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### ***Durham Bus Tracker***

For parents and guardians: the Durham Bus Tracker is the simple, safe and secure way for you to check in "almost" real-time to see where your child's bus is located. Available in English and Spanish, the bus tracker app will allow you to view the bus route, scheduled stops, the location of the bus along the route, and your child's scheduled arrival time.

[Durham Bus Tracker - Waterbury Public Schools](#)

All complaints concerning school transportation safety are to be made to the Transportation

Coordinator/District Business Manager at 203-574-8037. A written record of all complaints will be maintained and an investigation of the allegations will take place.

## **WATERBURY PROMISE**

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The Waterbury Promise Scholarship helps eliminate financial barriers, strengthens the college-going culture in Waterbury Public Schools and provides essential support to ensure college success.

The Promise Scholarship is a last-dollar scholarship; the award covers the gap that remains after all individual grants, financial aid, and other scholarships have been applied.

To officially become a Promise Scholar, students qualify by meeting the following criteria:

1. Student is a Waterbury resident
2. Student has attended all four years at a Waterbury Public School, Kaynor Technical School or Holy Cross High School
3. Student has earned a high school grade point average of 3.0 or higher
4. Student has achieved a 90% or better cumulative attendance
5. Student has completed and submitted the FAFSA
6. Student has applied and has been accepted to a 2-year or 4-year Connecticut accredited college or university

To learn more, please visit: <https://www.waterburypromise.org/>

## **WATERBURY PUBLIC SCHOOLS WELCOME CENTER**

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

## **WELLNESS**

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

Additional information regarding Wellness can be found within our BOE Health and Safety Policy 6142.101 which is available on our website: [Waterbury Public Schools Health & Safety Policy](#).