



Student & Parent/Guardian Handbook

2026-2027 School Year

Waterbury Board of Education
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Waterbury Board of Education

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WATERBURY

PUBLIC SCHOOLS

Elementary

Bucks Hill
Bunker Hill
Carrington Pre-K-8
H.S. Chase
Wendell L. Cross
Driggs
Duggan Pre-K-8
M.M. Generali
John G. Gilmartin Pre-K-8
Hopeville
Roberto Clemente International
F.J. Kingsbury
Maloney Interdistrict Magnet
Jonathan E. Reed Pre-K-8
Frank G. Regan
Rotella Interdistrict Magnet
Sprague
Tinker
Walsh
Washington
Woodrow Wilson

Alternative Schools

Adult Continuing Education
Crossroads Academy
Enlightenment
State Street Program

Middle

North End
Michael F. Wallace
Waterbury Arts
West Side

High school

Crosby
John F. Kennedy
Wilby
Waterbury Arts Magnet
Waterbury Career Academy

Early Childhood

Bucks Hill Pre-Kindergarten

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

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 Material contained herein may therefore be superseded by such Board policy, administrative regulation or negotiated agreement.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 a 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 for 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 in the section [Board of Education Policies](#).

EQUAL OPPORTUNITY AND NON-DISCRIMINATION

Each student is encouraged to develop and achieve individual educational goals. The district will provide every student with equal educational opportunities regardless of race, color, creed, gender, sexual orientation, gender identity or expression, national origin, religion, age, economic status, marital status, or disability. No student will be excluded on such a basis from participating in or having access to any course offerings, student athletics, counseling services, employment assistance, extracurricular activities or other school resources. Programs and activities shall be accessible and usable by individuals with disabilities as prescribed by law.

Lisa Dunn, Senior HR Generalist (Human Capital), is the designated district compliance officer, who will coordinate compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

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:

Dr. Darren Schwartz, 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 \(Students\)](#)

ADMISSION/PLACEMENT

Parents/guardians of preschool students who will be five (5) years of age by September 1 of any school year or earlier are expected to register their child for kindergarten. Parents/guardians of kindergarten- aged children who plan on holding their child back from entering kindergarten must contact their school's principal to complete a "Kindergarten Opt-Out Form".

A student seeking enrollment in a SCHOOL for the first time or following attendance in another Connecticut public school district, out-of-state attendance, private school attendance or admission through a bona fide foreign exchange program should contact the principal. A student who is transferring from non-public schools or schools outside the district will be placed at his/her current grade level pending evaluation and observation of the student after such assessment and consultation with the parents, the principal will determine the grade placement of the child. Nonresidents may attend school on a tuition basis provided space is available. Nonresident students from other school districts within the state, (districts in the Hartford, New Haven, Bridgeport and New London regions) who apply pursuant to Board of Education regulations, may enroll in particular programs or schools within the district on a space available basis, without payment of tuition, as part of the inter-district public school attendance program called Open Choice. The Regional Educational Service Centers will determine which school districts are close enough to make transportation feasible. The parent or person having control of a child seventeen years of age may consent to such child's withdrawal from school. The parent or person having

control of a child seventeen years of age may exercise the option by personally appearing at the school district office to sign a withdrawal form. This form will include an attestation from the school's guidance counselor or a school administrator that the district has provided the parent or person with information on the educational options available in the school system and in the community. A student who has attained the age of seventeen and who has voluntarily terminated enrollment in the district's schools and subsequently seeks admission may be denied readmission for up to ninety school days from the date of such termination unless such student seeks readmission to the District not later than ten school days after such termination in which school accommodation will be provided not later than three school days after such student seeks readmission. A student, nineteen years of age or older may be placed in an alternative school program or other suitable educational program if he/she cannot acquire a sufficient number of credits for graduation by age twenty-one. Students who are classified as homeless under federal law and do not have a fixed residence will be admitted pursuant to federal law.

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.

Parents of students attending District schools have the option to enroll their child(ren) in a magnet school with which the District is a nonparticipating district, if the magnet school has unused student capacity. The District will pay any tuition charge. (Does not include tuition for a preschool magnet program.)

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, CT. All registration hours are 8:00 a.m. to 2:30 p.m., Monday through Friday. **Exception:** Students entering grades 6-8 whose assigned district school is Wallace Middle School, West Side Middle School, or North End Middle School must register directly at their assigned district middle school. High school students can register at their district school in order to facilitate course selection and scheduling. 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:

5112 - [Waterbury Public Schools Ages of Attendance/Admissions/Placement Policy](#)

ADVANCED PLACEMENT COURSES (H.S.)

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](#).

ADVERTISING

The public schools maintain careful controls on the way in which students are exposed to materials and announcements, other than those directly related to school sponsored programs and activities. Caution is exercised to prevent exploitation of the system and its students. District-prescribed standards shall be met.

AGE OF MAJORITY

In all school matters requiring the approval or presence of a parent or guardian, the eighteen-year old student will be allowed to represent him/herself and sign all appropriate forms under his/her responsibility. However, the school reserves the right to contact parents regarding student issues. These include, but are not limited to, school attendance, school withdrawals, permission for psychological or academic testing, early dismissals, changes in courses, representation at PPTs, appeals, hearings, and access to or release of records.

AIDS CURRICULUM

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

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 School Climate 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.

AMERICAN WITH DISABILITIES ACT AND SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 ensures support for individuals with disabilities. Individuals with disabilities are provided a 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 after enrollment, may also take a screening exam.

All individuals who are disabled or "handicapped" are protected under Section 504. However, individuals who have been determined to be "handicapped" under Section 504 may not be considered disabled under IDEA. IDEA, which can be viewed as a subcategory of Section 504, provides for special programming or placement, while Section 504 protects the rights of individuals with handicaps. Under IDEA, students are qualified for services under 13 IDEA disabling conditions; specially designed individual education programs are planned for each student by Individualized Education Program (IEP) teams. Under Section 504, students with "handicaps" are entitled to

special accommodations to ensure that they can participate in and benefit from public education and programs, and a 504 accommodation plan is designed for each student according to individual needs.

Section 504 is not an aspect of special education, but is, rather, a responsibility of the comprehensive general public education system. Unlike an eligibility system based on clinic categories of disabilities, Section 504 works on a more functional premise. 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 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 Director of College and Career Readiness for Waterbury Public Schools at 203-574-8327 or ntoucet@waterbury.k12.ct.us .

Any eligible person, including any student, parent/guardian, staff member or other employee who feels that he/she has been discriminated against on the basis of disability may submit a written complaint to the district's 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-IDLING POLICY FOR CARS/ SERVICE VEHICLES

The Board of Education has established an anti-idling policy pertaining to cars. Drivers are requested to turn off their engines while waiting in their cars for more than three minutes to pick up students or adults, weather permitting.

ANTI-RACISM

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. The goal is to enable all students to thrive in a socially cohesive community within a positive, multi-cultural society.

ASBESTOS

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 are 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](#).

ASSEMBLIES

There are times when classes, grades, teams or the entire school may gather for assembly programs. These programs are arranged to bring information or entertainment to the student community. A student's conduct in assemblies must meet the same standards as in the classroom.

ATTENDANCE

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 school work missed due to a legitimate absence. Students are required to attend school on a regular basis both in-person and virtually.

Absence means an excused absence or an unexcused absence.

A student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school, such as a field trip, for at least half of the regular school day. A student serving an out-of-school suspension or an expulsion will always be considered absent.

The parent or person having control of a child shall have the option of waiting to send the child to school until the child is six or seven years of age, upon signing an option form at the school district offices.

A child whose total number of absences at any time during a school year is equal to or greater than 10 percent of the total number of days that the student has been enrolled at the school during the school year is considered a "chronically absent child." The child will be subject to review by the district and/or the school attendance team.

All children attending district schools must obtain the required immunizations unless they have medical contraindications. This obligation may be waived for homeless students.

A student must remain in school until age 18, unless he/she graduates or gets written consent from a parent/guardian on a district provided form to leave school at age 17.

Absence

Every attempt should be made to confine necessary appointments to after school, weekends and vacation periods. When a parent determines that an absence is necessary, parents are requested to contact the school on the day of the absence by telephoning the school.

If it is not possible to telephone the school on the day of absence, the parent is requested to send a written excuse to the school on the date of the student's return. The student should submit the excuse directly to the office. Parents should contact the principal in order to take advantage of special services such as the collection of homework assignments for the student who must be out several days.

Excused Absence

A student's absence from school shall be considered "excused" only if a 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. 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.

B. Students receive an excused absence for the tenth absences and all absences thereafter, when they are absent from school for the following reasons:

1. Student illness, verified by a licensed medical professional, regardless of the length of the absence.
2. Students observe a religious holiday.
3. Death in the student's family or other emergency beyond the control of the student's family.
4. Court appearances which are mandated. (Documentation required)
5. The lack of transportation that is normally provided by the district other than the one the student attends.
6. Extraordinary educational opportunities pre-approved by District administration and in accordance with Connecticut State Department of Education guidelines.

7. Additional 10 days for children of military service members.

A phone call with no written follow-up will automatically be coded as an unexcused absence. The responsibility for makeup of work lies with the student, not the teacher. Unless a student has an extended illness, all makeup privileges must be completed within 5 days after the student returns to school.

Unexcused Absence

Unexcused absences are those which do not fall under any of the excused absences. Students who have unexcused absences may be denied makeup privileges. Such absences may also be reflected in the student's final grade.*

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

Although the school will maintain records and keep parents informed within the limit of its capability, parents and students are expected to keep accurate attendance records and compare them to report cards when issued. Parents are also encouraged to contact the teachers, guidance counselors and administrators to get help in verifying attendance and attendance records at any time during the year.

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.
- **A 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.
- **The 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.)

Leaving School Grounds/Release of Students from School/ Dismissal

Under no circumstances may a student leave the school or school grounds during school hours without permission from his/her parents or guardians and school administration. In the event it is necessary for a student to be dismissed early, a parent or guardian should send a written request to the office. Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student's parent or guardian. Children of single-parent families will be released only upon the request of the parent whom the court holds directly responsible for the child and who is identified as such in the school records, unless prior arrangements have been made with the school. Arrangements should be made with the building administrator on the parent or guardian to pick up the student in the school office. No student may be released in the custody of any individual, not the parent or guardian of the student, unless the individual's name appears on the list maintained by the school's principal as authorized to obtain the release of students.

If someone other than a parent/guardian picks up the student, the person appearing in the school office should bring a note of identification from the parent or guardian. The Board of Education does not condone/approve students leaving a school campus in third-party ride sharing vehicles; especially such service (Uber, Lyft) whose own policies explicitly prohibit minors from using them unless accompanied by an adult.

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](#)

AUTOMATED PHONE MESSAGING SYSTEMS

The Waterbury Public School system uses an automated phone messaging system (Parent Square) which gives District and School Administrators the ability to easily contact parents/guardians immediately of news that needs to be communicated. Administrators have the ability to send personally prerecorded messages to the entire school community, or they can tailor transmissions to smaller groups, when needed. The system allows the District to program up to three numbers for each parent/guardian of a District student. (home phone, work phone, cell). Such calls are permitted without prior consent if limited to notice of emergency items, such as weather-related closures, issues of student safety and health, and threats of imminent danger. Parental consent will be sought when the messaging system will be used for other informational items.

BACKPACKS AND BOOK BAGS

Students find it useful to carry book bags, duffel bags and knapsacks. Students are allowed to carry/use these items to and from school only. Students do not need to carry all of their books and

notebooks during the entire school day. Lockers should be used. Safety and comfort of both students and adults must be considered.

BOARD OF EDUCATION

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](#).

BREATHALYZERS

The safety of students is a primary concern. Students who consume alcohol and/or are under the influence of alcohol at school or at any school function pose a danger to themselves and others. In order to protect student safety, school administrators may utilize a breathalyzer to determine whether a student is under the influence of alcohol. Breathalyzer testing will be used only after personal observation that establishes reasonable cause that a student has been drinking.

BUS CONDUCT

School transportation privileges are extended to students conditional upon their satisfactory behavior on the bus. Students may be suspended from transportation services for unsatisfactory conduct while awaiting or receiving transportation to and from school which endangers persons or property or violates a Board policy or administrative regulation.

CAFETERIA

All eating is to be done in the cafeteria. Food is not permitted elsewhere in the building. Rules of cleanliness are to be observed at all times. Misconduct in the cafeteria may be cause for receiving an assigned seat or forfeiting the right to eat in that location or such other disciplinary action deemed appropriate for the misconduct.

The District participates in the School Breakfast Program and the National School Lunch Program and offers to students nutritionally balanced meals daily. Free and reduced price lunches are available based on financial need. Information on this program can be obtained from the District/School website.

The District complies with the professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs.

It is the intent of the Board of Education that schools take a proactive effort to encourage students to make nutritious food choices. Food and beverages offered for sale to students, whether in the cafeteria, school store, or vending machines will meet federal and state standards and guidelines. All sodas and sports drinks will not be available for sale.

In conformity with applicable law, necessary accommodations will be provided, where required, for students with food allergies, including emergency procedures to treat allergic reactions which may occur.

Charging is not encouraged by the District but on those occasions that a student does not have money, they will be offered an alternate meal. Board of Education policy establishes the conditions under which students may charge a meal and the means of repayment.

CHEATING/PLAGIARISM (Academic Dishonesty)

Students are expected to pursue their school work with integrity and honesty. Cheating and plagiarism demonstrates a lack of integrity and character. That is inconsistent with District goals and values. All forms of cheating and plagiarism, including by electronic means which may include artificial intelligence, are not acceptable. The misrepresentation by students of homework, class work, tests, reports, or other assignments as if they were entirely their own work shall be considered forms of cheating and/or plagiarism. Consequences of cheating and/or plagiarism shall be academic in nature unless repeated incidences require disciplinary action. Consequences for cheating will take into account the grade level of the student and the severity of the misrepresentation.

CHILD ABUSE, NEGLECT AND SEXUAL ASSAULT

All school employees, including teachers, superintendents, administrators, coaches of intramural or interscholastic athletics, paraprofessionals and other professional school staff including guidance counselors, school counselors, paraprofessionals, social workers, psychologists, licensed nurses, physicians, licensed behavior analysts, and substitute teachers 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 training in their use, as required by state law.

Reporting of child abuse, neglect and sexual assault by a school employee is a responsibility which is taken seriously. If there is any doubt about reporting suspected abuse, neglect or a 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 are also considered child abuse.

The Board of Education will post in each school the telephone number of the Department of Children and Families' 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](#).

CHILDREN IN FOSTER CARE

The District collaborates with state and local child welfare agencies to ensure school stability for children in foster care. A child in foster care must remain in his/her school of origin if it is determined to be in the child's best interest. Transportation will be arranged as required. The District's Liaison for Homeless Students is Shynea Paris and is also the point of contact for the education of children in foster care.

COMPUTER RESOURCES

The District utilizes computer technology to broaden instruction and to prepare students for a 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 sign a user agreement regarding appropriate use of these resources. Violations of this agreement may result in 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 websites, such as Facebook, Instagram, YouTube, etc., 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 anytime 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.

The Board of Education is committed to aiding students and staff in creating a 21st Century learning environment. Therefore students and staff will be permitted to access the District's wireless network with their personal devices during the school day. With teacher approval, students may use their own devices to access the Internet and collaborate with other students.

Students and parents/guardians participating in the Bring Your Own Device/Technology program must adhere to the Student Code of Conduct, as well as all applicable Board policies, particularly the Computer Acceptable Use policy.

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 DEVICE PROCEDURES AND GUIDELINES

The focus of the District Device 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 Chromebook and other classroom technology. To use this equipment, students must abide by all of the expectations in the [Acceptable Use Policy/Technology Acceptable Use Agreement](#). **Parents must sign and return the Technology Permission Slip** before the device is 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 applications 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 of all devices and shall at all times remain as such. A student's right, possession and use of a District device is limited to, and conditioned upon, full and complete compliance with the expectations detailed in this **Student/Parent Handbook** and the [Acceptable Use Policy](#). Devices are maintained and loaned by the District, so there is no expectation of privacy in use or in data stored on a District-owned device.

Where Devices Are Used

Student devices are for use in school. Devices are assigned to a classroom, a cart, or a specific instructional space and remain on school property at the end of each school day. Students may not take a District device home.

Students who need a device outside of the school day may check out a loaner device as described in the Loaner Devices section below. This is the only circumstance in which a District device may leave school property.

- Devices are picked up and returned within the classroom or instructional space each period or each day, as directed by the teacher.
- Devices are returned to the assigned cart, cabinet, or storage location and plugged in to charge at the end of the day.
- Students are responsible for the device they are using while it is in their possession, including the device they select from a shared cart.
- Students may not swap, trade, or share a device with another student once it has been assigned or selected.

Loaner Devices

A limited number of loaner devices are available for students who need technology outside of the school day for coursework, or whose assigned classroom device is being repaired.

Checking Out a Loaner

- Loaner devices are checked out from the school's Main Office or Media Center.
- A signed Technology Permission Slip must be on file before a loaner is issued.
- The loaner is recorded to the student by asset tag at the time of check-out.
- Loaner devices are issued for a defined period. The student is responsible for returning the device on or before the due date established at check-out.
- A student may be issued one loaner device at a time.

Responsibility for a Loaner

- Care of the loaner device is the student's responsibility, and all guidelines in this section apply to the loaner exactly as they apply to a classroom device.
- The loaner and its charger must be returned together, in the same condition in which they were issued.
- Loaner devices are subject to the same loss, theft, and damage provisions described below.
- The school may decline to issue or re-issue a loaner where there has been malicious damage, repeated damage, repeated loss, or failure to return a prior loaner on time.

Loaner Devices Away From School

While a loaner device is off school property, students are expected to observe the following:

- Never leave the device in a vehicle, where it may be exposed to extreme cold, extreme heat, or theft.

- Do not use or store the device near pets, water or any other liquid, food, or potential weather hazards such as rain, snow, or direct sun.
- Store the device in a safe, dry location when it is not in use.
- Transport the device in a padded bag or backpack, closed, with nothing resting on top of it.
- The student, not the District, is responsible for the safekeeping and protection of a loaner device.

Returning Devices

- Classroom devices are returned to their assigned storage location at the end of each class period or school day, as directed by the teacher.
- Loaner devices, together with the charger, are returned to the Main Office or Media Center by the due date established at check-out.
- All devices and chargers are collected at the end of the school year on the schedule set by the school.
- If a student transfers to another district, withdraws, or terminates enrollment for any reason, any loaner device and charger in the student's possession must be turned in **to the School's Main Office on the last day of attendance. Failure to do so will result in the student being charged the full replacement cost and school records will be held.**

Loss, Theft, and Damage

The provisions in this section apply to all classroom technology and to loaner devices. All incidents must be reported to school administration immediately, whether the device was in the classroom or checked out as a loaner.

The District will repair or replace equipment damaged through normal use at no cost to the student. Charges apply where damage or loss results from negligence, misuse, or repeated incidents.

Damage

Issue	Action	Cost
Damage (1st Instance)	A report must be made immediately to school administration. The device must be turned in to the school so that a replacement device may be issued.	\$ 0.00
Damage (2nd and additional instances)	A report must be made immediately to school administration. The device must be turned in to the school so that a replacement device may be issued after payment has been received for the repair. Loss of technology privileges may occur, such as: • Limiting participation in the device program • Loss of loaner device check-out privileges	Damaged keyboard - \$90 Damaged screen - \$180 Chromebook and charger - \$453 Missing charger - \$22

Lost Device

Issue	Action Required	Cost
Lost Device (1st Instance)	A report must be made immediately to school administration.	Chromebook and charger — \$453 Chromebook only — \$431 Charger only — \$22
Lost Device (2nd and additional instances)	A report must be made immediately to school administration. Loss of technology privileges may occur, such as: - Limiting participation in the device program - Loss of loaner device check-out privileges	Chromebook and charger — \$453 Chromebook only — \$431 Charger only — \$22

Theft

Issue	Action Required	Cost
Theft (1st Instance)	A report must be made immediately to school administration, and a police report MUST be filed with the local police department. A copy of that report MUST be brought to school administration.	With a copy of the police report — \$0.00 Without a copy of the police report: Chromebook and charger — \$453 Chromebook only — \$431 Charger only — \$22
Theft (2nd and additional instances)	A report must be made immediately to school administration, and a copy of the police report MUST be brought to school administration. Loss of technology privileges may occur, such as: - Limiting participation in the device program - Loss of loaner device check-out privileges	Chromebook and charger — \$453 Chromebook only — \$431 Charger only — \$22

Charger

Issue	Action Required	Cost
Damage or loss of charger	A report must be made immediately to school administration. If damaged, the power cord must be returned to school administration.	1st time — \$0.00 Additional losses — \$22 per charger

Students are liable for all damage, loss, and theft after their second incident

Payments

Payments for a replacement Chromebook, laptop, charger, or other damaged District property can only be accepted using the following payment methods: cashier's check, money order, or cash. Personal checks are not accepted.

- Cashier's checks and money orders must be made payable to the City of Waterbury, Board of Education.
- Cash payments cannot be accepted in the Business Office. Cash should be deposited into the school activity fund; the school then issues a check payable to the City of Waterbury, Board of Education, and sends it to the Business Office, attention: Sandy McCasland.

Care and Maintenance of District Devices

Students are responsible for the general care of any device they are using, whether it is a classroom device or a loaner. Devices 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. A District device should NEVER be taken to an outside computer service for any type of repair or maintenance.

General Precautions

Students are expected to use District devices and accessories in a responsible, ethical, and legal manner:

- Stickers and other markings on the outside of a device are not allowed.
- No food or drink should be near a device.
- Cords, cables, removable storage, and headphones should be carefully inserted into the device.
- Objects should never be placed on top of a device.
- Devices are NOT to be taken into restrooms or locker rooms.
- Never swap or share a device with another student. Students are responsible for the device assigned to or selected by them.
- Do not download or install any software or other materials.
- Devices should only be used on a flat and stable surface.
- Keep the device 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.

Moving Devices Within the Building

- Close the device before moving it. Never pick up or carry a device with the screen open.
- Do not leave headphones plugged in and inside the device when closing it, as this may cause the screen to break.
- Carry the device with two hands, closed, against the body. Do not carry it by the screen.
- Devices may only be moved between classrooms with staff direction, and must be returned to their assigned storage location.
- Do not stack devices, place items on top of them, or slide them across desks or tables.

Storing Devices

- Devices must not be used in the cafeteria during lunch. They should remain secured in the classroom.
- Devices are stored in the assigned classroom cart, cabinet, or charging station when not in use, and are plugged in to charge at the end of the day.

- Devices must be returned to the cart correctly, seated in the assigned slot and connected to the charging cable. Do not force a device into a slot.
- Students attending or participating in physical education class and/or extracurricular activities must leave devices in a secure location, unless the teacher has requested that the device be brought to class.
- When students are not monitoring a device, it should be secured in the classroom storage location.
- Under no circumstances should a device be left in an unsupervised area. Unsupervised areas include school grounds, the cafeteria, unlocked classrooms, the library, locker rooms, dressing rooms, hallways, bathrooms, and any other area that is not securely locked or in which there is no supervision.
- Unattended devices 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 a device while it is in the student's possession.

Screen Care

A device screen can be damaged by heavy objects, rough treatment, cleaning solvents, liquids, and similar hazards. Screens are particularly sensitive to damage from excessive pressure, such as heavy items placed on top of a closed device or earbuds, a pen, or a pencil left inside it.

- Do not store or carry a device with the screen left open.
- Do not place anything on the outside of the device that will press against the cover.
- Make sure there is nothing on the keyboard before closing the lid, such as pens or earbuds.
- Only clean the screen with a soft, dry microfiber cloth or an anti-static cloth.

Asset Tags

- All District devices are labeled with a District asset tag.
- Asset tags may not be modified, removed, or tampered with in any way.

Damages, Repairs, and Warranties

All device problems must be reported to school administration. The District will repair or replace damaged equipment resulting from normal use.

Repair Procedures

- A device that needs repair or replacement should be turned in to school administration.
- School administration will document the issue for the Technology Department.
- If one is available, a loaner device will be issued so the student can continue coursework. Care of the loaner is the student's responsibility, and all device guidelines apply.
- If repair is needed due to malicious or repeated damage, the school may refuse to provide a loaner or to re-issue a device.
- Students will be notified when the device has been repaired.

Software and Security

All Chromebooks are supplied with the latest build of the Google Chrome Operating System (Chrome OS) and many other applications useful in an educational environment. Chrome OS

automatically installs updates when the device is shut down and restarted. The District employs a centralized management system 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 complies with the federally mandated Children's Internet Protection Act (CIPA). All District devices, regardless of physical location and Internet connection, have Internet activity filtered. This includes loaner devices in use away from school. Despite the filter, the District cannot guarantee that all controversial or inappropriate material will be blocked. Repeated attempts to access inappropriate material may result in disciplinary action at the discretion of building administration.

Educational Use

School-issued devices are to 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 (suspension/expulsion/due process) (Restorative Practices Response)

Students are responsible for conducting themselves properly in a responsible manner appropriate to their age and level of maturity. They must accept responsibility for misbehavior and engage with school staff to identify how a different choice of action could result in a better outcome. 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, engaging in civil discourse.
5. Behaving in a responsible manner.
6. Paying required fees and fines.
7. Abiding by the code of conduct.
8. Obeying all school rules, including safety rules, and rules pertaining to Internet safety.
9. Seeking 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 at school or school-related activities are prohibited from:

1. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination and wrongfully obtaining test copies or scores.
2. Throwing objects that can cause bodily injury or damage property.
3. Leaving school grounds or school-sponsored events without permission.
4. Directing profanity, vulgar language, or obscene gestures toward other students or staff.
5. Disobeying directives from school personnel or school policies, rules, and regulations.
6. Being disrespectful or directing profanity, vulgar language, or obscene gestures toward teachers or other school employees.
7. Playing with matches, fire, or committing arson.
8. Committing robbery or theft.
9. Damaging or vandalizing property owned by the school, other students, or school employees.
10. Disobeying school rules on school buses.
11. Fighting, committing physical abuse, or threatening physical abuse.
12. Committing extortion, coercion, or blackmail; that is, forcing an individual to act through the use of force or threat of force.
13. Name-calling, making ethnic or racial slurs or derogatory statements that may substantially disrupt the school program or incite violence.
14. Engaging in inappropriate physical or sexual contact disruptive to the school environment or disturbing to other students.
15. Assaulting a teacher, staff member or other individual.
16. Selling, giving, delivering, possessing, using, or being under the influence of drugs such as: marijuana; a controlled substance or drug; or an alcoholic beverage.
17. Possessing a deadly weapon, dangerous instrument, firearm, martial arts weapon, or weapon facsimile.
18. Possessing prescription drugs which are given to a person other than to whom the drug is prescribed.
19. Smoking or using tobacco products, including electronic nicotine delivery systems (e-cigarettes) and vapor products.
20. Hazing, bullying
21. Behaving in any way that disrupts the school environment or educational process.
22. Using electronic devices during the school day in school buildings, without prior approval of the principal.
23. Violating the district's Internet Safety policy and/or Online Social Networking Policy.
24. Cheating, plagiarizing, including by electronic means.
25. Threatening in any manner, including orally, in writing, or via electronic communication, a member of the school including any teacher, a member of the school administration or another employee, or a fellow student.
26. Taking, storing, disseminating, transferring, viewing or sharing of obscene, pornographic, lewd or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing.

27. Violating any state or federal law which would indicate that the student presents a danger to any person in the school or to school property.
28. Damaging in a willful manner school electronic equipment and/or software.

Students are urged to participate in efforts to build a positive school climate as well as alternatives to exclusionary discipline such as restorative circles or peer monitoring.

Students are subject to disciplinary action, including suspension and expulsion, for misconduct which 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 will be subject to arrest and prosecution, as well as, appropriate disciplinary action. Any student found to possess a weapon on school grounds or during a school-activity will be expelled from school.

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.

Dress Code

Student dress may be regulated and students are encouraged to dress in clothing appropriate to the school situation. Restrictions on freedom of expression may be applied whenever the mode of dress is unsafe, disruptive to the educational process or contrary to law. Administrators will use reasonableness and discretion when determining the appropriateness of attire. The school staff will enforce the dress code in a consistent manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size. Enforcement of the dress code will be gender neutral.

Any school dress which impairs safety or increases the risk of injury to self or others, causes discomfort to others (e.g., uncleanliness, malodorousness, inappropriate language), causes distraction or disruption of the learning environment, advertises or advocates the use of alcohol or

drugs, pornography, or is libelous or inherently contains unreasonable potential to upset and hurt others is prohibited.

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](#).

Smoking

Students shall not possess nor smoke or use tobacco products or e-cigarettes or vapor product devices on all school property both inside and outside, or at any school-related or school-sanctioned activity, on or off school property as provided by state and federal law.

Substance Abuse

As stated in the CONDUCT section of this handbook, the school 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 the following disciplinary actions:*

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.

Students are prohibited from possessing, using, selling, delivering, manufacturing, or being under the influence of any substance containing cannabidiol (CBD) or tetrahydrocannabinol (THC), regardless of whether it constitutes a controlled substance under federal laws.

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 may result in a recommendation 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.

As required by statute, instruction will be provided regarding the "knowledge, skills and attitudes required to understand and avoid the effects of alcohol, of nicotine, of tobacco, and of drugs."

CONTACTING TEACHERS

Teachers may be contacted either through voicemail or email. A staff directory is available on each school's website. Please allow teachers 24 hours, during the school week, to respond to your email /voicemail. Please be aware that District policy prevents teachers from discussing confidential information in an email correspondence.

CORRIDOR BEHAVIOR

In order to ensure student safety and that of others, students will keep to the right when passing in the corridors, adhere to the HANDS OFF policy, walk, move at a reasonable pace, not obstruct the passage of others, and use the doors on the right hand side. Students in the hallway during class time require a pass.

DEFIBRILLATORS IN SCHOOLS (AED'S)/SUDDEN CARDIAC ARREST

Each school will have (1) one automatic external defibrillator (AED) and (2) school personnel trained in AED operation and cardio pulmonary resuscitation (CPR). The AED and trained personnel will be available during the school's normal operational hours, at school-sponsored athletic events and practices on school grounds and at school-sponsored events not taking place during normal school operational hours. The school also has an emergency action response plan addressing the use of trained school personnel to respond to individuals experiencing sudden cardiac arrest or similar life threatening emergencies. Coaches, as required by law, review before beginning his/her assignment the State's sudden cardiac awareness education plan. Parents of participating students will be provided with a copy of the State-adopted informed consent form authorizing their child to participate in the intramural or interscholastic athletics.

DISCIPLINE

A student who violates the district's code of conduct shall be subject to disciplinary action. Waterbury Public School's disciplinary actions may include using one or more discipline

management techniques, such as a restorative practices model, detention, removal from class, removal to an alternative education program, in school suspension, out of school suspension, and expulsion. Disciplinary measures will be appropriate for the offense. In addition, when a student violates the law that student may be referred to legal authorities for prosecution. Students are subject to discipline, up to and including suspension and expulsion for misconduct, which is seriously disruptive of the educational process and violates publicized board of education policy even if such conduct occurs off-school property and during non-school time. The school district believes that exclusionary discipline practices (suspension, expulsion) limit students' access to classroom instruction and fail to improve student outcomes and school climate. These practices will be used as a last resort ([Discipline/Student Conduct Policy](#)).

Administrators follow [Discipline/ Student Conduct Procedures](#) as amended to provide consequences on an individual basis and vary with the degree of the offense.

Detention

A student may be detained outside of school hours for not more than 2 hours on one or more days for violation of the code of conduct. The detention shall not begin, however, until the students' parents have been notified of the reason for the detention (and can make arrangements for the student's transportation on the day(s) of the detention).

Expulsion

A teacher may remove a student from class when the student deliberately causes a serious disruption to the teaching and learning process within the classroom.

Prior to an expulsion hearing, parents will be given notice of at least five (5) business days before such hearing. It will contain information about the legal rights of the student and parent and 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 conduct of the student to be both (1) a violation of a Board policy; and (2) either seriously disruptive of the educational process or endangering persons or property. Students who have been expelled for the first time may be eligible for an alternative educational program, as defined in accordance with State Board of Education standards.

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

For any students under 16 years old who are expelled and students between 16 and 18 expelled for the first time and who have 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. Such students must be offered an alternative educational opportunity that complies with the State Board of Education's "Standards for Alternative Educational Opportunities."

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 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.

Expelled students, under age 16, will be offered an individualized learning plan as part of an 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 student's first expulsion (PA 16-147). Once a student is admitted to an alternative educational placement, an Individualized Learning Plan (ILP) will be developed to govern the programming for the student during the period of expulsion.

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).

Suspension

A teacher may remove a student from a class when the student deliberately causes serious disruption of the teaching and learning process within the classroom. School administrators will determine, using state guidelines, whether the suspension will be in-school or out-of-school.

The administration may suspend a student for infraction of school rules. Suspension is defined as an exclusion from school privileges for not more than ten (10) consecutive days, provided such exclusion shall not extend beyond the end of the school year in which suspension was imposed.

Students in preschool through grade 2, inclusive, may only receive in-school suspensions, unless, after an informal hearing, the administration determines that an out-of-school suspension is appropriate based on evidence that the student's conduct on school grounds is of a violent or sexual nature that endangers persons.

However, no student shall be suspended without an informal hearing before the building principal or his/her designee at which time the student shall be informed of the reasons for the disciplinary action and given an opportunity to explain the situation, unless circumstances surrounding the incident require immediate removal. In such instances the informal hearing will be held during the suspension.

Suspension from school will result in loss of extracurricular and social privileges during the period of suspension.

For any student suspended for the first time and who has never been expelled, the administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions, which shall not incur an expense to the student of his/her parents.

DISTRIBUTION OF MATERIALS & FLYER SUBMISSION

As part of our ongoing commitment to be more environmentally friendly and to ensure stakeholders have quick and easy access to critical information, the District of Waterbury Public Schools (WPS) *no longer distributes paper flyers*. Digital flyer distribution will be the only method of flyer distribution within the District.

Flyers can be distributed to families via ParentSquare and/or placed on our Community Events webpage (accessible here). [Guidelines for flyer distribution](#)

ELECTRONIC DEVICES AND GAMES (Electronic Devices, Cell Phones)

The school strives to maintain a safe and respectful learning environment while providing students with opportunities for reasonable access to cell phones and other electronic devices. This policy also recognizes the use of electronic devices for educational purposes with administrative permission or with teacher approval within the classroom. The Waterbury Board of Education has adopted a revised policy to include the YONDR Pouch for Middle School and High School students. Waterbury BOE Policy 5131.81(a) "[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.

EMERGENCY SCHOOL CLOSING INFORMATION

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.

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.

EXTRACURRICULAR ACTIVITIES

Athletics

Athletics, including e-sports, 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 completes the concussion education plan and signs 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.

Beginning with the 2022-23 school year, parents/guardians and students must also comply with heat illness awareness education requirements, which includes prohibiting a student from participating in intramural or interscholastic athletics unless the student and the parent/guardian reads or views the training material, or attends an in-person training. The parent or guardian must sign an informed consent form that acknowledges compliance with the requirement.

Student interscholastic activities, including e-sports, are governed by the Connecticut Interscholastic Athletic Conference (CIAC) regulations. Eligibility for participation is determined by ability and scholarship and is governed by state law as well as the regulations of the CIAC and Board of Education Policy [#5135 - Student-Athlete Eligibility Policy/Appendix](#).

Any student athlete who has not reported to 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.

Dances and Social Events

School dances may be scheduled periodically during the school year. Only legally enrolled students of the school may attend dances unless other arrangements have been made and approved by the administration. Students are expected to dress appropriately for all dances.

Standards of dress, admission costs, and other pertinent instructions for a particular dance will be announced prior to the dance.

During school dances, students may not leave the building until 1:00 P.M. unless written permission is received from parents indicating that the parents will pick up the student prior to 1:00 P.M. At 10:00 P.M., the school building and school grounds will be secured and adult supervision will end. Students without such written permission will not be allowed to leave and reenter the dance

activity. Smoking is not allowed at any school functions. All school rules are in effect during such activity.

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](#).

FIELD TRIPS

Field trips may be scheduled for educational, cultural, or extracurricular purposes. Any student whose behavior is considered detrimental to the well-being of other students may be barred from participation by the principal. While on a trip, all students are considered to be "in" school. This means that conduct and dress standards will be appropriate for the field trip activity. The Board of Education strongly encourages all transportation of students to be on buses or other transportation vehicles which conform to the requirements of law and regulations of the State Department of Education. The Board realizes that, on limited occasions, it may be more cost effective and/or responsive for school employees to transport small numbers of students in private automobiles.

The District does not endorse, sanction, sponsor or approve student travel to foreign countries by teacher-sponsored private trips/tours. Such programs are sponsored by outside agencies, not the Board of Education.

FINANCIAL ASSISTANCE

Students will not be denied the opportunity to participate in any class or school sponsored activity because of inability to pay for material fees, transportation costs, admission prices, or any other related expenses. Any student who needs financial assistance for school activities should contact a guidance counselor, advisor or administrator to request confidential help.

FIRE DRILLS AND EMERGENCY PREPAREDNESS

Fire drills are held at regular intervals as required by state law. Students must follow the exit directions posted in each classroom. A crisis response drill will be substituted for one of the required monthly school fire drills every three months. Such a crisis response drill will be planned and conducted with the local law enforcement agency. Such crisis response drills will incorporate the basic protocols of lockdown, evacuation, and shelter-in-place responses.

Students are expected to follow the direction of teachers or others in charge quickly, quietly and in an orderly manner.

The signal for a fire drill is a constant blast on a special horn. When the alarm sounds, students are to proceed along the posted exit routes in a quick, quiet and calm manner. Students should not return to the building until the return signal is given.

Local law enforcement and other local public safety officials will evaluate and provide feedback on fire drills and crisis response drills.

FOOD ALLERGIES

The school is committed to providing a safe environment for students with food allergies and to support parents regarding food allergy management. A plan based upon guidelines promulgated by the State Department of Education will be implemented for each student for the management of students with life-threatening food allergies and glycogen storage disease.

Substitutions to the regular meal provided by the school will be made for students who are unable to eat school meals because of their disabilities, when that need is certified in writing by a physician. Meal services will be provided in the most integrated setting appropriate to the needs of the disabled student. An Individualized Health Care Plan (IHCP) and an Emergency Care Plan (ECP) shall be developed and implemented for students identified with food allergies. Such students may also be eligible for accommodations and services under Section 504 and special education law.

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 SYSTEM

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 provide the grade to the teacher for the report card. 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 extracurricular 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

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

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.

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

HARASSMENT STATEMENT

Every child has the right to feel safe, valued and comfortable in school. No one else's behavior should ever make children feel afraid or embarrassed because of their race, color, religion, national origin, sex, sexual orientation, gender identity or expression, or any disability they may have. The District prohibits harassment of any kind. Students are expected to treat other students and district

employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop those behaviors when asked or told to stop.

Parents are urged to reinforce with their child(ren) that if he/she/they is(are) harassed or sees harassment happening to someone else that he/she/they should report the behavior to a teacher or the principal. To maintain a productive and positive learning environment, the Board of Education will make every attempt to halt any harassment of which they become aware by calling attention to this policy or by direct disciplinary action, if necessary.

A student who believes he/she/they has(ve) been harassed is encouraged to report the incident to the principal or School Climate Specialist. The allegations will be investigated and addressed and appropriate disciplinary action taken, where necessary. Reports of alleged harassment can be made using the [Challenging Behavior Reporting Form](#).

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. Vision and hearing tests are administered to students in grades K, 1, 3, 4 and 5. Postural screening will be done in grades 5 and 7 for female students and grade 8 or 9 for male students. The results are provided to the parents. An annual written notification of when these screenings, at no cost to parents, will be provided. Parents wishing to have these screenings conducted by their private physician are required to report the screening results to the school nurse.

Parents are encouraged to have oral health assessments for their child(ren) prior to school enrollment, in grade 6 or 7, and in grade 9 or 10. Such assessment may be conducted by a dentist, dental hygienist, physician, physician assistant (PA) or an advanced practice registered nurse (APRN) trained in conducting such assessments. The results are to be provided to the school district's designated representative (school nurse). (Note: The school district has the option to provide for such oral assessment, with parental consent, at no cost to parents/guardians.)

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.

In cases in which a student is able to self-administer medication, the parents or guardians must submit a signed statement that the medication must be taken during the school day and the student is capable of administering the medication. The statement must be accompanied by a physician's, dentist's or advanced practice registered nurse's statement indicating the necessity and naming the medication, the strength, and the prescribed dosage. It must specify the schedule on which it is to be taken and the details of administration. Such statements must be renewed at the beginning of each school year.

A student with asthma or an allergic condition may carry an inhaler or an EpiPen or similar device in school at all times if he/she is under the care of a physician, physician assistant or advanced practical nurse and such practitioner certifies in writing that the child needs to keep an asthmatic inhaler or EpiPen at all times to ensure prompt treatment of the child's asthma or allergic condition and to protect the child against serious harm or death. A written authorization of the parent/guardian is required.

A school nurse, or in the absence of the nurse, a "qualified school employee" may administer epinephrine in a cartridge injector for the purpose of emergency first aid to students who experience allergic reactions but were not previously known to have serious allergies and therefore do not have prior written authorization of a parent/guardian or qualified medical professional for the administration of epinephrine. Parents/guardians may submit in writing to the school nurse and school medical advisor that epinephrine shall not be administered to his/her child.

A school nurse, or in the absence of the nurse, a "qualified/school employee" may administer anti-epileptic medication to a specific student with a medically diagnosed epileptic condition that requires prompt treatment in accordance with the student's individual seizure action plan. Written parental permission and written order from a physician is required.

A student with diabetes may test his/her own blood glucose levels if the student has written permission from his/her parents/guardian and a written order from a Connecticut licensed physician. The time or place of such testing shall not be restricted.

A school nurse or the principal will select a qualified school employee to, under certain conditions, give a glycogen injection to a student with diabetes who may require prompt treatment to protect him/her from serious harm or death. Written parental permission and written order from a physician are required.

School bus drivers are trained to administer epinephrine in a life-threatening anaphylactic reaction to a student who is in need of emergency care due to a medically diagnosed allergic reaction.

The District does not allow the ingestion of marijuana for palliative (medical) use in any school, on school grounds or at school-sponsored activities, on or off school grounds.

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.

Disabilities

School districts will not discriminate on the basis of disability as required under ADA, IDEA and Section 504 and C.G.S. 10-76a and any similar law or provision.

Emergency Medical Treatment

Parents are asked each year to complete an emergency information form for use by the school in the event of a medical emergency.

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 when 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.

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](#)

Immunizations

All students must be immunized against certain diseases and must present a certificate from a physical or local health agency. If the student should not be immunized due to medical reasons, a statement from a physician or the parent as appropriate must be provided. The required immunizations are: Diphtheria, Tetanus, Polio, Pertussis, Measles, Mumps, Hepatitis A, Hepatitis B,

Varicella (Chickenpox), Meningococcal, Pneumococcal, Rubella, Influenza and Haemophilus Influenza Type B.* Parents or guardians of any children unable to have the mandated immunizations prior to initial school entry and the boosters as required in the later grades may have the immunizations, on the recommendation of the Board of Education, be paid by the town.

In addition to the required immunizations for initial entry into school for kindergarten, regular and special education preschool programs, additional immunizations are required for entry into seventh grade and for entry into eighth grade and ninth or tenth grade. The school must enroll any homeless student even if the student is unable to produce the required medical and immunization records.

For further information regarding immunizations contact your child's school nurse.

Physical Examinations

All students must present evidence of a physical examination upon enrollment to the district. (C.G.S. 10-204a) Health assessment shall also be required in grade 6 (or 7) and in grade 9 (or 10). All students in grades K and grades 1, 3, 4, 5 will undergo vision screening by the school nurse or school health aide. Hearing screening will be conducted for all students in grades K, 1, 3, 4, and 5. Postural screening will be conducted for all female students in grades 5 and 7 and for male students in grade 8 or 9. If a homeless student, as defined by federal statute, lacks immunization/medical records, the school will enroll the child and refer the parent/guardian to the district's homeless liaison.

HOMELESS STUDENTS

Homeless students, as defined by federal and state legislation, will have all programs, services, and transportation that other students enjoy and may continue to attend the school of origin. The local liaison for homeless children is Shynea Paris, 203-346-3511/ extension 4058, sparis@waterbury.k12.ct.us. The District has reviewed its existing policies and regulations to remove barriers to the enrollment and retention of homeless children and youth. Homeless children and youths are defined as "individuals who lack a fixed, regular and adequate night time residence". Homeless children have the right to attend the school of origin "to the extent feasible," unless doing so is contrary to the request of such student's parent/guardian or unaccompanied youth.

Any homeless child or youth denied school accommodations shall continue in attendance or will be immediately enrolled in the school selected by the child in the school district. A written explanation of the reasons for denial of school accommodations in a manner understandable to such homeless children or youth, or parent/guardian, will be provided. Information will also be provided regarding the right to appeal the decision of the denial of accommodations. The homeless child or youth is entitled to continue in attendance during all available appeals.

A homeless student who is not in the physical custody of a parent/guardian, shall have full access to his/her educational and medical records in the Board's possession.

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](#).

IDENTIMETRICS STUDENT IDENTIFICATION SYSTEM

The District may utilize the identiMetrics student identification system at designated school locations and school sponsored events for purposes of verifying attendance, and access to school facilities. identiMetrics does not create or store fingerprints. The student access template generated by the software is maintained within the District's secured information systems and is subject to the District's applicable student-record, privacy, and data-security requirements. Identimetrics does not house any student information or data. The District will implement reasonable administrative, technical, and physical safeguards designed to protect information maintained through the identiMetrics system from unauthorized access, use, or disclosure. Students may opt-out or disenroll from the program at any time while maintaining the option to enter their student ID upon school or event entry. Additional information regarding the District's use of identiMetrics may be obtained from the student's school.

LOCK DOWN PROCEDURE

In the event of a critical emergency, all school personnel, including students, will follow the "Lock Down Procedures". Students will be informed of specific actions they should take when a Lock Down Procedure is put into effect. Lock down drills, like fire drills, will occur periodically during the school year.

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.

MENSTRUAL PRODUCTS AVAILABLE IN STUDENT BATHROOMS

The district will provide free menstrual products in women's restrooms, all-gender restrooms, and at least one men's restroom. Such restrooms will be accessible to students in grades three through twelve, in each school under the jurisdiction of the board. The provision of these products will be done in a manner that does not stigmatize any student seeking menstrual products, pursuant to guidelines that need to be established by the Commissioner of Public Health and posted on the DPH's website. The Board may accept donations of menstrual products and grants from any source for the purpose of purchasing such products, and may partner with a nonprofit or community-based organization.

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 of 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 parent/guardians submits 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](#).

OUT OF SCHOOL MISCONDUCT

Students are subject to discipline, up to and including suspension and expulsion for misconduct which is seriously disruptive of the educational process and is a violation of a publicized board policy, even if such conduct occurs off-school property and during non-school time.

Examples of off-school conduct that may result in such discipline include but are not limited to:

1. Sale, possession, use, or distribution of dangerous weapons, including martial arts weapons;
2. Use, possession, or distribution of illegal drugs;
3. Violent conduct;
4. Making of a bomb threat;
5. Threatening to harm or kill another student or member of the staff; where any such activity has the reasonable likelihood of threatening the health, safety or welfare of school property, individuals thereon, and/or the educational process.

PARENT INVOLVEMENT/COMMUNICATIONS

Education succeeds best when there is a strong partnership between home and school based on communications, interactions and engagement. 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

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 (Schools without an integrated pest -management plan must send prior notice by mail.) . Parents/guardians who want to be notified prior to pesticide applications inside their child(ren)'s school assignment area may contact mkonopka@waterbury.k12.ct.us. Note: If the district is implementing the Integrated Pest Management (IPM) concept, similar requirements as above must be met. Notice will be provided at least 24 hours in advance of the application of a pesticide either on the school's homepage or on the school or district's primary social media account.

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

PHOTOGRAPHS

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, return to the student's district school and your child will be exempt from any and all media coverage.

[Media Release Form](#)

PHYSICAL ACTIVITY\EXERCISE

All students enrolled in 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 in grades K-12 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 for safety reasons.

School employees may not prevent an elementary school student from participating 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.

PROMOTION, RETENTION AND PLACEMENT

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.

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.

PROPERTY, LOCKERS, AND EQUIPMENT

It is the policy of the Board to hold students responsible for any loss of or damage to the property of the school under the jurisdiction of the Board when the loss or damage occurs through fault of the student.

Any student damaging or defacing school property will be financially liable for restoring the property regardless of the condition of the property at the time of the destructive act, in addition to any other discipline up to and including arrest or civil prosecution as deemed appropriate.

In addition, anyone who witnesses such an act and fails to report it to the proper authorities will be considered as having contributed to that action. Such charges for damaged property will be exactly those which the school must incur to repair the damage.

Each student is assigned a desk, locker and/or other equipment. These items are the property of the school, loaned to students for their convenience during the school year, and should be kept in good order and not abused.

Searches of desks or lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by district policy. Parents will be notified if any prohibited items are found in the student's desk or locker.

Students should not attempt to repair school equipment but should notify the main office immediately if it isn't functioning properly. Any damage done will be the responsibility of the person to whom it was loaned for the current year. Students may bring in locks from home and attach to assigned lockers. The school reserves the right to remove or break a lock when access to the locker is reasonably necessary for school-related purposes. Students are warned not to bring large sums of money or valuables to school, liability for these items remains with the student.

PSYCHOTROPIC DRUG USE

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

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

SANDY HOOK PROMISE SAY SOMETHING ANONYMOUS REPORTING SYSTEM

It's easy and completely confidential to [report safety concerns](#) to help prevent violence and tragedies. The Sandy Hook Promise Say Something Anonymous Reporting System teaches youth 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. This support tool is available to students in grades 6-12. Call 911 immediately if you believe you are experiencing an emergency.

**Use the Mobile App:**

Available for Apple and Android devices

Use the Website:

[Say Something Anonymous Reporting System](#)

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

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, but not limited to, Martin Luther King Day, Veterans Day, Memorial Day, Thanksgiving and Presidents 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 which 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 AND CHALLENGING BEHAVIOR

Waterbury Public Schools is committed to creating and maintaining school environments where all students feel safe, welcomed, supported, included, and able to learn. A positive school climate is built through respectful relationships, student and family engagement, clear expectations, appropriate supports, and consistent responses to behavior.

School climate is the quality and character of school life, with particular attention to the relationships within the school community. It reflects the experiences of students, families, and school employees, including the norms, goals, values, interpersonal relationships, teaching and learning practices, leadership practices, and organizational structures of the school.

Challenging behavior means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

Challenging behavior is a broad term and may include bullying, cyberbullying, harassment, threats, fighting, intimidation, repeated disruptive behavior, or other conduct that negatively affects learning, relationships, or safety. Not every incident of challenging behavior is bullying; bullying is one type of challenging behavior.

Bullying

Bullying means unwanted and aggressive behavior among children in grades kindergarten through twelve that involves a real or perceived power imbalance. Bullying may occur in the school environment, including during school-sponsored or school-related activities, whether on or off school grounds, at school bus stops, on school buses, or in other school-related settings. Conduct occurring outside of a school-sponsored activity may also be addressed when bullying negatively impacts the school environment.

Cyberbullying

Cyberbullying means bullying that occurs through the Internet, digital or interactive technologies, mobile electronic devices, or other electronic communications. Cyberbullying is subject to the same school climate reporting and response process as other forms of challenging behavior when it impacts the school environment.

Teen Dating Violence

Teen dating violence means physical, emotional, or sexual abuse, including stalking, harassment, or threats, between students who are currently in or have recently been in a dating relationship.

Reporting Challenging Behavior

Students and families are encouraged to report concerns involving challenging behavior, including suspected bullying, cyberbullying, or harassment. Concerns may be reported to a school employee, administrator, or the school's School Climate Specialist. Challenging Behavior Reporting forms can be requested at each school or can be submitted through the district's [Challenging Behavior Reporting Form](#). Immediate safety concerns should be reported to a school administrator immediately. Reports will be reviewed and addressed based on the nature and circumstances of the concern and the needs of the students involved.

The goal of the school climate process is not only to respond to incidents after they occur, but also to prevent challenging behavior, identify student needs, strengthen relationships, promote accountability, and maintain safe and supportive learning environments.

Depending on the circumstances, a response may include student supports and interventions, problem solving, conflict resolution, restorative practices, safety planning, opportunities to repair harm, reintegration supports, and disciplinary consequences when appropriate and consistent with the WPS Student Code of Conduct.

Restorative practices focus on building constructive relationships, holding students accountable for challenging behavior, providing students a role in repairing relationships, and supporting their successful reintegration into the school community.

School Climate Improvement

Each WPS school has a School Climate Specialist and School Climate Committee that bring together staff, students, families, and community members to identify strengths, address concerns, and promote positive relationships and restorative practices. Schools use feedback from students, families, and staff gathered through the School Climate Survey to develop and update a School Climate Improvement Plan that guides efforts to improve the school experience for everyone.

Creating a positive school climate is a shared responsibility. Students, families, school employees, and community members all play an important role in creating schools where people are treated with dignity and respect, relationships are strengthened, concerns are addressed, and every student has the opportunity to learn and thrive.

Additional information about the BOE School Climate policy is available on our website:

[5131.911 - Connecticut School Climate Policy](#)

SCHOOL CLOSURE OR CANCELLATION OF CLASSES IN AN EMERGENCY SITUATION

In the event of the need to close schools and cancel classes for an extended period of time, as a result of a directive from the Governor's office and/or the federal government, the District will implement a program of instruction applying distance learning. Transportation to schools and school after-school activities will not be available. In addition, students receiving free breakfast and/or lunch programs will continue to receive them. Pickup points or a means of delivery will be announced via the district's emergency notification system and through information posted on district and school websites.

In an extended period of school closure and cancellation of classes, many other items of importance will be brought to the attention of students and parents electronically and mainly through links provided on district and school websites.

SCHOOL COUNSELING

The school counseling department provides a comprehensive, developmental, and data-informed school counseling program that supports the academic, career, and social emotional development of all students. The program is preventive, student-centered, and aligned with the school's mission and improvement goals. It is designed to help students develop the knowledge, skills, and behaviors needed to succeed in school and prepare for postsecondary education, employment, military service, and other future pathways.

Certified school counselors design, implement, monitor, and assess the school counseling program. They work collaboratively with students, families, administrators, teachers, school social workers, school psychologists, community agencies, and other educational partners to promote student success, remove barriers to learning, and provide equitable access to opportunities and support.

School counselors provide services through:

- Developmentally appropriate school counseling lessons for all students;
- Academic, career, and postsecondary planning;
- Individual student appraisal and advisement;
- Short-term individual and small-group counseling;
- Responsive services and crisis support;
- Consultation and collaboration with families and school staff; and
- Referrals to appropriate school-based or community services.

School counselors use student and school data to identify needs, address opportunity gaps, and determine appropriate supports and interventions. They advocate for safe, inclusive, healthy, and supportive learning environments in which all students can participate and succeed.

As part of academic and career planning, school counselors help students understand graduation requirements, select appropriate courses, develop and review plans of study, explore their interests and abilities, and identify possible college, career, technical education, military, and other

postsecondary pathways. Families are encouraged to participate in the planning process and will be included when appropriate.

Students may meet with a school counselor to discuss academic concerns, career and postsecondary planning, relationships, decision-making, social emotional concerns, or other matters affecting their school experience. Students may request an appointment by following the school's established procedures, including submitting an appointment request form or visiting the school counseling office at an appropriate time.

School counselors protect the privacy of students and maintain confidentiality in accordance with ethical standards, district policy, and applicable state and federal laws. Information may need to be shared when there is a concern about a student's safety, the safety of another person, or when disclosure is otherwise required by law.

School counselors provide brief, school-based counseling and do not diagnose mental health conditions or provide long-term therapy, psychiatric treatment, or psychological evaluations. When a student requires services beyond the scope of the school counseling program, the school counselor may collaborate with the student and family and provide referrals to qualified school-based or community professionals.

SCHOOL SECURITY AND SAFETY

Each school in the District will develop and implement a school security and safety plan based upon the standards issued by the Department of Emergency Services and Public Protection. Each school, as required by law, shall establish a school security and safety committee which will assist in the development and administration of the school's security and safety plan. Each district school will conduct a security and vulnerability assessment every two years and develop a school security and safety plan based upon the standards developed by DESPP.

The District has developed and maintains an emergency disaster preparedness and response plan for implementation as needed ("[School Security and Safety Plan](#)"). The plan is based upon the standards promulgated by the Department of Emergency Services and Public Protection. Development and implementation of the plan includes collaboration with local and state emergency responders, (law enforcement, fire department, emergency rescue squads and local public health administrators). The plan, representing an all hazards approach, utilizes the four recognized phases of crisis management: (1) mitigation/prevention, (2) preparedness, (3) response, (4) recovery.

Waterbury Public Schools and the Waterbury Police Department share responsibility for school safety and work collaboratively to maintain a safe and supportive learning environment for students. The School Resource Officer (SRO) program places sworn Waterbury Police Department officers within Waterbury Public Schools to support school safety, student development, and positive relationships within the school community. SROs are employees of the City of Waterbury and operate under the policies, procedures and supervision of the Waterbury Police Department. In responding to student misconduct, the District and Police Department follow a graduated response

model that emphasizes appropriate classroom, school-based, and supportive interventions before law enforcement involvement, except when circumstances require an immediate police response. For more information on our School Resource Officers please visit the webpage [School Resource Officers](#).

SCHOOL VISITORS POLICY

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

1. Any visitor who is not a District or City employee on official business, a State or Federal employee on official business, Board of Education Commissioner, or a student enrolled in the school, will be termed a "visitor" under Board Policy and is subject to the procedures set forth below. A visitor does not include those who attend a scheduled activity occurring on school grounds that is open to the general public.
2. Any visitor, as defined above, who wishes to observe any instructional student program including teaching and learning inside a classroom, must obtain prior written approval from the principal or other designated administrator, at least twenty-four (24) hours prior to the visit. Such requests shall be granted, unless, in the opinion of the principal or other designated administrator, the observation is not reasonable or would be disruptive to the

educational process.

3. All visitors must directly report to the Main Office upon arrival, provide identification which will be kept by school staff during the visit (along with a photocopy to be kept in the student's cumulative file), and sign in where designated. Identification will be issued to the visitor which must be displayed at all times during the visit.
4. All visitors must provide to the principal or duly authorized administrator the reason for their visit, where the visit will take place and the anticipated length of the visit. Visitor meetings must take place in an administrative area designated by the principal or his/her designee unless otherwise agreed to by the principal or duly authorized administrator.
5. In the discretion of the principal or duly authorized administrator, any visitor may be required to submit to a background check and a sexual offender registry check in order to gain access into the school.
6. An escort for the visitor may be required by the principal or duly authorized administrator.
7. No visitor, except a law enforcement officer duly authorized by the Waterbury Police Department, 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 of the school's learning environment. Visitors must not disturb the students, teachers or interrupt classes in any way.
10. If a visitor fails to abide by these procedures, school rules and administrative directives, the visitor will be asked to leave the premises or be subject to referral to the authorities and possibly precluded from future visits in the discretion of the principal or duly authorized administrator.
11. Visitors are on notice that they are subject to whatever surveillance exists at the school during their school visit.
12. An unauthorized visitor shall be guilty of loitering on school grounds when he/she loiters, or remains in or about a school building or grounds, without a reason or relationship involving the custody of, or responsibility for, a student, or for any other authorized activity, license, or privilege to be there.
13. The administration is authorized to file a trespassing complaint with the Waterbury Police Department, when appropriate or applicable.

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

SEARCH AND SEIZURE

The right to inspect desks, lockers and other equipment assigned to students may be exercised by school officials to safeguard students, their property and school property. An authorized school administrator may search a student's locker or desk under the following conditions:

1. There is reason to believe that the student's desk or locker contains contraband material.
2. The probable presence of contraband material presents a serious threat to the maintenance of discipline, order, safety and health in school.

This document serves as advance notice that school board policy allows desks and lockers to be inspected if the administration has reason to believe that materials injurious to the best interests of students and the school are contained therein.

Under special circumstances, school officials may search students, particularly if there is reasonable suspicion that a student possesses illegal matter, such as a dangerous weapon or illegal drugs. Students must be aware that such items are forbidden both on school property and at school-related activities.

Student vehicles parked on school grounds may be searched if there is reasonable cause to search. The District may use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used on lockers and vehicles parked on school property. Searches of classrooms, common areas or student belongings may also be conducted by trained dogs when students are not present. Drug-sniffing dogs will not be used to sniff students. A locker, a vehicle, or an item in the classroom to which a trained dog alerts may be searched by school officials.

SECLUSION/RESTRAINT/EXCLUSIONARY TIME OUT *(use of)*

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.

Unless an emergent situation arises pursuant to Board of Education policy, seclusions shall not be

utilized 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 which 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](#).

SEXUAL HARASSMENT

The district wants all students to learn in an environment free from all forms of sexual harassment. Sexual harassment is against state and federal laws (<https://www.waterbury.k12.ct.us/superintendents-office/title-ix>). It is unwelcome sexual attention, whether verbal or physical, from peers, teachers, staff or anyone with whom the victim may interact. Any student who believes they have been subjected to sexual harassment should report the alleged misconduct immediately to the Title IX Coordinator, Nondiscrimination Coordinator, his/her teacher, social worker, guidance counselor, administrator, school nurse, or any responsible individual with whom the student feels comfortable, either informally or through the filing of a formal complaint. The administration will take action to investigate the allegations.

The district will notify the parents of all students involved in sexual harassment by student(s) and will notify parents of any incident of sexual harassment or sexual abuse by an employee.

A complaint alleging sexual harassment by a student or staff member may be presented by a student and/or parent in a conference with the principal or designee or with the Title IX Coordinator, Lisa Dunn, Senior HR Generalist, Human Capital ldunn@waterbury.k12.ct.us (203)574-8019 Ext.11240.

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 PROGRAMS

The district provides special programs such as but not limited to, bilingual, learning disabilities and for those with other disabilities which affect a student's success at school. A student or parent with questions about these programs should contact Tracy-Ann Menzies, Director of Pupil Services

(Special Education); or Janet Frenis (Chief Academic Officer) for other academic programming across the district; the coordinator of each program is available to answer questions about eligibility requirements, programs and services offered in the district or by other organizations.

The District utilizes Multi-Tiered Systems of Support (MTSS), also referred to as Scientific Research-Based Intervention (SRBI), a process which combines systematic assessment, decision-making and a multi-tiered delivery model to improve educational and behavioral outcomes for all students. Academic and behavioral support and targeted interventions will be provided for students who are not making academic progress at expected levels in the general curriculum. When students are experiencing difficulty with academics or behavior, every effort is made to provide support to help the child succeed within the regular classroom setting through the SRBI/RTI process.

For students in need of Special Education programs, a planning and placement team (PPT) is designed to provide communication and decision-making at the school level concerning the effective use of available resources. The team is also responsible for follow-up and periodic review of all students presently in Special Education and special services programs.

Any child identified as possibly needing special education and/or related services must be referred to a special education Planning & Placement Team for evaluation (PPT). The PPT will determine whether special education services are required. Parents must give their consent before any evaluation can be done or any services can begin. An Individualized Education Plan, based upon the diagnostic findings of the evaluation study will be developed by the PPT, with parental involvement. Parents will be informed regarding the use of scientific, research-based interventions. 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, (C.G.S. 10-234bb (a)) An Act Concerning Student Data Privacy, as amended by PA 17-200 and PA 18-125, 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). Not later than five (5) business days after executing a contract with such contractors, the contract will be posted on the District's website. The notice will include a brief description of the content and the purpose of the contract and will state what student information, student records or student-generated content may be collected as a result of the contract. 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. Students and parents/guardians will be notified not later than two business days upon notice of a breach of security by a contractor to the Board of Education.

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

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](#).

SUMMER SCHOOL

Students in danger of failing will be notified prior to a retention decision. The school district shall provide and may require a student to attend one or more alternatives for remedial assistance, including summer school.

SURVEYS/STUDENT PRIVACY

Your child will not be required to participate without parental consent in any survey, analysis, or evaluation that concerns:

1. political affiliations or beliefs of the student or the student's parent;
2. mental or psychological problems of the student or the student's family;
3. sex attitudes or behaviors;
4. illegal, antisocial, self-incriminating and demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
7. income; or
8. 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 that is to be administered by a school to a student, prior to its use. Parents will be notified at least two weeks in advance of any survey that will be given to their children.

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 PARA-EDUCATOR 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 paraeducators 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 \(Personnel - Certified/Non-Certified\)](#).

TEXTBOOK CARE AND OBLIGATIONS

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 assess 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 book or other educational materials.

TITLE I COMPARABILITY OF SERVICES

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 in a manner to ensure equivalency among district schools.

TITLE I PARENT AND FAMILY ENGAGEMENT

Parents of a child in a Title I funded program will receive a copy of the district's parental and family engagement involvement policy, including provisions of an annual meeting and involvement of parents in the planning, review and implementation of Title I programs and opportunities for parents and family members to participate in the education of their children.

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

What is Title IX?

Title IX (g) 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 (g) 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. 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.

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.

[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.

Jennifer Marino HR Director
WPS District Title IX Overall Coordinator & Oversight
jorso-marino@waterbury.k12.ct.us Phone Number: (203) 574-8019 Ext. 11214
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 Title IX.

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](#)

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.

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

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

TRANSPORTATION SAFETY COMPLAINTS/PROCEDURES

Waterbury Public Schools is committed to providing safe, reliable, and efficient transportation for all eligible students.

Transportation Information

Bus routes, stop locations, and transportation eligibility are determined by the district. Families should ensure their home address and emergency contact information are current, as accurate information is essential for transportation assignments.

Transportation Concerns

Parents and guardians with transportation questions or safety concerns should contact the Waterbury Public Schools Transportation Office at (203) 346-3511, Ext. 4016 or 4018.

Transportation safety concerns will be reviewed by the district in collaboration with the transportation provider's Safety Supervisor. All concerns are documented and investigated as appropriate.

The district and its transportation provider are committed to responding to transportation concerns in a timely manner and maintaining open communication with families throughout the school year.

Student Expectations

Riding the school bus is an extension of the school day. Students are expected to follow the District's Code of Conduct, respect the driver and fellow passengers, and follow all bus safety rules. Failure to do so may result in disciplinary action, including the suspension or loss of transportation privileges.

Video Surveillance

School buses and school property may be monitored by video surveillance to promote the safety and security of students, staff, and visitors. Video recordings may be reviewed by authorized school officials when investigating safety concerns or violations of school rules and are maintained in accordance with applicable laws, including the Family Educational Rights and Privacy Act (FERPA). Any student, staff member, or visitor is prohibited from tampering with or damaging district video surveillance equipment.

WATERBURY PROMISE

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

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

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](#).

WITHDRAWAL FROM SCHOOL

If a student needs to withdraw from school during the school year, the student's parent/guardian must complete a withdrawal form, at the building level, and obtain all necessary signatures. All books, materials, athletic equipment and other equipment loaned by the school must be returned or paid for by the student or his/her parents/guardians.