

WELCOME TO
FAIRFIELD LUDLOWE!



CLASS OF 2019

FAIRFIELD LUDLOWE HIGH SCHOOL

MISSION STATEMENT

The Fairfield Ludlowe High School community is committed to ensuring that all of our students meet our common academic, civic, and social 21st century expectations. In this pursuit, we believe:

Our environment fosters:

- **Fellowship:** we can accomplish more together than we can individually.
- **Acceptance:** we recognize and respect differences.

We are passionate about:

- **Learning:** we encourage intellectual curiosity within and beyond the classroom.
- **Commitment:** we pledge to honor our obligations to ourselves and to each other.

Our learning experiences generate:

- **Opportunity:** we broaden horizons, deepen understanding, and inspire creativity.
- **Niche:** we discover who we are and what we want to become through enriching our unique strengths and exploring new ideas.
- **Success:** we strive to achieve our goals.

FAIRFIELD LUDLOWE HIGH SCHOOL ACADEMIC EXPECTATIONS

Critical and Creative Thinking: How do students demonstrate critical and creative thinking to effectively evaluate evidence and construct solutions?*

Communicating and Collaborating: How do students communicate information clearly and effectively in a variety of contexts and work collaboratively to solve problems?*

*Pending Board Approval

8th Grade Night
Wednesday, February 4, 2015
7:00 p.m.

Welcome, Introduction, and House Plan

Greg Hatzis, Headmaster

Academic Offerings

English – John Chiappetta, Curriculum Leader
Math – Paul Rasmussen, Curriculum Leader
Science – Patrice Faggella, Curriculum Leader
Social Studies – Gregg Pugliese, Curriculum Leader
World Language – Eileen Frankel, Curriculum Liaison

Extracurricular Activities

Victor Mirrer, Director of Student Activities

Athletics

Dave Schulz, Athletic Director

Course Selection Process

Robert A. Esposito, Director of Pupil Services and Counseling

Conclusion

The HOUSE SYSTEM

FLHS is split into three “houses,” and each house has an administrator (housemaster), a dean, and three school counselors. The purpose of this system is to foster greater connectivity, create a smaller community within the school, and provide more efficient oversight of students. Students will be assigned a homeroom within one of the houses and stay with that homeroom, house, and school counselor for all their years at Ludlowe.

<p><u>Headmaster</u> Greg C. Hatzis 203-255-7201</p> <p><u>Director of Pupil Services and Counseling</u> Bob Esposito 203-255-7232</p>		
<p>WARNER HOUSE 203-255-7223</p>	<p>WEBSTER HOUSE 203-255-7236</p>	<p>WRIGHT HOUSE 203-255-7240</p>
<p><u>Housemaster</u> John Antonello</p> <p><u>Dean</u> Kim Longobucco</p> <p><u>School Counselors</u> 203-255-7225 Kim Bauco Courtenay Trahan Lois Wallman</p>	<p><u>Housemaster</u> Joanna Giddings</p> <p><u>Dean</u> Sue Bannay</p> <p><u>School Counselors</u> 203-255-7238 Christina Caron Joanna Caserta Brian Sutcliffe</p>	<p><u>Housemaster</u> Anthony Formato</p> <p><u>Dean</u> David Craven</p> <p><u>School Counselors</u> 203-255-7242 JulieAnne Dietz Bridget McHugh Matt Sutton</p>
<p><u>Counseling Center</u> 203-255-7216</p>		
<p><u>Psychologists</u> Michael Crane Emily Gonzalez</p>	<p><u>Social Workers</u> Deb Deren Carrie Rubin</p>	<p><u>Student Assistance Counselor</u> Tim Morris</p>
<p><u>College and Career Center</u> 203-255-7230 Alice Gorman</p>		
<p><u>Athletic Director</u> 203-255-7246 Dave Schulz</p>		
<p><u>Curriculum and Instruction</u> 203-255-7256</p>		
<p>English 6-12 Curriculum Leader - John Chiappetta – jchiappetta@fairfieldschools.org Math 6-12 Curriculum Leader - Paul Rasmussen – prasmussen@fairfieldschools.org Science 6-12 Curriculum Leader - Patrice Faggella - pfaggella@fairfieldschools.org Social Studies 6-12 Curriculum Leader – Gregg Pugliese – gpugliese@fairfieldschools.org World Language 9-12 Coordinator – Eileen Frankel – efrankel@fairfieldschools.org Health – Coordinator - Lori Mediate - lmediate@fairfieldschools.org Music – Coordinator - Donna Schmardel - dschmardel@fairfieldschools.org Physical Education – Coordinator - Dave Abraham - dabraham@fairfieldschools.org Art - Liaison - Kristen Chase - kchase@fairfieldschools.org Business – Interim Liaison - Diana Rainho - drainho@fairfieldschools.org Family & Consumer Science – Liaison - Rachel Keleher – rkeleher@fairfieldschools.org Technology Education – Liaison - Kris Samuelson - ksamuelson@fairfieldschools.org</p>		

FAIRFIELD LUDLOWE HIGH SCHOOL

Grade 9 Course Offerings

English: **English 11 (00110) or English 12 (00120)**

Students are recommended for the appropriate course level based upon academic ability and performance in eighth grade English.

Mathematics: **Algebra 12 (20120), Geometry 21 (22210) or Geometry 22 (22220)**

All students are placed in the appropriate course level in Mathematics based on their preparation and teacher recommendation.

Science: **Environmental Earth Science 10 (30100) or Biology 21 (30210)**

Students are recommended for the appropriate course and/or course level in Science based upon academic ability and performance in eighth grade Science.

Social Studies: **Global Studies 10 (10180)**

All students take Global Studies 10. There is only one level available.

World Language: **Spanish, French, Italian, Latin or Chinese**

There is no diploma requirement. However, two or more years of a world language is recommended for students who plan on considering post-secondary education. Students may begin Spanish 10, French 10, Italian 10, Latin 10 or Chinese 10 in Grade 9. Students currently taking a world language may continue at the appropriate level depending on his/her teacher's recommendation.

Electives: **Arts/Business/Family & Consumer Science/Music/Technology Education**

Ninth grade students may select 2 full year (2 credit) courses or 4 semester (one credit) courses or any combination to equal 4 credits. Please consult the Program of Studies for prerequisites and course sequences.

Physical Education: **Physical Education Grade 9**

Required. Meets one semester each year. Automatically assigned

Health: **Comprehensive Health**

Required. Meets one marking period each year. Automatically assigned.

The Program of Studies contains full descriptions of individual course offerings for Grade 9 and provides a more thorough description regarding course requirements. Please read this information carefully in preparation for selecting appropriate courses. The Program of Studies is also available on the FLHS website.

For questions regarding a student's overall course load, planning next year's courses, etc. please contact the student's school counselor. For any questions regarding the course selection process or policies and practices in this area, please contact the Director of Pupil Services and Counseling, Robert Esposito, 203-255-7232 or email resposito@fairfieldschools.org.

GRADE 9 ELECTIVE OPTIONS

ART (page 12*)	
Foundations in 2D Art, Media & Design Drawing & Painting I Graphic Design & Illustration I Intro to Digital Photography Intro to Darkroom Photography	Foundations in 3D Art, Media & Design Intro to Pottery Sculpture I

BUSINESS (page 15*)	
Intro to Business Computer Info Systems - Web Design Computer Games Design & Programming	Computer Information Systems 10 Robotic Programming 30

FAMILY AND CONSUMER SCIENCE (page 28*)	
Intro to Culinary Arts 10 Baking & Pastry Global Foods	Fashion & Design 10

MUSIC (page 37*)	
Beginning Piano/Keyboard Class Music Technology Concert Choir Women's Choir**	Concert Band Jazz Ensemble** Concert Orchestra Chamber Orchestra**
**Special Prerequisite	

REGIONAL PROGRAMS (page 41*)	
Center for Global Studies	Regional Center for the Arts (RCA) Regional Program for Marine and Related Studies (Aqua Culture)

TECHNOLOGY EDUCATION (page 53*)	
Intro to Computer Aided Design 10 Intro to Communications Technology & Electrical Systems Engineering Design/Robotics 10	Graphic Communications Technology 10/20 Wood Manufacturing 10/20 Transportation Technology 10/20

THEATRE ARTS (page 57*)	
Acting 10	Acting 20

VIDEO AND NEWS PRODUCTION (page 58*)	
Broadcast Journalism Movie Production	Documentary Production Video Production

*Page number in the 2015-2016 Program of Studies

Sample Schedule (14.75 credits)

Day 1	
Period	Course
1	English 12
2	Biology 21
	Homeroom
3	Spanish 31 / Lunch
4	Global Studies 10

Day 2	
Period	Course
1	Biology 21
	Health 10
2	Concert Choir
	Homeroom
3	Foundation in 2D Art / Lunch
4	Algebra 12

Sample Aquaculture Schedule (12.75 credits)

Day 1	
Period	Course
1	Aquaculture
2	Aquaculture
	Homeroom
3	English 11 / Lunch
4	Global Studies 10

Day 2	
Period	Course
1	Aquaculture
2	Aquaculture
	Homeroom
3	Spanish 31 / Lunch
4	Algebra 12

Sample RCA Schedule (12.25 credit)

Day 1	
Period	Course
1	Geometry 21
2	Biology 21
	Homeroom
3	English 11 / Lunch
4	RCA

Day 2	
Period	Course
1	Global Studies 10
2	Biology 21
	Health Grade 9
	Homeroom
3	Spanish 31 / Lunch
4	RCA

Times			Mon DAY 1	Tue Day 2	Wed Day 1	Thurs Day 2	Fri Day 1
7:30 8:55			Period 1 Science	Science/ PE or Health	Science	Science/ PE or Health	Science
9:00 10:25			Period 2 English	Elective II	English	Elective II	English
10:30 - 10:37			Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
Lunch 10:39 11:09	Class 10:42 11:25	Class 10:42 12:08	Period 3 Elective I	World Lang	Elective I	World Lang	Elective I
Class 11:14 12:40	Lunch 11:25 11:55						
	Class 11:58 12:40						
12:45 2:10			Period 4 Social Studies	Math	Social Studies	Math	Social Studies

Graduation Requirements 43 Credits

English	8 credits
Math	6 credits
Science	6 credits
Social Studies	7 credits* *includes Civics & US
Arts/Vocational	2 credits History
Physical Education	2 credits
Health	1 credit

Computer Proficiency & State Academic Proficiency

Fairfield Ludlowe High School 2014 - 2015 Activity List

Student Government Body					
	Group		Group		Group
Warner House Council	A	Class of 2014 (Seniors)*	A	Student Representative Council*	E
Webster House Council	A	Class of 2015 (Juniors)*	A		
Wright House Council	A	Class of 2016 (Sophomores)	A		
		Class of 2017 (Freshmen)	A		
Student Activity/Club					
	Group		Group		Group
AFS	B	French Honor Society	E	Mock Trial Club	E
Amateur Film Club	B	Future Business Leaders of America	A	Mu Alpha Theta	B
Anger Management Club	B	Organic Gardening Club	A	Music Appreciation/Analysis Club	A
Animal Advocacy Club	E	Grassroots Tennis Club	A	Music Honor Society (Tri-M)	E
Athletics Captains' Council	B/E	GSA (Gay-Straight Alliance)	E	Music Mentors Club	E
Axis and Allies Club	A	Hacky Sack Club	B	National History Club	E
B Stigma Free Club	B	Hole in the Wall Club	B	National Honor Society	E
Biology Club	B	Impact (Bible Study)	A	Operation Hope	B/E
"Block Party - B-Cause" Club	B	Improv Club	A	Performing Arts Club	A/E
Caelum (FLHS Yearbook)	B/E	Interact Club	B	Prospect (FLHS Newspaper)	A/E
Caroline House Club	A	Intramurals	E	Red Cross Club	A
Chess Club	A/B/E	Italian Honor Society	TBA	S.O.S. (supporting our selves)	B
Circle of Friends	A/B	Java Club	A/B	Save the Children Club	A
Curling Club	E	Juvenile Diabetes Research Foundation	B	Science Honor Society	E
Dance Team	B/E	Key Club	B	Science Research Club	B
Debate Team	E	Latin Club	B	Spanish Club	A
Didgeridoo Club	A	Lewis and Clark Experience	E	Spanish Honor Society	E
Drama Club	E	Library Advisory Group	E	Teens for Tolerance	A
E-Sports Club	A	Literary Magazine (Aurelia)	B	Throw Back Club	A
English Honor Society	E	Livin' Healthy	B	Ultimate Frisbee Club	B/E
Eye See Club	A	Ludlowe Democrats	A	UN of Cuisine	B
FLHS Powered Media Club	A	Ludlowe Leaders	E	UNICEF Club	B
FCCLA	A/E	Ludlowe Republicans	B	Women in Business Club	E
Feminism Club	A	Make-A-Wish Club	B	YACS (Youth American Cancer Society)*	B/E
		Math Team	A/E	Young Republicans	A

Group A: Activities that are largely school and class oriented. They meet twice a month during Activity Period.

Group B: Activities that are largely club and service oriented. They meet alternately with group A, also twice a month during Activity Period.

Group E: Activities that meet during Activity Period but may also meet after school on another day decided upon by the students involved in the activity.

Fairfield Ludlowe Athletic Department

Athletic Director: Dave Schulz

AD Office and Info: 203-255-7247 – Athletic Dept. Fax: 203-255-7222

Fall Sports		Winter Sports		Spring Sports	
Cheerleading	Varsity	Basketball, Boys'	Varsity	Baseball	Varsity
Cross Country, Boys'	Varsity		JV		JV
Cross Country, Girls'	Varsity		Freshman		Freshman
Field Hockey	Varsity	Basketball, Girls'	Varsity	Golf, Boys'	Varsity
	JV		JV		JV
	Freshman		Freshman	Golf, Girls'	Varsity
Football	Varsity	Bowling, Boys' & Girls' (co-op)	Varsity		JV
	JV	Cheerleading, Competitive	Varsity	Lacrosse, Boys'	Varsity
	Freshman	Fencing, Boys' & Girls' (co-op)	Varsity		JV
Soccer, Boys	Varsity	Gymnastics	Varsity		Freshman
	JV	Ice Hockey, Girls' (co-op)	Varsity	Lacrosse, Girls'	Varsity
	Freshman	Ice Hockey, Boys' (co-op)	Varsity		JV
Soccer, Girls'	Varsity	Ski Team, Boys' & Girls' (co-op)	Varsity		Freshman
	JV		JV	Sailing, Boys' & Girls' (co-op)	Varsity
	Freshman	Swimming, Boys'	Varsity	Softball	Varsity
Swimming, Girls'	Varsity	Indoor Track, Boys'	Varsity		JV
Volleyball, Girls'	Varsity	Indoor Track, Girls'	Varsity		Freshman
	JV	Wrestling	Varsity	Tennis, Boys'	Varsity
	Freshman		JV		JV
				Tennis, Girls'	Varsity
					JV
				Track, Boys'	Varsity
				Track, Girls'	Varsity
				Volleyball, Boys' (co-op)	Varsity

(co-op) = combined Ludlowe and Warde team

Fall Sports Tryout Information

- Physicals must be turned into the **FLHS Health Office** by:
 - **For football: Friday, August 7**
 - **For all other sports: Friday, August 21**
 - If physical is turned in late, student may not be able to participate in tryouts
- On Line Parent Permission forms *must* be completed prior to tryouts.
To Register Go to: fairfieldschools.org/schools/flhs/parent-permission-registration/
- Meeting for all athletes **except** football on **Monday, August 24 at 6:00 PM** in the café.
 - Please bring parent permission form to meeting if not already turned in.
- Fall Tryout Dates: **Football: Monday August 17; All Other Sports: Thur. Aug 27**
 - Info on time and location for each sport will be on Web and Info Line
- Athletic Director will meet with all 8th Graders this spring.
- There may be **Rental Participation Fees** for Swimming, Ice Hockey, Bowling, Skiing, Gymnastics and Sailing – Waiting for BOE decision - Call for info
- All sub-varsity sports will require a minimum participation level

“Home of the Falcons”

**MIDDLE SCHOOL to HIGH SCHOOL
COURSE SELECTION/SCHEDULING TIMELINE
*For School Year 2015-2016***

February 2nd – 4th: Grade 8 counselors distribute POS and explain process and timelines.

February 4th: 8th *Grade Open House/Tour of the Electives*. 7:00 p.m. (snow date February 5th)

February 9th FWMS, February 10th RLMS: High school counselors visit middle schools to discuss course selection with students.

February 18th – 27th: Students select electives in IC.

March 4th-6th: Course Verification Sheets are distributed to all students for verification of course choices. Students make corrections only and return to counselors by March 7th.

March 9th-20th: Final deadline for grade 8 counselors to resolve schedule conflicts/enter data in the IC.

March 23rd: All Course verification worksheets due back to high schools from middle schools.

June 1st: Grade 8 visits FLHS & FWHS (8:45-11:45).

Late August: Freshman Preview Day at FLHS.

September 2nd: Freshman Orientation, First day of school for all 9th grade students

The Parent-Teacher Trap

By SARA MOSLE

Published: January 13, 2013
New York Times

The teacher-parent relationship is a lot like an arranged marriage. Neither side gets a lot of say in the match. Both parties, however, share great responsibility for a child, which can lead to a deeply rewarding partnership or the kind of conflict found in some joint-custody arrangements.

As a teacher and parent, I see the relationship from a dual perspective. Educators almost universally regard parent involvement within economically disadvantaged student communities as a vital way to boost student achievement. Yet in more affluent neighborhoods, active parent engagement, as the clinical psychologist [Wendy Mogel](#) has argued in her latest book, "The Blessing of a B Minus," can interfere with children's necessary maturation and strides toward independence.

Parents of all classes may be forgiven if they can't clearly identify the point at which a parent goes from providing valued hands-on support to becoming an obstacle to children's growth.

"No one wants to be a helicopter parent," says Liza Lee, head of the Columbus School for Girls in Ohio and a former head of the middle school at Brearley, the elite private school in Manhattan.

"Parents just don't always know how to work with schools." Ms. Lee points out that few parents know anything about other families' private parent-teacher conferences and, as a result, have few models for guidance.

So parents have no idea whether it's better to be a squeaky wheel, or avoid rocking the boat lest they irritate a teacher who will subsequently take his or her annoyance out on the child, a common parental fear, according to Ms. Lee, and one that's almost always unwarranted.

For teachers, the terrain can feel equally treacherous. "Today, teachers are being bashed everywhere they turn," Ms. Lee says. "They're scared. They feel parents put their jobs in jeopardy. The parent is in the position of power."

A few simple guidelines emerge in conversations with educators and parents on the subject of how best to reduce the mutual anxieties and establish and maintain the kind of trust that is essential to respectful and productive parent-teacher communications:

First, encourage children to take the lead. Many parents can't resist the urge to fix even older students' problems for them instead of giving the child a chance to sort out difficulties on his own, says Kevin Skelly, a father of four and the superintendent of the Palo Alto Unified School District, which serves the offspring of Silicon Valley executives and a small percentage of students who qualify for free or reduced-price lunches. "We all need to learn how to work with diverse people," he says. "Imagine how confident a student will feel if he or she works with the teacher and resolves the issue on his or her own?" College admissions officers tell Mr. Skelly they're looking for students "with a voice," he says. "When parents intervene on their children's behalf, it's robbing them of their own voice."

Second, know the power - and limitations - of electronic communications. Many parents and teachers communicate almost exclusively by e-mail or text messages. The appeal is obvious: communications can be asynchronous and delivered with the tap of a thumb. Jasper Steenhuis, who teaches at a KIPP original charter school in the South Bronx, tries to accommodate families' needs. "It can be disruptive for a parent to receive a phone call on the job," he says, and those without a strong command of English may feel more comfortable composing messages in writing.

But there are drawbacks. It's easier to fire off a text in anger or annoyance; so, as Ms. Lee points out, conflicts often escalate in e-mail in ways they never would face to face. Educators caution against using e-mail or texts except to convey simple information like appointments or scheduled absences. Whenever a subject is delicate or a matter can't be resolved by a quick exchange, Mr. Steenhuis advises picking up the phone or meeting in person.

Third, if you use e-mail for minor matters with a teacher, don't copy the head of school or another administrator. "It's disrespectful to teachers and parents alike, as it sends the message you don't

think there's even a chance you can work this out on your own," Mr. Skelly says. "If you have issues, take them up directly, as you would want."

Fourth, teachers, please respond to communications within a reasonable time period. Nothing drives parents battier, they say, than initiating communication and never receiving a reply. Teachers can't always resolve an issue immediately, especially when they need to consult colleagues in order to do so. But teachers can and should acknowledge messages promptly and let parents know they will respond. It helps if parents have some idea of what teachers' days are like. If a parent sends an e-mail at 8 a.m., a teacher may not see it until after her classes are over for the day. My students know I'm unlikely to respond to an e-mail between the hours of 6 p.m. and 9 p.m., as that's when I'm focusing on being a parent to my own child.

Fifth, if you do drop the ball, say "I'm sorry," as you would to a friend. It's gracious and builds trust. "Nothing is more disarming," Mr. Skelly says, "and it's so simple to do."

Sixth, identify and build on strengths. I don't do this enough as a teacher, and most parents, according to educators I've spoken to, don't do it at all, but if you have something positive to say, say it early and often. Parents are better prepared to hear about a child's challenges, if a teacher knows their child, understands his or her strengths and is prepared to build on them. The same is true for teachers. Let them know what they're doing right, not just what they're doing wrong. Seventh, look for concrete solutions. When parents and teachers have chronic conflicts, Ms. Lee assumes that, as in a bad marriage, both sides are telling "the truth," at least from their perspective. But that doesn't relieve either party of coming up with a solution for the child's sake. Whatever the trouble, identify the concrete outcomes desired.

And finally, proceed with humility. Mr. Skelly counsels parents to take occasional bellyaching about his teachers by a child - especially a teenager - with a grain of salt. Most teenagers are in some kind of opposition to authority as they struggle to grow up. "The teenager, being a teenager," Mr. Skelly says, "may not rank your parenting skills very high, either."