

WELCOME TO  
FAIRFIELD LUDLOWE!



CLASS OF 2018

# **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 21<sup>st</sup> 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**

1. Students will effectively access, evaluate and apply information to solve problems.
2. Students will work independently and collaboratively to solve problems and accomplish goals.
3. Students will communicate information clearly and effectively using a variety of tools.
4. Students will demonstrate adaptability, creativity and innovation.

**8<sup>th</sup> Grade Night**  
**Wednesday, February 5, 2014**  
**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><b><u>Headmaster</u></b> Greg C. Hatzis 203-255-7201</p>		
<p><b><u>Director of Pupil Services and Counseling</u></b> Bob Esposito 203-255-7232</p>		
<p><b>WARNER HOUSE</b> 203-255-7223</p>	<p><b>WEBSTER HOUSE</b> 203-255-7236</p>	<p><b>WRIGHT HOUSE</b> 203-255-7240</p>
<p><u>Housemaster</u> John Antonello</p>	<p><u>Housemaster</u> Joanna Giddings</p>	<p><u>Housemaster</u> Anthony Formato</p>
<p><u>Dean</u> Kim Longobucco</p>	<p><u>Dean</u> Sue Bannay</p>	<p><u>Dean</u> David Craven</p>
<p><u>School Counselors</u> 203-255-7225 Kim Bauco Courtenay Trahan Lois Wallman</p>	<p><u>School Counselors</u> 203-255-7238 Christina Caron Joanna Caserta Brian Sutcliffe</p>	<p><u>School Counselors</u> 203-255-7242 Bridget McHugh Monica Struzik Matt Sutton</p>
<p><b><u>Counseling Center</u></b> 203-255-7216</p>		
<p><u>Psychologists</u> Mike DiStefano Michele Danuszar</p>	<p><u>Social Workers</u> Deb Deren Carrie Rubin</p>	<p><u>Student Assistance Counselor</u> Tim Morris</p>
<p><b><u>College and Career Center</u></b> 203-255-7230 Alice Gorman</p>		
<p><b><u>Athletic Director</u></b> 203-255-7246 Dave Schulz</p>		
<p><b><u>Curriculum and Instruction</u></b> 203-255-7256</p>		
<p>English 6-12 Curriculum Leader - John Chiappetta – <a href="mailto:jchiappetta@fairfieldschools.org">jchiappetta@fairfieldschools.org</a></p>		
<p>Math 6-12 Curriculum Leader - Paul Rasmussen – <a href="mailto:prasmussen@fairfieldschools.org">prasmussen@fairfieldschools.org</a></p>		
<p>Science 6-12 Curriculum Leader - Patrice Faggella - <a href="mailto:pfaggella@fairfieldschools.org">pfaggella@fairfieldschools.org</a></p>		
<p>Social Studies 6-12 Curriculum Leader – Gregg Pugliese – <a href="mailto:gpugliese@fairfieldschools.org">gpugliese@fairfieldschools.org</a></p>		
<p>World Language 9-12 Coordinator – Eileen Frankel – <a href="mailto:efrankel@fairfieldschools.org">efrankel@fairfieldschools.org</a></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.

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

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

### 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.

### 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.

### 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.

### Physical Education: **Physical Education Grade 9**

Required. Meets 2 days per week for 2 marking periods.

### Health: **Comprehensive Health**

Required. Meets 2 days per week for 2 marking periods.

### Electives: **Arts/Business/FCS/Music/Technology Education**

Ninth grade students may select from full year (2 credit) or half year (one credit) electives. Please consult the Program of Studies for prerequisites and course sequences.

*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](mailto:resposito@fairfieldschools.org).

# GRADE 9 ELECTIVE OPTIONS

## ART (pg 12\*)

Foundations in Art

## BUSINESS (pg 15\*)

Introduction to Business	Computer Information Systems 10
Computer Info Systems - Web Design	Robotic Programming 30
Computer Games Design and Programming	

## FAMILY AND CONSUMER SCIENCE (pg 19\*)

Culinary Arts 10	Fashion and Textiles Technology 10
Culinary Arts 20	

## MUSIC (pg 35\*)

Beginning Piano/Keyboard Class	Concert Band
Music Technology	Concert Orchestra
Women's Choir**	Concert Choir
Jazz Ensemble**	Chamber Orchestra**

\*\*Special Prerequisite

## REGIONAL PROGRAMS (pg 41\*)

Center for Global Studies	Regional Center for the Arts
Regional Program for Marine and Related Studies (Aqua Culture)	

## TECHNOLOGY EDUCATION (pg 53\*)

Introduction to Computer Aided Design 10	Graphic Communications Technology 10/20
Introduction to Communications Technology & Electrical Systems	Wood Manufacturing 10/20
Engineering Design/Robotics 10	Transportation Technology 10/20

## THEATRE ARTS (pg 57\*)

Acting 10	Acting 20
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## VIDEO AND NEWS PRODUCTION (pg 69\*)

Broadcast Journalism	Documentary Production
Movie Production	Video Production

\*Page number in the Program of Studies

Sample "Typical" Schedule (12.8 cr)

Period	Course
1	Spanish 31
2	Geometry 21
3	Homeroom
4	Earth Science 10
5	Study Hall - M/W Health 10/Phys Ed - T/R Earth Science Lab - F
6	Global Studies 10
7	Lunch
8	Introduction to Business
9	English 12

Sample "Double Elective" Schedule (14.8 cr)

Period	Course
1	Earth Science 10
2	Spanish 10
3	Homeroom
4	Study Hall - M/T Health 10/Phys Ed - W/F ES Lab - R
5	Global Studies 10
6	Geometry 21
7	Foundations in Art
8	English 12
9	Concert Band

Sample Aquaculture Schedule (12.8 cr)

Period	Course
1	Aquaculture
2	Aquaculture
3	Homeroom
4	Aquaculture
5	Lunch
6	Algebra 12
7	Global Studies 10
8	English 12
9	Spanish 31

Sample RCA Schedule (12.8 cr)

Period	Course
1	English 11
2	Italian 10
3	Homeroom
4	Global Studies 10
5	Earth Science 10
6	ES Lab - M Study Hall - T/R Health 10 - W/F (1/2 Yr)
7	Lunch
8	Geometry 21
9	RCA Study Hall - F

## Weekly Rotation

TIME BLOCK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>1</b> 7:30 - 8:15	<b>1</b>	7:30 - 8:11 <b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>
<b>2</b> 8:20 - 9:04	<b>2</b>	8:16 - 8:57 <b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>
<b>3</b> 9:09 - 9:16	HOMEROOM	HOMEROOM 9:02-9:09 ACTIVITY/ADVISOR Y 9:14-9:34	HOMEROOM	HOMEROOM	HOMEROOM
<b>4</b> 9:21 - 10:05	<b>4</b>	9:39 - 10:20 <b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>5</b> 10:10 - 10:54	<b>5</b>	10:25 - 11:06 <b>7</b>	<b>6</b>	<b>8</b>	<b>8</b>
<b>6</b> 10:59 - 11:43	<b>6</b>	11:11 - 11:52 <b>8</b>	<b>5</b>	<b>7</b>	<b>7</b>
<b>7</b> 11:48 - 12:32	<b>7</b>	11:57 - 12:38 <b>5</b>	<b>7</b>	<b>5</b>	<b>6</b>
<b>8</b> 12:37 - 1:21	<b>8</b>	12:43 - 1:24 <b>6</b>	<b>8</b>	<b>6</b>	<b>5</b>
<b>9</b> 1:26 - 2:10	<b>9</b>	1:29 - 2:10 <b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>

## Graduation Requirements

43 Credits

<b>English</b>	8 credits	
<b>Math</b>	6 credits	
<b>Science</b>	6 credits	
<b>Social Studies</b>	7 credits*	*including Civics
<b>Arts/Vocational</b>	2 credits	and US History
<b>PE/Health</b>	3.2 credits	

Computer Proficiency & State Academic Proficiency



## Fairfield Ludlowe High School 2013 - 2014 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 Honor Society (Tri-M)	E
Animal Advocacy Club	E	Grassroots Tennis Club	A	National History Club	E
Asia Club	E	GSA (Gay-Straight Alliance)	E	National Honor Society	E
Athletics Captains' Council	B/E	Hacky Sack Club	B	Operation Hope	B/E
Axis and Allies Club	A	Impact (Bible Study)	A	Prospect (FLHS Newspaper)	A/E
Bicycle Club	B/E	Improv Club	A	Red Cross Club	A
Biology Club	B	Interact Club	B	Rugby Club	A
"Block Party - B-Cause" Club	?	Intramurals	E	Save the Children Club	A
Caelum (FLHS Yearbook)	B/E	Italian Honor Society	TBA	Science Honor Society	E
Chess Club	A/B/E	Juvenile Diabetes Research Foundation	B	Science Research Club	B
Circle of Friends	A&B	Key Club	B	Senegal-America Project	A
Curling Club	E	Latin Club	B	Spanish Club	A
Dance Team	B/E	The League Club	A	Spanish Honor Society	E
Debate Team	E	Lewis and Clark Experience	E	Squash Club	E
Didgeridoo Club	A	Literary Magazine (Aurelia)	B	Teens for Tolerance	A
Drama Club	E	Livin' Healthy	B	Ultimate Frisbee Club	B/E
English Honor Society	E	Ludlowe Leaders	E	Women in Business Club	E
Eye See Club	A	Ludlowe Republicans	B	World Aids Day	B
FLHS Powered Media Club	A	Make-A-Wish Club	B	YACS (Youth American Cancer Society)*	B/E
FCCLA	A/E	Math Team	A/E	Young Republicans	A
Feminism Club	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**  
**Athletic Office: 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 1<sup>st</sup>**
  - **For all other sports: Friday, August 15<sup>th</sup>**
    - If physical is turned in late, student may not be able to participate in tryouts
- Parent Permission forms **must** be handed in prior to tryouts.
- Meeting for all athletes **except** football on **Wednesday, August 20<sup>th</sup> 6:00 PM** in the café.
  - Please bring parent permission form to meeting if not already turned in.
- Fall Tryout Dates: **Football: Wednesday August 13<sup>th</sup>; All Other Sports: Sat. Aug 23<sup>rd</sup>**
  - Info on time and location for each sport will be on Web and Info Line
- Athletic Director will meet with all 8<sup>th</sup> Graders this spring at their schools.
- There are Rental Participation Fees for Swimming, Ice Hockey, Bowling, Skiing, Gymnastics and Sailing – Call for info
- All sub-varsity sports will require a minimum participation level
- Athletic Info Line: 203-255-7247 – Web Site currently being rebuilt

*“Home of the Falcons”*

**FAIRFIELD LUDLOWE HIGH SCHOOL**  
**COURSE SELECTION/SCHEDULING TIMELINE**  
*For School Year 2014-2015*

1. **February 3<sup>rd</sup> – February 6<sup>th</sup>:** Grade 8 counselors distribute FLHS Program of Studies, and explain course registration process and timeline.
2. **February 5<sup>th</sup> FLHS:** 8<sup>th</sup> *Grade Open House/Tour of the Electives* at 7:00 p.m. (snow date February 6<sup>th</sup>)
3. **February 7<sup>th</sup> FWMS, February 10<sup>th</sup> RLMS:** High school counselors visit middle schools to discuss course selection with students.
4. **February 11<sup>th</sup> - February 18<sup>th</sup>:** Students select electives in Infinite Campus.
5. **February 24<sup>th</sup> – February 28<sup>th</sup>:** Final Course Request forms, listing all recommended and requested classes, are given to students for review and parent and student signatures.
6. **March 17<sup>th</sup>:** Signed Final Course Request forms due to Grade Eight counselor.
7. **May 12<sup>th</sup> - 30<sup>th</sup>:** Counselors resolve all schedule conflicts with grade 8 students.
8. **Late Spring:** High School Counselors and Ludlowe Leaders visit Middle schools to meet with students and discuss high school life at FLHS.
9. **Late August:** Freshman Preview Day at FLHS.
10. **August 27<sup>th</sup>:** Freshman Orientation, First day of school for all 9<sup>th</sup> 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."