



# Coventry High School

“Source of Community Pride”

## 2011-2012 STUDENT HANDBOOK

Coventry High School

78 Ripley Hill Road

Coventry, CT 06238

(860) 742-7346

[www.coventryps.org](http://www.coventryps.org)

Michele Mullaly  
*Principal*

Stephen Merlino  
*Assistant Principal*

### *This agenda belongs to:*

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY/TOWN \_\_\_\_\_ ZIP CODE \_\_\_\_\_

PHONE \_\_\_\_\_

STUDENT NO. \_\_\_\_\_



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**PRINCIPAL'S MESSAGE**

WELCOME BACK TO SCHOOL!

September 2011

Dear Students, Parents & Guardians,

It is with great pleasure that we welcome you to the 2011-12 school year at Coventry High School. We are very proud of our highly competent staff and our quality course offerings. Working in partnership with students, parents and guardians, we are confident that we will provide all Coventry High School students with the skills and background that will prepare them for college, post secondary education, and meaningful careers.

Coventry High School is committed to the concept that a student's education extends from the classroom into the community at large. We recognize the value in establishing productive relationships with parents and members of the extended community. For our part, we strive to keep students and parents informed on a regular basis about student progress, expectations and school activities. To that end, the ***COVENTRY HIGH SCHOOL STUDENT HANDBOOK*** has been developed.

This handbook contains important information regarding our expectations for academic achievement and student conduct. Since students are held accountable for these expectations, we request that all students, parents and guardians to read this information carefully. If you have any questions about the expectations described in this handbook please contact the administration. Along with this handbook students will receive an acknowledgement form which we require all students and their parents/guardians to sign. This form must be returned to homeroom teachers no later than **Friday, September 3, 2011**. If you have any questions or concerns please contact the high school at 742-7346 x100.

We wish you a successful and fulfilling school year.

Sincerely,

Michele Mullaly

Principal, Coventry High School

### **Handbook Statement**

The material covered within this student handbook is intended as a method of communicating to students and parents regarding the 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. All Board of Education policies are located on the district website or can be found in the school libraries.

### **Statement of Equal Opportunity in Employment and Education (Non-Discrimination)**

Coventry High School does not discriminate in its educational programs, services, or employment on the basis of race, sex, national origin, color, handicapping condition, age or sexual orientation. The Director of Pupil & Staff Support Services has been designated to handle inquiries regarding the non-discrimination policies: PSSS Director, 1700 Main Street, Coventry, CT 06238, (860) 742-7417 x112.

## **MISSION STATEMENT**

The mission of Coventry High School is to provide a safe, supportive, and challenging learning environment where students can develop the attributes of mind, body, and character necessary for success in their academic, professional, and personal lives. As a partnership of staff, students, families, and the community, Coventry High School strives to nurture responsible, independent learners, who think critically, respect diversity, and respond to the demands of an increasingly technological, multicultural, and interdependent global society.

### **Academic Expectations**

1. Demonstrate effective communication in reading, writing, listening, speaking and viewing
2. Demonstrate an improvement in skill levels and content knowledge by completing a significant task
3. Demonstrate proficiency in problem solving
4. Demonstrate the ability to acquire and evaluate sources and interpret events, issues and ideas in order to develop and support conclusions
5. Demonstrate the ability to collect and interpret data to reach a valid conclusion regarding a stated hypothesis/research goal
6. Demonstrate effective use of technology
7. Demonstrate effective expression through an area of fine arts and practical arts

### **Social Expectations**

1. To make responsible personal choices and set appropriate goals
2. To demonstrate teamwork and leadership skills

### **Civic Expectations**

1. To be an aware, contributing, and responsible citizen
2. To demonstrate respect for individual differences

## I. ACADEMIC EXPECTATION RUBRICS

Academic Expectation #1: Demonstrate effective communication in reading, writing, listening, speaking and viewing.

| Category     | 4 = Exceeds Expectations   | 3 = Meets Expectations   | 2 = Approaching Expectations   | 1 = Below Expectations  | 0 = No Attempt   |
|--------------|--|--|--|---|--|
| Position     | Takes and develops a clear, thoughtful position. Keen awareness of audience.             | Takes and develops a position; some awareness of audience.                                 | Takes a position but may not be clearly developed; little if any awareness of audience.        | Takes no clear position or is difficult to understand; little or no awareness of audience.    | No evidence of a position or awareness of audience.                                  |
| Support      | Position is richly supported with accurate and relevant information.                     | Position contains adequate support with accurate and relevant information.                 | Position contains limited support with some inaccurate or irrelevant information.              | Position is poorly developed and inconsistent; information may be inaccurate or irrelevant.   | No supporting evidence.  |
| Organization | Progression of ideas is logically connected to a main idea and is sustained throughout.  | Progression of ideas is connected to a main idea and is sustained throughout.              | Progression of ideas is somewhat connected to the main idea with digressions or abrupt shifts. | Progression of ideas is lacking a connection to the main idea, thus interfering with meaning. | No meaningful progression of ideas.  |
| Fluency      | Demonstrates strong control of grammar, sentence structure, vocabulary, and transitions. | Demonstrates adequate control of grammar, sentence structure, vocabulary, and transitions. | Demonstrates some control of grammar, sentence structure, vocabulary, and transitions.         | Demonstrates little control of grammar, sentence structure, vocabulary, and transitions.      | Demonstrates no control of grammar, sentence structure, vocabulary, and transitions. |

Academic Expectation #2: Demonstrate an improvement in skill levels and content knowledge by completing a significant task.

| Category          | 4 = Exceeds Expectations   | 3 = Meets Expectations  | 2 = Approaching Expectations   | 1 = Below Expectations  | 0 = No Attempt  |
|-------------------|--|---|--|---|---|
| Skill Level       | The significant task was completed and there was considerable improvement in skill level.  | The significant task was completed and there were acceptable improvements in skill level. | The significant task was completed with little improvement in skill level. | The significant task was not completed and/or there is little to no improvement in skill level. | No attempt was made to complete the significant task and there was no improvement in skill level. |
| Content Knowledge | The significant task was completed and there was a considerable gain in content knowledge. | The significant task was completed and there were acceptable gains in content knowledge.  | The significant task was completed with little gain in content knowledge.  | The significant task was not completed and/or there was little to no gain in content knowledge. | No attempt was made to complete the significant task and there was no gain in content knowledge.  |

Academic Expectation #3: Demonstrate proficiency in problem solving

| Category             | 4 = Exceeds Expectations   | 3 = Meets Expectations   | 2 = Approaching Expectations  | 1 = Below Expectations   | 0 = No Attempt                                       |
|----------------------|--|--|---|--|--|
| Identify the Problem | Student demonstrates a thorough understanding of the problem   | Student demonstrates an adequate understanding of the problem  | Student demonstrates some understanding of the problem  | Student demonstrates a limited understanding of the problem  | Student demonstrates no understanding of the problem |
| Create a Plan        | Student employs prior knowledge and selects appropriate concepts and relevant information to design an insightful plan       | Student employs prior knowledge and selects concepts and information to design a sufficient plan                                   | Student employs some prior knowledge and selects some concepts and information to design a plan                 | Student employs limited prior knowledge and selects inappropriate and/or insufficient concepts and information to design an ineffective plan | Student does not design a plan                       |
| Implement the Plan   | Student uses superior organization, reasoning abilities and procedural skills to thoroughly and accurately complete the plan | Student uses adequate organization, reasoning abilities and procedural skills to effectively complete the plan with minimal errors | Student uses some organization, reasoning abilities and procedural skills to complete the plan with some errors | Student uses limited organization, reasoning abilities and procedural skills to attempt the plan with significant errors                     | Student does not implement the plan                  |
| Express the Solution | Student's interpretation and communication of the solution is superior   | Student's interpretation and communication of the solution is effective  | Student's interpretation and communication of the solution is incomplete or flawed                              | Student's interpretation and communication of the solution is limited  | Student does not provide a solution                  |

Academic Expectation #3: Demonstrate proficiency in problem solving

Continued...

| Category   | 4 = Exceeds Expectations  | 3 = Meets Expectations  | 2 = Approaching Expectations  | 1 = Below Expectations   | 0 = No Attempt                 |
|------------|---|---|---|--|--------------------------------|
| Reflection | Student judges the reasonableness and reliability of the plan and the solution, and provides insightful suggestions of alternative approaches | Student judges the reasonableness and/or reliability of the plan and the solution, and provides suggestions of alternative approaches | Student judges the reasonableness of the plan and the solution, and provides some suggestions of alternative approaches | Student judges the reasonableness of the plan and the solution or provides limited suggestions of alternative approaches | Student provides no reflection |

Academic Expectation #4: Demonstrate the ability to acquire and evaluate sources and interpret events, issues and ideas in order to develop and support conclusions

| Category   | 4 = Exceeds Expectations  | 3 = Meets Expectations  | 2 = Approaching Expectations   | 1 = Below Expectations  | 0 = No Attempt   |
|--|---|---|--|---|--|
| Information, Problem or Question                   | Student(s) posed a thoughtful, creative question that engaged them in challenging or provocative research. The question breaks new ground or contributes to knowledge in a focused, specific area   | Student(s) posed a focused question involving them in challenging research.               | Student(s) constructed a question that lends itself to readily available answers.  | Student(s) relied on teacher-generated questions or developed a question requiring little creative thought. | Student(s) did not attempt assignment, or did not develop a question |
| Acquiring Information/<br>Selecting and Evaluating | Student(s) gathered information from a variety of quality electronic and print sources, including appropriate licensed databases. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources were included (if appropriate). | Student(s) gathered information from a variety of relevant sources--print and electronic. | Student(s) gathered information from a limited range of sources and displayed minimal effort in selecting quality resources. | Student(s) gathered information that lacked relevance, quality, depth and balance.                          | Student(s) did not attempt to gather any information.                |

Academic Expectation #4: Demonstrate the ability to acquire and evaluate sources and interpret events, issues and ideas in order to develop and support conclusions

Continued...

| Category  | 4 = Exceeds Expectations  | 3 = Meets Expectations   | 2 = Approaching Expectations   | 1 = Below Expectations  | 0 = No Attempt                             |
|---|---|--|--|---|--|
| Analysis<br>(A detailed examination of the elements or structure)                                     | Student(s) carefully analyzed the information collected and drew appropriate conclusions supported by evidence. Voice of the student writer is consistently evident.  | Student(s) adequately analyzed the information collected and drew conclusions supported by evidence. Voice of the student writer is evident.                                   | Student(s) conclusions could be supported by stronger evidence. Level of analysis could have been deeper. Voice of the student writer is somewhat evident. | Student(s) conclusions simply involved restating information. Conclusions were not supported by evidence. Voice of the student writer is not evident. | Student(s) did not conclude the assignment |
| Synthesis<br>(Process or result of building up separate elements, esp. ideas into a connected whole.) | Student(s) developed appropriate structure for communicating the product; incorporating a variety of quality sources. Information is logically and creatively organized with smooth transitions.                | Student(s) logically organized the product and made good connections among adequate sources and ideas.   | Student(s) work lacked organization and connections were vague or missing.   | Student(s) work is not logically or effectively structured.   | Evidence of any synthesis is missing.      |
| Documentation   | Student(s) documented all sources, including visuals, sounds, and animations. Sources are properly cited, both in-text/in-product and on Works-Cited/Works-Consulted pages/slides. Documentation is error-free. | Student(s) documented sources according to appropriate format with minimal errors. Sources are cited, both in-text/in-product and on Works-Cited/Works-Consulted pages/slides. | Student(s) did not use assigned format in documenting sources.   | Documentation was generally flawed or incomplete.   | Student(s) did not document any sources.   |

Academic Expectation #4: Demonstrate the ability to acquire and evaluate sources and interpret events, issues and ideas in order to develop and support conclusions

Continued...

| Category                     | 4 = Exceeds Expectations  | 3 = Meets Expectations   | 2 = Approaching Expectations   | 1 = Below Expectations   | 0 = No Attempt   |
|------------------------------|---|--|--|--|--|
| Product/ Process/ Conclusion | Student(s) effectively and creatively used appropriate communication tools to support and justify their conclusions and demonstrated thorough, effective research techniques. Product displays originality. | Student(s) effectively communicated the results of research within the product using sufficient support. | Student(s) attempted to communicate the results of research but did not have sufficient support for conclusions. | Student(s) showed little evidence of thoughtful research. Product does not effectively communicate research findings | There is a complete lack of evidence of any research or conclusions. |

Academic Expectation #5: Demonstrate the ability to collect and interpret data to reach a valid conclusion regarding a stated hypothesis/research goal

| Category           | 4 = Exceeds Expectations   | 3 = Meets Expectations  | 2 = Approaching Expectations  | 1 = Below Expectations   | 0 = No Attempt                       |
|--------------------|--|---|---|--|--------------------------------------|
| Problem Definition | The research problem is clearly stated. There is a clear identification of variables and the research goal(s). | The research problem is stated adequately. There is an adequate identification of the variables and the research goal(s). | The research problem is poorly stated. A poor identification of the variables and the research goal(s). | The research problem is very limited or missing altogether. No identification of the variables and the research goal(s). | No parts completed for this section. |
| Format             | The format clearly addresses the stated problem.   | The format generally addresses the stated problem.  | Format is unclear. Major modifications or clarifications are needed.                                    | The format does not address the stated problem or is very incomplete or missing entirely.                                | No parts completed for this section. |

|              |  |   |   |   |                                      |
|--------------|--|---|---|---|--------------------------------------|
| Analysis     | Data is well organized and appropriately presented. There is good use of charts, graphs, or tables.  | Data is organized and presented in an appropriate manner. Minor errors or omissions may be present.                         | Data is poorly organized and/or presented in an inappropriate manner. Major omissions or errors may be present. | Data is not organized and presented in an inappropriate manner. Major omissions and errors are present. | No parts completed for this section. |
| Calculations | All calculations written out completely with equations, work shown and appropriate units and labels. | Calculations written out with appropriate equations, work shown, units and labels. Minor errors or omissions may be present | Some calculations shown but there are major omissions or errors.  | Very few calculations presented accurately  | No parts completed for this section. |

Academic Expectation #5: Demonstrate the ability to collect and interpret data to reach a valid conclusion regarding a stated hypothesis/research goal

Continued...

| Category    | 4 = Exceeds Expectations  | 3 = Meets Expectations   | 2 = Approaching Expectations   | 1 = Below Expectations   | 0 = No Attempt                       |
|-------------|---|--|--|--|--------------------------------------|
| Conclusions | Conclusions are related to the defined problem and are fully supported by data.   | Conclusions are generally related to the defined problem and are supported by data. Minor errors in interpretation of results may be present | Conclusions are related to the defined problem and are minimally supported by data.          | Conclusions are not related to the defined problem and are not supported by data.  | No parts completed for this section. |
| Validity    | Validity of the conclusions is thoroughly discussed and suggestions for improvement are made. Specific comments are made. | Validity of conclusions and specific comments on improvements have minor omissions.  | There is limited discussion of validity of conclusions and general comments on improvements. | There is no discussion of validity of conclusions and general comments on improvements are limited or there is a limited discussion of validity and no general comments on improvements. | No parts completed for this section. |

Academic Expectation #6: Demonstrate effective use of technology

| Category                          | 4 = Exceeds Expectations  | 3 = Meets Expectations   | 2 = Approaching Expectations   | 1 = Below Expectations   | 0 = No Attempt  |
|-----------------------------------|---|--|--|--|---|
| Use of Technology                 | Student integrated multiple types of technology   | Student integrated appropriate types of technology   | Student selected and applied the appropriate technology  | Student did not apply the appropriate technology   | Student did not attempt to integrate technology.  |
| Relevant and Accurate Information | Student evaluated, extracted, synthesized and organized information and data  | Student evaluated, extracted and organized information and data.   | Student extracted and organized information and data.  | Student did not apply relevant or accurate information   | Student did not attempt to evaluate, extract, synthesize or organize information.                                     |
| Originality and Creativity        | Student creatively communicated concepts using available technologies, employed excellent design, and craftsmanship.  | Student conveyed concepts using available technologies and employed acceptable design  | Student used a creative approach to the project, but did not demonstrate originality.  | Student did not display any creative concepts using technology.  | Student did not attempt to display originality or creativity in any way.  |
| Resources and Formats             | Student integrated multiple resources in data collection, implementation, analysis and effectively expressed ideas in an understandable and appropriate format. Student properly cited and credited work. | Student integrated appropriate resources in data collection, implementation, analysis and effectively expressed ideas in an understandable and appropriate format. Student properly cited and credited work. | Student selected resources in data collection, implementation, analysis and effectively expressed ideas in an understandable and appropriate format. Student properly cited and credited work. | Student did not integrate resources in data collection, implementation, analysis and effectively expressed ideas in an understandable and appropriate format. Student did not properly cite and credit work. | Student did not attempt to integrate resources in any format. Student did not attempt to cite or credit any sources.. |

Academic Expectation #7: Demonstrate effective expression through an area of fine arts and practical arts.

| Category           | 4 = Exceeds Expectations   | 3 = Meets Expectations  | 2 = Approaching Expectations   | 1 = Below Expectations  | 0 = No Attempt  |
|--------------------|--|---|--|---|---|
| Group Dynamics     | Demonstrates accurate and consistent awareness of specific group behaviors and their positive and negative impact on group dynamics and outcome. Is able to accurately identify and assess one's own group behaviors, as well as those of other group participants within the context of the group goal. Performs necessary group behaviors consistently and effectively. Always is prepared for the group task. | Is usually aware of specific group behaviors and their positive and negative impact on group dynamics and outcome. Is usually able to identify and assess one's own group behaviors, as well as those of other group members within the context of the group goal. Adequately performs necessary group behaviors. Is usually prepared for the group task. | Has some awareness of group behaviors and impact. Sporadically self assesses and peer assesses. Inadequately performs group behaviors. Is somewhat prepared for the group. | Lacks understanding of group behaviors as they are enacted in the group and inaccurately assesses self and other behaviors. Incompletely performs any specified group behavior. Is usually poorly or under prepared for the group task. | Does not perform any specified group behavior. Is poorly and unprepared for any group task. |
| Accuracy of Skills | Consistently applies accurate technical facility, executing mastery of assigned task.  | Applies proficient technique, progressing toward mastery of assigned task.  | Generally applies correct technique to assigned task with varied outcome.  | Inconsistent use of correct technique and only a few aspects of desired outcome.  | Improper application of technique to assigned task.   |

Academic Expectation #7: Demonstrate effective expression through an area of fine arts and practical arts.

Continued...

| Category                 | 4 = Exceeds Expectations   | 3 = Meets Expectations  | 2 = Approaching Expectations   | 1 = Below Expectations  | 0 = No Attempt  |
|--------------------------|--|---|--|---|---|
| Stylistic Interpretation | Student effectively used appropriate technique(s) and concept(s) to produce desired outcome relevant to genre being studied.   | Student integrated some appropriate technique(s) and concept(s) to produce desired outcome relevant to genre being studied.   | Student incorporated some appropriate technique(s) and concept(s) but did not entirely produce desired outcome relevant to genre being studied.                        | Student incorporated some appropriate technique(s) or concept(s) but did not achieve desired outcome relevant to genre being studied.                           | The desired outcome was not produced due to the lack of appropriate techniques and concepts utilized for the genre being studied. |
| Reflection / Analysis    | Demonstrates mastery of reflection over task, including accurate use of terminology in verbal or oral critique. Analysis shows complete understanding of desired outcome and improvement . | Significant reflection and analysis demonstrated, including use of terminology in verbal or oral critique. Could use some improvement in analysis, including vocabulary and more in-depth reflection of task. | Moderate attempt at reflection and analysis. Attempt to include terminology in analysis but may be used incorrectly or in a limited capacity. Analysis lacks cohesion. | Little attempt at reflection and analysis, demonstrating little to no new knowledge gained. Student is unable to use new terminology effectively or accurately. | No attempt at reflection or analysis is made, either verbally or written. Knowledge of terminology is also not demonstrated .     |

## **II. 2011-12 SCHOOL CALENDAR**

August 29<sup>th</sup> First Day of School for Students  
September 5<sup>th</sup> Labor Day - No School  
September 7<sup>th</sup> Open House at Coventry High School  
October 10<sup>th</sup> Columbus Day - No School  
November 1<sup>st</sup> Quarter 1 Ends  
November 8<sup>th</sup> Staff Development Day - No School  
November 11<sup>th</sup> Veterans Day - No School  
November 14<sup>th</sup> First Quarter Report Cards Distributed  
November 18<sup>th</sup>, 21<sup>st</sup> & 22<sup>nd</sup> Parent Conferences - Early Release  
November 23<sup>rd</sup> Early Release for Thanksgiving Holiday  
November 24<sup>th</sup> & 25<sup>th</sup> Thanksgiving Holiday Break - No School  
December 26<sup>th</sup> – January 2<sup>nd</sup> Holiday Break - No School  
January 16<sup>th</sup> Martin Luther King Jr. Day - No School  
January 17<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup>, & 20<sup>st</sup> Mid-Term Exams  
January 20<sup>th</sup> 2<sup>nd</sup> Quarter Ends  
January 27<sup>th</sup> Staff Development Day  
January 30<sup>th</sup> Second Quarter Report Cards Distributed  
February 20<sup>th</sup> - 24<sup>th</sup> Winter Recess - No School  
March 23<sup>rd</sup> Staff Development - No School  
April 2<sup>nd</sup> 3<sup>rd</sup> Quarter Ends  
April 6<sup>th</sup> Good Friday  
April 10<sup>th</sup> Third Quarter Report Cards Distributed  
Spring Break April 16<sup>th</sup> to April 20<sup>th</sup> - No School  
May 28<sup>th</sup> Memorial Day - No School  
June 11<sup>th</sup>, 12<sup>th</sup>, 13<sup>th</sup> & 14<sup>th</sup> Final Exams – Early Release  
June 14<sup>th</sup> Last Day of School - Early Release  
June 16<sup>th</sup> Coventry High School Graduation

**Please visit our website during the school year for scheduled events**

**Click on “Calendar of Events” at  
[coventryps.org/chs/index.html](http://coventryps.org/chs/index.html)**

**III. NOTICE OF PESTICIDE APPLICATION**

August 2012

To Whom It May Concern:

The Coventry Public Schools is required by Public Act 99-165 to issue a statement of policy regarding the application of pesticides at schools and on school grounds. This statement of policy shall be made to all staff and to all parents or guardians of students enrolled in schools under the control of the Coventry Public Schools at the beginning of the school year.

An Integrated Pest Management Plan (IPM) for the Coventry Public Schools has been developed. The IPM requires that alternative methods be employed prior to using a pesticide. In accordance with Public Act 99-165, whenever it is deemed necessary to apply a pesticide, it will be done so during a period when school is not in session and there are no planned activities on school grounds. All individuals applying pesticides will hold the proper State of Connecticut certificates. Children will not be allowed to enter an area where such application has been made until it is safe to do so according to the provisions on the pesticide label.

Public Act 99-165 also allows for the notification of staff and parents or guardians of students who request advance knowledge of any pesticide applications. Individuals who wish to be notified in advance must fill out the form below and mail it to the address indicated. Notice will be made so as to be received no later than 24 hours prior to pesticide application.

Questions regarding the Coventry Public Schools policy for pesticide applications may be addressed to the Director of Physical Plant & Facilities, Paul Noel, at 742-4525.

I hereby request that I be notified in advance of any pesticide applications as required by Public Act 99-165.

|  |   |
|--|---|
| <p>Check as appropriate:</p> <p><input type="checkbox"/> Coventry Public Schools Staff Member – check school below</p> <p><input type="checkbox"/> Parent or Guardian of Coventry Student – check appropriate school(s) below (one form per family please)</p> <p><input type="checkbox"/> CGS      <input type="checkbox"/> CNH</p> <p><input type="checkbox"/> GHR      <input type="checkbox"/> CHS</p> | <p>Student Name – PLEASE PRINT _____ Date _____</p> <p>Parent/Guardian/Staff Name – PLEASE PRINT _____</p> <p>Parent/Guardian/Staff Signature _____</p> <p>Address _____</p> <p>City/State/Zip _____</p> <p><b>Please mail your request to:</b><br/>         Director of Physical Plants and Facilities<br/>         Coventry Public Schools<br/>         78 Ripley Hill Road<br/>         Coventry, CT 06238</p> |
|--|---|

Form Revision 07/10/07

#### **IV. ACADEMIC PROGRAMS**

The main reason for your attendance at school is to receive an education that will prepare you for future citizenship, employment, and education. To increase your chances for success, you should pay careful attention to the following:

##### **A. Academic Probation**

Any student on academic probation is ineligible for extra-curricular activities. Students will be placed on academic probation if they receive more than one failing grade for the marking term. In addition, students with one failing grade for the marking term must have at least a 70% in all courses averaged together, to avoid being placed on academic probation. Students on academic probation should not request early dismissals, except in an emergency. Student's probationary status will be reviewed when report cards are processed at the end of each quarter.

##### **B. Academic Assistance Plans**

Academic Assistance Plans are available to students on academic probation. Academic Assistance Plans are designed to allow students and teachers to set up a program that will improve student performance in class. Academic Assistance Plan forms are available in the office and must be completed and submitted to the office within the first two weeks of the close of each marking quarter. Students who have an Academic Assistance Plan on file and are honoring the commitments made in the plan are eligible to participate in school-sponsored field trips.

If a student is placed on academic probation because (s)he failed a one semester course and is not continuing with the teacher of that course into the next semester, (s)he may be eligible for a school-sponsored field trips if the following conditions are met:

1. The student provides signed documentation from all teachers of courses in which (s)he is currently enrolled indicating that all courses are being passed.
2. The documentation is submitted to the teacher organizing the trip at least one week prior to the trip.

##### **C. Adding and Dropping Classes**

1. All course add/drops must occur **within the first 10 school days**. The minimum credits must be carried.
2. Courses may be dropped for the following reasons:
  - a. Schedule conflict
  - b. Improper placement
  - c. Principal recommendation
  - d. Excessive course load
3. Courses dropped after the initial **10 school day** period will be graded with a WF (Withdraw Fail) for the present quarter, as well as a WF (Withdraw Fail) for the course. No credit will be awarded.

4. Semester and full year courses can be dropped after the initial 10 school days in accordance with the following procedure:

- a. Teacher requests change
- b. School Counselor explores and assesses situation with student and teacher
- c. If no solution to the student's academic problem can be found, the student may drop the course with the approval of the principal.
- d. A parent's signature will be required to finalize the decision to drop the course.

In this situation, if the student was passing the course when it was dropped a mark of "W" will be assigned.

D. Books and Supplies

All books are loaned for the school year and should be properly cared for and returned to teachers when the course is completed. Students are required to pay for lost, stolen or damaged materials.

E. Grade Point Average (GPA) and Class Rank

At Coventry High School, each student will earn both an un-weighted and a weighted grade point average. The weighted grade point average is used to determine class rank. Starting in the freshman year, the un-weighted GPA will be calculated at the end of each quarter and posted on report cards. Weighted GPA will be calculated at the end of sophomore and junior years, as well as half way through the senior year.

Un-weighted Grade Point Average – 4.0 scale:

All numerical grades throughout high school are added together and divided by the total number of credits attempted. All classes that receive a numerical grade are factored into this calculation. Course levels are not used in determining the un-weighted GPA. Only course work completed at Coventry High School during the regular school day will be factored into the un-weighted GPA with the exception of external courses/independent studies which have been approved for credit through criteria determined by the School Counseling Department. The un-weighted scale is as follows:

|    |        |      |
|----|--------|------|
| A  | 93-100 | 4.0  |
| A- | 90-92  | 3.66 |
| B+ | 87-89  | 3.33 |
| B  | 83-86  | 3.0  |
| B- | 80-82  | 2.66 |
| C+ | 77-79  | 2.33 |
| C  | 73-76  | 2.0  |
| C- | 70-72  | 1.66 |
| D+ | 67-69  | 1.33 |
| D  | 65-66  | 1.0  |

Weighted Grade Point Average – 5.33 scale:

The weighted GPA is used for determining class rank. Points are assigned according to the level of the course and the grade earned. This average is determined by dividing the weighted points earned by the total number of credits attempted. Only course work completed at Coventry High School will be factored into the weighted GPA with the exception of external courses/independent studies which have been approved for credit through criteria determined by the School Counseling Department. The weighted scale is as follows:

| <u>Grade</u> | <u>Level IV</u> | <u>Level III</u> | <u>Level II</u> | <u>Level I</u> |
|--------------|-----------------|------------------|-----------------|----------------|
| 100          | 5.33            | 4.83             | 4.33            | 3.83           |
| 99           | 5.25            | 4.75             | 4.25            | 3.75           |
| 98           | 5.16            | 4.67             | 4.16            | 3.67           |
| 97           | 5.08            | 4.58             | 4.08            | 3.58           |
| 96           | 5               | 4.5              | 4               | 3.5            |
| 95           | 4.92            | 4.42             | 3.92            | 3.42           |
| 94           | 4.83            | 4.34             | 3.83            | 3.34           |
| 93           | 4.75            | 4.25             | 3.75            | 3.25           |
| 92           | 4.66            | 4.17             | 3.66            | 3.17           |
| 91           | 4.55            | 4.06             | 3.55            | 3.06           |
| 90           | 4.44            | 3.94             | 3.44            | 2.94           |
| 89           | 4.33            | 3.83             | 3.33            | 2.83           |
| 88           | 4.22            | 3.72             | 3.22            | 2.72           |
| 87           | 4.11            | 3.61             | 3.11            | 2.61           |
| 86           | 4               | 3.5              | 3               | 2.5            |
| 85           | 3.92            | 3.42             | 2.92            | 2.42           |
| 84           | 3.83            | 3.34             | 2.83            | 2.34           |
| 83           | 3.75            | 3.25             | 2.75            | 2.25           |
| 82           | 3.66            | 3.17             | 2.66            | 2.17           |
| 81           | 3.55            | 3.06             | 2.55            | 2.06           |
| 80           | 3.44            | 2.94             | 2.44            | 1.94           |
| 79           | 3.33            | 2.83             | 2.33            | 1.83           |
| 78           | 3.22            | 2.72             | 2.22            | 1.72           |
| 77           | 3.11            | 2.61             | 2.11            | 1.61           |
| 76           | 3               | 2.5              | 2               | 1.5            |
| 75           | 2.92            | 2.42             | 1.92            | 1.42           |
| 74           | 2.83            | 2.34             | 1.83            | 1.34           |
| 73           | 2.75            | 2.25             | 1.75            | 1.25           |
| 72           | 2.66            | 2.17             | 1.66            | 1.17           |
| 71           | 2.55            | 2.06             | 1.55            | 1.06           |
| 70           | 2.44            | 1.94             | 1.44            | .94            |
| 69           | 2.33            | 1.83             | 1.33            | .83            |
| 68           | 2.22            | 1.72             | 1.22            | .72            |
| 67           | 2.11            | 1.61             | 1.11            | .61            |
| 66           | 2               | 1.5              | 1               | .5             |
| 65           | 1.92            | 1.42             | .92             | .42            |

\*The values indicated for each level are based on a 1 credit course.

Class Rank will be calculated based on the weighted GPA at the end of sophomore (4th semester), junior year (6th semester) and again at the end of the first semester of the senior year (7<sup>th</sup> semester). The 7th semester rank will be considered to be the final rank which will determine the class valedictorian and salutatorian. To be included in class rank, a student must be enrolled at Coventry High School by the start of their junior year. Only courses taken at Coventry High School during the

regular school day will be counted toward class rank. Some independent studies may be approved for credit/GPA consideration through criteria determined by the School Counseling Department. Approval for credit/GPA consideration is typically granted when the independent study fits into one of the periods in the regular school day.

#### 1. Transfer Grades

Course levels will be assigned to transfer grades based on Coventry High School's current Program of Studies. Grades will be factored into the calculation of the un-weighted and weighted GPA. To be included in class rank, a student must be enrolled at Coventry High School by the start of their junior year. Letter grades are converted to numerical grades based on the following chart:

| <u>Letter Grade</u> | <u>Number Grade</u> |
|---------------------|---------------------|
| A+                  | 98                  |
| A                   | 94                  |
| A-                  | 91                  |
| B+                  | 88                  |
| B                   | 84                  |
| B-                  | 81                  |
| C+                  | 78                  |
| C                   | 74                  |
| C-                  | 71                  |
| D+                  | 68                  |
| D                   | 65                  |

#### F. Credit Requirements

To graduate from Coventry High School a student will need a minimum of 22 credits.

For adequate progress toward graduation the following minimum credits should be earned at the end of each year: grade 9 - 5.5 credits, grade 10 - 11 credits, grade 11 - 16.5 credits. Students are encouraged to carry at least 6 credits per school year.

#### G. Early Graduation (completion of high school in 3 years)

Applications must be submitted prior to beginning the sophomore year. Requirements include an overall average of 85, completion of 7 freshman credits, and the recommendation of the counselor. Applications must include a statement of rationale and a post-high school plan. Applications will be reviewed each semester. Early graduation requests are subject to approval by the Academic Council.

#### H. Additional Graduation Requirements

In addition to meeting the credit requirement a Coventry High School student is eligible for graduation upon the successful completion of an electronic Portfolio which adheres to school rubrics and represents a student's academic

achievement/growth, an approved community service component which requires prior authorization in writing, passing all areas of the Connecticut Academic Proficiency Test (CAPT). Students who do not meet the district goals on the CAPT in Grade 10 are required to retake the CAPT during their junior year. Those who do not meet district goals for the second time will receive additional academic support and the appropriate alternate assessments to demonstrate skill proficiency.

#### I. Enrichment Programs

Students wishing to attend summer enrichment programs for credit applicable to Coventry High School must apply in writing to the Academic Council no later than May 15th. A copy of the program should be included. Enrichment program requests for credit are subject to approval by the Academic Council.

#### J. Extra Credit

Extra credit shall not be used in place of credit for regularly assigned work and shall not exceed 5% of a student's quarter grade. Extra credit opportunities are at the teacher's discretion and need not be provided during the last week of the quarter.

#### K. Extra Help

Teachers are available to help students with academic work every day after school. If students are having difficulty, they should make arrangement to see their teacher after school. Peer tutoring is available through the School Counseling Department.

#### L. Grading System

1. 65-100 Passing Grades - credit earned
2. 0-64 Failing Grades - no credit earned

Course grades are calculated taking into consideration:

- a. Daily Homework
- b. Active participation in classwork/labwork, long term papers and projects, and performance assessments
- c. Tests & quizzes, including the mid term & final examinations.
- d. Other teacher initiated assessments

Typically, Final grades in full-year courses are calculated as follows:

- 1st quarter grade - 20%
- 2nd quarter grade -20%
- Mid Term Exam -10%
- 3rd quarter grade - 20%
- 4th quarter grade - 20%
- Final Exam - 10%

Final grades in semester courses are typically calculated as follows:

Quarter grade – 40%  
Quarter grade – 40%  
Exam grade – 20%

M. Homework - Board of Education Policy 6154

It is the policy of the Board of Education to ensure that all comply with the homework requirements imposed by the school in which the child is enrolled. It is also the policy of the Board of Education that any imposition of homework should be related to the curriculum goals and standards recognized as appropriate for the student's grade.

The Superintendent and his/her designee shall be responsible for developing procedures in furtherance of this policy.

Coventry High School students can expect a minimum of one and a half hours of homework each day. Teachers typically assign a minimum of 20 minutes 3-4 times per week.

N. Honor Roll

The administration and faculty of Coventry High School honors those students who make significant academic progress each quarter by awarding them honor roll status. High Honors - at least a 90% average with no more than one grade below 90%. This one grade must be 85% or above. Honors - at least an 80% average with no more than one grade below 80%. This one grade must be 75% or above.

O. Independent Study

Students may take independent study courses in any subject area provided the student has a sponsoring teacher who teaches in that subject area and the approval of the student's school counselor and principal. In seeking approval, the student and sponsoring teacher must present to the principal and the Academic Council for approval a detailed course of study which includes the student's goals, the goals or objective to be mastered in course content, materials to be used, a schedule of meetings, and criteria for grading based on mastering course objectives. In certain situations independent studies can occur during the summer. Students will be limited to earning credit for only one summer independent study during their high school career. Additional experiences can be listed on the transcript under activities, but with no credit awarded. The deadline for approval of summer independent studies is May 15<sup>th</sup>.

P. Library Media Center

Students may use the Library Media Center during their study halls. Passes are available in the morning before classes from 7:00 am – 7:40 am for study halls that day. Before reporting to the Library Media Center, students are required to check in with study hall teachers and have the teacher sign the pass. Study hall teachers may also call the Library Media Center to see if room is available for additional students at the beginning of each study hall. Food and drink are not allowed in the Library Media Center.

#### Q. Make-Up Work

In the case of an excused class absence, a student has the number of days (s)he was absent plus one additional day to complete missing assignments. Late work is accepted at the discretion of the classroom teacher. As a general rule of thumb, late work will not be accepted after a unit test, or after grades have closed according to the school calendar.

#### R. Mid-Marking Warning Notices/Progress Reports

Teachers send out mid-term notices to parents about academic progress. **These notices are mailed home to all freshmen first quarter. During subsequent quarters, freshmen will receive mid-term notice if they are failing. Upperclassmen receive notices if they are failing.** Non-failing mid-term notices are issued at the discretion of the classroom teacher.

#### S. Minimum Course Requirements For Graduation

|                         |  |
|-------------------------|--|
| English                 | 4 credits  |
| Mathematics             | 3 credits*   |
| Social Studies          | 3 credits* (including 1.0 credit in World Understanding,<br>1.0 credit in US History and a Civics requirement) |
| Science                 | 3 credits* (including Biology/Lab)   |
| Physical Education      | 1 credit   |
| Arts/Vocational         | 1 credit   |
| Electives               | 6.5 credits  |
| <u>Health Education</u> | <u>.5 credits</u>  |
| Total:                  | 22 credits (minimum)   |

\*(Colleges/Universities recommend 4 years)

**A student is required to register for a minimum of 6.0 credits each school year.**

Note: \*While Foreign Language is not currently a graduation requirement for CHS students, it is strongly recommended as most colleges and universities require at least 2 years of a Foreign Language as an admission requirement

#### T. National Honor Society

National, as well as local recognition is given annually to high school juniors and seniors who excel in the areas of academics, leadership, service, and character. At Coventry High School, students are inducted into the Nathan Hale Chapter of the National Honor Society in the spring of each school year. To be eligible for consideration, students must have a cumulative grade point average 3.52, exclusive of physical education courses. Students meeting this initial requirement are invited to apply, whereupon they are reviewed by the National Honor Society Faculty Council and accepted into the organization.

#### U. Partnership Program- Eastern Connecticut State University

Coventry High School has a partnership program with Eastern Connecticut State University which allows students in their junior and senior year to attend Eastern Connecticut State University free of charge. The program is limited to one course per semester. Students must be in the top 30% of their class. Additional Eastern Connecticut State University restrictions and requirements apply. For more information students are encouraged to speak with their school counselor.

#### V. Partnership Program- Manchester Community College

Coventry High School has a partnership program with Manchester Community College which allows students in their junior and senior year to attend Manchester Community College free of charge. Students must have an 83 average or a recommendation from their guidance counselor. Additional Manchester Community College restrictions and requirements apply. For more information students are encouraged to speak with their school counselor.

#### W. Sequence of Courses

No student may continue into a second year or second level course if he or she has failed to pass the first year or first level course in the same subject. A failing student must make up the first year or first level course in a state accredited summer school or the following academic year at Coventry High School before entering the second year or second level course.

#### X. SRBI

Scientific Research-Based Interventions, practices required by the Connecticut State Department of Education, and based on federal legislation provide ways to support students in their learning. A student's progress is studied and findings are used to make decisions about teaching and other learning supports, known as interventions. A "continuum of support" and programs, match scientific, research-based instruction and intervention to student needs. Important educational decisions are based on a student's levels of performance and learning rates over time. Students who are identified for interventions are required to participate in them.

#### Y. Standardized Tests

1. Connecticut Academic Performance Test (CAPT) - The CAPT is a state-mandated assessment which has been designed to measure critical academic skills. All 10<sup>th</sup> grade students at Coventry High School take the CAPT. In addition, students who have earned at least 4 credits during their freshman year, will also take the CAPT. Students, who have not met the 4 credit limit, may be required to take the CAPT if their current course load includes adequate preparation for the test.

2. Scholastic Assessment Tests (SAT I and SAT II) – The SAT is administered annually to juniors and seniors (either locally or at a neighboring high school). The SAT I: Reasoning Test emphasizes critical reading and student-produced responses in math. The use of a calculator is both allowed and encouraged. The SAT II: Subject Tests are specific tests offered in English, social sciences, sciences, foreign

languages and math (calculator required). SAT I and SAT II tests cannot be taken on the same day.

3. Preliminary Scholastic Assessment Test (PSAT) – The PSAT assesses many of the skills that are important for student success on the SAT. These scores are also used in determining National Merit Scholarships. The PSAT test is given to all sophomores and juniors at Coventry High School in October.

COVENTRY HIGH SCHOOL CODE NUMBER FOR USE ON SAT & PSAT TEST APPLICATIONS is **070-116**

#### Z. Student Aides

Students who wish to become an aide should contact the supervisor or teacher in charge of the area in which they wish to serve. To be eligible to become an aide, students must have received no grade below 75 in any course during the last marking period. After completing the application, students will be scheduled for an interview. Students who successfully complete aide assignments receive 1/4 credit for a 1/2 year or 1/2 credit for a full year. No students may earn more than 1/2 a credit per year for work as an aide.

#### AA. Study Halls

All study halls at Coventry High School are considered quiet study halls. Students are expected to attend all study halls as they would an academic class. Students are required to actively engage their minds for the entire study hall period/block. Examples of actively engaging the mind includes, but is not limited to, completing homework, completing course assignments, studying for upcoming assessments, preparing for class, reading, journaling, drawing, etc. Card playing of any kind is not allowed during study hall. Study hall teachers are available to assist students with any academic work.

#### BB. Summer School

To be eligible to attend summer school students are required to earn a final average of 50 in the course which they wish to make-up, or receive special permission from the appropriate department head or building principal. A maximum of 4 credits from summer school may be applied towards a Coventry High School diploma

#### CC. University of Connecticut Early College Experience Program

University of Connecticut courses, taught by approved Coventry High School faculty, are available for academically qualified candidates. Students who are accepted into the University of Connecticut Early College Experience program and achieve a grade of 73 or better will receive University of Connecticut credit. Students are responsible for registration and all fees associated with registration. See the school counselors for details.

DD. Virtual High School Courses

Coventry High School offers students the opportunity to take credit-bearing courses on-line through our partnership with the Virtual High School Consortium. Students interested in taking an on-line course should consult with their school counselor.

**V. ATHLETICS**

Athletic participation is available to all students who meet Coventry High School eligibility requirements. Students may participate on the following teams:

**BOYS**

Soccer Varsity & JV  
Basketball Varsity, JV & Freshmen  
Baseball Varsity & JV  
Track & Field  
Ice Hockey Varsity & JV  
Football Varsity & JV  
Cross Country

**GIRLS**

Soccer Varsity & JV  
Volleyball Varsity & JV  
Basketball Varsity, JV & Freshmen  
Track and Field  
Softball Varsity & JV  
Tennis Varsity & JV  
Cross Country

**BOTH BOYS & GIRLS**

Golf Varsity and JV  
Cheerleading

A. Attendance and Eligibility

The Board of Education recognizes the value of athletic competition and extracurricular activities for middle school and high school students and the integral role that these activities play in public school education. It therefore endorses and encourages the participation of Coventry students in extracurricular activities during and after school hours in the middle and high schools. It also endorses and encourages the participation of Coventry students in the Connecticut Interscholastic Athletic Conference to provide for an organized program of interscholastic athletics.

To participate in extracurricular/athletic activities, a student must satisfy the following requirements:

- A. Not more than one course with a grade below 65%
- B. If a student has one failing grade, all courses averaged together must be at least 70%.
- C. Additionally, the student must be a good school citizen and a worthy representative of Coventry Public Schools. Repeated infractions of school rules, poor attendance or other evidence of poor citizenship will, as determined by the building principal,

will render a student ineligible.

No middle/high school student will be allowed to participate in an interscholastic athletic or extracurricular activity during any quarter marking period immediately following a quarter marking period in which the student has not met the above requirements. Eligibility for fall athletic/extracurricular activities will be determined by the final grade in each second semester and full-year course.

Middle school and high school administrators working with athletic directors, coaches, and teachers will develop appropriate support systems to identify and assist student participants who are experiencing academic difficulties that may affect continuing eligibility.

Each *high school* interscholastic athletic player must have an updated physical and/or health history certificate on file with the school nurse in order to participate in interscholastic athletics.

To be eligible for fall sports a student must have received credit toward graduation at the close of the school year preceding the contest in at least five (5) credits of work or its equivalent.

Attendance at school for at least four hours is mandatory on days of games and practice. If students are going to miss practice for any reason they should notify the coach or athletic director.

#### B. Awards

Award ceremonies are held after each season.

Sequence of Awards:

1. Participation Certificate- Awarded to all Varsity and Junior Varsity athletes who have participated in good standing.
2. Numerals- Awarded to all first time athletes who have successfully completed the season. Numerals will indicate year of graduation.
3. Letters- Awarded to only those athletes deserving of a major varsity letter. Each coach will determine criteria for achievement of a letter. Only one letter will be issued per athlete.
4. Sports Symbol- (i.e. soccer ball, basketball, etc.). Since the athletes will receive one varsity letter throughout their athletic career, each cloth symbol will indicate each varsity team the athlete has represented.
5. Service Bar- A Service Bar will be awarded to each athlete after successful completion of 2nd, 3rd or 4th year in competition, in each specific sport. Varsity only.
6. Star- Awarded to the Captain(s) of each Varsity team.

### C. Conduct During Games and Practices

Student athletes are visible representatives of both the school and the town. Student athletes must conduct themselves in an appropriate manner. Any behavior that reflects negatively on Coventry High School will be referred to the school administration for disciplinary action.

### D. Inclement Weather

Cancellations made during the school day will be announced over the school's PA. After school hours, students should contact their coach or listen to WTIC, WILL, WKSS, or WWYZ radio stations, or watch Channels 3, 8 or 30 for information. In the event of a school closing all after school athletics and activities are cancelled.

### E. Schedules

Athletic schedules may be picked up in the main office any school day.

### F. Student Responsibilities

1. Submit completed medical examination form. The school no longer provides sports physicals. Call 1-877-CT-HUSKY to learn about affordable health insurance.
2. Submit completed permission slip and sports candidate questionnaire to coach. Unless these documents are submitted, you may not participate.

### G. Transportation

Misconduct on the bus is always reported to the administration for further action.

### H. Uniforms

All uniforms are property of Coventry High School. Student-athletes are responsible for returning uniforms cleaned, and in proper condition. Failure to do so will result in additional cost and/or withholding of report cards and credit. Student-athletes who have not handed in their uniform will be ineligible for awards and participation the following season.

## **VI. ATTENDANCE POLICIES**

### A. Absence Verification

Student attendance is required by law (Connecticut Statute 10-184). Absences and tardies become part of the student's permanent record. When students are absent, they must have their parent or guardian call 742-7346 x198 to verify the absence. Absences not verified by phone (or with a note within 24 hours) will be unexcused. Students who have unexcused or unacceptable reasons for absence will receive disciplinary action. In addition, they will receive a zero for schoolwork missed.

Students with verified absences should request the opportunity for make-up work. Teachers determine the time limit for make-up work (see make-up work policy).

#### B. Early Dismissals

All students are expected to be in school until the end of the school day (2:20 pm). Any student who leaves before the end of the school day without permission will face disciplinary action. The only acceptable reason for early dismissal will be a doctor appointment, court appointment or family obligation. Should a student need to leave school early for a doctor appointment, court appointment or family obligation, (s)he is required to present the reason for the dismissal to the office and receive an early dismissal pass. The dismissal will be considered excused if the student returns with proof of a doctor or court appointment, or a parent calls in confirming a family obligation (no parent notes will be accepted). Students are expected to sign-out in the office when they leave and sign back in immediately upon return. Dismissals and transportation must be approved by parents.

Students must attend school for a minimum of four (4) hours to participate in or attend after school activities.

#### C. Health Room Dismissals

If students are unable to continue attending classes due to illness, they must report to the nurse. Only parents/guardians or an approved adult will be summoned to pick a student up if the school nurse determines that the nature of the illness does not permit the student from completing the school day. Students are not permitted to drive themselves home when a health condition exists. Students may not leave without permission. Coventry High School has set the aforementioned procedure and standards that implement Board of Education Policy #5141.2.

#### D. Loss of Credit (Unexcused & Excused Absences)

In order to earn credit for any course at Coventry High School a student must:

1. Have a passing grade
2. Have no more than 3 unexcused absences or 9 excused absences for a half-year course or 6 unexcused absences or 18 excused absences for a full-year course

Unexcused absences will result in no credit for that day. It is the students' and parents' responsibility to be aware of and monitor attendance. Students and parents will be notified of attendance totals on each report card. Students and parents will also be notified by mail with "Warning Loss of Credit", and "Notice Loss of Credit" after absence totals have been exceeded. Students and parents may check absence, tardy and early dismissal totals at any time during the year by phoning the School Counseling Office at 742-7346, Ext.160. Students may appeal loss of credit to the building principal who will present the issue to faculty council representatives for

review. Please note, excessive tardies and early dismissals decrease the likelihood of winning a loss credit appeal. Attendance appeals must be filed through the School Counseling Office.

#### E. Re-entering school

If you have left school for any length of time, you must petition the Superintendent of schools to gain readmission (School Board Policy#5119). Call the office of the Superintendent, Dr. Bernard, to make an appointment at 742-7317.

#### F. Tardiness

All students are expected to be in school at the start of the school day (7:40 am). Any student who arrives after the 7:40 am start is expected to sign in at the office. Students will receive an office detention each and every time (s)he is tardy to school. The only acceptable excuses for tardiness will be a doctor appointment, court appointment, or a family obligation. Parents must call the school to confirm the family obligation (no parent notes will be accepted).

#### G. Withdrawal From School

If you are moving to another school district or leaving school for other reasons, you should ask your school counselor to explain the withdrawal procedures to you.

### **VII. CLUBS & ORGANIZATIONS**

Only those clubs having a faculty advisor will be permitted to meet. Treasurers of clubs and organizations may use the school's activity account providing that:

1. Permission is granted by the advisor.
2. Requests and purchases are paid through the activity fund only.
3. All dues and revenues are placed in the activity fund.
4. All purchases are made by the club, not the school.
5. All purchases are approved by the club advisor in writing.

### **VIII. CO-CURRICULAR ACTIVITIES**

Co-curricular activities are organized school-sanctioned activities that take place out of the classroom or after school hours. Each co-curricular event must have the approval of the principal and a faculty advisor must be present.

#### A. Academic Eligibility

1. The Board of Education recognizes the value of extracurricular activities for high school students and the integral role that these activities play in public school education. It therefore encourages the participation of Coventry students in extracurricular activities during and after school hours.

2. Attendance in school, or attendance at a school approved activity, for at least four (4) hours, is mandatory for participants and spectators on days of games, practices, performances, and rehearsals.

If you are going to miss practice or rehearsal for any reason, contact your coach, advisor, or call the school.

3. Participation in extracurricular activities in the high school will be contingent upon the individual student's performance in the classroom. Refer to *Section VI Athletics, Article A Attendance and Eligibility* (page 37) for a description of eligibility requirements.

#### B. Requirements for Participation in Co-curricular Activities

Participation in Coventry High School's co-curricular activities program is considered a privilege, not a right. Participants in co-curricular activities are acting as representatives of the school and the community. As such, the participants are expected to maintain high standards of academic performance and social behavior. Students scheduled to serve teacher or office detention are required to do so and may not participate in any activity until the detention is served.

#### C. Student Conduct Eligibility

1. To participate in co-curricular and extracurricular activities a student must conform to the Coventry Public School's student drug and alcohol policy at all times (Bd. of Ed. Policy 5131.6B).

2. Students participating in extracurricular activities in the high school must display good school citizenship and conduct throughout the school year. Students will be excluded from an activity for discipline violations as established in the student handbook.

3. Individual coaches or advisors may add additional requirements for participation.

School Colors - Kelly Green, Gold and White

School Mascot – Patriot

### **IX. COMPUTER & INTERNET ACCESS**

Coventry Public Schools is now offering Internet access for student use. Access to the internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Although comprehensive web filtering software is used, families are warned that some material accessible via the internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. While our intent is to make Internet access available to further the educational goals and objectives,

students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages; but ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information whether or not to apply for access. A student account agreement form has been developed by the school system and must be signed by the student and parent or guardian before access is permitted (see User Agreement in front of handbook).

- A. Individual users of the Internet are expected to abide by the generally accepted rules of network etiquette. The following are specifically not permitted:
1. Accessing, producing, posting, sending, or displaying material that is offensive in nature. This includes obscene, discriminating, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually suggestive language or images, including images of exposed private body parts.
  2. Harassing, insulting, or attacking others.
  3. Attempting to damage computers, computer systems, software or computer networks.
  4. Plagiarizing or infringing copyrights or works you find on the Internet.
  5. Using another's ID or password to access the network, local workstation, e-mail, or any other use.
  6. Illegal use of data in folders or work files.
  7. Intentionally wasting limited resources. This includes distributing mass e-mail messages, participating in chain letters, creating and participating in unauthorized newsgroups, and storing files on servers without proper authorization.
  8. Employing the network for commercial purposes.
  9. Using the system for political lobbying.
  10. Posting personal or private information about you or other people on the Internet.
  11. Arranging or agreeing to meet with someone you have met on-line.
  12. Attempting to gain unauthorized access to the network.
  13. Engaging in any illegal activities of accessing material advocating illegal acts or violence. This includes pornography and hate literature.
  14. Posting information that could be disruptive, cause damage, or endanger students or staff.
  15. Posting false or defamatory information about a person or organization.
  16. Downloading files without prior approval from supervising staff.
  17. Accessing chat-rooms unless assigned by your teacher for a valid educational purpose.
  18. Gambling or playing games.

- B. In the event a student engages in any of the above referenced activities, his or her access privileges will be revoked and other disciplinary measures may result. This includes payment for any service bills or replacement fees of software and hardware that may be incurred.
- C. The Coventry Public School system acknowledges that the Internet can play a vital part in bringing information and ideas to students. However, the use of the Internet is a privilege. Students will be given the privilege to use the Internet along with the responsibility of using it properly. The faculty and staff members of the Coventry Public School system may request that a principal deny, revoke or suspend specific user privilege according to established discipline procedures.
- D. The Coventry Public School system makes no warranties of any kind, whether express or implied, for the service it is providing. The Coventry Public School system will not be responsible for any damages suffered. This includes loss of service interruptions, or any other cause. Use of any information obtained via the Internet is at the user's risk. The Coventry Public School system specifically denies any responsibility for the accuracy or quality of information obtained through its service.
- E. Security on any computer system is a high priority, especially when the system involves many users. If you feel that you can identify a security problem on the Web, you must notify a system administrator. Do not demonstrate the problem with other users. Do not use another individual's name or account number without written permission from the individual. Attempts to log onto the Web as a system administrator will result in cancellation of user privileges and other disciplinary action. Any use identified as a security risk or having a history of problems with other computer systems may be denied access.
- F. Students need to know:
  - 1. The district's computer network is a limited forum similar to a school newspaper and your speech may therefore be restricted for educational reasons.
  - 2. Expect only limited privacy in the contents of your personal files on the network and in the contents of your e-mail messages.
  - 3. Routine maintenance and monitoring of the network may lead to discovery that you have violated the Acceptable Use Policy, the Code of Student Conduct, or the law.
  - 4. If the administration has reasonable suspicion that you have violated the Acceptable Use Policy, the Code of Student Conduct, or the law, they will conduct an individual search of you computer's directory and/or user directory.
  - 5. Your parents have the right at any time to request to see the contents of any files or folders you may have.
- G. Parents need to know:

1. You have the right at any time to see the contents of any files or folders your child may have.
2. Signing the Acknowledgement of Handbook Receipt indicates your permission for your child to access the school's computer network, the Internet and to have an individual e-mail address assigned to them.

H. Parents and students need to know:

1. The School will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the school's computers.
2. In the event of a claim that you have violated the Acceptable Use Policy Agreement or Code of Student Conduct in your use of the network, you will receive notice of the suspected violation and an opportunity to present an explanation before an administrator.
3. Violations of this policy may result in restrictions placed on your use of your Internet and/or e-mail account, suspension of all network privileges or other disciplinary action.
4. If the violation also involves provision of the Code of Student Conduct, administrators will handle the matter according to established disciplinary actions.

## **X. DAILY PROCEDURES**

Listed below are some helpful procedures which will assist students in adapting to the daily routine at Coventry High School:

A. Buses - Board of Education Policy #5131.1 (a)

In keeping with the Board's responsibility for the health and safety of students in its care, the following rules are to be followed by all those riding buses to and from school or for other school-sponsored activities:

1. The bus driver is in charge of the bus and all its passengers, who are to follow the instructions and directions of the driver.
2. Students will be courteous to classmates and the bus driver.
3. Parents are responsible for any damage done to the buses by their children.
4. Students are to ride their assigned bus and be discharged at their designated stop. For other stops or use of another bus a bus pass, approved by the principal and given to the driver, must be secured in advance through a written parental request.
5. Students are to be at their designated bus stop on time.
6. Students will follow safety rules at the bus stops, in particular:
  - a. As the school bus approaches a bus stop, students are to stand and wait at a safe distance for the bus to stop
  - b. Students leaving the bus must cross in front of the bus at the direction of the bus driver.
  - c. Students are not to interfere with anyone passing to or from a seat.

7. Students will not stand while the bus is in motion.
8. The emergency door will only be opened in emergencies.
9. Connecticut State Law prohibits smoking or the lighting of matches on a school bus.
10. Students assigned to a seat by the bus driver are to sit in it.
11. No fighting is allowed on the school bus.
12. There shall be no throwing of objects on the bus.
13. Students will not play musical instruments on the school bus.
14. Students will not transport any article that cannot be held in the lap, or that the bus driver determines to be unsafe, including glass containers. Arrangements for transporting larger items may be made at the discretion of the bus driver.
15. Students shall not have in their possession unauthorized items, such as knives, clubs, firearms, other weapons, fireworks, or anything meant to do harm to others or property.
16. Students will not eat on the school bus.
17. Students may be suspended for abuse of bus transportation

#### B. Cafeteria

Freshmen, sophomores and juniors must eat their lunch in the school cafeteria during the assigned lunch wave. Seniors may eat at the tables in front of the Lecture Hall or at one of the picnic tables outside in front of the cafeteria. Students are asked to clear their table and throw out all garbage when tables are dismissed by the lunch monitors. Students should not leave the cafeteria until instructed to do so by the lunch monitors at the end of the lunch wave.

#### C. Classroom Food Policy

In the interests of creating a safe allergen-free environment, consuming food anywhere in the building other than the cafeteria, senior benches, picnic tables in front of the cafeteria, or Family and Consumer Sciences foods rooms is not authorized for students. The use of foods to support instructional objectives in the classroom may be authorized with permission from the Coventry High School administration in consultation with the school nurse. Consumption of bottled water is the only exception to this policy. Bottled water may be carried by students and consumed anywhere in the building.

#### D. Late Buses

Late buses will pick up high school students every Tuesday and Thursday throughout the school year in front of the high school at 4:00 pm. Student must have a pass signed by an administrator or faculty member in order to ride the late bus. Students waiting for the late bus, who are not under the direct supervision of a teacher, librarian, coach or administrator, should wait in the high school cafeteria. No students should be roaming the building without supervision after 2:30 pm.

#### E. Lockers

Lockers are made available for student use. All locks are the property of Coventry High School. Coventry High School is not responsible for lost property. Lockers may not be used to store items which cause, or which could reasonably be foreseen to cause, an interference with the school climate, any educational function or which are forbidden by civil law or school rules. The school administration retains the right to inspect lockers to ensure that the locker is in accordance with its intended purpose, and remove contraband. Lockers may also be inspected to eliminate hazards to health and safety, attempt to locate lost or stolen items and to prevent the use of lockers to store prohibited or dangerous items. Lockers should be kept reasonably neat and will be checked for this purpose. Lockers should not contain graffiti or inappropriate messages and pictures. Lockers will be cleaned and checked as needed.

#### F. Passes

Students are required to be in assigned areas at all times. Students moving through the halls during class time or in areas to which they are not normally assigned, must have a properly signed and documented pass. Failure to produce this pass when asked may result in a detention.

#### G. Pledge of Allegiance – Board of Education Policy 5000

The Board of Education through its Superintendent of Schools will ensure that time is available each school day for students in Coventry Public Schools to recite the “Pledge of Allegiance.”

The provisions of this policy shall not be construed to require any person to recite the “Pledge of Allegiance.”

#### H. Posters

Posters are displayed in designated areas with the signed approval of the school administrators. Posters must be inspected and initialed by administrators before they are displayed. They must be posted only in a designated bulletin board area. They must be removed within 24 hours following the event.

#### I. Visitors

Students are not permitted to have visitors on school grounds during the academic day unless permission is granted by the administration.

## **XI. DISCIPLINARY PROCEDURES/CODE OF STUDENT CONDUCT**

### Statement Concerning Student Code of Conduct

Coventry High School is a community that emphasizes respect and responsibility to self, others and the community. Each student has the responsibility to know and follow the rules and procedures of our community. In the case of misconduct, each faculty and staff person has the right and responsibility to deal with the situation as it presents itself. The school administrators, in collaboration with the staff, have the responsibility for determining disciplinary actions. It is the students' responsibility to keep parents/guardians informed of the actions. In some cases, the administrator or teacher may contact the parent or guardian. This is solely the determination of the administrator(s) or teacher(s) involved. Appropriate disciplinary action will occur for the following types of infractions that violate the student code of conduct:

1. Inappropriate language
2. Fighting/Bodily harm
3. Disruptive/Defiant/Unmanageable behavior
4. Unexcused class absence (cutting)
5. Truancy
6. Possession of illegal substances
7. Destruction of property/vandalism
8. Smoking or possession of smoking materials or tobacco
9. Consumption or possession of alcohol
10. Improper use of motor vehicle
11. Cheating/Plagiarism
12. Any form of racial, ethnic, or sexual harassment, slurs or insults
13. Possession of a weapon or facsimile of a weapon.
14. Theft
15. Insubordination
16. Failure to serve teacher or office detentions.
17. Any disruption of the school environment that interferes in the educational pursuit and/or productivity of students or staff.

#### **A. Alcohol, Drug and Tobacco - Abuse and Possession**

The Board is required by Connecticut law to prescribe rules for the management and discipline of its schools. In keeping with this mandate, the use, sale, distribution or possession of controlled drugs, controlled substances, drug paraphernalia, as defined in C.G.S. Section 21a-240, or alcohol on or off school property or during any school sponsored activity is prohibited. It shall be the policy of the Board to take positive action through education, counseling, discipline, parental involvement, medical referral, and law enforcement referral, as appropriate, in the handling of incidents in the schools involving the possession, distribution, sale or use of substances that affect behavior. For more information regarding drug and alcohol use, please see Board of Education Policy 5131.6 – Drug and Alcohol Use by Students.

Any student in the Coventry School District using, possessing, manufacturing, distributing, selling, or aiding in the procurement of controlled drugs, controlled substances, drug paraphernalia, or alcohol on school grounds, at a school-sponsored activity, or on a school bus is subject to discipline up to and including expulsion.

Any student in the Coventry School District who the Board has reason to believe, based upon written notification from law enforcement officials and appropriate investigation, has either on or off school grounds offered for sale or distribution a controlled substance which is subject to criminal penalties under C.G.S. Sections 21 a-277 and 21 a-278, shall be subject to expulsion proceedings in accordance with C.G.S. Section 10-2334. Such student shall be expelled for one calendar year if the Board finds that the student did so offer for sale or distribution such a controlled substance, provided the Board may modify the period of expulsion on a case by case basis.

Students found to be in violation of the Board's Drug and Alcohol Policy may be referred by the building administrator to an appropriate agency licensed to assess and treat drug and alcohol involved individuals. In such event, assessment and treatment costs will be the responsibility of the parent or guardian.

Students who use or possess alcohol in school or at any school sponsored event will be assigned five days of in-school suspension and also serve a thirty calendar day exclusion from all school sponsored events. A second offense within the same school year will result in a recommendation to the Superintendent for an expulsion hearing. Please note that more serious consequences may be assigned in certain situations involving alcohol. In addition to school consequences, law enforcement will be called in all cases involving evidence of alcohol. This clarification in procedures was approved by the Board of Education at their meeting on August 30, 2007.

## B. Bullying

### Bullying Behavior in the Schools

In accordance with state law, it is the policy of the Board of Education that any form of bullying behavior, whether in the classroom, on school property, on a school bus, or at school-sponsored events, is expressly forbidden. For Cyber Bullying, see Policy 5131.9.

The Superintendent or his/her designee shall be responsible for developing and implementing administrative regulations in furtherance of this policy. As provided by statute, such regulations shall: (1) enable students to anonymously report acts of bullying to teachers and school administrators and require that students to be notified annually of the process by which they may make such anonymous reports, (2) enable the parents or guardians of students to file written reports of suspected bullying, (3) require teachers and other school staff who witness acts of bullying or receive student reports of bullying to notify school administrators in writing, (4) require school administrators to investigate any written reports, and to review any anonymous reports (except that no disciplinary action shall be taken solely on the basis of an anonymous report), (5) include a prevention and intervention strategy, as

defined by this policy, for school staff to deal with bullying, (6) provide for the inclusion of language in student codes of conduct concerning bullying, (7) require school administrators of each school to notify both the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed, and to invite them to attend at least one meeting, (8) require each school within the district to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and within available appropriations, report such number annually to the Department of Education, in such manner as prescribed by the Commissioner of Education, (9) direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline, and (10) identify the appropriate school personnel, which may include, but shall not be limited to, pupil services personnel, responsible for taking a bullying report and investigating the complaint.

The notification required pursuant to subdivision (7) shall include a description of the response of school staff to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

For purposes of this policy, "Bullying" shall mean any overt acts by a student or group of students directed against another student with the intent to ridicule, harass, humiliate, or intimidate the other student while on school grounds, on a school bus, or at a school-sponsored activity, which acts are committed more than once against any student during the school year. Disciplinary action may also be taken when the conduct is determined to be disruptive of the educational process.

For purposes of this policy, "School-Sponsored Activity" shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

For the purposes of this policy, "Prevention and Intervention Strategy" may include, but shall not be limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education; (2) a school survey to determine the prevalence of bullying; (3) establishment of a bullying prevention coordinating committee with broad representation to review the survey results and implement the strategy; (4) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts; (5) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur; (6) inclusion of grade-appropriate bullying prevention curricula in kindergarten through high school; (7) individual interventions with the bully, parents and school staff, and interventions with the bullied child, parents and school staff; (8) school-wide training related to safe school climate; and (9) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

Students who engage in bullying behavior shall be subject to school discipline up to and including expulsion in accordance with the Board's policies on student discipline, suspension and expulsion.

Effective July 1, 2009, this policy and the applicable regulations shall be included in the school district's publication of the rules, procedures, and standards of conduct for schools and in all student handbooks.

#### ADMINISTRATIVE REGULATION

##### Bullying Behavior in the Schools

The following sets forth the procedures to implement the Board Policy concerning the prohibition against bullying. Bullying behavior is strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school, in accordance with the Board's Student Discipline policy. The district's commitment to addressing bullying behavior, however, involves a multi-faceted approach, which includes education and the promotion of a school atmosphere in which bullying will not be tolerated by students or staff.

It is imperative that bullying be identified only when the specific elements of the definition are met, because the designation of conduct as bullying carries with it special statutory obligations. Any misconduct by one student against another student, whether or not appropriately defined as bullying, however, will subject the perpetrator to disciplinary action in accordance with the Board's policies on student discipline, suspension and expulsion.

##### I. Definition:

In accordance with Board policy, "bullying" means any overt acts by a student or a group of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the other student while on school grounds, at school-sponsored activity, or on a school bus which acts are committed more than once against any student during the year.

In accordance with this definition, the following factors should be considered before identifying conduct by a student or group of students as bullying in violation of Board policy. The determination that conduct does not constitute bullying under state law and Board policy, however, does not restrict the right of the Administration and of the Board of Education to impose appropriate disciplinary consequences for student misconduct.

**Location.** Bullying behavior in violation of Board policy must occur on school grounds, at a school-sponsored activity, or on a school bus. Conduct that occurs off-campus (e.g. harassment over the Internet, physical intimidation in the community) is not bullying under the Board's Policy and this Regulation. Please refer to Policy 5131.9 Cyber Bullying.

While not considered bullying under Board policy, conduct that would otherwise be considered bullying occurring off-campus (and outside of any school-sponsored activity) may subject the perpetrator to disciplinary action. Discipline for such

conduct may be imposed if such conduct violates a publicized policy of the Board and is seriously disruptive of the educational process. Unless such conduct triggers a mandatory expulsion under Conn. Gen. Stat. § 10-233d(a), however, school officials are authorized to impose discipline for such off-campus conduct only if such conduct markedly interrupts or severely impedes the day-to-day operation of the school.

**Misconduct Committed More Than Once.** Bullying behavior in violation of Board policy must be “committed more than once against any student during the school year.” An isolated incident, however egregious, is not “bullying” under state law and Board policy. Similarly, numerous acts of misconduct against different students do not constitute “bullying” under state law and Board policy. Conversely, where there are multiple incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual, during the school year, the responsible administrator shall develop a case-specific intervention to address such repeated incidents of bullying, which may include both counseling and discipline.

**Ridicule, harassment, humiliation, and/or intimidation.** Bullying behavior is more than misconduct. Such behavior is marked by the intent to ridicule, harass, humiliate or intimidate the victim. In evaluating whether conduct constitutes bullying, special attention should be paid to the words chosen or actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim, and the motivation of the perpetrator.

**Types of conduct.** Bullying can take many forms and can include many different behaviors having the overt intent to ridicule, harass, humiliate or intimidate another student. Examples of conduct that could constitute bullying include:

Physical violence and/or attacks;

Verbal taunts, name-calling and put-downs, including taunts based on race, ethnicity, gender, religion, sexual orientation, or other protected and/or individual characteristics such as socioeconomic status or physical appearance;

Threats and intimidation (through words and/or gestures);

Extortion or stealing of money and/or possessions.

## II. Complaint processes

### A. Publication of the policy and regulations against bullying

Effective July 1, 2009, this policy and the applicable regulations shall be included in the school district’s publication of the rules, procedures, and standards of conduct for schools and in all student handbooks.

### B. Appropriate school personnel

All school administrators are charged with the responsibility of taking reports of bullying and appropriately investigating same. Reports may be made to any building administrator or to the school district’s Pupil and Staff Support Services Director.

### C. Formal/written complaints

Students and/or their parents or guardians may file written reports of conduct that they consider to be bullying. Such written reports shall be reasonably specific as to

the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any building administrator or with the school district's Pupil and Staff Support Services Director for review and action in accordance with Section III below.

D. Informal/verbal complaints by Students

Students may also make informal/verbal complaints of conduct that they consider to be bullying by verbally reporting to a teacher, administrator, or other professional employee such as a guidance counselor, school psychologist, nurse, social worker or therapist. Such informal/verbal complaints shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. A teacher, other professional employee, or administrator who receives an informal/verbal complaint shall promptly reduce the complaint to writing, including the information provided. Such written report by the teacher, other professional employee and/or administrator shall be promptly forwarded to the building principal (or other responsible program administrator) for review and action in accordance with Section III below.

E. Anonymous complaints

Students who make complaints of bullying to a teacher, administrator, or other professional employee such as a guidance counselor, school psychologist, nurse, social worker or therapist may request that their name be maintained in confidence by the staff member who receives the complaint. Should anonymity be requested, the principal or his/her designee shall meet with the student to review the request for anonymity and the impact that maintaining anonymity of the complaint may have on the investigation of the complaint and/or possible remedial action. At such meeting, the student shall be given the choice as to whether to maintain the anonymity of the complaint. Anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of bullying.

III. Staff responsibilities and intervention strategies

A. Teachers and other school staff

1. Teachers and other school staff who witness acts of bullying, as defined above, shall promptly notify the building principal and/or his/her designee of the events observed, and shall promptly file a written incident report concerning the events witnessed. Teachers and other school staff who receive student reports of suspected bullying shall promptly notify the building principal and/or his/her designee of such report(s). If the report is a formal, written complaint, such complaint shall be forwarded promptly (no later than the next school day) to the building principal or his/her designee. If the report is an informal/verbal complaint by a student that is received by a teacher, administrator or other professional employee, he or she shall prepare a succinct written report of the informal complaint, which shall be forwarded promptly (no later than the next school day) to the building principal or his/her designee. If the report is an informal complaint by a student that is received by other school staff, this employee shall verbally report the

matter to the principal and/or his/her designee promptly (no later than the next school day).

2. In addition to addressing both informal and formal complaints, teachers and other professional employees are encouraged to address the issue of bullying in other interactions with students. Teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Teachers and other professional employees should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, harassing, humiliating or intimidating another student, even if such conduct does not meet the formal definition of “bullying.”

B. Administrator responsibilities

1. Investigation

a. The principal (or other responsible program administrator) shall be promptly notified of any formal or informal complaint of suspected bullying received by any building administrator, teacher or other professional employee. Under the direction of the building principal or his/her designee, all such complaints shall be investigated promptly. In order to allow the district to adequately investigate all formal complaints, the parent of the student suspected of being bullied must complete a consent form that permits the District to release that student’s name to those third parties who the District contacts as part of its investigation of that complaint. With regard to the investigation of informal complaints, the parent of the student suspected of being bullied must complete the above-referenced consent form so long as that student has not requested anonymity.

b. A written report of the investigation shall be prepared when the investigation is complete. Such report shall include findings of fact, a determination of whether acts of bullying were verified, and, when acts of bullying are verified, a recommendation for intervention, including disciplinary action. Where appropriate, written witness statements shall be attached to the report.

c. Notwithstanding the foregoing, when a student making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complainant. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

2. Remedial actions

a. Verified acts of bullying shall result in intervention by the building principal (or other responsible program administrator) or his/her designee that is intended to address the acts of the perpetrator and the needs of the victim and to assure that the prohibition against bullying behavior is enforced with the goal that any such bullying behavior will end as a result.

b. Bullying behavior can take many forms and can vary dramatically in how serious it is, and what impact it has on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of “bullying”, as defined above, will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose

disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint.

The following sets forth possible interventions for building principals (or other responsible program administrators) to enforce the Board's prohibition against bullying.

c. Addressing bullying behavior

i. Non-disciplinary interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying.

If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

In any instance in which bullying is verified, the building principal (or other responsible program administrator) shall invite the parents or guardians of the perpetrator and the parents or guardians of the bullied student to attend at least one meeting. In the discretion of the building principal or other responsible program administrator, the meeting(s) described in this section may be held jointly or separately.

ii. Disciplinary interventions

When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

3. Interventions for bullied students

The building principal (or other responsible program administrator) or his/her designee shall intervene in order to address repeated incidents of bullying against a single individual. Intervention strategies for a bullied student may include the following:

a. Counseling;

- b. Increased supervision and monitoring of student to observe and intervene in bullying situations;
- c. Encouragement of student to seek help when victimized or witnessing victimization;
- d. Peer mediation where appropriate.

4. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. While no specific action is required, and school needs for such interventions may vary from time to time, the following list of potential intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school:

- a. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education;
- b. A school survey to determine the prevalence of bullying;
- c. Establishment of a bullying prevention coordinating committee with broad representation to review school climate survey results and implement appropriate strategies;
- d. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;
- e. Inclusion of grade-appropriate bullying prevention curricula;
- f. Individual interventions with the perpetrator, parents and school staff, and interventions with the bullied student, parents and school staff;
- g. School-wide training related to safe school climate;
- h. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- i. Respectful responses to bullying concerns raised by students, parents or staff;
- j. Planned professional development programs addressing prevention and intervention strategies;
- k. Use of peers to help ameliorate the plight of victims and include them in group activities;
- l. Avoidance of sex-role stereotyping;
- m. Continuing awareness and involvement on the part of staff and parents with regards to prevention and intervention strategies;
- n. Modeling by teachers of positive, respectful, and supportive behavior toward students;
- o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
- p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.

IV. Reporting obligations

A. Report to the parent or guardian of the perpetrator

If after investigation, acts of bullying by a specific student are verified, the building principal (or other responsible program administrator or his/her designee) shall notify the parent or guardian of the perpetrator in writing of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in such notification.

B. Reports to the victim and his/her parent or guardian

If after investigation, acts of bullying against a specific student are verified, the building principal (or other responsible program administrator or his/her designee) shall notify the parent or guardian of the victim of such finding. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, as reflected in the student's educational records, shall not be disclosed to the parents or guardian of the victim, except as provided by law.

C. List of verified acts of bullying

The principal of each school shall maintain a list of the number of verified acts of bullying in the school, and this list shall be available for public inspection upon request. Given that any determination of bullying involves repeated acts over time, each report prepared in accordance with Section III above that includes verified acts of bullying shall be tallied as one verified act of bullying unless the specific actions that are the subject of the report involve separate and distinct acts of bullying. The list shall be limited to the number of such verified acts of bullying in the school, and it shall not set out the particulars of each verified act, including but not limited to any personally identifiable student information, which is confidential information by law.

D. Report to Department of Education

Within available appropriations, the principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education, in such manner as prescribed by the Commissioner of Education.

C. Cell Phones and Other Electronic Devices

1. The disruptive use of a cellular telephone, radio, walkman, CD player, blackberry, personal data assistant, walkie talkie or similar electronic device on school grounds or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices is not permitted.

2. Student use of other personal electronic devices (e.g. CD players, MPS players, etc.) is subject to the permission of the classroom teachers/supervisor, who may decide whether the use of the electronic device is conducive to the learning process in his or her classroom. They will also be allowed in study halls and the cafeteria, but will not be allowed in the hall way. If they are visible they are considered to be on.

3. Students may not use school computers or personal devices to play games. Only games and activities assigned by a teacher are allowed. In order to use approved

games in the library or study hall, explanation must given to the supervising teacher by the teacher assigning the game (ex. Green pass, e-mail, phone).

#### D. Community Service

When appropriate community service may be arranged as a consequence for violations of the student code of conduct. Community service used as a consequence may not be used to satisfy course requirements (i.e. Contemporary Issues).

#### E. Dress Code

In order to maintain an environment conducive to the educational process, the Board of Education prohibits the following from wear during the academic school day:

### **STUDENTS**

In order to maintain an environment conducive to the educational process, the Board of Education prohibits, unless specifically authorized by the administration, the following from wear during the academic school day:

- a. Coats, jackets or other attire normally worn as outerwear. Outerwear includes: coats, jackets, windbreakers, nylon pullovers, down vests, and other outerwear the administration deems inappropriate. Outerwear shall not be worn, carried or kept in the classroom during regular school hours.
- b. Head coverings of any kind, including but not limited to scarves, bandannas, masks, forehead-covering headbands, visors, kerchiefs, athletic sweatbands, hats, caps or hoods. Approved coverings worn as part of a student's religious practice or belief shall not be prohibited under this policy. Head coverings shall not be worn, carried, hung on belts or around the neck or kept in the classroom during regular school hours.
- c. Items a. and b. above must be secured in the student's locker before school starts. Items not stored will be confiscated by the Principal.
- d. Footwear which mars floors is a safety hazard.
- e. Sunglasses, whether worn or carried.
- f. "Name" or other oversized metal belt buckles and all metals belts of combination of metal and/or leather belts.
- g. Spiked or studded bracelets, oversized or multi-finger rings, belts or any other article of attire with spikes or studs attached, or any other clothing item that may present a safety hazard to the student, other students or staff.
- h. Attire or accessories which contain overly offensive, harassing, or disruptive writing or pictures likely to unduly disrupt the educational environment, or which constitute "fighting words".
- i. Attire or accessories which depict logo or emblems that encourage the use of drugs, tobacco products, or alcoholic beverages.
- j. Shirts and/or blouses which reveal the abdomen, chest, or undergarments.
- k. Shorts, miniskirts, or pants which reveal excessive upper thigh or undergarments.

1. Backpacks and/or book bags are permitted to be carried between classes, but shall not obstruct safe passage in the classroom or in the corridors.

The administrator has the authority to determine appropriate dress on a case-by-case basis and may require a student to change his/her attire if it isn't in compliance with this policy. Students may be sent home to change clothing.

#### F. Expulsion

An expulsion is defined as any "exclusion from school privileges for more than ten consecutive school days provided such exclusion shall not extend beyond a period of one calendar year". Expulsion is the most serious step in the disciplinary ladder of consequences. Expulsion is solely decided by the Board of Education.

#### G. Harassment of Students

It is the policy of the Coventry School District to prohibit the unlawful harassment of students based on race, national origin, marital status, sex, sexual orientation, or disability. The school district shall address all complaints of harassment according to procedures established by this policy, and shall take appropriate action against any person subject to the jurisdiction of the board who violates this policy. Nothing herein shall be construed to prohibit punishment of a student for conduct which, although it does not rise to the level of harassment as defined herein, otherwise violates one or more of the board's disciplinary policies or the school's code of conduct.

#### Definitions:

"School Employee" means all teachers, student teachers, support staff, administrators, bus drivers, custodians, cafeteria workers, coaches, contractors, and other agents of the school, whether employed by the school district or by a contractor or subcontractor of the school, or acting in a volunteer capacity pursuant to the board's policy on appointment of volunteers.

"Harassment" means unwelcome verbal, written or physical conduct based on a student's actual or perceived race, religion, creed, color, national origin, marital status, sex, sexual orientation, or disability which has the effect of substantially undermining or detracting from, or interfering with, the victim's educational performance or access to the school's resources and activities, or creating a hostile offensive or intimidating school environment. Such conduct includes derogatory remarks, jokes, demeaning comments or behavior, slurs, mimicking, name calling, graffiti, innuendo, gestures, physical contact, stalking, threatening, bullying, or the display or circulation of written materials or pictures when such conduct creates a hostile, offensive or intimidating school environment or substantially undermines and detracts from, or interferes with, the victim's educational performance or access to the school's resources and activities.

"Racial or Color Harassment" means unwelcome verbal, written or physical conduct, directed at a person's race or color, such as, racial slurs, taunts, or insults when the conduct creates a hostile, offensive or intimidating school environment or

substantially undermines and detracts from, or interferes with, the victim's educational performance or access to the schools resources and activities.

"Sexual Harassment" means unwelcome sexual advances, requests for sexual favors and other verbal physical conduct of a sexual nature when:

- (1) submission to that conduct is made either explicitly or implicitly a term or condition of a student's education, academic status or progress; or
- (2) submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that students, or;
- (3) the conduct has the effect of substantially undermining and detracting from, or interfering with, a students educational performance or access to the school's resources and activities, or creating and intimidating, hostile or offensive environment.

Sexual harassment includes unwelcome verbal, or physical conduct of a sexual nature, such as sexual gossip personal comments of a sexual nature, sexually suggestive language, sexual jokes, comments or anecdotes, offensive touching, pinching or grabbing, or restraining someone's movement when the conduct creates a hostile offensive or intimidating school environment or substantially undermines and detracts from, or interferes with, the victims education performance or access to the school's resources and activities.

"Religious or creed harassment" means unwelcome verbal, written or physical conduct, directed at the characteristics of a person's religion or creed, such as religious slurs, taunts or insults when the conduct creates a hostile, offensive or intimidating school environment or substantially undermines and detracts from, or interferes with, the victim's educational performance or access to the school's resources and activities.

"National origin harassment" means unwelcome verbal, written, or physical conduct directed at the characteristics of a person's national origin, such as ethnic slurs, insults or taunts when the conduct creates a hostile, offensive or intimidating school environment or substantially undermines and detracts from, or interferes with, the victim's educational performance or access to the school's resources and activities.

"Marital status harassment" means unwelcome verbal, written, or physical conduct, directed at the characteristics of a person's marital status, such as taunts, insults or slurs regarding pregnancy or the status of being an unwed mother or father when the conduct creates a hostile, offensive or intimidating school environment or substantially undermines and detracts from, or interferes with, the victim's educational performance or access to the school's resources and activities.

"Sexual orientation harassment" means unwelcome verbal, written or physical conduct, directed at the characteristics of a person's sexual orientation, such as ridicule, taunts, insults or slurs when the conduct creates a hostile, offensive or intimidating school environment or substantially undermines and detracts from, or interferes with, the victim's educational performance or access to the school's resources and activities.

“Disability harassment” means unwelcome verbal, written, or physical conduct, directed at the characteristics of a person’s disabling mental or physical condition, such as intimidation, ridicule or insults based on manner of speech or movement, cognitive ability, receipt of educational services outside the general education environment, or other manifestation of a person’s disability when the conduct creates a hostile, offensive or intimidating school environment or substantially undermines and detracts from, or interferes with, the victim’s educational performance or access to the school resources and activities.

Reporting:

Any student who believes that s/he has been harassed by a person subject to this policy, or who has witnessed conduct that s/he believes might constitute harassment, may report the conduct to a person designated under this policy as a complaint officer, or to any school employee. An employee who witnesses conduct that s/he believes might constitute harassment under this policy shall report the conduct to the complaint officer. A complaint report may be made either orally or in writing.

Any school employee who witnesses conduct, or otherwise has reasonable cause to believe that conduct which, either as a single incident or if continued or repeated, could constitute harassment shall take action to stop the conduct and to prevent its recurrence. When a student reports such conduct to a school employee, the person to whom the conduct is reported shall refer the report to a complaint officer for informal or formal resolution in accord with the procedures related to this policy. A person to whom conduct has been reported under this policy may consult informally with a complaint officer to determine whether informal resolution should be attempted.

In the event that the school employee is unable to take appropriate and prompt action after witnessing or receiving a complaint about conduct that could constitute harassment, the employee must report the incident or complaint to a complaint officer designated by the policy. The following are the designated complaint officers:

Barbara Trinks, Director of Pupil & Staff Support Services

If one of the designated complaint officers is the person alleged to be engaged in the conduct complained of, the complaint shall be filed with the superintendent or other complaint officer, or, if the allegation is against the superintendent, with a complaint officer other than the superintendent.

Procedures:

Informal Procedure- If possible to resolve a complaint through a conversation between the complainant and the respondent, an informal resolution of the complaint may be attempted by a school employee or designated complaint officer acceptable to the complainant and the subject of the complaint. When informal resolution is attempted, and the complaining student, or the student about whom a complaint is made, is under the age of 18, his/her parent(s) or guardian shall be notified in accord with the school’s disciplinary policies. Any complaint against a school employee shall be handled through the formal procedure.

Formal Procedure- If the complainant chooses not to utilize the informal procedure, the school employee to whom the complaint was brought shall assist the complainant in contacting a designated complaint officer. The formal procedure shall also be initiated when a school employee, either before or after informal resolution, is attempted, other adult responsible under this policy for forwarding complaints to a complaint officer, or a person about whom a complaint has been made, refers the complaint to the complaint officer.

The superintendent or his or her designees may develop administrative procedures governing the formal complaint process as long as those procedures are consistent with the following minimum requirements:

- 1) The complaint officer shall complete a harassment complaint form based on the written or verbal allegations of the complainant. The complaint form shall be maintained by the complaint officer in a locked file, and shall not be revealed to any unauthorized person.
- 2) The complaint shall detail the alleged facts and circumstances of the incident or pattern of behavior.
- 3) If a student under 18 years of age is involved, his/her parent shall be notified by the complaint officer as soon as is practical under the circumstances.
- 4) The complaint officer shall initiate or cause to be initiated without undue delay, an investigation of the allegations that shall include interview with complainant, the accused, and with any other individuals who may have information bearing on the incident.
- 5) Within 7 days of completing the investigation, the complaint officer shall submit a written report to the superintendent and the school principal. The report shall include a statement of the conclusions of the investigator as to whether the allegations have been substantiated, and as to whether the alleged conduct constitutes a violation of the policy.
- 6) In the report, the complaint officer shall consider the surrounding circumstances the nature of the behavior. Past incident or past or continuing patterns of behavior, the relationship between the parties involved and the context in which the alleged incident occurred. Whether a particular action or incident constitutes a violation of this policy requires consideration of all the facts and surrounding circumstances. Although conduct may be found to be in violation of other standards of student or employee conduct or decorum, harassment will not be reported by the complaint officer when the subject of a complaint is a single incident that is not shown to have substantially interfered with the victim's educational performance, to have created hostile, offensive or intimidating environment, to have substantially limited the victim's access to the school's resources and opportunities
- 7) When a complaint officer concludes that a student has engaged in harassment, the superintendent and/or school principal shall use his or her discretion to initiate disciplinary action in accord with the school's policies and procedures.
- 8) When a complaint officer concludes that a student has engaged in harassment against a student, the superintendent and/or principal shall use his or her discretion to initiate disciplinary action in accord with school policies and procedures, the employees contract of employment and applicable state or federal law.
- 9) The superintendent and/or school principal shall maintain the written report of the investigation and results in a locked file for at least six years after the report has been completed. When an investigation is conducted by the school district, the

superintendent shall be given a copy of the investigation report and results by the school principal.

10) If a claim of harassments against a professional educator is substantiated, a report of the findings shall be forwarded by the superintendent to the appropriate state officials.

11) The privacy of the complainant, the individual against whom the complaint is filed, and the witnesses shall be respected as much as possible, consistent with legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations. Subject to any limitations imposed by law, the complainant, complainant's parents if the complainant is under 18 years of age, the person against whom the complaint was made, and his or her parents if s/he is under the age of 18, shall be informed in writing by the complaint officer of the results of the investigation.

#### Reporting potential physical and/or sexual abuse:

When a person is responsible for reporting suspected child abuse under Connecticut Gen. Stat. 17a-101a has reasonable cause to suspect or believe that any child under the age of 18 has been abused shall report or cause a report to be made to the Commissioner of Child and Families and/or a law enforcement agency.

#### Consequences:

The school district shall take appropriate action, including disciplinary action where warranted, in all cases where the investigating official concludes that this policy has been violated. Any person who is determined to have violated this policy may be subject to action including but not limited to, warning exclusion, suspension, expulsion, transfer, remediation, termination or discharge. Action taken for violation of this policy shall be consistent with the requirements of any applicable collective bargaining agreements, state and federal law and/or school district policy.

#### Retaliation- False Reports:

It shall be a violation of this policy for any person to retaliate against a person who alleges harassment or who testifies, assists or participates in an investigation, proceeding or hearing relating to harassment allegations. Any person may violate this anti-retaliation provision regardless of whether the underlying complaint of harassment is substantiated. Retaliation may take the form of intimidation, reprisal or harassment, and shall be subject to the reporting, investigation, and enforcement procedure set forth in this policy.

A person who knowingly makes a false report of harassment shall be subject to disciplinary action in accord with school discipline policies and procedures.

#### Alternative Complaint Procedures:

In addition to, or as an alternative to, filing a harassment complaint pursuant to this policy, a person may file a harassment complaint with the Connecticut Commission on Human Rights & Opportunities or the Office for Civil Rights of the U.S Department of Education.

#### Notice and Publication:

The board shall provide notice of this harassment policy and procedures to students, custodial parents or guardians and school employees. Notice to students shall be in age-appropriate language and shall include examples of harassment. This policy shall be posted in each school building in areas accessible to students and employees. Notice of this policy shall also appear in the school handbook, if any, and any other publications of the school district or supervisory union that sets forth the comprehensive rules, procedures and standards of conduct for students or employees. The board shall develop and initiate age-appropriate programs it believes to be appropriate to effectively inform students and school employees about the substance of the policy and procedures in order to help prevent harassment.

#### H. In-School Suspension

Students placed by an administrator in the in-school suspension room must work on academic work throughout the school day in a strictly controlled environment staffed by classroom teachers. Students receive a detailed list of in-school suspension rules and restrictions when they are assigned in-school suspension. Students assigned in-school suspensions are expected to read and adhere to all rules and restrictions associated with In-School Suspension. Students who are uncooperative in the in-school suspension room will be assigned out-of-school suspension and/or face other disciplinary action. Parents/guardians will be phoned and asked to remove students who are uncooperative in the in-school suspension room. Student assigned in-school suspension are not permitted to participate in or attend any extra-curricular activities, co-curricular activities, athletics, or school sponsored events (i.e. dances, plays, sporting events, etc.) for the length of the In-School Suspension. In-School Suspension days are considered excused absences (see attendance policy).

#### I. Office Detentions

All detentions start at 2:30 p.m. and each detention lasts for 60 minutes. Students who are assigned an office detention must come to the detention room prepared to work. Any student failing to come to a detention, showing up without schoolwork or disrupting the detention classroom will be issued additional detentions and/or suspension. Detentions will be served on Monday through Thursday. Students will not be exempt from detentions due to athletic events or other extra-curricular activities. Detentions are to be served on the first available day (i.e., given on Tuesday, serve detention Wednesday). Students may not purchase tickets for dances and other weekend events if they have failed to serve detentions incurred that week. In order to purchase tickets to dances and other evening events, students will have to bring a signed form must have served all their detentions and cleared up these accountabilities.

#### J. Out-of-School Suspension

Students on out-of-school suspension are excluded from school privileges and transportation services for up to 10 consecutive school days. Students on out-of-school suspension are not permitted on school grounds or at school-sponsored

events for the length of the suspension. A student may be suspended for on-campus misconduct or misconduct at a school-sponsored event, where the student's conduct:

1. Endangers persons or property
2. Is seriously disruptive of the educational process
3. Violates the code of student conduct
4. Violates a publicized policy of the board of education

Out-of-School Suspension days are considered excused absences (see attendance policy)

#### K. Plagiarism and Cheating

Academic honesty is the cornerstone of an effective education, and cheating in any form will not be tolerated. Unless your teachers specify that your work may be done in collaboration with one or more partners, all work you submit is solely your own. This includes routine homework, as well as tests and papers. Although all cheating is wrong, the punishment for it may vary with the magnitude of the offense. You will receive a grade of zero on the entire test, paper, project, or homework on which you have cheated, and you will face disciplinary consequences. More serious consequences up to and including expulsion may be included. Written referrals of cheating will be entered into your personal files, which are reviewed by guidance counselors prior to writing letters of recommendation for post-graduate placements. Students who knowingly help or allow others to cheat are considered to be cheating and are subject to the same consequences of cheating.

Plagiarism is the representation of someone else's work or ideas as your own. Common examples of plagiarism include, but are not limited to, entire papers or portions of papers which have been written by someone else or downloaded from the Internet and papers which contain work of another writer which has not been properly acknowledged. Note also that papers submitted for one course may not be submitted for another course without prior approval.

Rules about cheating are meant to protect everyone by creating a learning environment which does not give dishonest students an unfair advantage over those who do their own work. Students who cheat deprive themselves of opportunities to perfect skills which will be valuable to them in their future academic and vocational careers.

#### L. Possession of Weapons

Possession of a weapon in any school building, on school grounds, in any school vehicle, or at any school-sponsored activity is prohibited. Connecticut state and federal laws are very strict when dealing with students who bring weapons to school. The age of the student is not relevant when dealing with weapons on school grounds. School administrators must recommend expulsion to the Superintendent in every case. Just possession of the weapon is enough, mal-intent is not necessary. In all possession instances, the Superintendent must recommend expulsion to the Board of Education Expulsion Committee and the Expulsion Committee, if they find the

student did possess such a weapon, must expel the student. The expulsion period is also mandatory – one calendar year. Students are provided alternative education while expelled. Below are definitions of “weapons.”

**Dangerous Instrument** means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.

**Deadly Weapon** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. A deadly weapon includes a weapon from which a shot may be discharged which weapon is designed for violence and is capable of inflicting death or serious bodily harm and may include pellet guns and/or air soft pistols.

**Electronic Defense Weapon** means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury, including a stun gun or other conductive energy device.

**Weapon** means any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon, or any other dangerous or deadly weapon or instrument, unless permitted by law under section 29-38 of the Connecticut General Statutes.

**Martial Arts Weapon** means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.

**Firearm**, as defined in 18 U.S.C § 921, means (a) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a firearm muffler or silencer, or (d) any destructive device. As used in this definition, a "destructive device" includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or any other similar device; or any weapon that will, or may be readily converted to, expel a projectile by explosive or other propellant, and which has a barrel with a bore of more than ½" in diameter. The term "destructive device" also includes any combination of parts either designed or intended for use in converting any device into any destructive device or any device from which a destructive device may be readily assembled.

## **M. Search and Seizure**

### **1. Search of a Student and His/Her Effects**

- A. Fourth Amendment rights to be free from unreasonable searches and seizures apply to searches conducted by public school officials. A student and his/her effects, including personal technical devices (e.g., mobile phones, personal data storage devices), may be searched if there are “reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school.” The way the search is conducted should be “reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.”

### **Search of Locker, Desk and Other Storage Area**

- B. Lockers, desks and other storage areas, including technology storage areas, provided by the school system for use by students are the property of the school system. Such storage areas are provided for temporary convenience of students only. The Board of Education authorizes the administration and/or law enforcement officials to search lockers and other school property available for use by students for the presence of weapons, contraband or the fruits of a crime if there are reasonable grounds at the inception of the search for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. Moreover, the scope of the search shall be reasonably related to the objectives of the search and shall not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.
- C. If the school administration reasonably suspects that a pupil is not maintaining a locker or other storage area assigned to him/her in a sanitary condition, or that the storage area contains items the possession of which is illegal or in violation of school regulations or that endangers the health, safety or welfare of the student or others, it has the right to open and examine the storage area and to seize any such items that are found.
- D. When required by law and otherwise at the option of the building principal, items that have been seized shall be submitted to the police department for proper disposition. Items not submitted to the police department shall be disposed of as directed by the building principal.

The decision to search shall be made by the principal or the principal’s designee. The search shall be made in the presence of at least one witness. Discovery of illegal or dangerous materials shall be reported to the Office of the Superintendent, or designee, and appropriate legal authority.

## **N. Smoking**

There is no smoking at any time on or in sight of school grounds. Students must not at any time display or possess cigarettes. Possession of cigarettes or smoking materials is considered intent to use and will be disciplined under the same procedure as use.

O. Teacher Detentions

Students are assigned detentions from individual teachers for a variety of reasons. Usually, the student must stay the day following the infraction in the teacher's classroom. Teacher will determine length of detention.

P. Telephones

Telephones in classrooms may not be used by students without the express permission of faculty. Telephones in the administrative offices may only be used for emergency purposes and with the permission of administrators or the administrative staff.

For more information regarding student conduct and disciplinary procedures, please see Board of Education Policy 5144 – Student Discipline.

Q. Students are not to be in the building after school unless participating in a supervised activity.

**XII. FIELD TRIPS**

Throughout the school year, teachers will plan and conduct field trips in order to provide their students with enrichment experiences to supplement the normal classroom work. Such trips require a substantial commitment from each participant both in time and money, so only students who are seriously interested in working to achieve the goals of each particular field trip should plan to participate. A properly filled out field trip permission form must be submitted prior to leaving the school. Deadlines for submission (usually no later than 2 days prior to the trip) are set for each trip. Forms not submitted in time eliminate the student's eligibility to attend the field trip. No phone permission can be accepted. The following paragraphs outline student and chaperone responsibilities and the student-parent permission slip; please read them carefully.

A. Conduct on Trip Itself

While on field trips students are visible representatives of the Coventry High School community. As such, students are expected to conduct themselves as worthy ambassadors of Coventry High School. All school rules apply. In addition, students are expected to abide by the following:

1. A student must familiarize herself/himself with the details of an upcoming trip and make the decision to participate only if willing to abide by all rules and regulations of the school and to take part for reasons consistent with the objective of the field trip.
2. Students must agree to behave in a courteous mature manner toward all other people while on a field trip and must respect all personal property belonging to other people or to organizations, municipalities, or institutions while on the trip.
3. A student must be willing to participate in the educational experiences while on a trip and be ready to discuss, write about, or give an oral report of such experiences in class during the days that follow the trip.

4. A student must be ready and willing to meet all financial obligations expected of him/her on a field trip including all student-related damages.
5. All students must remain in the company of designated chaperones unless specifically excused by chaperone(s).
6. Student must respect all directions and schedules.
7. All students must be aware of the fact that they will be subject to local law as well as school regulations.
8. Failure to abide by school and fixed field trip regulations and policies will result in disciplinary action, including possible loss of future field trip privileges.

#### **B. Requirements for Participation**

1. A student planning to go on a field trip must have demonstrated good school citizenship, have all their class work up to date with acceptable grades, must have any detentions made up, and cannot be on academic probation or any type of suspension.
2. Only those students currently enrolled in Coventry High School may go on the trips.
3. To assure the academic integrity of out-of-school trips, the following procedure must be followed by teachers when they object to the participation of individual students who are experiencing academic or social problems. The objecting teacher should approach the sponsoring teacher and discuss their objection and attempt to come to an understanding relative to including or excluding the student in question. If no agreement can be reached, then both teachers submit a written brief to the principal, who will decide whether or not the student in question will participate in the field trip. The decision of the principal is final. In the event that a last minute opening occurs and the sponsoring teacher finds a replacement, the replacement student must bring written permission from each of his/her teachers to the sponsor. If such permission is granted, the sponsoring teacher must make sure that the replacement student's name is added to the daily attendance sheet so other faculty members can be notified. Any student's name that is dropped from a field trip list after the original field trip participant list has been distributed, must be reported for deletion to the principal's secretary by the sponsoring teacher.

### **XIII. SCHOOL COUNSELING DEPARTMENT & SUPPORT SERVICES**

#### **School Counseling Department Policy & Procedure**

School Counselors are certified professional counselors who must hold a master's degree and have specialized training in academic, career and personal/social counseling, and whose primary focus is the developmental needs of all students. School counseling services and programs help students resolve emotional, social or behavioral problems and help them develop and clearer focus or sense of direction. Effective school counseling programs are important to the school climate and a crucial element in improving student's achievement. The school counselor contributes to the personal growth and intellectual development of young people through:

A **school counseling curriculum** is the means by which school counselors promote the healthy development and growth of all students. The curriculum provides developmental and sequential lessons and activities in classroom and/or group setting, which address student development in academic, career and personal/social domains;

**Individual planning** consists of activities that focus on assisting each student to develop, analyze and evaluate his or her education, career and personal goals and plans. Functions of the counselor in this component include individual advisement, placement and appraisal. The lessons and activities in the school counseling curriculum support individual student planning by teaching the necessary skills for self awareness, goal setting, decision making and career exploration;

**Responsive services** consist of strategies and interventions that school counselors use to address student problems that prevent student success in academic, career and personal/social development. School counselors identify barriers to academic success and acknowledge the challenges through individual and group counseling, consultation, crisis intervention as appropriate and referrals as needed;

**Program management** which includes activities that establish, maintain and enhance the total comprehensive school counseling program including participation in both the Student Assistance and the Planning and Placement Teams.

**Collaboration within and outside the school community** focuses on services to students through follow-up studies; school and community orientation to the comprehensive school counseling program; leadership to school and district-based committees on student needs and resources; consulting with teachers, school administrator and parents regarding student needs; and collaborative and advocacy efforts within the school and community agencies.

The School Counseling Department is adjacent to the main office. Students are assigned to a school counselor upon entering ninth grade, and will be assigned by alphabet to the same school counselor for their four years of high school. Students are encouraged to schedule appointments with their school counselor throughout the year for many reasons including, but not limited to, the following:

- Counseling
- Educational and vocational planning
- Program adjustments
- College planning
- Graduation requirements

A. Notice Of Parent/Student Rights Under Section 504 Of The Rehabilitation Act Of 1973

The Rehabilitation Act of 1973, commonly referred to as Section 504, is a nondiscrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students.

An eligible student under Section 504 is a student who (a) has, (b) has a record of having or (c) is regarded as having, a physical or mental impairment which substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks.

Many students will be eligible for educational services under both Section 504 and the Individuals With Disabilities Education Act (IDEA), but entitlement to services under the IDEA or other statutes is not required to receive services under Section 504.

The following is a description of the rights and options granted by federal law to students with disabilities under Section 504. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right:

To be informed of your rights under Section 504;

To have your child take part in and receive benefits from the Coventry School District's education programs without discrimination based on his/her disability.

For your child to have equal opportunities to participate in academic, nonacademic and extracurricular activities in your school without discrimination based on his/her disability;

To be notified with respect to the Section 504 identification, evaluation, and educational placement of your child;

To have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of your child, the assessment data, and any placement options;

If your child is eligible for services under Section 504, for your child to receive a free appropriate public education. This includes the right to receive reasonable accommodations, modifications, and related services to allow your child an equal opportunity to participate in school and school-related activities;

For your child to be educated with peers who do not have disabilities to the maximum extent appropriate;

To have your child educated in facilities and receive services comparable to those provided to non-disabled students;

To review all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, and educational placement;

To obtain copies of your child's educational records at a reasonable cost unless the fee would effectively deny you access to the records;

To request changes in the educational program of your child;

To an impartial hearing if you disagree with the school district's decisions regarding your child's Section 504 identification, evaluation or educational placement. The costs for this hearing are borne by the local school district. You and the student have the right to take part in the hearing and to have an attorney represent you at your expense.

To file a court action if you are dissatisfied with the impartial hearing officer's decision or to request attorney's fees related to securing your child's rights under Section 504.

To file a local grievance with the designated Section 504 Coordinator to resolve complaints of discrimination other than those involving the identification, evaluation or placement of your child.

To file a formal complaint with the U.S. Department of Education, Office for Civil Rights.

Please send any correspondence to:

Coventry Public Schools  
Pupil & Staff Support Services  
1700 Main Street  
Coventry, CT 06238

For additional assistance regarding your rights under Section 504, you may contact:

U. S. Department of Education  
Office for civil Rights, Region I  
33 Arch Street, Suite 900  
Boston, MA 02110-1491  
Telephone: (617) 289-0111

U.S. Department of Education  
Office for Civil Rights  
330 C Street, S.W.  
Washington, DC 20202  
Telephone: 1-800-421-3481

Connecticut State Department of Education  
Bureau of Special Education  
and Pupil Services

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**B. Notification of Rights Under the Protection of Pupil Rights Amendment**

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, affords parents and eligible students (*i.e.* students over 18 or emancipated minors) certain rights with respect to the administration of student surveys, the collection and use of personal information, and the administration of certain physical exams. These rights include:

1. the right of a parent to inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to a student;
2. the right of a parent to inspect, upon request, any survey concerning one or more of the following confidential topics:
  - a. political affiliations or beliefs of the student or the student's parent;
  - b. mental or psychological problems of the student or the student's family;
  - c. sex behavior or attitudes;
  - d. illegal, anti-social, self-incriminating, or demeaning behavior;
  - e. critical appraisals of other individuals with whom respondents have close family relationships;
  - f. legally recognized privileged relationships, such as those with lawyers, doctors, physicians, or ministers;
  - g. religious practices, affiliations, or beliefs of the student or the student's parent; or
  - h. income, other than as required by law to determine eligibility for certain programs or for receiving financial assistance under such programs;
3. the right of a parent to inspect, upon request, any instructional material used as part of the educational curriculum. Instructional material means any instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet) but does not include academic tests or academic assessments;
4. the right of a parent to inspect, upon request, any instrument used in the collection of personal information from students gathered for the purpose of marketing, selling or otherwise providing that information to others for that purpose. Personal information means individually identifiable information

including, a student or parent's first and last name, a home or other physical address; a telephone number or a social security number;

5. the right of a parent to be notified of the specific or approximate dates of the following activities, as well as the right of a parent or eligible student to opt-out of participation in these activities:
  - a. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information (or otherwise providing that information to others for that purpose);
  - b. the administration of any survey containing confidential topics (see #2, above, a-h); or
  - c. any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and unnecessary to protect the immediate health and safety of a student. Such examinations do not include a hearing, vision, or scoliosis screening or other examinations permitted or required by State law.

Parents and eligible students may not opt-out of activities relating to the collection, disclosure, and/or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing education products or services for, or to students or educational institutions, such as the following:

- a. college or other post-secondary education recruitment, or military recruitment;
- b. book clubs, magazines, and programs providing access to low-cost literary products;
- c. curriculum and instructional materials used by elementary and secondary schools;
- d. tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students;
- e. the sale by students of products or services to raise funds for school-related or education-related activities;
- f. student recognition programs.

To protect student privacy in compliance with the PPRA, the Coventry school district has adopted policies regarding these rights. Parents and/or eligible students who believe their rights have been violated under the PPRA may contact:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-4605

### C. Notification of Rights Under FERPA for Elementary and Secondary Institutions

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, et seq., affords parents and eligible students (*i.e.*, students over 18, emancipated minors, and those attending post-secondary educational institutions) certain rights with respect to the student's education records. They are:

(1) The right to inspect and review the student's education records within forty-five (45) calendar days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parents or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parents or eligible student believe are inaccurate or misleading, or otherwise violates the student's privacy rights.

Parents or eligible students may ask the District to amend a record that they believe is inaccurate, misleading, or otherwise violates the student's privacy rights. Parents or an eligible student should write the school principal, clearly identifying the part of the record the parents or eligible student want changed, and specify why it is inaccurate or misleading, or otherwise violates the student's privacy rights.

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

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

One exception that permits disclosure without consent is disclosure to a school official with legitimate interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District will disclose a student's education record without consent to officials of another public school, including a public charter school, in which the student seeks or intends to enroll.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202-4605

Unless notified in writing by a parent or eligible student to the contrary within two weeks of the date of this notice, the school district will be permitted to disclose "Directory Information" concerning a student. Directory Information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the parent's name and/or e-mail address, the student's name, address, telephone number, e-mail address, photographic and video images, date and place of birth, major field(s) of study, grade level, participation in school-sponsored activities or athletics, weight and height (if the student is a member of an athletic team), dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended.

The written objection to the disclosure of directory information shall be good for only one year. School districts are legally obligated to provide military recruiters and institutions of higher learning, upon request, with the names, addresses and telephone numbers of secondary school students, unless a parent or eligible student objects to such disclosure in writing. Such objection shall be in writing and shall be effective for one year. In all other circumstances, information designated as directory information will not be released when requested by a third party unless the release of such information is determined by the administration to be in the educational interest of the school district and is consistent with the district's obligations under both state and federal law.

S&G 8/21/03

#### D. Parent-School Compact

Parents, students and staff involved in Title I programs within the Coventry School District agree to share responsibility for improving student academic achievement. In furtherance of this agreement, these parties agree to the following:

Coventry Public Schools shall be responsible for:

- providing high-quality curriculum and instruction in a supportive and effective learning environment that enables students in Coventry’s Title I programs to meet state academic achievement standards
- communicating with parents regarding their child’s progress and providing timely information about Title I programs and assessment tools;
- encouraging ongoing communication between teachers and parents;
- educating staff about the importance of parental involvement;
- providing, at minimum, annual parent-teacher conferences during which the school-parent compact will be discussed as it related to the individual child’s achievement;
- providing frequent reports to parents on their child’s progress;
- providing reasonable access to school staff;
- providing opportunities for parents to volunteer, participate in and observe their child’s classroom activities.

Teachers participating in Title I programs shall be responsible for:

- communicating with parents on an ongoing basis;
- participating in parent-teacher conferences, at least annually, during which the school-parent compact will be discussed as it relates to the individual child’s achievement;
- providing frequent reports to parents on their child’s progress;
- providing opportunities for parents to volunteer, participate and observe their child’s classroom activities.

Parents shall be responsible for supporting their child’s learning in the following ways:

- monitoring their child’s attendance;
- monitoring their child’s homework completion and television watching
- volunteering in their child’s classroom;
- encouraging positive use of their child’s extracurricular time; and
- participating, as appropriate, in decisions relating to their child’s education.

**E. Title IX/Equal Opportunity/Sexual Harassment**

Title IX of the Federal Education Amendments of 1972 (20 U.S.C. 1681, 1682) prohibit school systems from engaging in employment practices and operating educational programs or activities which discriminate on the basis of sex. Sexual Harassment is also prohibited based on Title IX of the Education Amendments of 1972, and State Law – Sec. 10-15C. Harassment based on sexual orientation is also protected under State Law – Sec. 10-15C. Sexual Harassment is defined as

unwanted and unwelcome behavior of a sexual nature which interferes with a student's right to learn, study, work, achieve, or participate in school activities in a comfortable and supportive atmosphere. The Coventry Board of Education has adopted an internal Grievance Procedure providing for the prompt and equitable resolution of complaints alleging any action prohibited by regulations implementing Title IX of the Education Amendments of 1972. A copy of Policy 5131A – *Policy Regarding Sex Discrimination and Sexual Harassment* and the accompanying Administrative Regulation can be obtained at each school in the main office, at the Board of Education, or on the district's website at [www.coventrypublicschools.org](http://www.coventrypublicschools.org).

**District Title IX Compliance Officer**

The Director of Pupil & Staff Support Services shall serve as the District Title IX Compliance Officer.

Barbara Trinks – PSSS Director  
Coventry Public Schools  
1700 Main Street, Coventry, CT 06238  
Phone – (860) 742-7317 x112 Fax – (860) 742-4567  
Email: [btrinks@coventryct.org](mailto:btrinks@coventryct.org)

**F. Right to Request Information Concerning Teacher and Paraprofessional Qualifications**

As a parent of a student enrolled in Coventry Public Schools, under the No Child Left Behind Act of 2001, you have a right to request the following information concerning the qualifications of teachers and paraprofessionals who work with your child:

- Whether your child's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether your child's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;
- The baccalaureate degree major of your child's teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
- Whether your child is provided services by paraprofessionals, and, if so, the paraprofessionals' qualifications.

If you wish to obtain this information, please contact your school office.

**G. School Choice**

Parents and students are encouraged to explore other educational opportunities that are offered in the school district locally and regionally. These options may include magnet, charter, lighthouse and vocational-technical schools; Open Choice and inter-district programs; and vocational agriculture centers. Contact the Guidance Department for further information on these School Choice options.

#### H. Student Assistance Team

The Coventry High School Student Assistance Team consists of administrators, counselors, the school nurse, teachers, and pupil services specialists who work together to address the needs of regular education students who may be experiencing personal, family, social, or school difficulties. Referrals to the team may be made by individual students, parents, or school staff members. Students and parents are encouraged to contact a guidance counselor if help is needed.

#### I. Working Papers

Students needing working papers should go to the Superintendent's Office for the necessary forms and bring proof of employment and a birth certificate or driver's license.

### **XIV. HEALTH & SAFETY**

#### A. Emergency Health Forms

1. The Emergency Health Form is distributed to students on the first day of school during homeroom. These forms must be completed and signed by parents and returned to homeroom teachers by the end of the first week of school. Students may be subject to disciplinary action if the forms are not completed and returned.

2. Tylenol Permission Forms are distributed to students on the first day of school during homeroom. Students may not receive Tylenol unless these forms are completed and signed by parents and returned to the school nurse.

3. Severe Allergy Alert Forms are mailed home to families over the summer and are available in the nurse's office. Parents of students with severe allergies must complete these forms and submit them to the nurse's office on or before the first day of school.

#### B. Fire Drills

Study the fire drill procedure in each of your classrooms. If instructions are not available, ask your teacher what the class does in case of a fire drill. During a fire drill, students walk toward the appropriate exit single file in silence. Students will report to assigned areas 50 yards from the building for roll call. Complete silence during building evacuation will allow your teacher or rescue personnel to give directions which may save your life. Always assume a fire alarm means "the real thing." Volunteer firemen will assume safety marshal positions around the building upon request.

### C. Health Room & Health Room Dismissals

1. The health room is located next to the general offices with a registered nurse on duty during school hours. .
2. A student injured or taken ill during the school day should report to the health room with a pass from his/her teacher.
3. All matters pertaining to the student's health are referred to the school nurse and school physician for follow-up.
4. The school nurse, or the building administrator in the nurse's absence, will determine the legitimacy of the request for health room dismissal. Students may not write their own dismissals. The school nurse or designee will contact the parent or legal guardian. If the nature of the illness requires the student to be dismissed from school, that parent or legal guardian is required to transport the student from the school. No student may self-transport when a health condition exists.

### D. Medications

#### Administration of Medication

We are required by the Connecticut State Statutes (Sec. 10-212 A & B Connecticut State Department of Education and Health) to have an authorized prescriber (i.e. physician, dentist, advanced practice RN, or physician assistant) written order for a nurse to give your child medication during the school day. In order for the school nurse to give your child medication (prescription, non-prescription and/or over the counter medication), we ask for your cooperation in following the procedure listed below:

1. Obtain written authorization from the doctor to the school nurse specifying the following:
  - The name, dosage, and route of the medication.
  - The time it is to be given.
  - The period of time this is to be administered.
2. Parent authorizes the school nurse, in writing, to give the medication according to the doctor's specifications.
  - No medication will be given without this written authorization.
  - Medications must be in their proper and original containers.

Medication permission forms are available from the school nurse or on the Coventry public schools website. No medication will be accepted or given without this completed form. This policy also pertains to all school-related activities/sports. All medication orders from a doctor must be renewed each school year.

Any student taking prescription, non-prescription and/or over the counter medication must have a parent/guardian bring this medication to the school nurse or person designated to act in the absence of the nurse. A parent/guardian must pick up any medication being stored by the nurse by 9:00 A.M. on the last day of school or it will be discarded. Students are allowed to carry asthmatic inhalers, Insulin, glucose tablets/gel, and an EpiPen and/or Benadryl for anaphylaxis if a current doctor's

order is on file in the nurse's office indicating the medication may be "self carried". The student must review the order and the medication with the nurse before using it in school.

Any student found carrying prescription, non-prescription and/or over the counter medication without permission from the school nurse is subject to disciplinary action. This includes the student transporting medicine to the nurse.

#### Immunizations

In accordance with state law, the Coventry Board of Education requires each child to be protected by adequate immunization against diphtheria, pertussis, tetanus, poliomyelitis, measles, mumps, rubella, hemophilus influenza type B, hepatitis B, varicella and any other vaccine required by the schedule for active immunization as determined by the Commissioner of Public Health pursuant to Conn. Gen. Stat. § 19a-7f, prior to enrolling in any program or school under its jurisdiction. The Board also requires each child to receive a second immunization against measles before being permitted to enter seventh grade. Exemptions to these requirements can be found in Board of Education Administrative Regulation 5141.3.

#### Physical Examinations

The Coventry Board of Education requires each student enrolled in the Coventry Public Schools to have health assessments as mandated by state law. Physicals are required for preschool/kindergarten, grade 6, and grade 10 students. The exam is acceptable if completed between July 1 and June 30 of your child's grade 6 or grade 10 year. Children will be excluded from school at the beginning of the new school year until the requirements are met. (See Administrative Regulation 5141.21A)

#### E. Prohibition on Recommendations for Psychotropic Drugs

In accordance with Conn. Gen. Stat. § 10-212b, the Board of Education prohibits school personnel from recommending the use of psychotropic drugs for any child. Notwithstanding the foregoing, school health or mental health personnel may recommend that a child be evaluated by an appropriate medical practitioner and school personnel may consult with such practitioner with the consent of the parents or guardian of such child, in accordance with the procedures outlined in Policy 4116.

#### F. ALERTNOW INFORMATION

Keeping you informed is a top priority at Coventry Public Schools. That is why we have adopted the ALERTNOW Notification System, which will allow us to send a telephone message to you providing important information about school emergencies.

We use ALERTNOW to notify you of school emergencies, closings, delayed openings, and early releases. In the event of an emergency at school, you can have peace of mind knowing that you will be informed as soon as possible by phone. In addition, we will be using the system to phone you if your child is absent from school and the nurse has not received parent notification (attendance call).

## E-BLAST INFORMATION

The Town of Coventry and the Coventry Public Schools have a way to get information out to the public. Anyone can sign up to receive email-blast updates on town information and on school emergencies/closings. Check out the school website at [www.coventrypublicschools.org](http://www.coventrypublicschools.org) to access the link to sign up to receive this information.

## XV. MISCELLANEOUS

### A. Accreditation

Coventry High School is accredited by the New England Association of Schools and Colleges, one of the six regional accrediting agencies in the United States. Accreditation means Coventry High School meets NEASC standards in providing appropriate programs to meet student needs; quality of curriculum, quality of guidance and special services; quality of library/educational media services; quality of student activities; quality of staff and administration; and the quality of the facilities.

The school is required to be evaluated according to the above standards by a team of teachers from other schools, school boards and the State Department of Education. NEASC also requires the school to submit a two year and five year Progress Report between evaluations. Coventry High School was evaluated in March of 2006.

### B. Notification Concerning Asbestos Management Plans

The Board of Education, in compliance with federal law, has developed an asbestos management plan, concerning the presence or suspected presence of asbestos-type materials within district school buildings, and required inspections and preventive measures related thereto. In accordance with federal law, members of the public, including parents, teachers and other employees, shall be permitted access to the asbestos management plan of the Coventry Board of Education.

Upon request, the district shall permit members of the public, including parents, teachers and other employees, to inspect any asbestos management plan. The district shall grant access to such management plans within a reasonable period of time after a request from a member of the public is received.

### C. Parents Club/High School Advisory Council

The Parent Club/High School Advisory Council meets monthly in the LMC. The Parents Club maintains communication between parents and school employees and supports many student-centered activities throughout the year. The Parents Club is open to any parents/guardians of Coventry High School students. Parents/guardians are strongly encouraged to join the Parents Club and stay informed about school events. Contact the high school principal for more information about the Parents Club.

#### D. Scholarships

Scholarships, including those generated from Dollars for Scholars, are available to the seniors. Please listen to the daily announcements and consult a guidance counselor for further information. Students who receive scholarships are expected to attend the evening event and reception, held in late May or early June.

### **XVI. SCHOOL DANCES**

Groups desiring to sponsor a school dance must secure the approval of the principal and Student Council two weeks in advance. Two days before, faculty advisors must provide to the administration in writing the names of at least six chaperones. A police officer will be required at the discretion of the administration. All chaperones must be present at the beginning and for the duration of the activity. Decorating and clean-up must be supervised also.

All school rules apply at dances. Smoking is not permitted on any school property or in sight of school grounds. The use of alcohol or drugs is absolutely prohibited. Any student exhibiting characteristics of "being high" will be barred admission and necessary disciplinary actions will be taken. Students/guests who leave building/grounds without specific permission will not be permitted to re-enter. Students absent during the school day may not attend school -sponsored functions. Any student on suspension or owing detentions may not attend school dances.

Students are advised to wear proper attire. Use good discretion in choosing your attire. Dances are usually informal, requiring casual dress. On certain occasions, there are semi-formal dances requiring formal dresses and jackets. Dances are open to current Coventry High School students, but a student may bring one guest provided s/he has brought a completed and signed guest permission slip to the office before the close of school prior to the dance. Students and guests must arrive together. The CHS student is responsible for the guest's behavior. Unless other arrangements have been approved by the administration in advance, all dances will take place from 7-10p.m. except for proms. Host organizations will be responsible for any damages incurred unless guilty party or parties are found.

### **XVIII. SPECIAL PRIVILEGES**

#### A. Driving Privileges

Driving to school is a privilege. Students who drive to school must submit a parental consent form (available in the office) and display the parking tag on the mirror while on school grounds. Students may not go to their car during the school day unless they receive a pass from the office. Students who leave without permission may lose their driving/parking privileges. Students who misuse, give away, or fail to regularly use their parking space, will lose their space. Permission to drive may be revoked at any time. After the first week of school, when all applications have been received, we will assign parking spaces by lottery. Any unauthorized vehicles parked on the school grounds may be ticketed or towed away at owner's expense.

### B. Mid-term & Final Exam Exemptions

Exemption for seniors from mid-term and final exams is at the discretion of the classroom teacher. A senior with an average class grade of at least 85 or better may be exempt from midterm and/or final exam.

### C. Senior Privileges

Senior privileges will be granted at the start of the first quarter to those seniors who have earned honor roll status for the fourth quarter of their junior year or who have a weighted GPA of at least 2.5. Senior privilege will only be granted after seniors wishing to have senior privilege meet with administration to review expectations for senior privilege and sign a contract agreeing to honor the requirements for senior privilege. Senior privilege will only be granted those seniors who achieve honor roll status at the end of each quarter. Senior privilege grants the following privileges:

1. Seniors on senior privilege are exempt from study halls. During study hall time seniors on senior privilege may sit at the senior benches, in the cafeteria, on the benches in front of the cafeteria or in the library. Seniors may not be in any other part of the building without express permission and a pass from a staff member.
2. If a senior on senior privilege has a study hall that meets during the first block of the day (s)he may arrive at the end of the study hall without proof of a doctor appointment, court appointment or family obligation. It is the senior's responsibility to sign in at the office upon arrival.
3. If a senior on senior privilege has a study hall that meets at the end of the day (s)he may leave during that study hall without proof of a doctor appointment, court appointment or family obligation. It is the senior's responsibility to sign out at the office upon departure.

Administration reserves the right to revoke senior privilege to individuals or the class at large if violations or abuses of senior privilege are discovered.

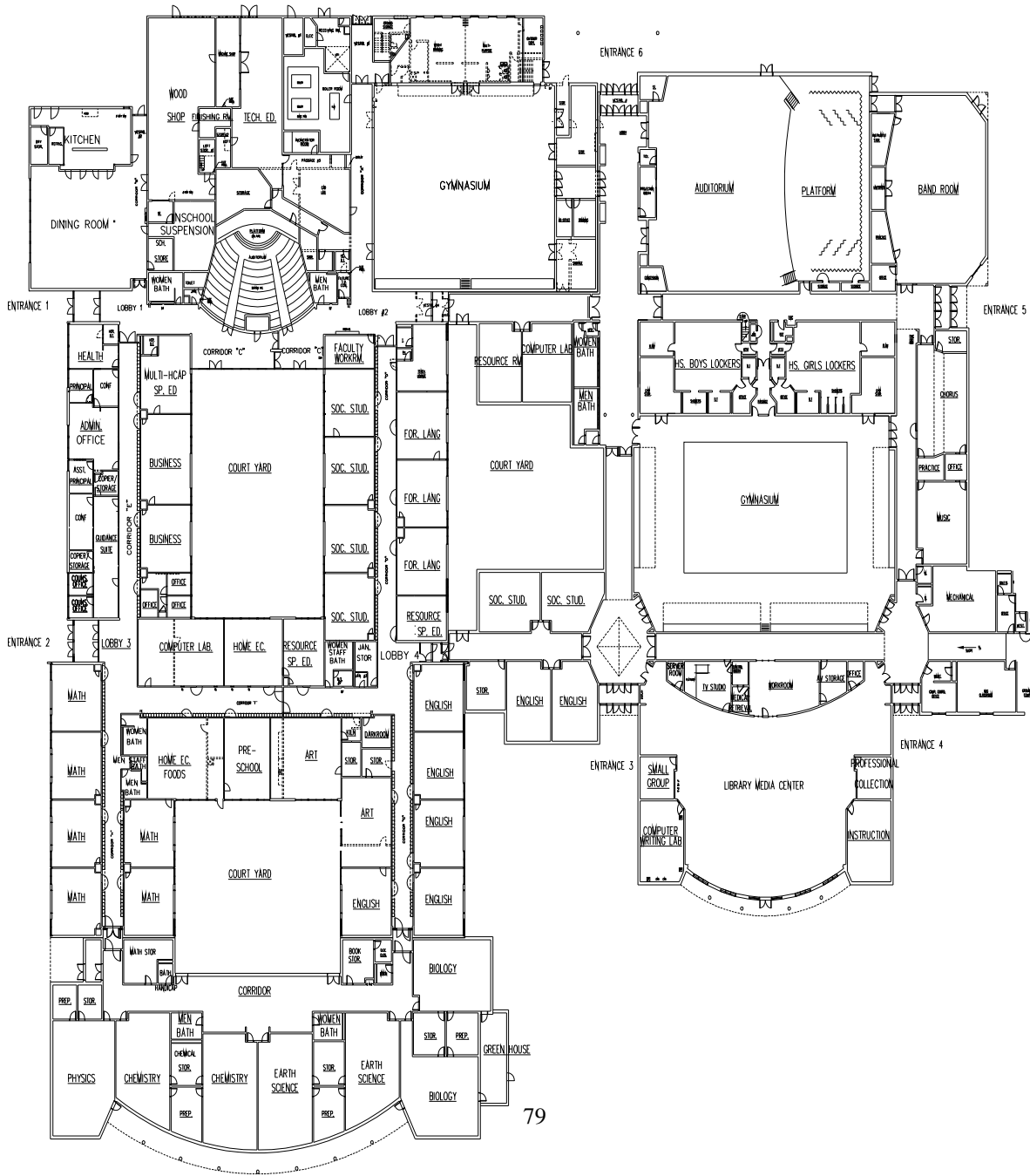
## **XIX. STUDENT COUNCIL**

The Student Council, made up of homeroom representatives and elected class officers, serves as a clearing house for the expression of student opinion and is an instrument for democratic self-government. The council plans social and civic events and assists at school functions. The Council advises the Board of Education in their policy-making role. The Council appreciates any suggestions or reactions to anything pertaining to the high school. Student Council Officers will meet during enrichment. General meetings will be held during an extended lunch period and sometimes after school.

## **XX. VOLUNTEER FIREPERSONS**

All volunteers will be notified by the office if they are needed during a school day. Volunteers may not leave on their own. Volunteers will also serve as safety officers during fire drills. If you are interested in becoming a volunteer fireperson contact the chief of either the North Coventry Fire Association or the South Coventry Fire Association.

**MAP OF COVENTRY HIGH SCHOOL**



# Coventry High School Schedule 2011-2012

| Class Times<br>Monday                 | Monday                                  |
|---------------------------------------|---|
| Period 1<br>7:40 – 8:22<br>(42 min)   | A                                       |
| Period 2<br>8:26 – 9:08<br>(42 min)   | B                                       |
| Period 3<br>9:12 – 9:54<br>(42 min)   | C                                       |
| Period 4<br>9:58 – 10:40<br>(42 min)  | D                                       |
| Period 5<br>10:44 – 12:05<br>(81 min) | E<br>Class = 54 min.<br>Lunch = 27 min. |
| Period 6<br>12:09 – 12:50<br>(41 min) | F                                       |
| Period 7<br>12:54 – 1:35<br>(41 min)  | G                                       |
| Period 8<br>1:39 – 2:20<br>(41 min)   | H                                       |

| Class Times<br>Tues. – Fri.           | Tuesday                                 | Wednesday | Thursday | Friday   |
|---------------------------------------|---|-----------|----------|----------|
| Period 1<br>7:40 – 8:38<br>(58 min.)  | E                                       | C         | A        | G        |
| Period 2<br>8:42 – 9:51<br>(62 min)   | F                                       | D         | B        | H        |
| Period 3<br>9:55 – 10:53<br>(58 min)  | G                                       | E         | C        | A        |
| Period 4<br>10:57 – 12:18<br>(81 min) | H<br>Class = 54 min.<br>Lunch = 27 min. | F         | D        | B        |
| Period 5<br>12:21 – 1:18<br>(58 min)  | A                                       | G         | E        | C        |
| Period 6<br>1:22 – 2:20<br>(58 min)   | B                                       | H         | F        | D        |
|                                       | No C & D                                | No A & B  | No G & H | No E & F |

| Monday Lunch | Time          |
|--------------|---------------|
| First        | 10:44 – 11:11 |
| Second       | 11:11 – 11:38 |
| Third        | 11:38 – 12:05 |

| Tuesday - Friday Lunch | Time          |
|------------------------|---------------|
| First                  | 10:57 – 11:24 |
| Second                 | 11:24 – 11:51 |
| Third                  | 11:51 – 12:18 |