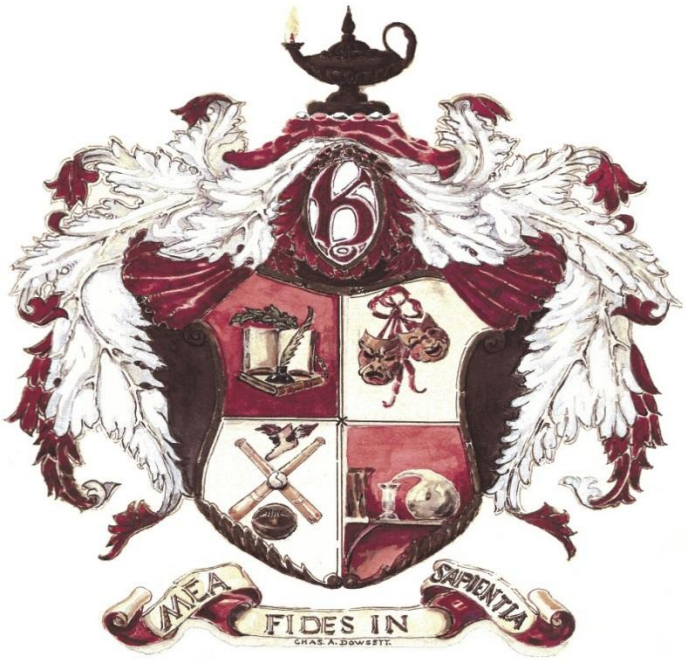
Killingly High School



Student & Parent/Guardian Handbook

2023-2024

226 Putnam Pike
Dayville, CT 06241
Phone: (860) 779-6620 Fax: (860) 774-0846

Responsibility – Excellence – Dedication

Revised 8/25/23

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INTRODUCTION

Mission Statement

The Killingly High School community promotes Responsibility, Excellence and Dedication to life-long learning in a safe environment. Our student-focused approach provides relevant and challenging learning opportunities that address individual needs and foster talents. Students will demonstrate intellectual growth and academic excellence. We guide our students to become critical thinkers who are contributing, respectful citizens within a diverse world.

The Killingly High School student demonstrates:

Responsibility

Excellence

Dedication

The material covered within this handbook is intended as a method of communicating to students and parents regarding general district information, rules and procedures and is not intended to either enlarge or diminish any Killingly Board of Education 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 Material contained herein may therefore be superseded by such Board policy, administrative regulation or negotiated agreement.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.

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

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

KILLINGLY PUBLIC SCHOOLS

79 Westfield Avenue, Killingly, CT 06239
860-779-6600

KILLINGLY HIGH SCHOOL

226 Putnam Pike, Killingly, CT 06241
860-779-6620 Fax 860-774-0846
http://www.killinglyschools.org

KHS Administration	
Mrs. Karen Lagace	Principal
Mr. Stephan Paul	Assistant Principal Grades 9 & 11
Mr. Michael Lefevre	Assistant Principal Grades 10 & 12
TBD	Athletic Director
KHS School Counseling	
Mr. Ryan Carlson	Lead of School Counseling
Ms. Suzanne Alfiero	School Counselor
Ms. Trista Albert	Social Worker
Mr. James Collins	School Counselor
Ms. Hayle Marquis	School Counselor
Ms. Barbara Placido	School Counselor
Mr. Kirk Walker	School Counselor
Ms. Omayra Madera	Social Worker
Mrs. Laura Weedon	Psychologist
Main Office	(860) 779-6620
Athletics	(860) 779-6649
Cafeteria	(860) 779-6792
Transportation	(860 779-6790
School Counseling	(860) 779-6640
Nurse	(860) 779-6635
District Administration	
Dr. Susan Nash-Ditzel	Superintendent of Schools
TBD	Assistant Superintendent of Schools
Ms. Elise Geary	Director of Pupil Services
Ms. Lydia Miudo	Math Coordinator
Mr. Matthew Sierakowski	English Coordinator
Ms. Kathleen Cote	Director of Mental Health Services

Killingly Board of Education

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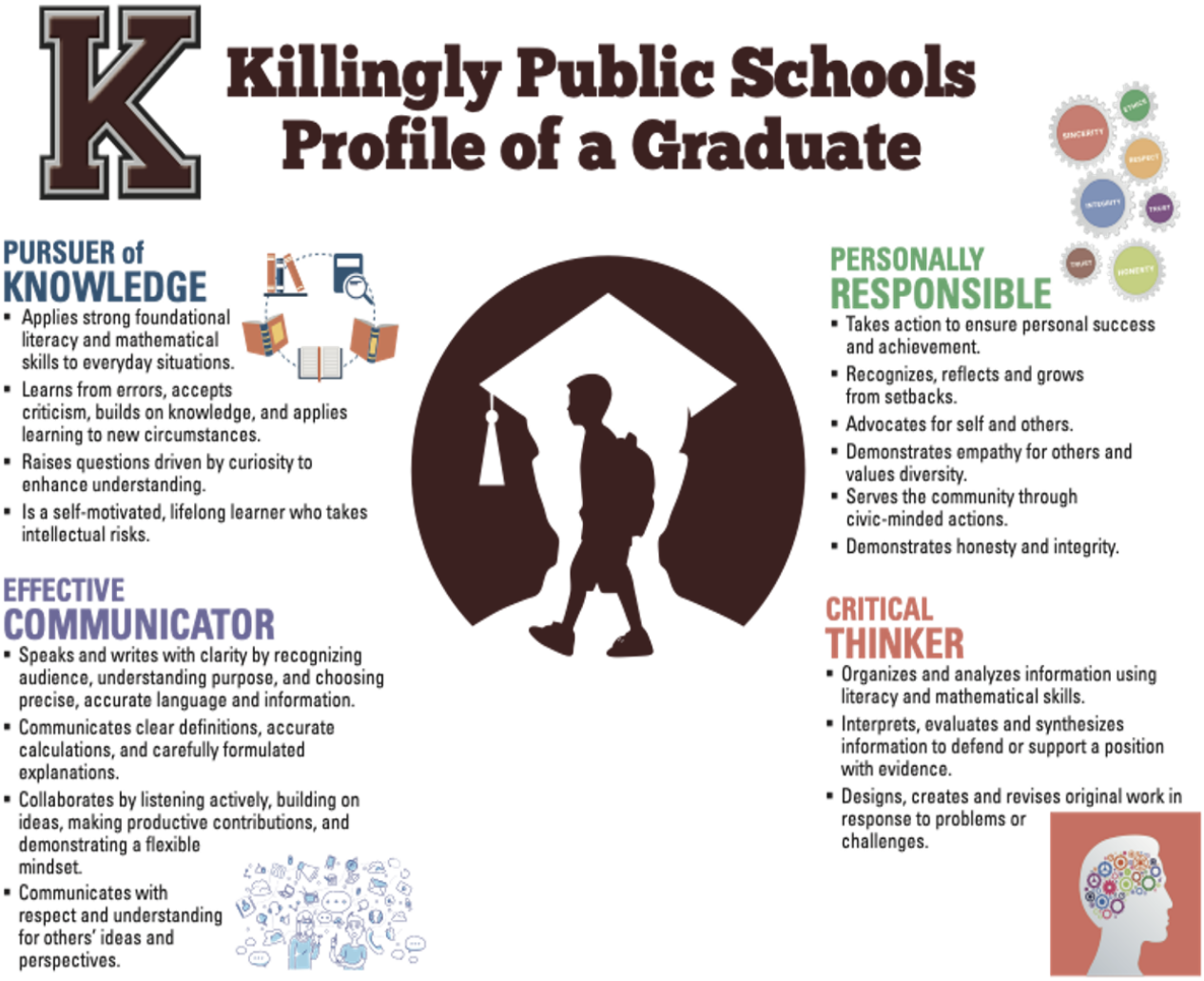
drovero@killinglyschools.org

The Killingly Board of Education meets the second and fourth Wednesday of each month at 7:00 p.m. Check local listings for the location – either the Town Hall or Killingly Intermediate School. School Board meetings are available on your computer. Visit www.killinglyschools.org and click on Channel 22.

KILLINGLY PUBLIC SCHOOLS: PROFILE OF A GRADUATE

At the center of everything a school system strives for, is that each child will graduate with the skills and knowledge required to be happy, successful and productive individuals and citizens in a global society. At KPS, every conversation, lesson and assignment is considered with this Profile of a Graduate as its foundation. It is our aspiration as a KPS community that every student will graduate proficient in the skills represented by the Profile of a Graduate: Pursuer of Knowledge, Personally Responsible, Effective Communicator, Technologically Fluent and a Critical Thinker.



ADMISSION/PLACEMENT

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

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

Students enrolled in a school improvement pursuant to federal law may transfer to another public school within the district that has not been identified for school improvement. The transfer will be allowed in accordance with law. Transportation will be provided by the district.

Parents of students attending District schools have the option to enroll their child(ren) in a magnet school with which the District is a nonparticipating district, if the magnet school has unused student capacity. The District will pay any tuition charge.

NONDISCRIMINATION STATEMENT

Nondiscrimination

The District shall promote nondiscrimination and an environment free of harassment based on an individual's race, color, religion, sex, sexual orientation, gender identity/expression, national origin, disability, marital status or age or because of the race, color, religion, sex, sexual orientation, gender identity or expression, national origin, disability, marital status or age of any other persons with whom the individual associates. The District provides equal access to the Boy Scouts and other designated youth groups.

In keeping with requirement of federal and state law, the District strives to remove any vestige of discrimination in employment, assignment and promotion of personnel; in educational opportunities and services offered to students; in student assignment to schools and classes; in student discipline; in location and use of facilities; in educational offerings and materials; and in accommodating the public at public meetings.

The Board encourages staff to improve human relationships within the schools and to establish channels through which citizens can communicate their concerns to the administration and the Board.

The Superintendent shall appoint and make known the individuals to contact on issues concerning the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1974, Title VI, Title VII, Title IX and other civil rights or discrimination issues. The Board will adopt and the District will publish grievance procedures providing for prompt and equitable resolution of student and employee complaints.

Federal civil rights laws prohibit discrimination against an individual because they have opposed any discrimination act or practice or because that person has filed a charge, testified, assisted or participated in investigation, proceeding or hearing. ADA further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising the rights guaranteed under the Act.

Discrimination Grievance Procedure

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to problems, which may arise concerning claims of discrimination. Evidence of reprisal against a complainant or witness shall be viewed as a violation of this policy.

Any person who wishes to inquire or to register a complaint concerning alleged discrimination in the Killingly Public Schools shall have an opportunity to bring such concerns to the attention of the Civil Rights Compliance Officers or Superintendent, who has the authority to resolve such complaints. The following grievance procedure shall be utilized by any student, parent or employee in making a complaint or inquiry. Officials shall be governed by this procedure.

Level I: Within thirty (30) calendar days of the alleged incident, the complainant shall discuss the alleged discriminatory act or practice with the Civil Rights Compliance Officer, the Principal, Assistant Principal, Superintendent of Schools or Assistant Superintendent of Schools. If satisfaction cannot be achieved through informal discussion and the complainant wishes to pursue the matter, the following procedure shall be initiated:

Level II: The complainant shall, within forty-five (45) calendar days of the alleged incident, on forms provided, put the complaint in writing and file it with a Civil Rights Compliance Officer. Within five (5) working days a conference must be held. Within five (5) working days following the conference:

(a) if the complaint IS resolved to the satisfaction of both parties the Compliance Officer shall verify such outcomes with the complainant in written form with a copy sent to the Superintendent of Schools; or,

(b) if the complaint IS NOT resolved to the satisfaction of both parties, it must be referred, in writing, by the Compliance Officer to the Superintendent of Schools. The Superintendent shall keep the Board of Education apprised of any grievance reaching Level II (b).

Level III: Within ten (10) working days after receipt of such complaint, the Superintendent must hold a hearing for the purpose of resolving the grievance. A full record of such hearing shall be kept by the Superintendent. Within five (5) workings of that hearing, the Superintendent shall render the decision and the reason therefore in writing to the complainant with a copy to the Board of Education.

Level IV: If the complainant is not satisfied with the disposition of the grievance at Level III, or if no decision has been rendered by the Superintendent within five (5) working days after the hearing, the complainant may file the grievance again with the Board of Education within five (5) working days. Within fifteen (15) working days after receiving the complainant's written appeal, the Board shall meet with the complainant for the purposes of resolving the grievance. The decision of the Killingly Board of Education shall be rendered in writing within five (5) working days.

Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered as a maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement of all parties in writing.

The following page contains the people who have been designated to handle inquiries regarding the non-discrimination policies**.**

KILLINGLY PUBLIC SCHOOLS

PROPER LEGAL NOTICE of COMPLIANCE OFFICERS
2023–2024 ~ EMPLOYEES and STUDENTS

AFFIRMATIVE ACTION

[issues related to staffing and hiring practices]

Kim Burnham
Central Administration Office ~ Human Resources
79 Westfield Avenue, PO Box 210, Killingly, CT 06239
Confidential Phone Line: 860-779-6795 ~ Email: kburnham@killinglyschools.org

OFFICE of CIVIL RIGHTS

[issues concerning civil rights]

Elise Geary
Central Administration Office ~ Pupil Services
79 Westfield Avenue, PO Box 210, Killingly, CT 06239
Confidential Phone Line: 860-779-6742 ~ egeary@killinglyschools.org

SECTION 504

[issues concerning handicap access & accommodations]

Elise Geary
Central Administration Office ~ Pupil Services
79 Westfield Avenue, PO Box 210, Killingly, CT 06239
Confidential Phone Line: 860-779-6742 ~ egeary@killinglyschools.org

TITLE VI

[Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color or national origin. Age discrimination is protected by the Age Discrimination Act of 1975]

Kim Burnham
Central Administration Office ~ Human Resources
79 Westfield Avenue, PO Box 210, Killingly, CT 06239
Confidential Phone Line: 860-779-6795 ~ kburnham@killinglyschools.org

TITLE VII

[issues related to staff]

Kim Burnham
Central Administration Office ~ Human Resources
79 Westfield Avenue, PO Box 210, Killingly, CT 06239
Confidential Phone Line: 860-779-6795 ~ kburnham@killinglyschools.org

TITLE IX

[issues related to gender discrimination]

Kim Burnham
Central Administration Office ~ Human Resources
79 Westfield Avenue, PO Box 210, Killingly, CT 06239
Confidential Phone Line: 860-779-6795 ~ kburnham@killinglyschools.org

SAFE SCHOOL CLIMATE COORDINATOR

[issues related to bullying & school climate]

Michael Lefevre
Killingly High School
226 Putnam Pike, Killingly CT 06241
Confidential Phone Line: 860-779-6623 mjlefevre@killinglyschools.org

Killingly High School Faculty and Staff

Administration	**Career Center**	**Nurses**
Karen Lagace, Principal	Chad Neal	Jennifer Adams
Stephan Paul, Asst. Principal	Tania Hebert	Nancy Schofield
Michael Lefevre, Asst. Principal		
Elise Geary, Pupil Serv. Director	**Custodians**	**Paraeducators**
Lydia Miudo, Math Coordinator	Roger Ashmore	Stephanie Amarante
Matthew Sierakowski, English Coord.	Danny Coulombe	Heidi Bowden
	John Keith	Kayla Deskus
Main Office Staff	Peter Martineau	Katrina Garvey
Sheila Graveline, Principal Admin Asst	Kurt Michon, Head Custodian	Maya Habersang
Sarah Jarvis, Main Office Admin Asst.	Steve Pellorin	Heather Juszczyk
Janette Lajoie, AP Admin Assist.	Tom Robitaille	Ryan Manning
Tami Lupien, Attendance Admin Assist	Richard Sears	Gary Miskiewicz
		Diane Peterson
Agricultural Education	**English**	Michelle Pion
Calvin Broderson	Nicola Able	Diana Williams
Courtney Cardinal, Dept. Chair	Abigail Gillis	
Cathy Julian, Secretary	Kayla Dougherty	
Bethany Knowlton	Joanne Gallie	**Physical Education**
Heather Lopez	Julie Gutierrez, Dept. Chair	Stephanie Calouro
Rebecca Pond	Alex Klein	TBD
	Jennifer Nadeau	Jackie Lewis
Alternative Education Center (AEC)	Michael Raheb	Derek Ponciano
William Garrity	Annice Rockwell	
TBD		**School Counseling**
	Family & Consumer Science	Ryan Carlson, Lead Counselor
Art	Liisa Wagner	Suzanne Alfiero, Counselor
Jamie Carver		James Collins, Counselor
Danica Temple	**Library**	Nancy Loomis, Secretary
Beth Tippett	Martha Wright, Librarian	Hayley Marquis, Counselor
	Annie Vance, Assistant Librarian	Cindy Miller, Secretary
Athletic Director		Barbara Placido, Counselor
Interim - Jim Lackner	**Mathematics**	Kirk Walker, Counselor
	Anna Dalbec	Laura Weedon, Psychologist
Business	Christina Bulmer	
Donna Guillot, Dept. Chair	Lisa Finkelman	
Audrey Jones	Peter Gangi	**Science**
TBD	Amanda-Lynn Loomis	Jessica Clark
Gena Torre	Mark Neuman	Abigail Durling
	Sean O'Leary, Dept. Chair	John Listorti
Cafeteria	Matthew Tocchio	Walker Melzen
Camille Geddes		Danielle Nowak, Dept. Chair
Tim Mugan	**Music**	Kasey Reinhotlz
	Jeff Ethier	Michael Wuenscher
	Jason Largent	

Killingly High School Faculty and Staff (Continued)

Social Studies	**Security Support Monitors**	**Technology Education**
Ashley Carsillo	Cliff Horton	Daniel Durand
Michael Craig	Melinda McCusker	James Hutson
Ian Harrington		Robert Polselli
Joseph Lewerk	**Special Education**	
David Minikowski, Dept Chair	TBD	
Sarah Riggle	Marcia Griffiths-Farquhar	**World Languages**
Erik Rosati	Lisa Higgins, Dept. Chair	Ernest Dodge
Matthew Sumner	Gina Lindberg	Susan Griffiths-Dept. Chair
	Kerri Pacheco	David Rollinson
Social Worker	Elizabeth Malarkey	Erin Mello
Trista Albert	Laurissa Rodzen	
Omayra Madera	Layne Whitley	
	TBD	
Security		
James Esposito		
Jef Bowden		

To email any KHS faculty or staff, please use the first letter of their first name, followed by their last name @killinglyschools.org. Example: klagace@killinglyschools.org

KILLINGLY HIGH SCHOOL SCHEDULE

A/B Block Schedule

Killingly High School has an alternate day (A/B) block schedule with a Pride Block period. Block scheduling provides a structure for the creative, active and flexible learning students need for success in the future. A Pride Block adds an opportunity for students to receive intervention/support or enrichment on a regular basis. Alternate day block scheduling at Killingly High School divides each school day into four instructional blocks composed of approximately eighty-five minutes each and a lunch period. Students attend three classes on A days with an intervention/support class (Blocks A1-A3 with a Pride Block to follow the first class) and four classes on B Days (Blocks B1-B4) for a total of 7 classes plus the Pride Block. Each A Day Pride Block will include either Intervention, Class Meetings, Club Meetings or other opportunities. Each class meets once every two days.

Alternate day scheduling has many advantages over the traditional seven period or straight block day schedules. Benefits are:

- Seven instructional periods plus a Pride Block period in the schedule cycle.
- Greatly increased length of class periods allows for in-depth study and use of a variety of learning activities in the same class session.
- Students and teachers have the opportunity to carry out entire projects or labs in one class period.
- Decreased number of transitions between classes reduces the disruptions in the learning during the day.
- Time spent starting and closing each class takes up much less of the total instructional time available to students.
- Students have fewer subjects to focus on each day and fewer tests and homework assignments on any one day.
- Students and teachers have increased opportunities for research, writing, projects and group work.

PRIDE/Intervention Period A2

All students will be assigned to an Advisory/Intervention/Enrichment class called Pride Block. Teachers and staff participating in the Pride Block are committed to providing a caring environment that fosters one-to-one student-adult relationships. Pride Block will meet on a regular schedule that provides an opportunity for students to receive additional teacher support and engage in enrichment opportunities that may include individual or group activities. Please see the following two pages for the times and bell schedules associated with this program. The goals of the Pride Block are to:

- Build community and a sense of belonging
- Support student academic achievement by providing additional support
- Provide a time for enrichment opportunities
- Improve school climate and student behavior
- Provide students with personal meaning and a sense of continuity in the high school experience.

Pride Block teachers will monitor and develop a personal relationship with their students and assist them in obtaining the support they need to be successful in all aspects of their high school experience. Students who are current in all of their work may take advantage of a variety of co-curricular, enrichment and extension activities.

Backpacking is part of the Intervention process Teachers will consult one-on-one with students about their academic, behavioral, social and attendance progress. **Participation in PRIDE Block is mandatory for all students and faculty.**

Killingly High School 2023-2024 Student Calendar Revised 8/4/23

August/ September

S	M	T	W	R	F	S
27	28	29 PD	30	31 A/B	1 A/B	2
3	4	5 A	6 B	7 A	8 B	9
10	11 A	12 B	13 A	14 B	15 A	16
17	18 B	19 A	20 B	21 A	22 B	23
24	25 A	26 B	27 A	28 B	29 A	30

8/31 Freshman First Day A/B-Go to all classes
9/1 All student's A/B -Go to all classes.
Freshman Meet & Greet 8/30 5PM-5:30PM
KHS for all students Open House 9/30 5:30PM-7PM

October

S	M	T	W	R	F	S
1	2 B	3 A	4 B	5 A	6 B	7
8	9	10 A	11 B	12 A	13 B	14
15	16 A	17 B	18 A	19 B	20 A	21
22	23* B	24 A	25 B	26 A	27 B	28
29	30 A	31 B				

*College Fair: October/ *PSAT's: October
*P/T Conferences 10/23 & 10/24

November

S	M	T	W	R	F	S
			1 A	2 B	3 A	4
5	6 B	7	8 A	9 B	10	11
12	13 A	14 B	15 A	16 B	17 A	18
19	20 B	21 A	22 B	23	24	25
26	27 A	28 B	29 A	30 B		

December

S	M	T	W	R	F	S
					1 A	2
3	4 B	5 A	6 B	7 A	8 B	9
10	11 A	12 B	13 A	14 B	15 A	16
17	18 B	19 A	20 B	21 A	22 B	23
24 / 31	25	26	27	28	29	30

January

S	M	T	W	R	F	S
	1	2	3 A	4 B	5 A	6
7	8 B	9 A	10 B	11 A	12 B	13
14	15	16	17 A	18 B	19 A	20
21	22 A2/A1	23 B1/B2	24 A3/A4	25 B3/B4	26 MU	27
28	29 B	30 A	31 B			

Mid-Terms 1/22-1/26

February

S	M	T	W	R	F	S
				1 A	2 B	3
4	5 A	6 B	7 A	8 B	9 A	10
11	12 B	13 A	14 B	15 A	16 B	17
18	19	20	21 A	22 B	23 A	24
25	26 B	27 A	28 B	29 A		

March

S	M	T	W	R	F	S
					1 B	2
3	4 A	5 B	6 A	7 B	8 A	9
10	11* B	12 A	13 B	14 A	15 B	16
17	18 A	19* B	20* A	21 B	22	23
24 / 31	25* A	26* B	27 A	28 B	29	30

P/T Conferences 3/11 & 3/12 Academic Showcase
*March 14th SAT Pre-Administration PRIDE 2
*March 19th-20th CT SAT School Days March 25th/26th SAT Make-up

April

S	M	T	W	R	F	S
	1 A	2 B	3 A	4 B	5 A	6
7	8 B	9 A	10 B	11 A	12 B	13
14	15	16	17	18	19	20
21	22 A	23 B	24 A	25 B	26 A	27
28	29 B	30 A				

May

S	M	T	W	R	F	S
			1 B	2 A	3 B	4
5	6 A	7 B	8 A	9 B	10 A	11
12	13 B	14 A	15 B	16 A	17 B	18
19	20 A	21 B	22 A	23 B	24 A	25
26	27	28 B	29 A	30 B	31 A	

Underclassman Awards & Yearbook Signing 5/31

June

S	M	T	W	R	F	S
						1
2	3 B	4 A	5 B	6 Senior Exams A3/A4	7 Senior Exams B3/B4	8
9	10 Exams 9th-12th A2/A1	11 Exams 9th-12th B1/B2	12 Exams 9th-11th A3/A4	13 Exams 9th-11th B3/B4	14 Graduation Make-ups	15
16	17	18	19	20	21	22
23 / 30	24	25	26	27	28	29

Senior Awards 6/4@ 6PM
Senior Final Exams 6/6-6/11
Underclassman Final Exams 6/10-6/14 ERD
KHS Graduation 6/14 @ 6PM
Anticipated Last Day of School 6/14

Calendar Key

- ERD/Half Day
- Activity Day/Class Meetings
- No School
- Staff Development
- SAT Prep 11th Grade
- CT SAT School Day
- All Student Mid-Terms /Underclassman Finals
- Senior Finals

KHS Parent/Teacher Conferences
October 23rd 1-3PM & 4-6PM
October 24th 4-6PM
March 11th 1-3PM & 4-6PM
March 12th 4-6PM Academic Showcase 6-7PM

Progress Reports
October 4th December 13th
March 1st May 14th

Report Cards/Grading Period Ends
Q1: November 6th Q2: January 26th
Q3: April 4th Last Day of School

Killingly High School Daily Bell Schedule for 2023-2024

School Doors Open at 7AM Breakfast	7:00-7:25	25 minutes
PRIDE	7:35-7:55	20 minutes
A1/B1	8:00-9:20	80 minute Class
A2-PRIDE/B2 Announcements A Days-PRIDE & Intervention B Day- Classes	9:25-10:45 Intervention 1: 9:35-10:05 Intervention 2: 10:10-10:45	80 minutes (35 Minute Interventions)
A3/B3 Lunch and Classes	10:50-12:55 1st Floor 1st lunch with the exception of PE and AgEd 2nd Floor 2nd lunch 3rd Floor 3rd lunch	120 minutes (30 minute Lunch)
1st Lunch *Lunch 10:50-11:20* *Class 11:25-12:55*	***2nd Lunch*** *Class 10:50-11:30* *Lunch 11:35-12:05* *Class 12:10-12:55*	***3rd Lunch*** *Class 10:50-12:20* *Lunch 12:25-12:55*
A4/B4	1:00-2:20	80 minutes
After School Program for Academic Support Tuesday-Thursday* Please check the schedule for the After School Program on the KHS website as days change due to early release days, school closings and holiday weeks.	**2:30-4:30 in Library**	Students staying after school who need the late bus must sign up for the late bus by 12:30PM on the day they are staying after. **All students staying after school must be picked up by 4:30PM and must be with a teacher the entire time they are after school. Students are not allowed to stay after school to socialize with friends.**

Killingly High School

Early Release Day/Half Day Schedule 2023-2024

School Doors Open at 7AM Breakfast	7:00-7:25	25 minutes
PRIDE	7:35-7:55	20 minutes
A1/B1	8:00-8:40	40 minute Class
A2-PRIDE/B2 Announcements A Days-PRIDE & Intervention B Days-Classes	8:45-9:25 Intervention: 8:55-9:25	40 minutes (30 minute intervention)
A3/B3	9:30-10:10	40 minutes
A4/B4	10:15-12:10 1st Floor 1st lunch with the exception of PE and AgEd 2nd Floor 2nd lunch 3rd Floor 3rd lunch	115 minutes (30 minute lunch)
1st Lunch *Lunch 10:15-10:45* *Class 10:50-12:10*	***2nd Lunch*** *Class 10:20-10:50* *Lunch 10:55:-11:25* *Class 11:30-12:10*	***3rd Lunch*** *Class 10:30-11:30* *Lunch 11:35-12:05* *3rd lunch students return to A4/B4 @ 12:05 for dismissal*
After School Program	**<u>There is no after school program on Early Release Days-all students must leave at 12:10</u>**	

Killingly High School

Two Hour Delay Schedule 2023-2024

School Doors Open at 9AM Breakfast	9:00-9:25	25 minutes
PRIDE	9:35-9:55	20 minutes
A1/B1	10:00-10:45	45 minute Class
A2-PRIDE/B2 Announcements A Day's-PRIDE/B Days-Classes	10:50-11:35 Intervention: 11:05-11:35	45 minutes (30 Minute Intervention)
A3/B3 Lunch and Classes	11:40-1:30 1st Floor 1st lunch with the exception of PE and AgEd 2nd Floor 2nd lunch 3rd Floor 3rd lunch	110 minutes (30 Minute Lunch)
1st Lunch *Lunch 11:40-12:10* *Class 12:15-1:30*	***2nd Lunch*** *Class 11:40-12:15* *Lunch 12:20-12:50* *Class 12:55-1:30*	***3rd Lunch*** *Class 11:40-12:55* *Lunch 1:00-1:30*
A4/B4	1:35-2:20	45 minutes
After School Program for Academic Support Tuesday-Thursday* Please check the schedule for the After School Program on the KHS website as days change due to early release days, school closings and holiday weeks.	**2:30-4:30 in Library**	Students staying after school who need the late bus must sign up for the late bus by 12:30PM on the day they are staying after. **All students staying after school must be picked up by 4:30PM and must be with a teacher the entire time they are after school. Students are not allowed to stay after school to socialize with friends.**

Killingly High School

Early Early Release Day Schedule 2023-2024

School Doors Open at 7AM Breakfast	7:00-7:25	25 minutes
PRIDE	7:35-7:50	15 minutes
A1/B1	7:55-8:15	20 minutes
A2=PRIDE/B2 Announcements A Days-PRIDE B Days- Classes	8:20-8:40	20 minutes
A3/B3	8:45-9:05	20 minutes
A4/B4	9:10-10:55 1st Floor 1st lunch with the exception of PE and AgEd 2nd Floor 2nd lunch 3rd Floor 3rd lunch	105 minutes 65 minute classes
1st Lunch *Lunch 9:10-9:40* *Class 9:45-10:50*	***2nd Lunch*** *Class 9:10-9:45* *Lunch 9:50-10:20* *Class 10:25-10:55*	***3rd Lunch*** *Class 9:10-10:15* *Lunch 10:20-10:50* *3rd lunch students return to A4/B4 @ 10:50 for dismissal*
After School Program	**<u>There is no after school program on Early-Early Release Days-all students must leave at 10:55</u>**	

Killingly High School
Pep Rally Daily Schedule 2023-2024

School Doors Open at 7AM Breakfast	7:00-7:25	25 minutes
PRIDE	7:35-7:50	15 minutes
A1/B1	7:55-8:55	60 minutes
A2-PRIDE/B2 Announcements A Day-PRIDE & Intervention B Days-Classes	9:00-10:00 Intervention 1: 9:05-9:25 Intervention 2: 9:30-10:00	60 Minutes (25/30 minute Interventions)
A3/B3	10:05-11:05	60 minutes
A4/B4 Lunch and Classes	11:10-1:00 1st Floor 1st lunch with the exception of PE and AgEd 2nd Floor 2nd lunch 3rd Floor 3rd lunch	110 minutes 60 minute class
1st Lunch *Lunch 11:10-11:40* *Class 11:45-12:55*	***2nd Lunch*** *Class 11:10-11:50* *Lunch 11:55-12:25* *Class 12:30-1:00*	***3rd Lunch*** *Class 11:10-12:20* *Lunch 12:25-12:55*
PRIDE/Pep Rally Students will bring their backpacks/belongings to the Pep Rally and be dismissed from Pep Rally. Teachers must sit with their classes at Pep Rally	1:00-2:15 Pep Rally	80 minutes

Killingly High School

Great Things Happen Here! Assembly Day Daily Schedule

School Doors Open at 7AM Breakfast	7:00-7:25	25 minutes
PRIDE/Whole School Assembly	7:35-7:40 PRIDE 7:45-8:15-Assembly	40 minutes
A1/B1	8:20-9:30	70 minutes
A2-PRIDE/B2 Announcements A Day-PRIDE & Intervention B Days-Classes	9:35-10:45 9:45-10:10-Backpacking with students Intervention 1: 10:20-10:45	70 Minutes
A3/B3 Lunch and Classes	10:50-12:55 1st Floor 1st lunch with the exception of PE and AgEd 2nd Floor 2nd lunch 3rd Floor 3rd lunch	125 minutes (30 minute Lunch)
1st Lunch *Lunch 10:50-11:20* *Class 11:25-12:55*	***2nd Lunch*** *Class 10:50-11:30* *Lunch 11:35-12:05* *Class 12:10-12:55*	***3rd Lunch*** *Class 10:50-12:20* *Lunch 12:25-12:55*
A4/B4	1:00-2:20	80 minutes
After School Program for Academic Support Tuesday-Thursday* Please check the schedule for the After School Program on the KHS website as days change due to early release days, school closings and holiday weeks.	**2:30-4:30 in Library**	Students staying after school who need the late bus must sign up for the late bus by 12:30PM on the day they are staying after. **All students staying after school must be picked up by 4:30PM and must be with a teacher the entire time they are after school. Students are not allowed to stay after school to socialize with friends.**

Killingly High School Academic Requirements

Subject	Credits Required
English	4
Social Studies (including Civics)	3
Science	2
Mathematics	3
Health (required in Grades 9 or 10)	1
Physical Education	1
World Language	1
Mastery Based Performance Requirement	1
Humanities Electives (Including Art)	2
STEM Electives	3
Electives	4
Total Credits Needed to Graduate	**25**

Promotion and Placement

Student promotion is dependent on each student's master and acquisition of basic learning objectives. Normally, students will progress annually from grade to grade when increments of five credits are earned (see Grade Level Matriculation on next page). Students who master objectives at an exceptional range may be considered for acceleration to another grade or class. Acceleration decisions are the responsibility of the teaching staff and Principal, after prior notification and discussion with parents. The final decision rests with the school Principal.

Grade Level Matriculation

- For promotion to the sophomore class, a student must earn five credits and pass English 1.
- For promotion to the junior class, a student must earn twelve credits.
- For promotion to the senior class, a student must earn eighteen credits.
- To graduate, students must complete 25 credits and all Performance Graduation Requirements listed below.

Killingly High School Performance Graduation Requirements (PGRs)

All Killingly High School students are required to complete the following PGRs during their 4 years at KHS to demonstrate Proficiency in all areas to graduate. KHS uses Naviance to record Performance Graduation Requirements.

PGR 1.1: Four Year Planner with School Counselor	**PGR 2: Use of Technology-Computer Literacy Class**
PGR 1.2: Career Interest Profiler-In Naviance	**PGR 3: Persuasive Argument**
PGR 1.3: Career Interest Profiler Survey-In Naviance	**PGR 4: Numeric Problem Solving-Math Class**
PGR 1.4: Post-Secondary Survey- In Naviance	**PGR 5: Oral Communication**
PGR 1.5 Application for Employment-Computer Literacy Class	**PGR 6: Reading for Information**
PGR 1.6: Cover Letter, Resume and References-Computer Literacy	**PGR 7: Response to Literature**
PGR 1.7: Updated Resume and References-Senior Year	**PGR 8: Community Service: Class of 2024-20 hours; Class of 2025-30 hours; Class of 2026 and classes thereafter 40 hours.**
PGR 1.8: Job Shadow-Through the Career Center	

GRADING POLICY

The goal for all Killingly High School students is to achieve at a high level.

The Primary Purpose of Assessments and Grading:
The primary purpose of assessment is the improvement of student learning, while the primary purpose of grading and reporting is to communicate information about student achievement and performance related to course outcomes.

We believe that when a student does not succeed on an assessment, there is value in having them participate in additional instruction, which we call "the intervention process," because it can further develop their learning if they strive for mastery of course outcomes. In many instances at the conclusion of the intervention process, students will be given an opportunity to complete a second assessment, which we call a "retake assessment," to determine if they increased their understanding of the content. In such instances, if they show growth, they may be able to improve their recorded grade on the assessment. See the protocol for that process below.

Student Responsibilities and Expectations
It is the responsibility of the student to take ownership of their own learning and focus on improvement rather than just compliance and completion of tasks. The students at Killingly High School are expected to fully participate in the learning process.

Students are required to:

- Consistently submit original work that meets the expectation of the assignment. Copying another student's work, using an online source to write a paper/response which is copied by the student will not be accepted and consequences will be given for plagiarism. Killingly High School uses Turn-It In to review student work for plagiarism.
- Individual effort and engagement in daily work is critical to the learning process and should not be looked at as insignificant in developing understanding and skills.Complete assignments, including homework, on time.
- Promptly make up any work missed during an absence or field trip.
- Prepare for assessments.
- Students who do not put in effort prior to the original assessment, as determined by the teacher, may not be eligible to participate in a retake assessment.
- Participate in an intervention process when necessary to improve their learning.

Grading within a Course

Teachers will provide students with a written description of the specific grading practices that will be used within each course. This will include information such as the variety and weight of the assignments that will be given as well as if the course allows students to retake assessments.

Grading Codes- Assignments within a Marking Period

While each teacher may use PowerSchool slightly differently, the following grade entries are universal to all courses.

-- = The assignment may not be due yet (check the date) OR
The assignment has not been submitted due to an excused circumstance such as an absence; if the student submits the assignment within the timeframe indicated by the teacher, they will earn a grade without penalty.

0 = The assignment has not been submitted by the due date; at the discretion of the teacher, the student may be able to submit the assignment, but the grade will be reduced as a penalty for submitting late work. A zero may also indicate that the assignment was graded and failed to meet the expected standard.

= The assignment has been submitted, but it has not yet been graded. This does not indicate the quality of the work, therefore the student's earned grade on this assignment may be anything ranging from passing to failing.

= The assignment is not included in the final grade.

Intervention Process & Retake Assessment Protocol

Retake Assessment Protocol

Eligibility

For courses which allow students to retake assessments, it is mandatory for students who have earned less than 65% on the original assessment, to complete the entire intervention process as assigned by their teacher, prior to retaking an assessment.

In some courses, students who earned higher than a 65% and want to improve mastery of the concepts or skills may also be eligible to retake an assessment at the discretion of the teacher. In such courses, an intervention process may or may not be mandatory (this information will be provided by the teacher at the beginning of the course as part of their grading practices). If an intervention process is mandatory, see above for a description of that process.

Intervention Process

The intervention process will commence after a student does not meet the minimum standard of 65% on an assessment. (The original earned grade will be recorded and will be updated, if necessary, after the intervention process and a retake assessment have been completed).

The intervention process will consist of teacher prescribed activities selected to enhance student learning. A schedule and plan for completion of these activities will be determined by the teacher. Under ordinary circumstances, the intervention process will be within 5 school days after the student receives notice of failure. The intervention process may occur before school, after school and/or at home depending upon the situation. **Participation in the intervention process takes precedence over all other student activities, including before and after school activities and discretionary activities during the school day.** The highest priority of our students is to attain academic success therefore participation in the intervention process is NOT optional.

If a student fails to adhere to the timeframe noted above and/or fails to actively participate in available interventions, they shall forfeit the opportunity for a retake. In such situations, the original earned grade on the assessment shall stand.

Deadline for Completion

After the completion of the intervention process, a retake assessment will take place within 10 school days upon notice of a failing assessment grade.

Assessment Scores

The following guidelines should be used to determine the student's grade for the assessment:

- The final grade for the assessment will be determined by averaging the student's scores on the assessments; not to exceed a final grade of 85%. (Ex: #1, #2 & #3)
- If the retake grade is passing but the average is below 65%, then the minimum passing score of 65% will be recorded as the grade. (Ex: #4 & #5)
- If the average of the scores is below 65% and none of the individual scores are above 65% then the highest individual score will be recorded as the grade. (Ex: #6 & #7)

Example	Original Score	1st Retake Score	2nd Retake Score*	Average Score	Recorded Grade
#1	50	100		75	75
#2	50	60	100	70	70
#3	80	100		90	85
#4	50	70		60	65
#5	50	50	70	57	65
#6	50	55	57	54	57
#7	65	85		75	75

*Typically students will be given only one retake assessment, however on occasion there may be an instance where a second retake is allowed. Examples are provided to increase clarity in those situations.

End of Grading Period/End of Course

Grades posted at the end of the quarter/marking period are considered final.

Unless the posted grade is an "I," which is temporary and indicates one of two situations:

1. The student had extenuating circumstances (such as an illness, a family emergency or an absence related to a family emergency) that required additional time beyond the quarter to complete assignments. The "I" indicates that the student has an opportunity to complete work from the grading period, which must be submitted no later than 10 school days from the posting of the quarter grades, at which point the student's earned grade will replace the "I.
2. The student was participating in the intervention process for a specific assessment when the quarter ended prior to completion of either the intervention activities or the retake assessment. The student has an opportunity to complete that work, but it must be submitted no later than 10 school days from the original assessment grade, at which point the student's earned grade will replace the "I."

Grading Codes- End of Marking Period

A+	97-100	(an A+ carries the same weight as an A for GPA calculations)
A	93-96	
A-	90-92	
B+	87-89	
B	83-86	
B-	80-82	
C+	77-79	
C	73-76	
C-	70-72	
D	65-69	
F	<65	Failure to meet standards
I	Incomplete in meeting standards; either due to extenuating circumstances or the student is actively participating in the intervention process	

Online Courses

Killingly High School offers students the opportunity to fulfill credit requirements through online courses. Students taking online courses should be able to work independently and complete all necessary assignments in a timely fashion. The Board of Education allocates funds specifically to pay for online courses and these funds are available on a first come, first served basis. When funds are exhausted, students can still take online courses but will be obligated to pay.

Killingly High School will pay for online courses (subject to budgetary restrictions) for students with a minimum GPA of 2.5. If scheduling conflicts prohibit the student from taking courses required for graduation. However, should the student fail the course, he/she will be obligated to reimburse the cost of the course to Killingly High School.

The student is obligated to pay for online courses when:

- The student has a GPA of less than 2.5
- The online course is being attempted as a form of credit recovery
- The course is being taken as a form of academic enrichment

Students must comply with a timeline for completing assignments as outlined by the school. Failure to keep to the timeline may result in the student being removed from the online course.

National Honor Society (NHS)

Each fall, grade 11 and 12 students with a weighted GPA of at least 3.70 become candidates for acceptance in the National Honor Society. Selection is based on guidelines established by the National Office of the National Honor Society of the National Association of Secondary School Principals located in Reston, Virginia. Candidates must each complete an application that includes activities as well as a personal essay. Faculty members voluntarily rate each student on their exhibited leadership, service, and character. After reviewing the applications, essays, and recommendations, a five-member Faculty Council chooses the members. Initial membership is an earned privilege, not a right. Students should consult the National Honor Society advisor for more information before junior year.

Home/School Communication

Main Office: (860)779-6620 Website: www.killinglyschools.org

Staff via email: www.killinglyschools.org and look for the faculty/staff directory. Or if you know the name of the teacher, most teachers use the first initial of the first name, followed by the full last name @killinglyschools.org. **For example**, John Smith could be reached at: jsmith@killinglyschools.org

Parent-Teacher Conferences/Open House

Parent teacher conferences are scheduled for **October 23, 2023 from 1PM – 3PM and 4PM – 6PM, as well as October 24, 2023 from 4PM-6PM.** There will also be parent conferences for all students on **March 11, 2024 1PM-3PM and 4PM-6PM**, **as well as March 12, 2024 from 4pm-6pm.** More information will be distributed through letters in the progress reports and report cards.

Academic Showcase
The annual **KHS Academic Showcase and AP Night** will be held on **March 12, 2024** in the Commons from **6PM-7PM**.

Progress Reports
Parents/Guardians receive progress reports on-line halfway through each marking period. Families who wish multiple reports should contact the Guidance Office, 860-779-6640.

Report Cards
Killingly High School has a two-semester system with two quarterly reporting periods each semester. The final grade (quarter, semester or full-year) is the only grade that appears on a student's transcript (permanent record).

2023 – 2024 Grade Reporting Dates

1st Quarter	October 4, 2023	November 6, 2023
2nd Quarter	December 13, 2023	January 26, 2024
3rd Quarter	March 1, 2024	April 4, 2023
4th Quarter	May 14, 2024	Last Day of School

2023 – 2024 SAT Dates

Test Dates	Registration Deadline
August 26, 2023	July 28, 2023
October 7, 2023	September 7, 2023
November 4, 2023	October 5, 2023
December 2, 2023	November 2, 2023
March 9, 2024	February 23, 2024
May 4, 2024	April 19, 2024
June 1, 2024	May 17, 2024

Register online at www.collegeboard.com/mysat and use the KHS school code 070135.

CONNECTICUT SAT SCHOOL DAY: Will take place in March 2024 with date TBD. All 11th grade students will participate in SAT PREP from September to March twice a month with math teachers. Only students who are listed in PowerSchool as 11th grade can participate in the CT SAT School Day in March 2024. For students to be listed as 11th graders they must have acquired 12 credits.

2023 – 2024 Advanced Placement (AP) Testing

Subject Test	Dates
Chemistry	Monday, May 6, 2024
Environmental Science	Thursday May 9, 2024
Music Theory	Wednesday May 15, 2024
Calculus AB & BC	Monday, May 13, 2024
English Lit and Composition	Wednesday, May 8, 2024
US History	Friday, May 10, 2024
Biology	Thursday, May 16, 2024
English Language & Composition	Tuesday, May 14, 2024

2023 – 2024 ACT Testing

Test Dates	Registration Deadline
September 9, 2023	August 4, 2023
October 28, 2023	September 22, 2023
December 9, 2023	November 3, 2023
February 10, 2024	January 5, 2024
April 13, 2024	March 8, 2024
June 8, 2024	May 3, 2024
July 13, 2024	June 7, 2024

POWERSCHOOL, NAVIANCE AND GOOGLE CLASSROOM

Powerschool

PowerSchool is the student information system used by the Killingly Public Schools at the Intermediate and High School. PowerSchool is used for scheduling classes, attendance taking, grade management, and more.

PowerSchool provides parents and students with immediate access to:

- Grades
- Assignments
- Attendance records

Accessing PowerSchool

You may access PowerSchool from any computer or mobile device with an internet connection by launching your web browser and going to the Killingly Public Schools website (www.killinglyschools.org). The PowerSchool link is found by clicking the Family Info tab on the Home page. It may also be accessed directly through the web address: https://powerschool.killinglyschools.org/public/. For additional information about creating a PowerSchool account, please see the parent guide which is available on the School Counseling page.

Parents

PowerSchool access is a tool that will facilitate your involvement with your child's academic progress. You will have the ability to monitor your child's attendance, grades, and assignments as well as have direct access to your child's teachers if you have any questions or concerns.

All student attendance records are recorded and stored in PowerSchool. At the high school level, teachers take attendance in each period. Please keep in mind that attendance data typically is not completed until the end of the school day. Checking your child's attendance for the previous day may be more accurate than checking for the current day.

You are able to view your child's assignments and grades as soon as the teacher enters the data into his/her electronic grade book. Although teachers attempt to record grades in a timely manner, the time needed to accomplish this task varies from teacher to teacher. Please keep in mind that teachers have various methods of grading and the number of assignments given varies based on the course content and individual teaching style.

Use PowerSchool to monitor your child's progress. Look for any unusual changes in grades or attendance, but realize that the final grade for a course is based on a number of factors, often including class participation, extra credit, dropping lowest grade, etc.

Your child's grade may appear unusually high or low at the beginning of the year when there have been few assignments. Your child's grade may appear lower during the quarter, but the final grade may actually be higher once all factors have been included. The opposite may also be true. The information made available to you through PowerSchool should not be considered a substitute for a dialogue with your child's teacher.

Naviance

The School Counseling department is very pleased to offer Naviance, a comprehensive web site that students can use to assist them in making decisions about your courses, colleges, scholarships and careers. Naviance is also used by students to develop their 4-year academic planner and track their Performance Graduation Requirements. To access Naviance for the first time students will need a personal access code, which will be provided to them by their counselor. Students can use that code to register for their own Naviance account. The link for Naviance can be found on the School Counseling page on the school's website or by navigating to https://id.naviance.com/

Google Classroom

Google classroom is a place for your student's teacher to post announcements, set assignments and homework, ask questions and share news etc. Students can see what work is due, submit assignments, take quizzes, post messages, and more.

Each teacher will create a Classroom for their course, so your student(s) will be accessing many different Classrooms. Google Classroom integrates with Google apps such as Drive, Docs, Sheets, Slides etc. Once they have joined a class, your child will be able to see the Classroom Stream of announcements, news, questions, notice of assignments and homework etc. Under the Classwork tab they will find specific assignments with required instructions/links/documents.

Teachers will invite parents and guardians to sign up for email notifications of assignments and student progress when requested.

Alternative Education Center

Purpose

The purpose of Alternative Education is to accommodate social-emotional, academic and behavioral needs of children and adolescents which cannot be adequately addressed in a traditional school environment. In addition, Alternative Education Center provides direct social, emotional, and behavior management instruction to students. The goal is for the student to progress through the expected graduation requirements in order to successfully complete the requirements to graduate.

Mission

The mission of the Alternative Education Center is to promote academic success, modify behavior, and facilitate employability and functional skills attainment, as well as to support career and character education development in an environment that differs from the traditional school setting and offers a more conducive setting for learning.

Definition

Students enrolled in alternative education benefit from the same academic standards for all students in Killingly Public Schools, within a different or unique setting, which addresses barriers found in traditional settings. The Alternative Education Center will support student graduation by building positive relationships, focusing on students' individual strengths, talents, social/emotional/behavioral needs and providing academic rigor and cultural relevancy of instruction. Alternative education settings may be responsive to student needs by providing unique programming, flexible hours, or hybrid experiences for students. Students enrolled may include those whose academic, social/emotional and/or behavioral needs are not being met by the traditional academic track. It is designed to provide educational and social development for students whose behavior places them at risk of not succeeding in the traditional school structure and/or in adult life without positive interventions. The alternative school program is defined through written board approved policies and procedures that define and provide appropriate educational opportunities for the categories of students to be served. An alternative education program involves temporary authorized departure from the traditional school setting. It is designed to provide educational and social development for students whose behavior places them at risk of not succeeding in the traditional school structure and/or in adult life without positive interventions.

Description of the Model

The school within the school model provides students with a more insulated opportunity to meet the criteria necessary for graduation from high school, through daily support. The Alternative Education Center is located on the first floor of the public high school in classrooms that are located near each other in order to promote a highly supportive environment. As appropriate, students will be able to participate in elective courses and other events such as; speakers, clubs, and school wide activities when it is determined to be necessary. Each student participating in the AEC will be required to maintain a "check in and check out" support model with a staff member or counselor daily. This support model is intended to teach students self-regulating strategies that will improve their ability to manage stress, organize their daily tasks and address failing grades as needed. The AEC is intended to support students who struggle with various emotional regulation or stress related responses to identify strategies that can be used for their lifetime in order to be successful. Students will be *encouraged* to maintain a full course load each year to ensure their ability to graduate on time.

Alternative Education Center (continued)

Criteria for Consideration to Recommend a Student to the AEC

- The student has been struggling with keeping up with classes (failing but motivated to keep them up).
- The student has suffered a recent tragedy or ongoing trauma in their lives.
- The student has lost credit due to emotional availability to learn and complete daily tasks.
- The student has a diagnosed mental health or mental illness.
- The student did not qualify for special education.
- The student was not successful on a 504 plan. Attendance is an issue but **not** the only reason for the referral (attendance must be improved in order to be considered for the Alternative Education Center).
- A score of 0-51 has been obtained on the Light Retention Scale (screening tool)
- Recommendation from School Counselor.

Procedures for Student Referral to the Alternative Education Center

1. The school principal, assistant principal, and/or a counselor compiles files, disciplinary records, attendance records, a copy of insert sheet, completed referral forms, interventions, etc., to substantiate the referral.

2. The building screening committee composed of administration, school counselors, AEC teachers, the school nurse and any other staff member relevant to the process, reviews data to determine the best supports for each student recommended for the AEC.

- Implement further Intervention Strategies
- Student will remain in the regular school setting
- Continue with the referral to Alternative Education Center
- If the committee decides to refer, a packet is completed for the referral for the principal to review and approve.

4. Referral folder is given to the school counselor and grade level administrator; who will complete the referral packet checklist to ensure all information required is submitted.

5. The principal or his/her designee will review information and approve/disapprove referral. Information will then be sent to the Alternative Education Center school counselor.

6. Upon acceptance, and receipt of approval by the principal, the grade level administrator and AEC school counselor will send a letter to the parent/guardians requesting a conference for placement and transfer to the Alternative Education Center. A parental permission slip will need to be signed and a conference with the Alternative Education Center assistant principal and school counselor will be scheduled before entrance into the program.

8. Students will not be referred to the Alternative Education Center setting because of <u>excessive absences alone.</u>

Orientation/Enrollment Procedures

Before any student can be enrolled at the Alternative Education Center, he/she (accompanied by parent/guardian) must attend the orientation and enrollment session.

Orientation sessions will be scheduled by the AEC assistant principal. Students and parents/guardians should be prepared to stay at least 30 minutes to 1 hour. During this session information will be provided on the Alternative Education Center and enrollment forms completed. A course of study plan will be established to meet the individual needs of each student. This plan will be developed with input from the assistant principal and school counselor of the referring school, at least one representative from the Alternative Education Center will be present.

Alternative Education Center (Continued)

AEC Exit Criteria:

1. The student is passing all of their classes with a "C" or better
2. The student is *completing a minimum* of all elective classes in the general education setting
3. The student, parents, or the staff have requested the student begin to transition back to the general high school setting (provided the data is demonstrating the need)
4. Attendance is within the normal limits and expectations
5. The team has met at least twice to review the transition plan and then to confirm the plan has successfully met the student's needs.

Alternate Education Center Forms:

Screening tool: Light's Retention Scale: *To be used by the school counselor after the screening committee has directed them to do so.*

Referral Form: AEC Referral Form: *To be used by the AEC committee including additional information and submitted to the principal for approval.*

AEC Committee Minute Form :*To be used by the counselor during the meeting to document the discussion regarding the student needs and outcomes.*

AEC Acceptance Letter :*Letter sent to the parent from the grade level assistant principal and AEC school counselor which is also included in the student cumulative folder.*

AEC Parental Consent Form: *Will be enclosed with the letter or signed by the parent during the parent.*

KHS ATTENDANCE POLICY

Every student is expected to be in school every day on time. Students who are late to school must report to the main office.

Connecticut state law requires parents to cause their children, ages five through eighteen inclusive, to attend school regularly during the hours and terms the public school is in session. Parents or persons having control of a child five years of age have the option of not sending the child to school until ages six or seven. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age seventeen.

A student is "in attendance" if present at their assigned school, or an activity sponsored by the school (e.g., field trip), at least the first half of the regular school day which is 7:35am – 10:45am. A student who is serving an out-of-school or expulsion should always be considered absent. A student not meeting the definition of "in attendance" shall be considered absent. In addition, students who have a medical or legal reason for their absence should present a note from that professional office to avoid the excused absence counting towards the parent's nine excused absences. Administration reserves the right to make decisions on a case-by-case basis.

Classroom learning experiences are the basis for public school education. Time lost from class is a lost instructional opportunity. The Board of Education requires that accurate records be kept of the attendance of each child, and students should not be absent from school without parental knowledge and consent.

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

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

No school, grade, or class may be dismissed before the regularly scheduled dismissal time without the approval of the Superintendent or their designee.

No teacher may permit any individual student to leave school prior to the regular hour of dismissal without the permission of the principal.

No student may be permitted to leave school at any time other than at regular dismissal without the approval of the student's parent/guardian. If a court official with legal permission to take custody of a child, or if a police officer arrests a student, the parent/guardian should be notified of these situations by the administration.

(cf. 5142 - Student Safety)
(cf. 5113.2 - Truancy)
(cf. 6113 - Released Time)

Legal Reference: Connecticut General Statutes
10-184 Duties of parents (as amended by PA 98-243 and PA 00-157)
10-185 Penalty
10-198a Policies and procedures concerning truants (as amended by P.A.11-136, An Act Concerning Minor Revisions to the Education Statutes and PA 14-198
10-199 through 10-202 Attendance, truancy - in general
Action taken by the State Board of Education on January 2, 2008, to define "attendance."
Action taken by State Board of Education on June 27, 2012, to define "excused" and "unexcused" absences.

Policy adopted: January 14, 2015
KILLINGLY PUBLIC SCHOOLS

KILLINGLY, CT 06239

5113

DAILY SCHOOL ATTENDANCE

Daily attendance is essential for students to thrive in school, both academically and socially. There are reasons why a student needs to be out, but there are different types of absences, and depending on the number of absences, this may impact how the absence is reported. The differences, requirements, and consequences of absences are explained below.

Excused Absence

Absences 1-9: will be excused as long as a parent notifies the main office of the absence. These can be for ANY reason. Absences 10 and beyond: will be excused if a parent notifies the main office AND provides documentation. See below for examples:

1. Student illness or injury with proper verification
2. Medical appointments with proper verification (this may also include school nurse)
3. Court proceedings with proper verification
4. School sponsored field trips
5. Death of immediate family member
6. Observance of a religious holiday
7. Lack of transportation normally provided by district (verified through sending town)
8. Two visits to schools of higher learning (per semester), for the purpose of a formal interview (pre-approved by the Counseling Office); and/or
9. An interview for military enlistment (pre-approved by the Counseling Office).

Note: "Proper verification" means an official card/letter from a professional office.

Effective July 1, 2021, Section 19 of Public Act No. 21-46 requires local and regional boards of education to allow any student enrolled in grades kindergarten through twelve to take two non-consecutive days each school year as mental health wellness days. These days will be excused in addition to the nine excused absences listed above.

Unexcused Absences and Truancy

When a family does not notify the school of their student's absence, it will be marked as UNEXCUSED. If a student has 4 unexcused absences in a 30-day period or 10 in a school year, they are defined as TRUANT, and will be reported as such.

Chronically Absent

A student who misses 10% of the school year will be defined as Chronically Absent and be reported as such. Over an entire school year, 10% equals 18 days. These days can be either excused or unexcused absences.

Communication

- Parents will be notified on or about the 9th absence of their child. This notification will simply explain that "Proper Verification" will now be required to excuse the absence.
- Parents will be notified if their child is Chronically Absent (missed 10% of the school year to date). A meeting *may* be scheduled with the school and family to discuss support.
- Parents will be notified if their child is Truant (4 unexcused in 30 days or 10 in a year). A meeting *will* be scheduled with the family to discuss support.

How to Report an Absence

1. Call the absentee line to report your child absent. This is a voicemail so you may call anytime, but before school is best (see below for phone numbers).
2. Email the office. Before school starts is best. State your child's full name, grade, teacher's name, date and reason for absence (see below for emails).
3. Complete the absentee form via the school's website prior to the start of the school day. This reports to each school that your child will be absent that day. ** This feature is NOT available for high school**

a. Go to www.killinglyschools.org via computer or cell phone.
b. Choose school from the home page screen under "our schools" (if using a phone, hold down for one second).
c. Click on the Attendance block on the homepage (if using a phone, hold down for one second).
d. Complete the online absentee form.

School Absentee Phone & Emails:
Killingly High School: 860-779-6669 (khsabsence@killinglyschools.org)
Killingly Intermediate School: 860-779-6739 (kisoffice@killinglyschools.org)
Killingly Memorial School: 860-779-6699 (kmsoffice@killinglyschools.org)
Killingly Central School: 860-779-6769 (kcsoffice@killinglyschools.org)
Goodyear Early Childhood Center: 860-779-6770 (bdespathy@killinglyschools.org)

How to Report a Tardy

All students must be in their class at 7:35AM. You must provide a note/documentation (please refer to absences above) to have the tardy excused. Any tardiness to school without a note/documentation will be marked unexcused. Students are allowed 3 unexcused tardies in a year. Upon the 4th and every subsequent unexcused tardy a student will have detention. Students arriving at school after 10:45AM (10:45 AM signifies the half day mark for our school day) will be marked absent. According to state requirements, students must be in school for at least half the school day to be counted as in attendance. KHS Email for Tardy to School: khstardy@killinglyschools.org

How to Report an Early Dismissal

Students can be dismissed early only with a note or documentation. Students dismissed for the day prior to 10:45AM (10:45 AM signifies the half day mark for our school day) will be marked absent. According to state requirements, students must be in school for at least half the school day to be counted as in attendance. This email is checked at 9AM. Any email sent after 9AM, must be followed up with a phone call to Mrs. Jarvis at 860-779-6624 to notify us of the email. Please add your telephone number to the email as well. Per our policy, a KHS main office staff member will call you to confirm that the student is being dismissed early. KHS Email for Early Dismissal from School: khsearlydismissal@killinglyschools.org

Missed School Work Due to Absence

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

Students Attendance, Excused Absences, And Truancy
Absences Generally

If absence from school is to be considered excused, the administration shall require a satisfactory written explanation from the parent or legal guardian of the child within ten (10) school days of the last absence. The administration will determine whether absences are excused or unexcused. Only those absences which are written and meet the criteria as excused absences will be approved as excused.

I. Definitions

The following is a list of definitions applicable to this regulation:

1. "Student" - is any child officially enrolled within the Killingly Public Schools, grades K-12, inclusive.

2. "Absence" - is when a student in grades K-12, inclusive, is absent from an entire regularly scheduled school day with or without authorized permission.

3. "Truant" - is any student who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year.

4. "Unexcused Absence" - is an absence from any entire regularly scheduled school day for which the absence is not excused as defined in #5 below. Although the school will maintain records and keep parents informed within the limit of its capability, parents and students are expected to keep accurate attendance records. Parents can track student attendance in the PowerSchool Parent Portal.

5. "Excused Absence" - includes those absences defined as follows.

   a. Reasons of health, including illness, incapacity, or doctor's visit(s). The district reserves the right to require a physician's or other appropriate certification for absences more than three (3) consecutive days or a total of fifteen (15) in any school year.

   b. Religious holiday or obligation.

   c. Legitimate court appearance.

   d. Death in the immediate family or attendance at a funeral.

   e. Special school activities as approved by school administration.

   f. Suspension or expulsion.

   g. An emergency.

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

i. Such other limited absences which have prior written approval of the principal. Parents or legal guardians shall submit a written request for approval to the principal. Such a written request shall be submitted during a reasonable period prior to the date(s) of absence. The determination of whether an absence is excused will be made by the principal.

j. Such other reasonable exceptional circumstances as approved by the principal.

II. Administrative Regulations (Grades K- 12)

1. Procedure - Generally

The school administration will make a concentrated effort to prevent and remedy truancy in its early stages for students who are found to be truant.

2. Notification and Monitoring

a. Annually, at the beginning of the school year and upon any enrollment during the school year, obtain from the parent or other person having control of each student, a telephone number, or other means of contacting the parent or such other person during the school day.

b. Annually, in writing, at the beginning of the school year and upon any enrollment during the school year, notify the parent or other person having control of each student, of their obligations to assure regular school attendance pursuant to Section 10-184 of the Connecticut General Statutes.

c. Each school shall maintain a system of monitoring individual unexcused absences. Whenever a student fails to report to school on a regularly scheduled school day and no indication has been received by school personnel that the student's parent or legal guardian is aware of the student's absence, a reasonable effort to notify, by telephone, the parent or legal guardian shall be made by school personnel. Persons who, in good faith, gives or fails to give notice pursuant to law shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give such notice.

3. School Based intervention

a. Upon a student being identified as a truant, the principal, or Assistant Principal or designee(s) shall schedule a meeting with the parent or legal guardian to review and evaluate the reasons for the truancy. The meeting shall be held within ten (10) school days after the student is identified as a truant. Should such parent or other person decline to attend the meeting that fact shall be documented, and the meeting shall be held.

b. As part of the overall intervention process the Principal or Assistant Principal or designee(s) shall coordinate services with and referrals of truant students to community agencies providing child and family services.

c. Upon a student being identified as a truant and prior to considering a referral to the planning and placement team (PPT), intervention efforts should assure that all resources available within the context of regular education (mainstream) have been comprehensively explored and utilized as appropriate to address the truancy behavior.

d. Provided that the provisions of section c above have been satisfied, any truant student who has fifteen (15) unexcused absences in any school year may be referred to a Planning and Placement Team (PPT) in order that the PPT may determine whether or not a handicapping condition is the primary cause of the truancy behavior. In the absence of current school based educational evaluations, and upon recommendation of the PPT school based educational evaluations shall be conducted to assess the appropriateness of the student's educational program. For the purposes of this section such evaluations shall be considered current if completed within the preceding year prior to the date of the court referral.

4. Court Referral (Students Ages Five (5) Through Eighteen (18) inclusive)

a. The Superintendent of Schools may file a written complaint with the Superior Court for Juvenile Matters for each student alleged to be a truant. (NOTE: Juveniles under the age of eleven (11) are generally not considered to be of sufficient maturity to make reasoned and independent judgments concerning school attendance. Generally, it is reasonable to presume that the truancy can be attributed to the actions of a parent. Therefore, referrals concerning students under the age of eleven (11) should be given special consideration. Representatives of the school district, Department of Children and Families (DCF), and the Juvenile Court should jointly review such cases to determine appropriate action.)

b. The Superintendent of Schools shall file a written complaint with the Superior Court for Juvenile Matters for each student alleged to be a truant if the parent/guardian fails to cooperate with school officials in determining and eliminating the cause of the truancy. (NOTE: Juveniles under the age of eleven (11) are generally not considered to be of sufficient maturity to make reasoned and independent judgments concerning school attendance. Generally, it is reasonable to presume that the truancy can be attributed to the actions of a parent. Therefore, referrals concerning students under the age of eleven (11) should be given special consideration. Representatives of the school district, Department of Children and Families (DCF), and the Juvenile Court should jointly review such cases to determine appropriate action.)

c. The Superintendent of Schools shall file a written Family with Service Needs complaint with the Superior Court for juvenile Matters if the parent or legal guardian of a child identified as a truant fails to attend the required meeting with appropriate school personnel to evaluate why the child is truant or fails to cooperate with the school in trying to solve the child's truancy problem.

Legal Reference: Connecticut General Statutes
10-184 Duties of Parents
10-198a Policies and procedures Concerning Truants (revised PA 95-304)
10-199 through 10-202 Attendance, Truancy in General
10-202e-f Policy on Dropout Prevention and Grant Program
10-221 (b) Board of Education to Prescribe Rules Campbell vs. New Milford, 193 Conn. 93 (1984)
46b-149 Family with Service Needs

Regulation Revised: January 14, 2015
KILLINGLY PUBLIC SCHOOLS

KILLINGLY, CT 06239

Tardiness-Dismissal-Absence and Co-Curricular Activities

Students who are absent from school or have not completed at least a legal half day of school for any reason may not participate in any co-curricular activities on the day of the absence. This includes such activities as dances, proms, drama, athletics, and band/music events.

Leaving School Grounds or the School Building

Any student leaving school grounds or the building without a verified note and/or administrative permission is subject to administrative discipline that may result in suspension from school.

Truancy

A student missing a class without permission or missing a school day without permission is considered "truant". Parents have the responsibility to assist school officials in remedying and preventing truancy. The Superintendent of Schools will file a written complaint with Superior Court Juvenile Matters if the parent fails to cooperate with the school in trying to solve the student's truancy problem. A student discovered on school grounds, who has not signed in at the office, will also be truant.

Connecticut state law requires students to attend school until age eighteen. Students under eighteen who have four unexcused absences from school in any month or ten unexcused absences from school in any year are considered truant. The school Truancy Intervention Program officer will review the student's absences and file a Family with Service Needs petition with the courts.

Information about truancy will also be posted in the annual strategic school profile reports.

Tardiness-Dismissal-Absence and Co-Curricular Activities

Students who are absent from school or have not completed at least a legal half day of school for any reason may not participate in any co-curricular activities on the day of the absence. This includes such activities as dances, proms, drama, athletics and band/music events.

Leaving School Grounds or the School Building

Any student leaving school grounds or the building without a verified note and/or administrative permission is subject to administrative discipline that may result in suspension from school.

SENIOR PRIVILEGES

Senior Privilege Eligibility Guidelines

For a senior to be considered for senior privileges, they must meet the following criteria:

1. All course grades "A+ - C- "
2. On track for graduation in June of the current school year.
3. Satisfactory behavior (no suspensions or expulsions in the current year)
4. Have a scheduled senior study period.
5. Permission of Parent/Guardian.

Guidelines and Expectations

The following are the guidelines and expectations of seniors who have senior privileges:

1. It is the senior's responsibility to request senior privileges and schedule a meeting with their administrator after their parents have completed the form that may be picked up in the main office.
2. Students may leave and return to school, but cannot be tardy to school/their class when returning.
3. Students will park in the south parking lot located near the main office or get picked up and dropped off at the main school entrance.
4. Students will sign in and out in the main office.
5. Seniors who wish to have senior privileges must read the permission/guideline form thoroughly with their parents/guardians and have this form signed by their parent/guardian.
6. After parents/guardians and students have completed this form, it must be turned in to the assistant principals' secretary in the main office to make an appointment with the 12th grade administrator..
7. The administration will review the records of any senior with senior privileges at progress report time to determine if they still meet eligibility requirements. If a senior is not meeting the eligibility guidelines at this time, their senior privileges will be revoked.
8.

STUDENT CODE OF CONDUCT

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

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

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

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

During school dances, students may not leave the building until the completion of the event unless written permission is received from parents indicating that the parents will pick up the student prior to the event's completion. At the completion of the event, the school building and school grounds will be secured and adult supervision will end. Students without such written permission will not be allowed to leave and reenter the dance activity. Vaping/Smoking is not allowed at any school functions. All school rules are in effect during such activities.

GUIDING PRINCIPLES FOR RESTORATIVE PRACTICES

In our efforts to have a more responsive, targeted and effective approach to student behaviors, KHS administration will be implementing restorative practice strategies **in conjunction with more traditional disciplinary approaches**. The Student Code of Conduct embodies the principles and framework of Positive Behavior Supports (PBS) and Restorative Practices. PBS is a systems approach to discipline problems that emphasizes prevention, instruction on social skills to support appropriate social behavior and improve academic performance. Restorative Practices is defined as a way of thinking about and responding to conflict. Restorative Practices aim to involve all participants analyzing the problem and how to create a logical and balanced solution. These practices are organized to support students in various settings: (1) school-wide, (2)non-classroom, (3) classroom and (4) individual student support. The following principles reflect the values and concepts for implementing restorative practices at Killingly High School:

1. Acknowledges that relationships are central to building community.
2. Build systems that address misbehavior and harm in a way that strengthens relationships.
3. Focus on repairing the harm in a community rather than focusing solely on consequences for misbehavior.
4. Give voice to the person harmed.
5. Enhance ownership and responsibility.

Restorative Process

Restorative processes are ways to teach students socially and emotionally, as we do academically, to support students in their learning holistically.

1. Students may be asked to respond to affective questions and/or statements.
2. Students may be expected to participate in small/whole group restorative conferences.
3. Parents may be requested to participate in restorative conferences.

Student behavior that significantly or consistently disrupts the school environment may warrant further disciplinary action and meetings with parents. Students who have significant referrals will participate in the multi-tiered system of support meetings with parents, school counselors, administration as well as possible behavior interventionists to develop strategies to change a students behavior. In conjunction with Restorative Practices and the multi-tiered systems of support the following disciplinary actions/policies will apply.

KHS STUDENT CONDUCT POLICIES

The following matrix is meant as a quick guide to student conduct, expectations and interventions. More comprehensive explanations and definitions follow the matrix.

DISCIPLINE GUIDELINES

ISS=In School Suspension served at KHS

KASP=Killingly Community Service Program: This is an alternative to out of school suspension that is served at the Killingly Schools Central Office

OSS=Out of School Suspension served at home.

INFRACTION	MINIMUM CONSEQUENCES
Accessory to a Fight	Up to 10 day KASP
Alcohol – possession/distribution/under influence	Up to 10 day OSS
Arson	10 day OSS; Recommendation for expulsion
Assault	Up to 10 day KASP; Possible arrest
Breach of Peace/Seriously Disorderly Conduct	Up to 10 day KASP; Possible Arrest
Bullying	Conference with parent and Up to 5 day KASP
Bus Referral	Warning
Cell Phone Violation (Unauthorized Possession/Use Of)	Cell phones must be away before entering the classroom. If a cell phone is seen the teacher will ask the student to surrender it to a receptacle in the front of the room and the student receives an office referral. If the student refuses to surrender the phone, they will be sent to the office. Minimum Consequence: Admin Warning
Class Cut	Extended Day Detention, more than 1 class cut per day, per year, may result in further disciplinary action
Destroying School Property/Vandalism/Graffiti	1 day in school suspension; Restitution
Disruptive Behavior	Extended Day Detention
Disruption while in in-school suspension	Additional ISS
Dress Code Violations	1st Offense: Warning 2nd and subsequent offenses: Extended day detention
Drugs: Possession/Under the Influence/Paraphernalia	Up to 10 day OSS
Drugs: Sale/Distribution	Automatic 10 day OSS; Police notified; recommendation for expulsion
E-Cig/Vape/Tobacco Distribution/Possession/ Use	2 Day ISS

Electronic Devices: Taking, receiving, requesting or sharing unauthorized photos/videos as well as the posting of hurtful or offensive language and/or symbols.	Extended day detention (Pictures or video of a pornagraphic or inciting nature may result in a suspension)
Failure to Attend Detention or ISS	Reassigning consequence with possible additional consequences
False Fire Alarm Pull/Communicating a false bomb scare or other threat	Up to 10 day KASP; authorities notified; possible arrest/expulsion
False Information/Accusation	1 Day ISS
Fighting (Minor Injury)	Up to 10 Day KASP
Forgery	1 day in school suspension
Gambling	Extended day detention
Harassment: (Non-Sexual)	Up to 10 day KASP; possible arrest
Indecent/Lewd Behavior	Extended Day Detention
Inciting/Instigating Disruptive Behavior	Up to 3 day KASP
Insubordination	Extended Day Detention
Leaving class/lunch	Extended day detention
Littering in halls, cafeteria, halls etc.	Extended day detention
Motor Vehicle Offenses	Warning (Possible Loss of Parking Privileges)
Off Campus/Leaving School Building	1 day in school suspension
Physical Aggression/Altercation (Injury)	Up to 5 Day ISS
Physical Aggression/Altercation (No Injury)	Extended Day Detention
Plagiarism; Cheating	Referral to administration: Student receives an "I" and must redo the assignment for no more than a 65%; notification of parent/guardian. If a student plagiarizes/cheats on a midterm or final exam, they cannot make up this grade and it will receive a "0".
Profanity/Inappropriate Language	Extended day detention
Racial Slurs/Discriminatory Acts	Up to 10 day KASP; possible arrest
Roughhousing/Horseplay	Extended Day Detention
School Threat/Bomb Threat	Up to 10 day OSS; possible arrest and recommendation for expulsion
Security Breach/Opening Exterior Door	Suspension

Sexual Harassment	Up to 10 day KASP; possible arrest
Tardy unexcused to class	1st Offense: Teacher warning 2nd Offense: Teacher detention; teacher call parent 3rd Offense: Teacher detention; teacher call parent 4th Offense: Office Referral; teacher call parent; admin call parent, extended day detention Extended day detention
Tardy Unexcused to school	Extended day detention on the fourth and every subsequent unexcused tardy
Theft	Up to 5 day KASP; possible arrest
Threatening	Extended day detention
Throwing Objects	Warning
Trespassing/ On school grounds during OSS	Extended OSS/ Possible arrest
Truancy	1 day ISS; parent notified *Note: See attendance policy for procedures concerning excessive unexcused absences
Unauthorized Area	Extended day detention
Unauthorized Animal on Campus	Extended day detention
Unauthorized Use of Technology (See Computer policy)	Extended day detention, notify parent, possible loss of computer access or privileges.
Verbal Altercation	Extended day detention
Weapons- Dangerous instruments or objects which may be used to cause injury to others but not legally defined as dangerous or deadly weapons by Connecticut General Statutes, including but not limited to small knives, chemical sprays, etc.	Up to 10 day OSS; possible arrest and risk assessment
Weapons- Dangerous/deadly weapons as defined in state and/or federal statutes, including but not limited to firearms, martial weapons, etc.	Automatic expulsion proceedings required by CGS. Possible arrest and risk assessment

Bullying/Harassment

Every student has the right to feel comfortable in school. Students are expected to treat each other with respect. If a student feels they are being bullied or harassed they should tell a teacher or an administrator. Students and parents/guardians should also use the bullying report form found on the district webpage to report any incident of bullying. The administration will investigate all reports of bullying/harassment. See the policy in **Appendix B of the Parent/Student Handbook** for more information.

Cyber Bullying

The District's computer network and the Internet, whether accessed on campus or off campus, during or after school hours, may not be used for the purpose of harassment. All forms of harassment over the Internet, commonly known as cyber bullying, are unacceptable, a violation of District policy and of the District's acceptable computer use policy and procedures.

Cyber bullying includes, but is not limited to, such misuses of technology as harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or website postings, including blogs. It is also recognized that the author (poster or sender) of the inappropriate material may be disguised or logged on as someone else.

Students and community members who believe they have been the victims of such misuses of technology as described, should not erase the offending material from the system. A copy of the material should be printed and brought to the attention of the Principal or Director of Technology. All reports of cyber bullying will be investigated by the administration.

In situations in which the cyber bullying originated from a non-school computer, but brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly interrupts or severely impedes the day-to-day operation of school. Also, such conduct must violate a publicized school policy. Such conduct includes, but is not limited to, threats, or making a threat off school grounds, to kill or hurt a teacher or student.

Disciplinary action may include loss of computer privileges, detention, suspension or expulsion. A communicated threat or a hate crime will be reported to the police.

Students will be provided instruction about appropriate online behavior.

Computer Access and Internet

District resources have been invested in computer technology to broaden instruction and to prepare students for an increasingly computerized society. Use of these resources is restricted to students working under a teacher's supervision and for approved purposes only. Students and parents will be asked to sign a user agreement regarding appropriate use of these resources. Violations of this agreement may result in withdrawal of privileges and other disciplinary action. Students and parents should be aware that e-mail communications using district computers are not private and may be monitored by staff.

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

Students who intentionally commit acts that jeopardize the viability of the school's computer network may be subject to the full limit of disciplinary consequences, up to and including expulsion from school. Parents/students may be assessed compensatory charges for intentional acts of damage as well.

NOTE: All Internet and computer usage offenses are cumulative over four years of high school

Appropriate Technology Use

In order for a student to use the internet independently, a parent or guardian must co-sign the contract. It is the policy of the Board of Education that all students must sign an acceptable use contract which indicates that a student agrees to use the internet and email exclusively for educational purposes.

Each student with permission will have a personal password and entry code to the school system's network computer system. These codes will allow students to access their own "computer desktop" from anywhere in the building. It is imperative that students protect these passwords and not give them out to other students under any circumstances.

Guidelines for Use

There is a considerable amount of information that is not suitable use. If a user finds inappropriate material on the internet while using a Killingly Public School account, he or she must immediately leave the site and report it to a teacher. The transmission of some material is illegal and is subject to discipline and or legal action.

Intentional Misuse, Hacking, and/or Destruction

Students who jeopardize the school's computer network are subject to disciplinary action up to and including expulsion from school. Parents/students may be assessed compensatory charges for intentional acts of damage to the computer network and/or its security.

Printing and Downloading

Downloading may only be used for educational reasons under teacher supervision. Students should not print large, lengthy documents because downloads can be very large and overtax the computer storage abilities.

Cell Phones and Personal Electronic Devices

Electronic devices have become an integral part of the educational process. Electronic devices enhance the learning experience providing access and tools for all students. Most students possess such devices and parents support their appropriate use in a school setting. The personal use of electronic devices must not endanger persons or property, disrupt the educational process, or violate a publicized policy of the Board.

Electronic Device Use in the School
Appropriate use of electronic devices and systems enrich the teaching and learning process by permitting access to external references and learning tools including online texts, interpretations and other resources, thereby connecting the classroom to the world. Use of electronic devices is not appropriate where safety is a concern. If electronic devices are utilized by the instructor as part of a planned instructional design, cooperative grouping ensures that all students have access to the electronic device.

Use in non-instructional areas
Use of a cell phone or other electronic device is permissible in the food court, before and after school, and in hallways between classes.

Inappropriate use
Cell phones and electronic devices may not be used:

- In the classroom, unless specific permission has been given by the teacher
- In the auditorium
- During a lockdown
- During assemblies

Inappropriate use by the student is behavior defined by the Discipline Policy and is subject to disciplinary consequences and confiscation of the cell phone or electronic device. If a cell phone or electronic device is used in violation of this policy, it may be confiscated by school personnel. If confiscated, electronic devices can be retained for a defined period of time. Electronic devices may be seized and contents searched if there is reasonable suspicion that there has been a criminal or policy violation.

KHS IS NOT RESPONSIBLE IN THE EVENT OF LOSS, THEFT OR DAMAGE OF ANY PERSONAL ELECTRONIC DEVICES.

Cheating/Academic Integrity

Cheating includes, but is not limited to, the following:

- Obtaining test or quiz materials prior to assessment without the instructor's knowledge.
- Use of technology that can store or transmit information during assessments.
- "Sharing" student work that should be individually/independently produced.
- Using crib notes during test situations.
- Substituting another source such as Cliff Notes or Monarch Notes study guides in place of completing an assignment.
- Discussing information about a quiz or test with students who have not completed the assessment.
- Plagiarism – presenting others work as your own.
- The use of Artificial Intelligence (A.I.) to complete an assignment and claiming it as your own.

Academic Integrity Policy: Plagiarism
Plagiarism is cheating. It is academically dishonest and ethically offensive, and is not acceptable at Killingly High School.

The mission of Killingly High School calls for all members of the school community to act with responsibility, excellence and dedication. The act of plagiarism violates our expectation that students exhibit ethical behavior as expressed in their academic work. Plagiarism means to commit literary theft; to steal and pass off someone else's words, ideas or thoughts as one's own ideas, words or thoughts. When you use someone else's words, you must put quotation marks around them and give the writer or speaker credit by citing the source. Even if you

revise or paraphrase the words of someone else, if you use those ideas, you must give the author credit. Some internet users believe that anything available online is public domain. This is false. Ideas belong to those who create and articulate them. To use someone else's words or ideas without giving credit to the originator is stealing.

If a student has any concerns or questions about how to cite material for a particular assignment, the student has a responsibility to consult their teacher.

A student who is caught plagiarizing or cheating will be referred to administration and receive an "I" for that assignment or assessment. The student must redo the assignment/assessment on their own time and will forfeit the ability to earn a grade higher than 65% on the alternative assessment or assignment. Incidents of plagiarism or cheating will be referred to grade level administrators for appropriate disciplinary action. Disciplinary consequences for plagiarizing and cheating will be addressed on a case-by-case basis and may include the assignment of Extended Day Detention or Suspension. A student who wishes to challenge the accusation of cheating may appeal to the Principal. NOTE: If a student plagiarizes/cheats on a midterm or final exam, they cannot make up this grade and it will receive a "0".

Substance Abuse/Drugs

As stated in the CONDUCT section of this handbook, the school prohibits the manufacture, distribution, dispensing, possession or use of alcohol or controlled substances on school grounds or during school activities. Any student in violation of this will be subject to the following disciplinary actions: *

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

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

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

Students are encouraged to consult with teachers, administrators and other professional staff on substance abuse problems. Staff members should inform administration who will inform parents/guardians in the best interest of the child.

DRESS FOR SUCCESS! Dress Code and Personal Appearance

The primary responsibility for the dress and grooming of a student rests with the student and their parents/guardians, and all students are expected to understand and adhere to the school dress code. At school, dress code expectations will be enforced consistently and fairly by school staff regardless of the student's gender, race, or other identifying characteristics.

As a secondary school system, Killingly High School works to prepare students for post-secondary school and careers through academics, career pathways, and social and emotional learning which includes character development. Therefore, Killingly High School is considered a public business environment where all students are expected to dress appropriately for school and careers. All students have the right to dress comfortably and express themselves in school through a selection of clothing, hairstyles, jewelry, and accessories that represent and affirm their identities. We maintain a safe learning environment that is responsive to the specific needs of different classroom environments (e.g., protective clothing in lab settings, athletic attire in PE classes, etc.).

1. Students may not wear any item of clothing that prohibits security, administration, or staff from identifying them in person or on camera. This includes hats, sunglasses, wigs for fun, masks (except for PPE), hair which covers their eyes, or costumes.
2. Headgear required for hair should be worn above the hairline and should not cover the entire head, except for that worn for religious and cultural reasons.
3. Sweatshirt Hoods are to be kept down and not worn on the student's head.
4. Clothes shall be sufficient to always conceal undergarments.
5. Transparent clothing is not permissible, however transparent shirts may be worn over shirts that meet dress code.
6. Shorts/skirts that expose the buttock are prohibited.
7. Sleepwear such as pajamas or slippers are not permissible to wear in school.
8. All shirts must have shoulder straps and be appropriate in length.
9. Rips or holes in clothing that expose undergarments or that are located above mid-thigh are not acceptable.
10. Students may not wear or possess articles of clothing or clothing accessories that could cause injury to others. This includes, but is not limited to chains, cleats, spikes, or studs.
11. Students cannot wear clothing, jewelry, or any other markings that may be identified as gang related. Due to the constantly changing nature of these symbols, determinations will be made by the administration.
12. Items of clothing/jewelry displaying alcohol, drugs, tobacco, violence, sexuality, or inappropriate language are prohibited.
13. Due to changing trends, other limits may be set at the discretion of administration.

Students violating the dress code will have the following options to address the situation:

1. Students can put on their own alternative clothing if they have it available at school.
2. Borrow alternative clothing from a peer for the school day.
3. Have a parent bring alternative clothing for the student to wear.

If the three above resolutions are not available, the school will do its best to provide the student with alternate clothing, however due to the availability of extra clothes this may not be possible in all circumstances.

After the above steps are taken, if a student still refuses to follow the dress code the result will be the student assigned to the suspension room for the remainder of the day. Students who continually fail to comply with the dress code will be considered insubordinate and will be subject to parent/guardian meetings and disciplinary action.

School Dances and School-Sponsored Activities

Students who attend school activities must abide by all school rules and policies whether the activity is at Killingly High School or at another site and while traveling to another site as part of a scheduled Killingly High School trip.

School-sponsored activities include

- Co-curricular activities and sporting events.
- Field trips (day, overnight, or weekend).
- Dances and other social events.
- Students will not be admitted after a certain time.
- Students who leave dances will not be readmitted.
- Students may not go to their cars during the activity unless accompanied by a chaperone.
- Guests must be pre-approved by administration.
- Appropriate dress is required.

Student Dances

School dances are open to all Killingly High School students. Dances will usually be held on Friday evenings from 7:00PM - 10:00PM; Dances are chaperoned by members of the KHS faculty or staff. Building usage forms must be completed by the organization sponsoring the dance. **KHS students may bring a guest who is not a KHS student if they meet the following criteria:**

- Is a high school student with an ID from their school.
- Must fill out a guest registration form prior to the day of the dance.
- Only one guest will be permitted per KHS student.
- Middle School students and any individual 21 years of age or older are not permitted to attend KHS dances.

Student Bus Expectations

Students must behave in a responsible manner and abide by all school rules. Administration may suspend bus privileges for any student whose conduct to and from school is inappropriate (CGS – S. 10-233c (a)). For questions regarding transportation call (860) 779-6790.

- All school rules apply.
- Cross in front of the bus never in the rear.
- Remain in the seat while the bus is in motion.
- Keep hands, arms, and all objects inside the bus.
- Emergency doors are only for an emergency.
- Aisles, emergency exits, and normal entrances must be clear of backpacks and materials.
- No pets are allowed on the bus.
- Only students listed on a certain bus route are allowed on that bus. Other student riders must have a pass signed by an administrator to ride a bus for which they are not assigned or listed.
- Students must get on and off at their assigned stop and not at other locations.
- No unauthorized adults are allowed on the bus.

Misconduct Leading to Bus Suspension

- Defacing and destroying property.
- Harming another student - physically or emotionally through taunting, threatening, bullying, or assaulting.
- Possessing illegal or potentially dangerous substances or weapons.
- Disrespectful behavior in language and/or actions toward any driver.
- Refusal to follow the driver’s directions.
- Any other behavior deemed unsafe or inappropriate by the school administration.

Theft

Stealing of any kind is unacceptable at Killingly High School. Any student who steals may be subject to a search, appropriate disciplinary action, and referral to law enforcement authorities.

Assumption of Risk of Student Personal Property and Lockers

Lockers are the property of Killingly High School and are provided to students for personal storage of valuables in both the hallways and the PE locker rooms. Students are responsible for the safe storage of valuables in these lockers. Failures to secure valuables resulting in their subsequent loss are not the liability of Killingly High School.

The Killingly School District, its officers, agents or employees shall not be responsible in any manner for the loss, theft, damage, or destruction of **any personal property** brought on to district premises by students for any reason whatsoever including, but not limited to, during school and after school activities and functions. Students who bring personal property onto school premises **assume all risk** of loss, theft, damage or destruction of the personal property that may occur.

Upon notification of a loss, theft, damage, or destruction, administration will take statements and conduct a cursory investigation providing information to parents in a timely manner. Parents are responsible for pursuing any additional investigations with the police. Killingly High School reserves the right to inspect student lockers.

KHS STUDENT CONDUCT STANDARDS

After School Expectations

Students should have a school-related purpose for staying on campus after school and must sign up for bussing. If staying after school with a teacher, for detention or for an activity, students should be with a teacher or staff member at all times. Students who are waiting for a sport to begin may wait in the food court. Upon dismissal from an after school activity, students need to leave campus or wait for the late bus in the back room of the library. Students should not be in any other areas during after school time and should not be after school for any non-school related purpose. Regardless, all students should be out of the school building by 4:30 unless they are with a staff member.

Alcohol/Drugs

Any student found using, in possession of, or suspected to be under the influence of alcohol or any drug or is caught in possession of any type of drug paraphernalia when attending any officially sanctioned school activity on or off school property will be suspended for a minimum of five (5) days and is subject to police arrest. The use, possession and/or sale of alcoholic beverages and/or drugs are forbidden on all school property. This prohibition applies to all students participating in all officially sanctioned school activities wherever they are conducted. This prohibition includes transportation to and from such activities on school buses and/or other officially sanctioned transportation facilities. Discipline up to and including expulsion may be applied for violation of the above at the discretion of the Board of Education. The sale of illegal drugs requires the Board of Education to expel a student from school for one calendar year.

Assault and/or Violent Conduct

Any student who engages in fighting or any violent conduct will receive up to 10 days suspension and may be subject to arrest. Upon return, parents will meet with administration to determine the appropriate educational program. Aggravated assault may lead to expulsion.

The Killingly High School administration reserves the right to define assault and/or violent conduct. Assault and/or violent conduct by a student towards a staff member is considered a particularly egregious violation of the code.

Classroom Expectations

Classrooms are for learning. Students who detract from the learning environment in any classroom run the risk of disciplinary action. Teachers inform students about classroom expectations and handle situations as they pertain to their classes. The Principal or Assistant Principal will address chronic or severe disciplinary matters.

Class Disruption – Office Referral

Students who are referred to the office for a class disruption will remain in the main office or assigned area for the remainder of the period and will be subject to a teacher detention, extended day detention or suspension depending on the seriousness of the infraction.

Computer Labs and Library

Computer labs and the library are places of learning. No food or drink is allowed. Students must sign in and remain throughout the period. Careless or deliberate misuse of equipment will lead to removal of computer, and/or library privileges and/or disciplinary actions.

Cutting Class

All students are expected to attend all of their classes for the entire meeting time. Students who do not go to class, leave class early without permission, do not return to class when expected to, or do not arrive at the destination they have been given permission to go to will be subject to consequences defined in the handbook.

Defacing Property

Any student caught defacing property will receive disciplinary action and will be responsible for the cost of repair and may be subject to arrest.

Disrespectful Behavior

Disrespectful behavior towards fellow students, staff members and faculty does not promote our mission of learning and is not acceptable.

Field Trips

We expect students to behave appropriately and to follow all school rules. We have had great success and positive comments from organizations that host visits from Killingly High School classes or groups because students follow these guidelines:

Field Trip Expectations:

- Students must use the transportation provided ***to and from the destination.***
- Any student who leaves a field trip without approval will be suspended.
- Failure to represent Killingly High School in the best manner possible may result in one or more of the following:
    - Removal from the event or trip with a parent called to take the student home.
    - Loss of privilege of attending future trips or events for a duration of time.
    - All school rules are in force

    Suspension or arrest in extreme cases, such as theft, violence and/or drug/alcohol use.

Fire Drills and Evacuations

Fire drills are held at regular intervals as required by state law. During fire drills and evacuations, students accompanied by teachers should leave the school building SILENTLY and according to the directions posted in each classroom. Students are to remain with their class and teacher until attendance is taken and the "all clear" bell sounds. After a fire drill, students are to return to the building in an orderly manner.

Hazing

Students are prohibited from participating in any hazing activities. Hazing is any activity that recklessly or intentionally endangers the mental or physical health or safety of a student for the purposes of initiation or admission into or affiliation with any student organization.

Hazing, bullying or abuse of students or staff will not be tolerated. Any student who engages in an act that injures, degrades or disgraces another student or staff member, disrupts the educational process, or interferes with a student's opportunity to obtain an education shall be subject to appropriate disciplinary action.

Insubordination

Insubordination is defined as the failure to follow the directions of an adult staff member (for example, refusal to give name when requested; failure to respond when questioned by a staff member; responding in a rude and/or disrespectful manner).

Passes

Students must carry a pass with them when outside of the classroom for any reason during school hours. Unauthorized areas include all areas of the school or school grounds that are unsupervised i.e., hallways during lunch, parking lots, outside the building, auditorium, etc.

Public Display of Affection – PDA

Unreasonable displays of affection that make others uncomfortable (students, teachers, and/or staff) detract from the learning process and may result in disciplinary action.

Senior/Class Prank

It is the practice of KHS Administration to not sanction any senior or class pranks. Students who engage in senior/class prank activity may face consequences up to and including arrest and/or being banned from senior activities, graduation exercises and the graduation ceremony itself.

Study Hall Expectations

Study hall is a time for students to make meaningful progress on their schoolwork. With this in mind students are expected to have work out at all times, have all electronic devices put away except school issued technology that is being utilized to do school work and to maintain a quiet, studious demeanor unless given specific permission by the teacher to collaborate with other students for academic purposes.

Smoking/Vaping

KILLINGLY PUBLIC SCHOOLS AND GROUNDS ARE SMOKE FREE AT ALL TIMES.

The possession of, the use of and/or the smoking of tobacco, tobacco products or vaping devices shall not be allowed within school buildings, buildings owned or used by the Board of Education, school grounds or grounds owned or used by the Board of Education and in vehicles owned or used by the Board of Education. This prohibition applies to everyone attending and/or participating in all officially sanctioned school activities on or off school property.

Threats of Violence

Threats of any kind that convey personal harm and imminent danger, may be subject to a school suspension up to ten days as well as police arrest. Threats made to teachers and/or staff will result in police investigation and possible arrest.

Weapons and Other Dangerous Instruments

Student possession and/or use of firearms, facsimiles of firearms, deadly or dangerous weapons, and other dangerous instruments in any school building, on school grounds, in any school vehicle, or at any school-related or school-sponsored activity is prohibited. Firearms and weapons shall include those defined by law. School administration reserves the right to define “dangerous instrument.” Students possessing weapons and/or dangerous instruments will be suspended for ten days and be referred to the Board of Education for expulsion. Students will also be reported to the police for possible arrest and incarceration.

BEHAVIORAL INTERVENTIONS

A student who violates the district’s code of conduct shall be subject to disciplinary action. The school’s disciplinary actions may include using one or more discipline management techniques, such as detention, removal from class, removal to an alternative education program, in school suspension, out of school suspension, and expulsion. Disciplinary measures will be appropriate for the offense. In addition, when a student violates the law that student may be referred to legal authorities for prosecution. Students are subject to discipline, up to and including suspension and expulsion for misconduct, which is seriously disruptive of the educational process and violates publicized board of education policy even if such conduct occurs off-school property and during non-school time.

Definitions

Removal
Removal is the exclusion of a student from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety minutes.
Suspension
Suspension is the temporary exclusion of a student from school privileges for disciplinary reasons. Administrators have the authority to suspend.
In-School suspension
ISS is the exclusion of a student from their classrooms for disciplinary reasons for the entire school day. Students will report to the in-school suspension room where they will be provided with their academic assignments to be completed in that location.
Out-of-school suspension
OSS is the exclusion from school and from transportation services for disciplinary reasons for not more than ten consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension is imposed. In cases where a student may be suspended, they will be given "due process" rights which include: A statement of the charges against them; the opportunity to give their side of the story; if suspended, the opportunity to make up missed work.
Expulsion
Expulsion is the exclusion of a student from school privileges for more than ten (10) consecutive school days. The expulsion period may not extend beyond one (1) calendar year.

Suspension

A teacher may remove a student from a class when the student deliberately causes serious disruption of the teaching and learning process within the classroom. School administrators will determine the consequences of such actions once the teacher has made the discipline report.

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

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

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

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

In-School Suspension (ISS)

While it is always the focus of faculty and administration to positively reinforce the good choices our students make, it is sometimes necessary, in the interests of maintaining good order and a safe, respectful environment, for students to receive more severe discipline for certain decisions they make. Some of these instances that may require an in school suspension are: insubordinate or disrespectful behavior towards a faculty or staff member, possession or use of tobacco/vaping products, theft or not attending a previously assigned consequence. The following are rules and expectations for students who serve an in school suspension:

1) Students will serve in school suspension in room 1403 and must arrive by 7:30 each day of their in school suspension.
2) Students will be provided work that has been collected from their teachers and they will be expected to complete that work while attending in-school suspension.
3) If that work has been completed, students may be provided further work to complete that may or may not be directly relevant and connected to their offense.
4) Students will be expected to complete this work to be in full compliance with their consequence.
5) Students will be expected to remain silent throughout their time in the in school suspension room.
6) Students will not be allowed to sleep.
7) Students will be required to turn in all electronic devices, including cell phones, chromebooks and watches that connect to the internet to the main office at the beginning of the day.
8) The use of school issued chromebook will only be allowed to work on school assignments.
9) Students who do not comply with the expectations or exhibit inappropriate behavior during in school suspension may be given out of school suspension for the remainder of the day, be picked up by a parent or guardian, and assigned additional consequences.

Out-of-School Suspension (OSS)

In some, more serious circumstances, it may be necessary to assign students the consequence of out of school suspension. Some offenses that may necessitate an out of school suspension are: physical violence (fighting), sexual harassment, inciting, weapon possession or drug and alcohol offenses. The following may apply to students who have received an out of school suspension:

1) All students who have received out of school suspension will not be allowed on campus or at any school sponsored event. Students who are serving out of school suspension and are found on campus or at a school sponsored event during the duration of their suspension may face future consequences as well as referral to law enforcement for trespassing.
2) Work will be collected for students serving an out of school suspension and may be picked up in the main office at KHS by someone other than the suspended student.
   Students who are out of school suspended may be referred to the Killingly Community Service (KASP) alternative to suspension program at the Killingly Central Office (See Below Explanation). This program may be attended with the recommendation of administration and with the permission of the parent or guardian. **At times, the transportation to and from this program will be the responsibility of the suspended student and/or their family.**

Expulsion

Prior to an expulsion hearing, information concerning legal services that are provided free of charge or at a reduced rate that are available locally and how to access such services shall be provided to the student and their parent or guardian.

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

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

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

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

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

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

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

Persistently Dangerous Schools/Victim of Violent Crime

Students enrolled in a school identified as "persistently dangerous" by the State Department of Education or a student who is the victim of a violent criminal offense, as defined by the State Department of Education, are entitled to transfer to a safe school elsewhere in the district with free transportation.

Emergency

Emergency is defined as a situation in which the continued presence of the student in the school poses such a danger to persons or property or such a disruption to the educational process that immediate exclusion is, in the judgment of an administrator, warranted provided that a due-process hearing will be held as soon as is reasonable.

Out-of-school misconduct

Students are subject to discipline, up to and including suspension and expulsion for misconduct which is seriously disruptive to the educational process or is a violation of a publicized policy of the Board of Education (#5114 a-f), even if such misconduct occurs off school property and during non-school time. Moreover, such discipline may result whether the incident was initiated in the school or on school grounds, or if the incident occurred or was initiated off school property, either during school time or non-school time, and after the occurrence there was a reasonable likelihood that return of the student would contribute to a disruptive effect on the school education or its process.

Examples of the type of misconduct that may include, but are not limited to:

- Use, sale, possession or distribution of a firearm, deadly weapon, dangerous instrument, or dangerous weapon (CGS Section 53a-3, 53-206, 39-35).
- Use, sale, possession or distribution of illegal drugs/substances.
- Violent and/or dangerous conduct.
- Threatening behavior and/or intimidation.
- Destruction of property and/or school equipment.

For example, if it is determined that a student's use, sale, possession or distribution of an illegal drug or substance in the community has a likelihood of endangering the safety and well-being of students or employees, or if violent conduct in the community presents a likelihood of repeating itself in the school, or if any similar type of misconduct in the community has a likelihood of being repeated in school, or if bringing retaliation or revenge into the school for such out-of-school/off school grounds misconduct, the Board of Education may impose discipline up to and including suspension and/or expulsion.

Note: Federal and state law regarding students with disabilities require special consideration for long-term suspensions and expulsions.

Detentions

Students must report on the assigned day. **Detention takes precedence over other student activities such as athletics and jobs. Students will be given twenty-four hour notice and must make any necessary arrangements to meet this obligation.**
***NOTE:** Federal and state law regarding students with disabilities require special procedures and consideration for long-term suspensions and expulsions.

Teacher Detentions

Teacher detentions are consequences for, but not limited to, tardies and inappropriate behavior. Failure to serve teacher detention will result in parental contact, reschedule of teacher detention, and assignment of a second teacher detention by the teacher. If this consequence is not served, a referral for one extended day detention will be made by the teacher and assigned by the administrator. The student must serve the extended day detention or will be issued an in school suspension. It is the student's responsibility to make good decisions, display appropriate behavior at all times, and work cooperatively with faculty, staff and administration to avoid and exit this consequence cycle.

Extended Day Detention

Extended day detention allows students to remain within the high school without being suspended from school. This penalty may be assigned for significantly inappropriate behavior and is clearly intended to be an option to avoid student absence from school because of disciplinary action. Extended day detention may be assigned by an administrator or the discipline administrative assistant (administrative assistant to the assistant principals). Extended day detentions are held Monday - Thursday afternoons. Any rescheduling of extended day detention will be considered when requests are made prior to the scheduled detention.

The following rules apply to extended day detention:

- Students must report to the office by 2:25PM and will not be admitted after 2:30PM.
- Students must remain in detention until 4:00PM, or earlier as determined by administration.
- Students must bring books, magazines, or study materials to detention. Electronic devices are not allowed.
- Students should go to their lockers prior to the start of detention. No trips to lockers will be permitted once detention is started.
- All school rules are in effect.
- Failure to serve extended day detention will result in an in-school suspension.

There is a late bus available to Killingly and surrounding towns. Students must sign up for the late bus by 12:30PM on the day they have the extended day detention. All students must exit the building at the end of extended day detention to get on the bus, get a ride home or drive home.

Search and Seizure

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

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

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

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

Killingly High School and law enforcement agencies will work cooperatively re: K-9 search of school property. Student vehicles parked on school grounds will be searched if there is reasonable suspicion of illegal items or violation of School rules. Killingly High School assures that no individual rights will be violated in conjunction with searches. Students who, in the opinion of the Assistant Superintendent/ Principal, Administrator, or school nurse, may be in possession of, or under the influence of any controlled substance or may be in possession of any materials dangerous to the student or other students, may be asked to empty their pockets and/or possessions and may be subject to a search. Examples of items subject to this regulation include, but are not limited to: drugs, alcohol, weapons, pornography, stolen goods, fireworks, explosives, and/or tobacco products. It is not the intent of the School District to violate individual liberties; however, the obligation of the school is to provide a **safe environment conducive to learning** for all students.

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

Searches of one's person, property, car and/or locker are permitted by Connecticut State Law and Board of Education policy if there is reasonable suspicion of conduct which might be harmful to the students, staff, or school property. Searches that produce evidence of criminal activity will result in school discipline and State Police involvement.

Killingly Alternative to Suspension Program

Killingly Community Service Program (KASP) is one of the many behavioral modification tools available for administrators at KHS. KASP is the alternative to traditional out of school suspension. When a student commits an offense and it is deemed appropriate by administration, the student will be required to participate in the alternative suspension program. This is a school-based program - attendance and school rules apply.

The objectives of the program are to:

1. Provide a safe, structured, meaningful alternative to unsupervised out-of-school time.
2. Assist students academically so that during the time away from the classroom the student does not fall behind academically.
3. Provide increased rate of success for the suspended student returning to the educational mainstream.
4. Influence a positive attitudinal change in students.

When a student is suspended from school and administration has requested and the parent or guardian has approved attendance in the program, a phone call will be placed home to the parent and a handout given to the student informing of the suspension and the details regarding participation in the program:

1. Three hours of community service
2. Lunch
3. Two hours of academic tutoring

The primary site for the Killingly Community Service program is **79 Westfield Avenue, Killingly, CT** (we may be working at other locations). Students must be dressed to work and prepared for the weather! If a student is ill, the parent must call the school and report the student as absent. The student must bring a note upon return. If students do not attend the program and the absence is not excused, KHS has the option of marking the student as truant and processing them for a court referral for truancy.

Sexual Harassment

SEXUAL HARASSMENT IS ILLEGAL AND IT IS PROHIBITED BY THE CONNECTICUT DISCRIMINATORY EMPLOYMENT PRACTICES ACT (SECTION 46A-60(A)(8) OF THE CONNECTICUT GENERAL STATUTES) TITLE VII OF THE CIVIL RIGHTS ACT OF 1964 (42 UNITED STATES CODE SECTION 2000E ET SEQ.) INDIVIDUALS WHO ENGAGE IN ACTS OF SEXUAL HARASSMENT MAY ALSO BE SUBJECT TO CIVIL AND CRIMINAL PENALTIES.

Sexual Harassment means any unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education.

- Submission to or rejection of such conduct by an individual issued as the basis for employment or academic decisions affecting such individual.
- Such conduct has the purpose or effect of substantially interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive working or learning environment.

Examples of Harassment include but are not limited to:

- Unwelcome sexual advances
- Suggestive or lewd remarks
- Unwanted hugs, touches, kisses
- Requests for sexual favors
- Derogatory or pornographic posters, cartoons or drawings
- Retaliation for complaining about sexual harassment

Remedies for Sexual Harassment may include:

- Cease and desist orders
- Detention, suspension or other disciplinary measures, including referral to police

The Killingly Board of Education policy forbids sexual harassment in the schools. Sexual harassment will result in disciplinary action up to and including dismissal or exclusion from school privileges. Any proven sexual harassment will result in the student being suspended for a minimum of five school days. A parental meeting with the student and administration is also required for the student to re-enter school. Students who submit complaints of sexual harassment shall not be subject to retaliation. Contact Kim Gillespie-Burnham, 779-6795, 79 Westfield Avenue, Killingly, CT 06239 if you have questions or concerns or believe that you or others are being sexually harassed.

If you feel that you are the victim of sexual harassment you may also file a complaint with the Connecticut Commission on Human Rights and Opportunities, 25 Sigourney Street, Hartford, CT 06106, (860) 541-3400, (800)477-5737, (fax)860-541-3459. Eastern Region Office, 100 Broadway, Norwich, CT 06360, 860-886-5703, (fax) 860-886-2550, TDD 860-886-5707. Connecticut law requires that a formal written complaint be filed with the commission within 180 days of the date when the alleged harassment occurred. Furthermore, you may also file a complaint with the US Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Boston, MA 02110-1491, (617)289-0111, 617-289-0150 or email OCR.Boston@ed.gov.

GENERAL INFORMATION

Age of Majority

In view of Public Act 127 enacted in 1972 by the Legislature which established eighteen years of age as the majority, the following practice will be in effect at Killingly High School: Eighteen-year-old students may request direct communication from the school and parents will be notified of this request. The school will issue appropriate information to the parents of all students who reside at home and/or continue to receive support from their parents. Students eighteen years of age who want direct responsibility for school matters must inform the Principal in writing with a copy to his or her parents. Assumption of direct responsibility means all school rules still apply to the eighteen year old student, except that they must provide verification of parents for all school matters. Students eighteen years of age listed as dependents by the Internal Revenue Service will have all records mailed to their parent's home. Any eighteen year old not living with parents must provide proof of residency to the Principal.

Asbestos Removal

The school district will implement and maintain procedures necessary to comply with the Asbestos Hazard Emergency Response Act of 1986 (AHERA) by adhering to the following guidelines:

- Use a specifically accredited/certified person to conduct inspections as required on all school buildings for asbestos-contaminating material.
- Take appropriate action to control the release of asbestos fibers, upon completing the inspection.
- Describe corrective steps and long-range maintenance in a management plan.
  Post warning on all areas containing asbestos.

Bathrooms

There are 2 single bathrooms on each floor as well as 2 larger bathrooms with multiple stalls on each floor for student use. Bathrooms are not for eating or socializing with friends before school, during the school day or after school. Students have shared that they would like to use the bathroom for their biological needs and then return to class. During passing time all bathrooms are available to all students on each floor. During class time, the larger bathrooms will be closed and the single bathrooms are available for student use. A hall monitor or security will be in the hallway on each floor to monitor single bathrooms.

Books, Supplies and Equipment

All textbooks, supplies, and/or equipment that have been issued to students have been numbered. Bills for outstanding obligations will be issued for any textbook, supply and/or equipment not returned or damaged. Students are accountable for these materials and will be required to pay for any loss or defacement. Any damage noticed when a book is first issued should be brought to the attention of the teacher immediately. In accordance with state law, the school reserves the right to withhold grades, transcripts, or report cards until the student pays for or returns the textbooks, library book or other educational materials. Assessments for lost textbooks will be mailed to the student's home address. Payment is expected in a timely manner.

Cafeteria

Breakfast and lunch must be eaten in the cafeteria. Rules of cleanliness are to be observed at all times. Misconduct in the cafeteria may be cause for receiving an assigned seat or forfeiting the right to eat in that location or such other disciplinary action deemed appropriate for the misconduct.

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

We want every student to eat lunch. For those whose family incomes are in a certain range, lunch is available at either no cost or at a reduced rate. Applications will be distributed at the beginning of each school year. The Free/Reduced lunch forms must be completed each year your student is in school. These forms are also available in the main office, cafeteria, and central office any time throughout the year. Students are entitled to only one lunch on a free or reduced lunch pass. Food and beverages offered for sale to students, whether in the cafeteria, school store, or vending machines will meet federal and state standards and guidelines. All sodas and sports drinks will not be available for sale.

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

Charging is not encouraged by the District but on those occasions that a student does not have money, they will be offered an alternate meal.

Child Abuse

Connecticut General Statutes Section 17a-101, as periodically amended, requires certain educational personnel (school teachers, school principals, school guidance counselors, and school paraprofessionals) as well as licensed nurses, psychologists and social workers who have reasonable cause to suspect or believe that a child has been abused or neglected to report such abuse and/or neglect. In furtherance of this statute and its purpose, it is the policy of the Board of Education to require all employees of the Board of Education to report suspected abuse and/or neglect. [See BOE Policy 5141.4(a)]

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

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

Dues and Fees

Dues support class activities and other class expenses. The school reserves the right to withhold transcripts, report cards, and student schedules until debt is cleared for class dues, cap and gown fee, non-returned textbooks, uniforms, library fees or other items of school property. Prior to issuing caps and gowns for graduation, every senior must be debt free.

Elevator

The school elevator is for students or staff members who cannot climb the stairs because of an illness or injury. The school nurse may issue keys upon request. The key and student ID must be worn at all times. The key must be returned at the conclusion of the designated time period. (There will be a $25 fee for key replacement)

English Learners

In accordance with the Board's philosophy to provide a quality educational program to all students, the District shall provide an appropriate research-based planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success. Students who are English learners (EL) will be identified, assessed and provided appropriate services.

Exemption from Instruction

Parents have the right to have their child excluded from instruction that contradicts their personal belief(s). Topics may include family life and sex education, Acquired Immune Deficiency Syndrome (AIDS) Education and dissection of animals. Students may be exempt from physical education classes (with a medical note) and a parent may exempt their child from bilingual education. Requests must be presented to the Principal in writing for approval (Policy 6114.1a).

Food Delivery

Students are not permitted to utilize food delivery services nor call restaurants, friends, acquaintances, etc. to deliver food or beverages to them during the school day. Any food that is delivered to Killingly High School will be kept in the main office until 2:20 PM. This is a safety concern as well as a disruption to the school day.

Fundraising Procedures and Restrictions

Fundraising activities are subject to prior approval of administration whether it is led by students, faculty, parents or booster groups. The administration shall have the responsibility to see that all fundraising activities are orderly and that all money collected is accounted for properly. The State of Connecticut and Federal Government also have mandates regarding the types of **food** allowed to be sold in schools - these laws also pertain to fundraiser items in schools.

Lockers

Each student will have their own locker. Students should not share lockers or their combinations. Students should keep lockers locked. Money or other valuables such as jewelry should be secured in the office, or with a coach or teacher, as the school cannot be held liable for losses due to theft from student lockers.

Students must remove all personal items at the end of the school year. Any items left behind that are not retrieved within two weeks will be donated to local charities.

School lockers and school desks are the property of the school system and the administration has the right to search them. School staff or administration may inspect or search lockers when sufficient cause exists and may call law enforcement officials to assist in the inspection or search.

Lost and Found

All articles lost or found should be reported or brought to the office. We make many attempts to return items to their proper owner. Unclaimed items are donated to social welfare organizations in the community.

McKinney Vento Act – Homeless Students

Homeless students, as defined by federal and state legislation, will have all programs, services, and transportation that other students enjoy and may continue to attend the school of origin. If a student is homeless or living with someone other than their guardian, they may be eligible for benefits under the McKinney Vento Act. Please contact our Homeless Liaison, Emily Alvord, for more confidential information at (860) 779-6773.

Meditation

Consistent with Section 10-16G of the Connecticut General Statutes, there is a moment of silence for the purpose of meditation each day.

Mental Health Services Through CHR

Killingly High School is proud to partner with CHR to provide in-school behavioral health support/counseling to students who would otherwise seek outpatient therapy. The CHR office location at Killingly High School will provide convenient access to care for students and families. CHR's services range from individual and family therapy to crisis intervention. This is an appointment-only service, and parental consent is required before a referral will be made. CHR's clinical staff have experience in areas including treatment of depression, anxiety, trauma, family conflict, school issues, substance use, and behavior issues. CHR accepts Husky insurance, most commercial insurances, and has a sliding fee policy. For more information or to obtain a pre-referral consent form, students/families should contact their school counselor, or reach out to Killingly's Director of Mental Health, Student Wellness and Family Engagement, Kathleen Cote at (860) 779-6745 or kacote@killinglyschools.org.

Migrant Students

Special programs will be implemented to address the needs of migrant children in the district. Migrant students will have their social, health and educational needs met through Title I programs, special education services, language programs and counseling opportunities. Migrant students must take the Connecticut Academic Performance Test or appropriate statewide assessments.

Military Recruitment

As part of the No Child Left Behind (NCLB) legislation, the school must provide, upon request, names, addresses, and telephone numbers of secondary students to the military. **Please complete the military information request section found on the student demographic sheet.**

National Assessment of Educational Progress (NAEP)

The federal No Child Left Behind Act requires schools selected to participate in this national testing program to notify parents of children who will be taking the test of their right to exclude their child. Parents also have the right to inspect all NAEP data, questions and assessment instruments. Staff from NAEP will select a sample of 12th graders to take this assessment. KHS will **not** be administering this test this year.

Nutrition Regulations

The Killingly Board of Education Nutrition Regulations have been formulated to ensure that all students have healthy food choices available to them at all times during the school day and while engaged in school-sponsored activities. Following are several of the regulations that will help teachers and parents make appropriate choices:

a. Other than a la carte items during the school lunch/breakfast programs, any given food item for sale or otherwise provided prior to the start of the school day and throughout the instructional day will have no more than 30% of its calories derived from fat.
b. Any given food item for sale or otherwise provided prior to the start of the school day and throughout the instructional day will have no more than 10% of its total calories derived from saturated fat. Nuts and seeds are exempt from these standards because they are nutrient dense and contain high levels of monounsaturated fat.
c. At any school sponsored function outside of school hours (parties, celebrations, field days, etc.) healthy food options must be available.
d. Soda (diet or regular) will not be available to students during the instructional day.
e. Unhealthy food items shall not be utilized as part of any teacher-to-student incentive.
f. To ensure appropriate nutritional value, teachers are encouraged to inform parents of wellness regulations when soliciting items for classroom parties/celebrations or contact the school food service department **(860-779-6645)** for food-related party ideas or food-related fundraising.

Pesticide Application

The school district will provide notice of planned pesticide application, post the schedule for pesticide application, maintain appropriate records, allow students to leave school prior to the application if a medical request is made to the administration, and inform staff and parents annually of the district's pest application management policy.

Pledge of Allegiance

The Pledge of Allegiance occurs each day. Students who do not wish to recite the Pledge because of personal beliefs and religious affiliation are requested to be quiet and respectful during this time.

Psychotropic Drug Use

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

School Facilities Use

No student or group of students may use the school facilities without the expressed consent of a faculty member. Any student or group wishing to meet must request the permission of the advisor and building administrator and complete a school facilities use form (available from the Student Activities Director, Main Office or online).

School Publications

Faculty advisors advise on matters of style, grammar, format and suitability of materials. Publications reflect the policy and judgment of student editors in consultation with adult advisors. It is expected that student journalists will examine important issues of the day and may bring up issues that may be deemed controversial. The KHS administration will not prevent student journalists from their rights to expression and articulate expression of opinion. There are only a few cases when the KHS administration would prohibit student expression. Examples include:

- Endangering the health or safety of students.
- Threatening any person or group within the school.
- Advocating racial or religious discrimination.
- Inciting disorder.
- Obscenities.
- The source of material is not indicated.

Final decisions on the suitability of materials shall rest with the Principal after consultation with the student editor(s) and faculty advisor(s).

Special Education Referral

Parents/guardians and others may refer a child for a special education evaluation. When such a referral is made by school personnel, a school Planning and Placement Team (PPT) meeting is held. Parents/guardians are formally notified of such a referral in writing no later than five days from the date of the referral.

Notification shall include a copy of the referral form, authorization for evaluation form (record of meeting), "Parent's Guide to Special Education in Connecticut" and a cover letter. In all cases, this information is preceded by personal contact with parents.

Parents/guardians shall be kept informed of ongoing efforts by school personnel to resolve any learning difficulties on the part of students. In most cases, this communication begins prior to Child Study Team involvement. Parents/guardians may request participation in the initial referral planning and placement team meeting by contacting school administration, guidance, or the office of Pupil Services at 860-779-6740.

Student Appeals and Due Process

All students at Killingly High School are entitled to due process to address a formal complaint. It is hoped that issues can be addressed quickly and satisfactorily. If this is not possible, a due process system is in place.

A student or parent who has a complaint should first bring the matter to the appropriate staff member. If the outcome is not satisfactory, a conference with the Principal should be requested within three calendar days of the event or events causing the complaint.
If the outcome of the conference with the Principal is not satisfactory, a conference with the Superintendent or designee can be requested within five calendar days following the conference with the Principal. If the outcome of this conference is not satisfactory, the student or parent may appear before the Board of Education, in accordance with Board policy

Student Identification Badges

Early in the school year, all students will receive a student identification card. A fee will be imposed to replace the card if the student loses their card. Students will be required to wear their ID badges on a daily basis and be prepared to show them at school events. ID cards are necessary for library privileges, school dances, sporting events, etc. Students will not be admitted to dances without their ID cards. Students who leave Killingly High School will be asked to turn-in their ID card to the Guidance Office.

Student Messages

Only messages of the utmost family importance will be delivered to the student. Students will not be called to the phone except when an administrator has specifically approved it. Urgent messages will be delivered to the student between class periods. Students may use an office phone before 7:30AM and after 2:20PM.

Student Parking

Killingly High School juniors and seniors may park in the KHS parking lot. Juniors and Seniors must apply for a parking permit at the beginning of the school year. Along with an application to park at KHS students must also present a copy of their driver's license, registration for each car they may drive to school and their insurance card. Once the permit is approved a student will receive a permit tag which must be displayed in their car when on school grounds. This parking permit can be revoked at any time at the discretion of the administration. Once students arrive at school they must enter the school and not loiter in the parking lot. When school is over, unless they are staying for practice or with a teacher, students must leave the school grounds and cannot loiter in the parking lot. Students must obey all the speed limits and cannot rev their engine or burn out their tires. This will result in suspension of their parking privileges as well as a referral to the school resource officer. Students are not allowed to sit in their vehicle if they leave early or arrive late to school. They must

enter the school immediately after arriving or leave the school grounds immediately after dismissal. If a KHS student gets dropped off or picked up by a student/adult who does not attend KHS, they must drop off/pick up the student then leave and not loiter in the parking lot. Please see the full list of expectations on the parking permit application/contract.

Suicide Prevention and Intervention

Any school employee who may have knowledge of a suicide threat or intent must report this information to the administration that will convene a crisis intervention team meeting. The student's family will be notified and an appropriate referral will be made. At no time during this process will the student be left alone (Policy 5141.5). The student will remain in the company of a counselor, nurse, administrator or appropriate personnel until released from the school to a parent or social services.

Surveys

Surveys are used on occasion to determine student views pertaining to proposed policies and/or practices and student knowledge and/or attitudes related to a specific subject. No student without parental consent will take part in a survey, analysis, or evaluation that reveals personal information (Policy 6162.51).

Transportation Safety Compliance Procedures

All complaints concerning school transportation safety are to be made to the Transportation Coordinator/District Business Manager. A written record of all complaints will be maintained and an investigation of the allegations will take place.

Video Surveillance Equipment

Video monitoring equipment has been installed in areas where issues of safety, theft or vandalism have been a problem such as school buses and school hallways. These units are placed to protect the students and to safeguard personal possessions. These units will be monitored on a regular basis and will be reviewed by administration or technical personnel when necessary (School Policy 5131.111).

Visitors

Visitors must identify themselves and the purpose of their visit prior to entering the building and then must report to the Main Office upon arrival, and be prepared to temporarily exchange driver's license for building ID during the extent of the visit.

ONE-TO-ONE TECHNOLOGY PROGRAM

Computer Resources

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

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

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

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

The goal of the One-to-One program is to provide each student with equal access to technology twenty-four hours a day, seven days a week during the academic school year. At the beginning of the school year, all students will be issued a Chromebook.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

Notification of Rights under FERPA for Elementary and Secondary Institutions

The Family Educational Rights and Privacy Act (FERPA), a Federal law, affords parents and students over nineteen years of age ("eligible students") 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 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 parent of 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 parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write the school Principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent 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 parent 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 FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational 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 personnel); a person serving on the School Board; 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 legitimate educational interest if the official needs to review and education record in order to fulfill his or her professional responsibility.

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, 600 Independence Avenue, SW, Washington, D.C., 20202-4605.*

FERPA requires that the Killingly Public School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the Killingly Public School District may disclose appropriately designated "directory information" without written consent, unless you have advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the Killingly Public School District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production
- The annual yearbook
- Honor roll or other recognition lists
- Graduation programs
- Sports activity sheets, such as for wrestling, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEA's) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want the Killingly Public School District to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing by October. The Killingly Public School District has designated the following information as directory information: (Note: An LEA may, but does not have to, include all the information listed below.

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended
- Degrees, honors, and awards received

These laws are: Section 9528 of the ESEA (20 U.S.C.7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110); the Education Bill; and 10 U.S.C. 503, as amended by Section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 10-107).

ATHLETICS

Athletic Director: Interim Jim Lackner

Athletic Trainer: Ann Millovitsch

Athletic Department Staff

Head Coaches

Football	Chad Neal
Boys' Soccer	Derek Ponciano
Girls' Soccer	TBD
Field Hockey	Erika Ponciano
Girls' Volleyball	Fred Huhn
Boys' & Girls' Cross Country	Erik Rosati
Boys' Basketball	James Crabtree
Girls' Basketball	Gina Derosier-Lindberg
Wrestling	Richard Bowen
Boys' & Girls' Indoor Track	Mark Neuman and Christina Bulmer
Gymnastics	Kasey Tocchio
Baseball	Ben Desaulnier
Softball	Lance Leduc
Boys' Track	Mark Neuman
Girls' Track	Christina Bulmer
Boys' Tennis	Eddie Loomis
Girls' Tennis	Roger Desir
Boys' Golf	TBD
Girls' Golf	TBD
Unified Sports	Marcia Griffiths-Farquar
Cheerleading	Tanya Webster

* All athletes must have a physical completed and turned in to the school nurse by the first day of practice to be able to participate. Physical forms may be obtained from the coach, main office or Athletic Director. Schedules and directions to all athletic contests can be viewed at the CAS-CIAC website: www.casciac.org

General Eligibility

The Connecticut Interscholastic Athletics Conference (CIAC) in accordance with Article IX-CIAC By-Laws, effective July 1, 2005, establishes minimum rules of eligibility and does not prohibit Killingly High School from establishing more rigid eligibility standards which are:

- Be enrolled in a minimum of three credits per semester.
- Have received credit toward graduation at the close of the school year in at least four Carnegie Units or its equivalent of work for which they have not previously received credit. The final academic grade average determines fall eligibility. Year-end and semester failures may be made up through successful completion of CEA approved summer school work in courses failed.
- To be eligible for continuous participation in our fall, winter, and spring sports programs, marking period grades, not semester grades are used to determine scholastic eligibility. **An athlete cannot have more than one failing grade in a marking period to be academically eligible.**

Scholastic failures cannot be made up for eligibility purposes in any manner until the next marking period, except those credits earned during the summer by an approved Board of Education procedure. Scholastic Incompletes must be made up within ten days following the end of the marking period. Incomplete grades are not to be considered as passing grades.

Ineligibility

- If you are nineteen years of age before July 1.
- If you have played the same sport for more than three seasons in Grades 10, 11, and 12.
- If you play or practice with an outside team in the same sport while a member of the school team after the first scheduled game in any season.

  The exceptions shall be:
  - Participation in parent-child tournaments and caddy tournaments.
  - Swimming, tennis, and gymnastics – a pupil may practice, but not compete with a non-CIAC team during the season – not to exceed three hours per week.
- If you play under an assumed name on an outside team.
- If you receive personal economic gain for participation in any CIAC sport.

Sportsmanship

Participant Code of Conduct

1. To always play hard, but according to the rules. A game won unfairly would be tarnished forever.
2. To abide by officials' decisions. It's easy to be a good sport when winning, but the truest test of an athlete's character is to overcome adversity by trying even harder.
3. To respect the adversary as a worthy opponent. To realize that he or she is simply another teenager who happens to live in another town and has the same goals as you.
4. To bring pride to one's teammates, family, school, community, and self. If not for all of them, there would be no game.
5. To display the principles of good sportsmanship: *Courtesy, Humility, and Self-Esteem*. True champions earn more than just a trophy.
6. To remember that the primary purpose of playing high school athletics is for the enjoyment of the players. If the participants' enjoyment of the game is eliminated, the contest also loses its importance.

Spectator Code of Conduct

1. To cheer for one's team, not against the opponent. Demeaning others only lowers you.
2. To be ever mindful that high school athletics are played for the enjoyment of the players. Spectators are allowed to view contests only in a supportive role.
3. To respect the decisions of game officials, realizing that their job is extremely difficult. This teaches young people to accept the hardships that will recur countless times throughout their lives. It also teaches them the only way to overcome adversity is to increase one's efforts.

4. To withhold caustic criticism and insults of players, coaches and officials that would later be embarrassing to both you and the person being criticized.
5. To be the kind of fan who instills opposing crowds with the feeling of envy for the enthusiasm and class that KHS embodies.
6. To appreciate the efforts of the men and women who have worked many hours prior to the actual contest. Recognizing their involvement in the activity is important to fully appreciate these opportunities.

CAREER CENTER

The Career Center was developed in the fall of 1995 and provides awareness of employment and training programs for all Killingly students.

The Career Center web page offers many links to career-related activities. The Naviance Program is designed to help high school students with educational planning, career exploration, and choosing their future occupations and/or post-secondary education. The Job Shadowing program serves all students and, since inception, has facilitated over 2,000 job shadowing experiences.

Career Center Staff

Mr. Chad Neal	Career Center Coordinator	cneal@killinglyschools.org
Ms. Tania Hebert	Job Shadow Coordinator	thebert@killinglyschools.org

Goal

"Develop positive student outcomes for future career opportunities."
The goal(s) of the Career Center is to assist the student body to craft an individual student education and occupational plan that involves a process of Career Exploration, Self-Awareness, Career Choice, Identification of a Career Pathway and a variety of opportunities for Post-Secondary education. It is the hope that all students will learn more about their options through extensive counseling, utilization of the Career Center is to meet their Performance Graduation Requirements.

OTHER SERVICES PROVIDED

- Employment Placement
- Apprenticeship Training Placement
- Internship Programs
- Job Fairs
- Career Fairs
- Career Counseling
- Company Tours

Career Pathways

The Career Pathway program is intended to enhance relevance in the lives of high school students and help them focus on specific career opportunities that meet their interests. All students should choose a Career Pathway and develop a related post-secondary career plan with the help of their school counselor during their freshman year. Students who complete four credits in any designated Pathway will receive Career Pathway recognition upon graduation. Credits earned toward a Pathway may be a combination of "required" and "additional" courses. The KHS Program of Studies lists all current Career Pathways as well as required and additional course selections for each Pathway. More information about Career Pathways can be obtained through school counselors or any Pathway teacher.

SCHOOL COUNSELING

School counselors assist all students in the process of personal, academic, and career development so that they may reach their full potential as productive citizens in a changing society. The Killingly High School comprehensive school counseling program is predicated on the belief that all students are unique and dynamic individuals, capable of becoming responsive and productive adults. Our program is proactive and preventative in nature and is committed to meeting the needs of ALL students using appropriate programs and lessons delivered systemically by professional school counselors.

School Counseling Staff

Mr. Ryan Carlson	Lead School Counselor	rcarlson@killinglyschools.org
Ms. Barbara Placido	Part-time School Counselor	bplacido@killinglyschools.org
Mr. Kirk Walker	Freshman Academy School Counselor	kwalker@killinglyschools.org
Ms. Suzanne Alfiero	School Counselor	
Mr. James Collins	School Counselor	
Ms. Hayley Marquis	School Counselor	
Ms. Omayra Madera	School Social Worker	omadera@killinglyschools.org
Ms. Trista Albert	School Counselor	tablert@killinglyschools.org
Mrs. Laura Weedon	School Psychologist	lweedon@killinglyschools.org
Mrs. Cindy Miller	School Counseling Admin. Assistant	cmiller@killinglyschools.org
Mrs. Nancy Loomis	School Counseling Admin. Assistant	nloomis@killinglyschools.org

Registering for School

For students registering at KHS who have not attended previously, the parent or adult seeking to enroll the student must complete and provide the following:

- Registration Form
- Killingly Public Schools Health Card
- Student Health Information Form
- State of CT Health Assessment Record (Physical required for Grade 10 or less than a year old for out-of-state transfer)
- Proof of Birth Date
- Proof of Residency
- Verification of Residence Affidavit
- If not a U.S. Citizen, Green Card or Student Visa

Student Transfer

Student records will be transferred by mail or to officials of another school or school system in which the student intends to enroll upon notification by the parent that the student is withdrawing. Such records shall be designated official copies. For students transferring to or from another school or program the following must be completed and submitted:

- Release of Records Form
- Tuition Form signed and on file for any student outside of the Killingly School District
- Special Education, IEP or 504 Form

Adding/Dropping a Class

If, after the initial two week add/drop period, a student wishes to drop a class, they must adhere to the following responsibilities and procedures:

- Receive the "Request to Drop a Course" form from the teacher.
- Meet privately with the teacher outside of class time to discuss their concerns.
- Arrange times outside of class to come for extra help/intervention.
- Have the teacher initial the specific date of the meeting to discuss the concerns as well as the dates of extra help/intervention.
- Complete the "To be completed by the Student" section of the "Request to Drop a Course" form.
- Submit the form to the teacher for review.
- Please note that the student is responsible for collecting and submitting the form to all parties in every step of the process.

Receiving a Withdraw (W) or Withdraw/Fail/Pass (WF/WP)

Students who drop a class after the add/drop period ends will receive a WP if they were passing the course at the time of the drop or a WF if they were failing the course at the time of the drop.

Withdrawal from School

The Board of Education is authorized to deny readmission to any student age seventeen or older who has voluntarily withdrawn from school for up to ninety school days from the date of withdrawal.

LIBRARY

The library is open from 7:00AM to 3:00PM. Students may use the library freely before and after school and may come in during their lunches to return or check out items. The library has computers available for student use. One of these can "read" printed materials to students who may have visual or reading difficulties.

Library Staff

Ms. Martha Wright	Library Media Specialist	mwright@killinglyschools.org
Ms. Annie Vance	Library Assistant	avance@killinglyschools.org

SCHOOL NURSE

Faculty, staff and students must report any accident to an administrator and to the school nurse. School insurance is available to all students and information will be distributed during the first week of school.
Phone: (860) 779-6635

Nursing Staff

Mrs. Jennifer Adams	School Nurse	jadams@killinglyschools.org
Ms. Nancy Schofield	School Nurse	nschofield@killinglyschools.org

Illness

Students who become ill should obtain a pass to see the school nurse. If, in the opinion of the nurse, the student is too ill to remain in school, the parents will be notified and asked to provide transportation. If a student is too ill and must leave class or does not feel well enough to attend class, they MUST report to the nurse, and **are not to self-dismiss and/or leave.**

Medication

Students who need medication during the day must have parents bring the medication to the Nurse's Office. Students may not carry prescription drugs to school. All medication must be in a properly labeled prescription container and kept in the Nurse's Office.

Medication must be:

- Prescribed by a doctor
- Authorized by the parent or legal guardian
- Delivered to the nurse's office by an **ADULT**
- Secured in the nurse's office in its original pharmacy container and dispensed by the nurse only
- This includes over-the-counter medication (Advil, Tylenol, etc.)

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

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

Physical Examination

The Connecticut State Law requires that all school children have a health examination once in three years. Each student must have a physical examination prior to entering Grade 10 and provide proof of immunization.

Families who need medical assistance may apply for the HUSKY program.

CLUBS & ACTIVITIES

Student Activities Director: Sheila Graveline sgraveline@killinglyschools.org

Class Advisors

Class of 2024	Danielle Nowak & Christina Bulmer
Class of 2025	Sarah Jarvis
Class of 2026	Janette Lajoie & Gina Lindberg
Class of 2027	TBD

Clubs, Organizations & Societies

Art Club
Purpose: To complete co-curricular and extended artistic projects.

Advisors: Jamie Carver, jcarver@killinglyschools.org
Beth Tippett, btippett@killinglyschools.org

Bible Club
Purpose: To come together and discover how the Bible relates to how we live life today. All are welcome.

Advisor: Cathy Julian, cjulian@killinglysghools.org

Book Club
Purpose: Reading and discussion of interesting books of students' choice.

Advisor: Annice Rockwell, mwright@killinglyschools.org

Debate Club
Purpose: Students would research, discuss and debate events from history as well as current events. It will also help students with public speaking skills and become more informed on global affairs.

Advisor: Erik Rosati, erosati@killinglyschools.org

Drama Club
Purpose: Rehearsal and performance of major community theatrical events.

Advisors: Jason Largent, jlargent@killinglyschools.org

eSports
Purpose: To gather and share in the world of competitive gaming

Advisor: Matthew Tocchio, mtocchio@killinglyschools.org

FBLA
Purpose: The FBLA provides opportunities for students to develop business and leadership skills through school and community service projects while building lasting friendships at the same time. The group also hopes to compete at the state level in various business areas. *Any student who has enrolled in or taken a business or computer science course may join – this includes Success 101).*

Advisor: Donna Guillot, dguillot@killinglyschools.org

FFA
Purpose: Student Leadership organization for students who are enrolled in the Agricultural Education Program.

Advisors: Courtney Cardinal, ccardinal@killinglyschools.org; Beth Knowlton, bknowlton@killinglyschools.org

GSA(Gay Straight Alliance)
Purpose: Provide support, a safe space, and raise awareness of LGBTQIA students.

Advisor: Lisa Finkelman, lfinkelman@killinglyschools.org

Guitar Club
Purpose: To have fellow musicians meet and explore musical interests
by playing guitar and other instruments together.

Advisor: Mr. Ryan Manning, rmanning@killinglyschools.org

Hiking Club
Purpose: To explore and spend time out in nature, meet other students with similar interests.

Advisor: Christine Bulmer, cbulmer@killinglyschools.org

LEGO Club
Purpose: Meet fellow AFOLs in this hands-on club. Stretch your LEGO building skills as we create builds for fun or display at school events. The sky is the limit with LEGO!

Advisor: Mr. John Listorti, jlistorti@killinglyschools.org

LINK Crew
Purpose: Students develop leadership skills and are given opportunities to practice leadership through the advisory period and freshmen transition program.

Advisor: Stephan Paul spaul@killinglyschools.org

Model UN Club
Purpose: The Model United Nations club at Killingly High School is dedicated to exposing students to a simulation of the United Nations system. Students interested in world diplomacy are welcome to attend. Here members will learn about current events and the skill of debating.

Mrs. Julie Gutierrez, jgutierrez@killinglyschools.org

National Honor Society
Purpose: Students are considered for membership based on having first had a GPA of 3.7 or higher. Then they submit a student profile, essay and are rated by the Faculty prior to selection review by the Faculty Council on the four criteria you have listed. Selections made by committee based on scholarship, leadership, service and character. Students become involved in a variety of volunteer and community service activities.

Advisor: TBD

Photo Club
Purpose: To explore the many different aspects of photography.

Advisor: Danica Temple, dtemple@killinglyschools.org

Ping Pong Club
Purpose: To participate in recreational ping pong games with other students.

Advisor: Ryan Carlson, rcarlson@killinglyschools.org

Red Line (Student Newspaper)
Purpose: Produce an award winning student newspaper. The Redline is part of a classroom experience.

Advisor: Michael Raheb mraheb@killinglyschools.org

Robotics Club
Purpose: Design and build robots for competitions and fun.

Advisors: Robert Polselli rpolselli@killinglyschools.org

Rooted
Purpose: A student run bible study club

Advisor: Jamie Carver, jcarver@killinglyschools.org

Ski Club
Purpose: Skiing and snowboarding trips to Wachusett Mountain.

Advisor: Jamie Carver jcarver@killinglyschools.org

Student Council
Purpose: Student Council members tackle the issues within the school by working with their peers and the administration. Student Council members are role models and leaders of the school. Students exemplify school spirit, plan activities and events for the student body and community.

Advisor: TBD

Technology Student Association
Purpose: TSA provides leadership opportunities in technology innovation, design and engineering.

Advisor: James Hutson, jhutson@killinglyschools.org

The Voice Club
Purpose: The Voice Actors Club was established in 2013 by students who shared a common interest. Students who were interested in drama, trying out different voices, film, the technical aspect of taking a piece of media.

Advisor: TBD

PERFORMANCE GRADUATION REQUIREMENTS

Acceptable Progress 2023-2024 School Year

Students will be required to make acceptable progress on their PGRs in order to attend school sponsored events such as the homecoming dance and prom. Specifically, this means that students will be required to have completed the following PGRs to attend these events:

Sophomores: Must have 2 hours of community service completed and all freshmen PGRs to attend the homecoming dance. They must have 5 hours of community service completed and all freshmen and sophomore PGRs completed to attend prom.

Juniors: Must have 5 hours of community service completed and all freshmen and sophomore PGRs to attend the homecoming dance. They must have 10 hours of community service completed and all freshmen, sophomore and junior PGRs completed to attend prom.

Seniors: Must have 10 hours of community service completed and all freshmen, sophomore and junior PGRs to attend the homecoming dance. They must have all 20 hours of community service completed and all PGRs completed to attend prom.

* Special circumstances for new and transfer students will be taken into consideration.

KILLINGLY HIGH SCHOOL PGR MILESTONES -These PGRs must be completed by June 1st Freshman year.	PGR	Target Completion Grade Level
1.1 4 Year Academic and Career Plan	PGR 1	9
1.2 Interest Inventory	PGR 1	9
1.3 Career Investigation	PGR 1	9
1.5 Application for Employment	PGR 1	9
Community Service - 10 hours	PGR 8	9
These PGRs must be completed during Freshman year or by June 1st Sophomore year.	**PGR**	**Target Completion Grade Level**
3. Persuasive Argument	PGR 3	10
6. Reading for Information	PGR 6	10
7. Response to Literature	PGR 7	10
Community Service - 10 hours	PGR 8	10
These PGRs must be completed during Sophomore year or by June 1st Junior year.	**PGR**	**Target Completion Grade Level**
1.6 Cover Letter, Resume, Reference	PGR 1	10
2. Use of Technology	PGR 2	10
4. Numeric Problem Solving	PGR 4	11
1.4 College/School Investigation	PGR 1	11
1.8 Job Shadow	PGR 1	11
Community Service - 10 hours	PGR 8	11
These PGRs must be completed by June 1st of Senior year.	**PGR**	**Target Completion Grade Level**
1.7 Updated Resume and Reference Sheet	PGR 1	12
5. Oral Communication	PGR 5	12
Community Service - 10 hours	PGR 8	12
Community Service - 40 hr Requirement Complete	PGR 8	12
Failure to complete PGRs at designated grade level will result in restrictions to grade level activities		
PARENTS: Please refer to Naviance at id.naviance.com for your child's PGR status. Contact School Counseling for your user name and password.		

APPENDIX A
BULLYING POLICY

Bullying and Harassment Reporting form is located on the Killingly High School website

BULLYING PREVENTION AND INTERVENTION POLICY

The Killingly Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, harassment and discrimination. In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited. 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, and consistent with state and federal law.

For purposes of this policy, "**Bullying"** means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

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

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

BULLYING POLICY (continued)

Procedures for Reporting and Investigating Complaints of Bullying

A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan. Bullying and Harassment Reporting form is located on the KHS website or you may get a copy in the main office.

B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or their designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.

C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, **not later than one (1) school day** after such school employee witnesses or receives a report of bullying. The school employee shall then file a **written report not later than two (2) school days** after making such oral report.

D. The Safe School Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.

E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

Policy 5131.911 Adopted 10-08-2014

APPENDIX B
POLICY INFORMATION

I. Right to Teacher Qualifications/Certification

Parents/guardians have a right to know the qualifications of their childrens' teachers and/or paraprofessionals. At the beginning of a school year, a parent/guardian may request information about whether their student's teacher has met state qualification (certification) and licensing criteria for the grade levels and subject areas in which the teacher is providing instruction, whether the teacher is under an emergency or other provisional status and whether the teacher is teaching in the field of discipline covered by the teacher's certification.

II. Protection of Pupil Rights Amendment

The Protection of Pupil Rights Amendment (PPRA) applies to the programs and activities of a state education agency (SEA), local education agency (LEA), or other recipient of funds under any program funded by the U.S. Department of Education. It governs the administration to students of a survey, analysis, or evaluation that concerns one or more of the following eight protected areas:

1. political affiliations or beliefs of the student or the student's parent;
2. mental or psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating, or demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. religious practices, affiliations, or beliefs of the student or student's parent; or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

PPRA also concerns marketing surveys and other areas of student privacy, parental access to information, and the administration of certain physical examinations to minors. The rights under PPRA transfer from the parents to a student who is 18 years old or an emancipated minor under state law.

III. Health Insurance and Portability and AccountabilityAct (HIPPA)

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a federal law that required the creation of national standards to protect sensitive patient health information from being disclosed without the patient's consent or knowledge. The US Department of Health and Human Services (HHS) issued the HIPAA Privacy Rule to implement the requirements of HIPAA. The HIPAA Security Rule protects a subset of information covered by the Privacy ule.

HIPAA Privacy Rule

The Privacy Rule standards address the use and disclosure of individuals' health information (known as *protected health information* or *PHI*) by entities subject to the Privacy Rule. These individuals and organizations are called "covered entities."

The Privacy Rule also contains standards for individuals' rights to understand and control how their health information is used. A major goal of the Privacy Rule is to make sure that individuals' health information is properly protected while allowing the flow of health information needed to provide and promote high-quality healthcare, and to protect the public's health and well-being. The Privacy Rule permits important uses of information while protecting the privacy of people who seek care and healing.

IV. Children's Internet Protection Act (CIPA)

The Children's Internet Protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. CIPA imposes certain requirements on schools or libraries that receive discounts for Internet access or internal connections through the E-rate program – a program that makes certain communications services and products more affordable for eligible schools and libraries. In early 2001, the FCC issued rules implementing CIPA and provided updates to those rules in 2011.

What CIPA requires

Schools and libraries subject to CIPA may not receive the discounts offered by the E-rate program unless they certify that they have an Internet safety policy that includes technology protection measures. The protection measures must block or filter Internet access to pictures that are: (a) obscene; (b) child pornography; or (c) harmful to minors (for computers that are accessed by minors). Before adopting this Internet safety policy, schools and libraries must provide reasonable notice and hold at least one public hearing or meeting to address the proposal.

Schools subject to CIPA have two additional certification requirements: 1) their Internet safety policies must include monitoring the online activities of minors; and 2) as required by the Protecting Children in the 21st Century Act, they must provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

Schools and libraries subject to CIPA are required to adopt and implement an Internet safety policy addressing:

- Access by minors to inappropriate matter on the Internet;
- The safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;
- Unauthorized access, including so-called "hacking," and other unlawful activities by minors online;
- Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- Measures restricting minors' access to materials harmful to them.
- Schools and libraries must certify they are in compliance with CIPA before they can receive E-rate funding.
- CIPA does not apply to schools and libraries receiving discounts only for telecommunications service only;
- An authorized person may disable the blocking or filtering measure during use by an adult to enable access for bona fide research or other lawful purposes.
- CIPA does not require the tracking of Internet use by minors or adults.

You can find out more about CIPA or apply for E-rate funding by contacting the Universal Service Administrative Company's (USAC) Schools and Libraries Division (SLD). SLD also operates a client service bureau to answer questions at 1-888-203-8100 or via email through the SLD website.

V. Family and Medical Leave Act

The FMLA entitles eligible employees of covered employers to take unpaid, job-protected leave for specified family and medical reasons with continuation of group health insurance coverage under the same terms and conditions as if the employee had not taken leave. Eligible employees are entitled to:

- Twelve workweeks of leave in a 12-month period for:
    - the birth of a child and to care for the newborn child within one year of birth;
    - the placement with the employee of a child for adoption or foster care and to care for the newly placed child within one year of placement;
    - to care for the employee's spouse, child, or parent who has a serious health condition;
    - a serious health condition that makes the employee unable to perform the essential functions of his or her job;
    - any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on "covered active duty;" or
- Twenty-six workweeks of leave during a single 12-month period to care for a covered servicemember with a serious injury or illness if the eligible employee is the service member's spouse, son, daughter, parent, or next of kin (military caregiver leave).

VI. COVID-19 Health and Safety Compliance Liaison

Noel Coraccio, RN Supervisor of Nurses
Phone: 860 779-5453
Fax: 860 774-2997
Email: ncoraccio@killinglyschools.org

VII. Parental Involvement and Community Relations: Policy 1110.1

Parent Involvement

The Killingly Board of Education, based upon educational research, believes that involved parents and families in support of children and their education increase student achievement and success. The Board endorses the "National Standards for Parent/Family Involvement" developed by the National PTA as essential to involve parents and families in their child's education. It further endorses the goals of Title I of the Elementary and Secondary Education Act regarding parent involvement and encourages parents and all adults who play an important role in a child's life, to become active partners in all aspects of their child's education and school experience. To this end, the Killingly Board of Education asserts its continuing commitment to:

1. **Communicating:** Communication between home and school is regular, two-way, and meaningful.
2. **Parenting:** Parenting skills are promoted and supported.
3. **Student Learning:** Parents play an integral role in assisting student learning.
4. **Volunteering:** Parents are welcome in the school, and their support and assistance are sought.
5. **School Decision-Making and Advocacy:** Parents are full partners in the decisions that affect children and families.
6. **Collaboration with Community:** Community resources are used to strengthen schools, families, and student learning.

Capacity-building for Parent Involvement
To ensure effective partnerships between home and school, the Superintendent, as required by "No Child Left Behind," shall ensure that this policy is distributed annually to all Title I parents to elicit parent input, review. Parents also have the right to request policy revision. Parent involvement shall include:

- participation in the development of school improvement plans under NCLB;
- participation in the annual evaluation of the parent involvement policy;
- participation in school activities that support the development of: (1) parenting skills, (2) skills to assist their child(ren) in improving academic achievement, as well as understanding of (3) the State academic content standards, achievement standards and assessments, (4) the requirements of NCLB, and (5) how to monitor a child's progress and work with teachers to improve the achievement of their own children.

District responsibilities shall include:

- providing, materials and training to parents to facilitate participation, as listed above;
- supporting staff training and initiatives in the value of parent contributions, building effective home-school relations and communications, coordinated parent involvement programs;
- coordinating preK-12 Title I parent involvement activities and collaborates with local businesses and community-based organizations (CBOs) in parent involvement initiatives;
- ensuring, to the extent possible, that information is available to parents in a language that they can understand; and
- such other reasonable support for parent involvement activities required by NCLB as parents may request.

VIII. Plan for Managing Students with Life-Threatening Food Allergies: Policy 5141.25

The Board of Education believes all students, through necessary accommodations where required, shall have the opportunity to participate fully in all school programs and activities.

In some cases, a student's disability may prevent him/her from eating meals prepared for the general school population.

Substitutions to the regular meal will be made for students who are unable to eat school meals because of their disabilities, when that need is certified in writing by a physician. Meal service shall be provided in the most integrated setting appropriate to the needs of the disabled student.

The nature of the student's disability, the reason the disability prevents the student from eating the regular school meals, including foods to be omitted from the student's diet, indication of the major life activity affected by the disability, the specific diet prescription along with the substitution(s) needed will be specifically described in a statement signed by a licensed physician. The district, in compliance with USDA Child Nutrition Division guidelines, will provide substitute meals to food-allergic students based upon the physician's signed statement.

The Board recognizes that students with documented life-threatening food allergies are considered disabled and are covered by The Disabilities Act and Public Law 93-112 and Section 504 of The Rehabilitation Act of 1973. A clearly-defined "504 Accommodation Plan" shall be developed and implemented for all such identified students in which necessary accommodations are made to ensure full participation of identified students in student activities. Such plan shall be signed by the appropriate staff, the parent/guardian of the student and the student's physician.

All schools are also responsible for developing and implementing guidelines for the care of food-allergic students. Such guidelines shall include, but not be limited to, staff development, strategies for identifying students at risk for life-threatening allergic reactions, means to manage the student's allergy including avoidance measures, designation of typical symptoms and dosing instructions for medications.

(cf. 5141 - Student Health Services)

(cf. 5141.21 - Administering Medication)

(cf. 5141.23 - Students with Special Health Care Needs)

(cf. 5141.3 - Health Assessments)

(cf. 5145.4 - Nondiscrimination)

Legal Reference: Connecticut General Statutes

10-15b Access of parent or guardian to student's records.

10-154a Professional communications between teacher or nurse and student.

10-207 Duties of medical advisors.

Section 504 of the Rehabilitation Act of 1973

Americans With Disabilities Act

FCS Instruction783-2, Revision 2, Meal substitution for medical or other special dietary reasons.

IX. Use of Physical Force/Physical Restraint/Seclusion /Exclusionary Time Out: Policy 5144.1

The Board of Education (Board) believes that maintaining an orderly, safe environment is conducive to learning and is an appropriate expectation of all staff members within the district. To the extent that staff actions comply with all applicable statutes and Board policy governing the use of physical force, including physical restraint of students and seclusion of students, staff members will have the full support of the Board of Education in their efforts to maintain a safe environment.

The Board recognizes that there are times when it becomes necessary for staff to use reasonable restraint or place a student in seclusion as an emergency intervention to protect a student from harming himself/herself or to protect others from harm.

Definitions

Life-threatening physical restraint means any physical restraint or hold of a person that restricts the flow of air into a person's lungs, whether by chest compression or any other means, or immobilizes or reduces the free movement of a person's arms, legs or head while the person is in the prone position.

Psychopharmacologic agent means any medication that affects the central nervous system, influencing thinking, emotion or behavior.

Physical restraint means any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head, including, but not limited to, carrying or forcibly moving a person from one

location to another. Excluded from this definition is briefly holding a person in order to calm or comfort the person; restraint involving the minimum contact necessary to safely escort a person from one area to another; medical devices including but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; helmets or other protective gear used to protect a person from injuries due to a fall; or helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan or individualized education program pursuant to Connecticut's special education laws or prescribed or recommended by a medical professional and is the least restrictive means to prevent such self-injury or an exclusionary timeout.

School employee means a teacher, substitute teacher, school administrator, Superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by the Board of Education or working in a public elementary, middle or high school; or any other individual who, in the performance of his/her duties has regular contact with students and who provides services to or on behalf of students enrolled in the district's schools, pursuant to a contract with the Board of Education.

Seclusion means the involuntary confinement of a student in a room, from which the student is physically prevented from leaving. Seclusion does not include an exclusionary time out.

Student means a child (A) enrolled in grades kindergarten to twelve, inclusive, in a public school under the jurisdiction of a local or regional Board of Education, (B) receiving special education and related services in an institution or facility operating under contract with a local or regional Board of Education, (C) enrolled in a program or school administered by a regional education service center, or (D) receiving special education and related services from an approved private special education program, but shall not include any child receiving educational services from Unified School District #2 or the Department of Mental Health and Addiction Services.

Exclusionary time out means a temporary, continuously monitored separation of a student from an ongoing activity in a non-locked setting, for the purpose of calming such student or deescalating such student's behavior.

Conditions Pertaining to the Use of Physical Restraint and/or Seclusion

A. School employees shall not use a life-threatening physical restraint on a student.

B. If any instance of physical restraint or seclusion of a student exceeds fifteen minutes an administrator or his/her designee, or a school health or mental health personnel, or a board certified behavioral analyst, who has received training in the use of physical restraint and seclusion shall determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. Upon a determination that such continued physical restraint or seclusion is necessary, such individual shall make a new determination every thirty minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.

C. No student shall be placed in seclusion unless:

a. The use of seclusion is as an emergency intervention to prevent immediate or imminent injury to the student or to others, provided the seclusion is not used for discipline or convenience and is not used as a substitute for a less restrictive alternative.

b. Such student is continually monitored by a school employee during the period of such student's seclusion. Any student voluntarily or involuntarily placed in seclusion or restrained shall be regularly evaluated by a school employee for indications of physical distress. The school employee conducting the evaluation shall enter each evaluation in the student's educational record. Monitor

shall mean by direct observation or by observation using video monitoring within physical proximity sufficient to provide aid as may be required.

c. The area in which such student is secluded is equipped with a window or other fixture allowing the student a clear line of sight beyond the area of seclusion.

d. Seclusion shall not be utilized as a planned intervention in a student's behavioral intervention plan, individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time.

D. School employees may not use a psychopharmacologic agent on a student without that student's consent except (1) as an emergency intervention to prevent immediate or imminent injury to the student or to others, or (2) as an integral part of the student's established medical or behavioral support or educational plan, as developed consistent with section 17a-543 of the Connecticut General Statutes or, if no such plan has been developed, as part of a licensed practitioner's initial orders. The use of psychopharmacologic agents, alone or in combination, may be used only in doses that are therapeutically appropriate and not as a substitute for other appropriate treatment.

E. In the event that physical restraint or seclusion is used on a student four or more times within twenty school days:

a. An administrator, one or more of such student's teachers, the parent/guardian of such student and, if any, a mental health professional shall convene for the purpose of:

i. conducting or revising a behavioral assessment of the student;

ii. creating or revising any applicable behavioral intervention plan; and

iii. determining whether such students may require special education.

b. If such student is a child requiring special education or is a child being evaluated for eligibility for special education and awaiting a determination, such student's planning and placement team shall convene for the purpose of (1) conducting or revising a behavioral assessment of the student, and (2) creating or revising any applicable behavioral intervention plan, including, but not limited to, such student's individualized education plan.

F. A reasonable effort shall be made to provide such notification immediately after physical restraint or seclusion is initiated. The parent/guardian of a student who is placed in physical restraint or seclusion shall be notified not later than twenty-four hours after the student is placed in physical restraint or seclusion.

G. School employees shall not use a physical restraint on a student or place a student in seclusion unless he/she has received training on the proper means for performing such physical restraint or seclusion.

H. The Board of Education, and each institution or facility operating under contract with the Board to provide special education for children, including any approved private special education program, shall:

a. record each instance of the use of physical restraint or seclusion on a student;

b. specify whether the use of seclusion was in accordance with an individualized education program;

c. specify the nature of the emergency that necessitated the use of such physical restraint or seclusion; and

d. include such information in an annual compilation on its use of such restraint and seclusion on students.

I. The Board and institutions or facilities operating under contract with the Board to provide special education for children, including any approved private special education program shall provide such annual compilation to the Department of Education in order to examine incidents of physical restraint and seclusion in schools.

J. Any use of physical restraint or seclusion on a student shall be documented in the student's educational record. The documentation shall include:

a. The nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise; and

b. A detailed description of the nature of the restraint or seclusion, the duration of such restraint or seclusion and the effect of such restraint or seclusion on the student's established educational plan.

K. Any incident of the use of restraint or seclusion that results in physical injury to a student shall be reported to the State Board of Education.

Required Training and Prevention Training Plan

Training shall be provided by the Board to the members of the crisis intervention team for each school in the district. The Board may provide such training to any teacher, administrator, school professional or other school employee, designated by the school principal and who has direct contact with students regarding physical restraint and seclusion of students. Such training shall be phased in over a period of three years beginning with the school year commencing July 1, 2017 and each school year thereafter and shall include, but not be limited to:

1. an overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students and the proper uses of physical restraint and seclusion. *(Such overview is to be provided by the Department of Education on or after July 1, 2017 and annually thereafter, in a manner and form as prescribed by the Commissioner of Education.)*

2. the creation of a plan by which the Board will provide training regarding the prevention of incidents requiring physical restraint or seclusion of students.

3. the Board will create a plan, to be implemented not later than July 1, 2018 regarding the proper means of physical restraint or seclusion of a student, including, but not limited to:

a. verbal defusing and de-escalation;

b. prevention strategies;

c. various types of physical restraint and seclusion;

d. the differences between life-threatening physical restraint and other varying levels of physical restraint;

e. the differences between permissible physical restraint and pain compliance techniques;

f. monitoring methods to prevent harm to a student who is physically restrained or in seclusion, including training in the proper means of physically restraining or secluding a student; and

g. recording and reporting procedures on the use of physical restraint and seclusion.

Crisis Intervention Teams

By July 1, 2017 and each school year thereafter, the Board requires each school in the District to identify a crisis intervention team. Such team shall consist school of any teacher, administrator, school professional or other school employee designated by the school principal and who has direct contact with student and trained in the use of physical restraint and seclusion.

Such teams shall respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or to others.

Each member of the crisis intervention team shall be recertified in the use of physical restraint and seclusion on an annual basis. The Board shall maintain a list of the members of the crisis intervention team for each school.

Exclusionary Time Out

Not later than January 1, 2019, the Board establishes this portion of this policy regarding the use of an exclusionary time out, as defined in this policy. This policy regarding exclusionary time outs includes, but need not be limited to, the following requirements:

1. exclusionary time outs are not to be used as a form of discipline;

2. at least one school employee remain with the student, or be immediately available to the student such that the student and school employee are able to communicate verbally, throughout the exclusionary time out;

3. the space used for an exclusionary time out is clean, safe, sanitary and appropriate for the purpose of calming such student or deescalating such student's behavior;

4. the exclusionary time out period terminate as soon as possible; and

5. if such student is a child requiring special education, as defined in C.G.S. 10-76a, or a child being evaluated for special education, pursuant to C.G.S. 10-76d, and awaiting a determination, and the interventions or strategies are unsuccessful in addressing such student's problematic behavior, such student's planning and placement team shall convene as soon as is practicable to determine alternative interventions or strategies.

Dissemination of Policy

This policy and its procedures shall be made available on the District’s website and in the Board’s procedural manual. The policy shall be updated not later than sixty (60) days after the adoption or revision of regulations promulgated by the State Board of Education.

(cf. 4148/4248 - Employee Protection)

(cf. 5141.23 - Students with Special Health Care Needs)

(cf. 5144.2 - Use of Exclusionary Time Out Settings)

Legal Reference: Connecticut General Statutes

10-76b State supervision of special education programs and services.

10-76d Duties and powers of boards of education to provide special education programs and services.

10-236b Physical restraint and seclusion of students by school employees. (as amended by PA 17-220 and PA 18-51)

46a-150 Definitions. (as amended by PA 07-147 and PA 15-141)

46a-152 Physical restraint, seclusion and use of psychopharmacologic agents restricted. Monitoring and documentation required.

46a-153 Recording of use of restraint and seclusion required. Review of records by state agencies. Reviewing state agency to report serious injury or death to Office of Protection and Advocacy for Persons with Disabilities and to Office of Child Advocate. (as amended by PA 12-88)

53a-18 Use of reasonable physical force or deadly physical force generally.

53a-19 Use of physical force in defense of person.

53a-20 Use of physical force in defense of premises.

53a-21 Use of physical force in defense of property.

PA 07-147 An Act Concerning Restraints and Seclusion in Public Schools.

PA 15-141 An Act Concerning Seclusion and Restraint in Schools.

State Board of Education Regulations Sections 10-76b-5 through 10-76b-11.

X. Parent Opt Out of Emergency Epinephrine Administration: Policy 5141.21

The parent/guardian of a student may submit, in writing, to the school nurse and school medical advisor, if any, that epinephrine shall not be administered to his/her child permitted by statute. The District shall annually notify parents/guardians of the need to provide such written notice.

KILLINGLY PUBLIC SCHOOLS

PROPER LEGAL NOTICE of COMPLIANCE OFFICERS
2023–2024 ~ EMPLOYEES and STUDENTS

AFFIRMATIVE ACTION

[issues related to staffing and hiring practices]

Kim Burnham
Central Administration Office ~ Human Resources
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Confidential Phone Line: 860-779-6795 ~ Email: kburnham@killinglyschools.org

OFFICE of CIVIL RIGHTS

[issues concerning civil rights]

Elise Geary
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Confidential Phone Line: 860-779-6742 ~ egeary@killinglyschools.org

SECTION 504

[issues concerning handicap access & accommodations]

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TITLE VI

[Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin. Age discrimination is protected by the Age Discrimination Act of 1975]

Kim Burnham
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Confidential Phone Line: 860-779-6795 ~ kburnham@killinglyschools.org

TITLE VII

[issues related to staff]

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TITLE IX

[issues related to gender discrimination]

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SAFE SCHOOL CLIMATE COORDINATOR

[issues related to bullying & school climate]

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STUDENT & PARENT/GUARDIAN HANDBOOK

The Killingly High School Student & Parent/Guardian Handbook for the school year **2023-2024** is available online at our school's website: https://khs.killinglyschools.org/. A hard copy of the Student/Parent Handbook is available on request.

It is essential that all KHS students and parents/guardians know and understand the policies and procedures at KHS required for a successful year. We appreciate the fact that you took the time to read the policies and procedures and the Killingly Board of Education policies and discussed appropriate content with your child.

I have read the Killingly High School Student/Parent Handbook and understand that I can access it at any time at the website above. Please sign and return this page of the handbook to your PRIDE teacher.

_____ _____
STUDENT NAME (Printed) GRADE

_____ _____
STUDENT SIGNATURE DATE

_____ _____
PARENT/GUARDIAN SIGNATURE DATE