

AUD Deb Coats*
116 Allegra Plantier
117 Cassie Caron

GYM Zachary Caffrey
GYM Melissa Gencarelli*

TECHNICAL EDUCATION

138 Megan McCulloch*
139 Michael Eddy

231 Daniel Bronko
LIB Nicole Kinsella

* Team Leader

**Special Education

SPECIAL SERVICES

Nurse Michelle Riendeau
Nurse Jacqueline Asermelly
133 Jason Heilig
134 Jason Heilig
135 Jason Heilig
136 Crystal Reda
Conf.B Katie Cote
Conf.B Lucy Garcia
239 Sherry Zelvin

212 Steven Guilbault
232 Eric Bryant
233 Bryan Garcia
235 Laura Weedon
236 Souki Syharat
237 Tiffany O’Leary
237 Shaina Vezina
238 Jamie Bourque
240 Patti Smith

Math Intervention - Gretchen LaHaie (Grade 5-6) Room 132
Reading Intervention – Kelly Andrews-Babcock (Grade 5) Room 126
Reading Intervention – Anna Carnevale (Grade 6) Room 221

PROFESSIONAL DEVELOPMENT

Professional Development days are scheduled as both early release days and full days throughout the school year to provide time for teachers to collaborate on student data analysis and planning. The days that follow are scheduled Professional Development days:

ERD (Early Release Day)

Friday, September 29, 2023
Friday, October 27, 2023
Wednesday, November 22, 2023*
Friday, December 8, 2023
Friday, December 22, 2023*
Friday, January 12, 2024

Friday, February 16, 2024
Friday, March 8, 2024
Friday, April 26, 2024
Friday, May 17, 2024
Last Day of School*

FULL DAY

Tuesday, November 7, 2023
Tuesday, January 16, 2024
Friday, March 22, 2024

*Denotes Early Release Days prior to a holiday/break (not utilized for Professional Development).
Student dismissal on Early Release Days is 12:10 PM.

DAILY SCHEDULE (4 DAY ROTATION)

GRADE 5				GRADE 6	GRADE 7	GRADE 8
7:15 - 7:25		HOMEROOM		7:15 - 7:25	7:15 - 7:25	7:15 - 7:25
7:25 - 8:20		PERIOD A		7:25 - 8:20	7:25 - 8:20	7:25 - 8:20
8:20 - 9:15		PERIOD B		8:20 - 9:15	8:20 - 9:15	8:20 - 9:15
9:15 - 10:10		PERIOD C		9:15 - 10:10	9:15 - 10:10	9:15 - 10:10

10:10 - 11:10		PERIOD D		10:10 - 11:10	10:10 - 11:10	10:10 - 10:40 Skill Block
11:10 - 11:40 Lunch		PERIOD F		11:10 - 12:10	11:10 - 11:40 Skill Block	10:40 - 11:10 Lunch
11:40 - 12:10 Skill Block					11:40-12:10 Lunch	11:10 - 12:10 Period D
12:10 - 1:10				12:10 - 12:40 Lunch	12:10 - 1:10	12:10 - 1:10 Period F
			12:40 - 1:10 Skill Block			
1:10 - 2:10		Period G		1:10 - 2:10	1:10 - 2:10	1:10 - 2:10
2:10-2:15		Homeroom		2:10-2:15	2:10-2:15	2:10-2:15

EARLY RELEASE

2 HOUR DELAY

½ DAY RELEASE

Homeroom 7:15-7:25
 Period 1 7:25-8:05
 Period 2 8:05-8:45
 Period 3 8:45-9:25
 Period 4 9:25-10:10
 Period 5 10:10-11:15
 Period 6 11:15-12:05
 Grade 6 lunch 10:10-10:30
 Grade 7 lunch 10:35-10:55
 Grade 5 lunch 10:55-11:15
 Grade 8 lunch 11:15-11:35

Homeroom 9:15-9:25
 Period 1 9:25-10:15
 Period 2 10:15-11:00
 Grade 6 lunch 11:00-11:20
 Grade 7 lunch 11:20-11:40
 Grade 5 lunch 11:40-12:00
 Grade 8 lunch 12:05-12:25
 Period 3 11:20-12:05
 Period 4 12:05-12:45
 Period 5 12:45 - 1:45
 Period 5 1:45 - 2:10

Homeroom

12:05-12:10

Homeroom

2:10 - 2:15

SNOW PROCEDURES

Snow Line: 779-6666

ACADEMICS

GRADING: Proficiency-Based Learning

Proficiency-based learning refers to systems of instruction, assessment grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education. Proficiency-based learning systems use adopted state learning standards to determine academic expectations and define “proficiency” in a given course, subject area, or grade level. The goal of proficiency-based learning is to ensure that students are acquiring the knowledge and skills that are essential for success in school, college, career, and life.

Proficiency-based learning systems more accurately reflect and communicate a student’s learning progress and achievement, including situations in which students struggled early on in the school year, but then put in the effort and hard work needed to meet expected standards. Proficiency-based learning systems are designed to identify specific academic needs, which we can use to inform our instruction, interventions, and curriculum. That is why we assess and report Habits of Work, including perseverance, organization, and collaboration, separately from academic achievement.

- *Achievement* grades reflect what students know and are able to do at a particular point in time. They are related to students’ specific achievements or level of proficiency as demonstrated by summative assessments, including unit assessments, projects, presentations, or other overall assessments of learning.

- *Habits of Work* grades reflect students’ behaviors in reaching their current level of achievement and proficiency. They reflect elements such as effort, behavior, class participation, punctuality in assignments, and collaboration skills.

HOMEWORK

Goal:

Meaningful homework assignments can reinforce learning. Homework assignments are related to course outcomes, rigorous and relevant to students, and personalized to account for individual differences among students.

Purposes of Homework:

- Prepare for subsequent lessons.
- Practice or review to strengthen concepts and skill development.
- Evaluate what students know by applying, extending, or integrating their knowledge and understanding through projects or other assignments.

Regulation Revised: July 30, 2019

MAKEUP WORK

When students have been absent from school, they are responsible for work missed during that absence. Students are given the opportunity to make up work when they return to school after their absence. As a general rule, students are allowed one day for each day’s absence. If, however, the student needs more time, that may be arranged with the teacher’s permission. Students who go on vacation during regular school time should meet with their teachers prior to departure on vacation to discuss a plan for missed work. Students are not routinely given assignments prior to their leave.

Note: Family vacations should be aligned with the school calendar/scheduled school vacations.

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

The multi-tiered system of support (MTSS) emphasizes successful instruction for all students through high-quality core general education practices, as well as targeted interventions for students experiencing learning, social-emotional, or behavioral difficulties. The focus of MTSS involves instruction and interventions in general education at the onset of concerns about student performance. If a student is experiencing difficulty learning, teachers will provide remediation strategies for the student to be successful. Assessment and data analysis are key components to monitor learning and a plan will be put in place to ensure that students progress.

REPORT CARDS

Report cards will be issued four times a year: November, February, April, and June. In addition, parent conferences will be scheduled in October/November and June.

End of Marking Period

November 6, 2023

April 4, 2024

January 26, 2024

June (one day prior to the last day of school)

RETENTION / PLACEMENT PROCEDURES

The total development of each student must be considered before a decision to promote or retain that student is made. Should there be an exception to the normal promotion of a student through the grades, the best interest of the student will be served.

A student may be considered for retention if:

- a student has failed to make adequate progress in two or more of the following academic courses for the school year – Language Arts, Reading, Math, Science, or Social Studies.
- a student has not attended school on a regular basis and has a record of excessive absences.
- a student exhibits a lack of emotional and/or behavioral maturity for his/her grade level.

Exceptions will be made only after prior notification and consultation with parents. Every attempt will be made to arrive at a cooperative decision.

GENERAL GUIDELINES

As it is a goal of the Killingly Public Schools to promote students whenever possible, the school must demonstrate that every reasonable effort has been made prior to retention to provide the necessary assistance to any student to avoid retention. This includes classroom modification, remedial assistance, and, if necessary, special education intervention. Teachers are expected to include instructional and programmatic modification as soon as a student's progress begins to deviate significantly from grade-level expectations.

Prior to a teacher recommending a child be considered for retention, he/she must demonstrate that other forms of intervention have been considered, implemented, and proven unsuccessful. A decision on retention will be made considering the following factors: previous retention, chronological age, basic skills competence, academic potential, family and child attitudes toward retention, and other criteria deemed appropriate by the school administration.

Normally, no child will be retained more than once during grades 1 through 8. Retention is never to be considered a punishment. Except in the most unusual of circumstances, **retention will only be considered in grades 1 through 4**. Exceptions to this rule may only be made by the Superintendent of Schools.

CONSIDERATION FOR RETENTION

“Consideration for Retention” shall be a category in which a student is placed by his/her teacher in consultation with the administration when, in the opinion of the teacher and administrator, there is a reasonable possibility that the student will not be able to progress to the next grade level. “Consideration for Retention” should be made prior to **February 1**, so the parent/guardian can be made an integral part of the decision-making process. Teachers who request a child be placed in the “Consideration for Retention” category must complete a form that indicates:

- reasons why the child is being considered for retention.
- evidence of contacts with parent/guardian.
- alternate strategies implemented by the teacher.
- other information deemed appropriate by the administration.

When school officials place a child in the category “Consideration for Retention,” the parent/guardian of the student in question must be contacted. Administrators shall invite the parent/guardian to discuss the possible retention. A written plan of action delineating the problems and proposed recommendations shall be prepared and forwarded to all interested parties. This education plan shall be as specific as possible. The goal is to identify the potential for retention at the earliest possible date in the school year and to coordinate all available assistance (parental, student, and school) to avoid the necessity of this action.

SUPPORT FOR STUDENTS (AFTER SCHOOL)

All staff members in this school are willing to help students who are having particular difficulties with their work. Students are urged to make an appointment with the teacher for a mutually convenient time at the close of school or at another time that they may designate. It is very important that students acquire the habit of seeking extra help when they are first having difficulty so that they do not fall behind the rest of the class.

ATTENDANCE/TRUANCY/CHRONICALLY ABSENT

Connecticut Statutes (Section 10-184) requires that "each parent or other person having control of a child five (5) years of age and under eighteen (18) years of age shall cause such a child to attend a public day school regularly during the hours of and in the town where such child resides..." Effective July 1, 2001, students under the age of eighteen (18) may not withdraw without written consent from their parent/guardian.

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 Absences

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 supports.

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 supports.

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), or,
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.

When your child is absent, **PLEASE CALL 860-779-6739**, stating the reason for the absence. Upon returning to school from an absence, a student is to **SUBMIT a WRITTEN NOTICE FROM a PARENT/GUARDIAN** stating the reason for the absence.

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 was taken by the State Board of Education on January 2, 2008, to define "attendance."

Action was taken by the State Board of Education on June 27, 2012, to define "excused" and "unexcused" absences.

Policy revised/adopted: June 26, 2019

EARLY DISMISSALS

Early dismissal from school should be for those appointments that cannot be scheduled for any other time except during school/business hours. A dismissal that causes a student to miss more than 3.5 hours will count as a day of absence unless the appointment is documented by a doctor's, dentist's, or lawyer's note. Authorization to have a student dismissed early from school will only be given with a **written** request from parents/guardians for emergencies. Students will only be released to parents/guardians or person(s) authorized in writing by the parent or guardian. This person will be responsible to sign students out from the Main Office.

When being dismissed early, the student must present a dismissal note to the Main Office PRIOR to the start of school. This note must include a reason for the dismissal, the time to be dismissed, a telephone number for verification, and a parental signature. The school cannot accept written or verbal permission from a non-custodial parent for a student to be dismissed from school.

PROGRAMS AND SERVICES

SOCIAL AND EMOTIONAL LEARNING

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. At Killingly Intermediate School, we believe that a systemic approach to social and emotional learning, one that cultivates a caring, participatory, and equitable learning environment and evidence-based practices that actively involve all students in their social, emotional, and academic growth, is vital to supporting the healthy child and learning environment.

To support SEL at Killingly Intermediate School, we have designated specific times during the school day and provided specific guidelines and strategies to staff to support students in the development of SEL Core Competencies, including:

- **Self-awareness:** The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- **Self-management:** The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- **Responsible decision-making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

ATHLETICS

KIS is a member of the Quinebaug Valley Junior Conference.

The following sports are offered at KIS:

Season	Sport	Grade
Fall	Soccer (Boys and Girls)	6,7,8
	Cross Country (Boys and Girls)	5,6,7,8
Winter	Basketball (Boys and Girls)	5,6,7,8

	Cheer	6,7,8
Spring	Baseball	6,7,8
	Softball	6,7,8
	Track and Field (Boys and Girls)	5,6,7,8
	Unified Sports	5,6,7,8

Tryouts are held prior to each in-season sport, and practices are held after school. **All students must have a current physical (within one year) before trying out for any sport.**

Participation Requirements

Our school follows the guidelines set forth by the Connecticut Association of Secondary Schools. The academic requirements for participation in the interscholastic sports program are:

1. Athletes must attend scheduled classes to participate in practice or games played on a particular day. Extenuating circumstances must be approved by the building Principal prior to participation.
2. Students must be in good Academic Achievement and Habits of Work standing to participate in interscholastic sports, which means he/she demonstrates “Proficient / Progressing” in the Academic Achievement and Habits of Work competencies. If students need to develop Academic Achievement and/or Habits of Work competencies, they will have two weeks to demonstrate improvement.
3. All academic work such as redos and retakes that need to be completed after school take precedence over participation in sports practices and/or games.
4. School obligations such as detentions and extra help sessions take precedence over participation in sports practices and/or games. Students who are serving a suspension (ISS or OSS) may not participate or attend any after-school activities, practices, or athletic events on the same day(s) of suspension. Suspension due to drug and/or alcohol use or possession will result in immediate removal from the team for the remainder of the season.
5. Per Board Policy 5114.2, all athletes shall conduct themselves as good school and community citizens. Unsatisfactory behaviors may result in complete or partial suspension from the team.

NOTE: To participate in interscholastic sporting events, the student(s) must be in attendance at school on the day of the event.

Medical Requirements

1. If a student is injured while playing a school sport and requires a physician's attention, he/she may return to the sport after the school has received a full medical release in writing from the physician.
2. A student that is medically excused from Physical Education or other school activities requires a full medical release in writing from the physician to participate in a sport.

Athlete Conduct

Our school follows the guidelines set forth by the Connecticut Interscholastic Athletic Conference. The sportsmanship requirements for participation in the QVJC interscholastic sports program are:

- Demonstrate respect for your opponents, their fans, coaches, and game officials before, during, and after the game. This includes interactions on and off the field -including social media.
- Accept the responsibility and privilege the student-athlete has in representing your school in a positive manner on the field and in the community.
- Work for the good of your team at all times
- Be gracious in victory and accept defeat with dignity
- Abide by all the rules of the game
- Will sincerely congratulate opponents following either victory or defeat.

Note: Participation in physical education class is required to participate in school sports.

Athletic Code of Behavior

All parents/students will be required to sign a sport participation permission form which includes an agreement to the code of behavior. In addition, students are responsible for their uniforms and will be charged a replacement cost if not returned.

Athletic Insurance

All students participating in interscholastic sports are insured by the Board of Education. This policy will pay up to 80% of any charges beyond that which is covered by the parents' insurance. In the event parents do not have insurance, this policy will pay treatment charges.

TRANSPORTATION

All student-athletes must ride the team bus to and from all scheduled athletic contests. If an athlete desires to ride home with his/her parents, the parents must make that request personally to the coach. Riding with someone other than a parent for any reason will require a note signed by the parent and presented to the coach.

BAND / CHORUS

Band and Chorus are elective courses offered at Killingly Intermediate School for each grade level 5 - 8. All music students will perform in winter and spring concerts. The grade 7 and 8 band will also march in the Memorial Day parades. Proper attendance is required for the in-school classes and after-school performances to ensure a successful experience for all.

Learning music requires student effort and family support. Musicians rely on their fellow musicians to make music to the best of their abilities. Thus, once enrolled in Band or Chorus, these students must remain for the full school year.

There will be an informational instrument rental night each September for new grade 5 band members or any student who needs information on getting an approved band instrument.

Required concert dress for grades 5 & 6: White dress shirt with black pants or skirt and black shoes.

Required concert dress for grades 7 & 8: Red KIS concert shirt (available for purchase each October & November) with black pants or skirt and black shoes. The parade dress for band members is the red KIS concert shirt with khaki/tan pants or shorts with sneakers.

Academic Intervention Plan for Music Students

If a child is struggling academically and is requiring additional support, he/she may be removed from music classes for academic intervention. These efforts will be coordinated with the principal and final decisions will be reserved by the administration. This practice will be implemented on a case-by-case basis.

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 Intermediate 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.

HEALTH EDUCATION

The Killingly Public Schools shall provide a comprehensive health education program in grades kindergarten through grade twelve. As part of its health education program, the Killingly Public Schools will teach the effects of alcohol, nicotine/tobacco, and drugs on health, character, citizenship, and personality development.

Upon the written request of a parent or guardian to the principal, a pupil may be exempted from such instruction. A pupil may be exempted only from those particular health education classes that are related to family life education.

Legal References: Connecticut General Statutes
10-16b Prescribed Courses of Study

10-16e Family Life Exemption
10-19a Alcohol, Nicotine or Tobacco, and Drugs
Acquired Immune Deficiency Syndrome; Exemption
from AIDS Instruction

This policy outlines your parental rights with respect to exempting your child from certain portions of the health education program. If you should choose to exercise that right, your child will be given an alternate educational experience that is related to health education. We invite you to review the materials used in our classes and ask any questions you may have at parent/teacher conferences or feel free to contact a grade level administrator.

LIBRARY

The Library Media Center enhances classroom learning through reading, research, and/or study. Here, a student can find facts and figures not available in textbooks, investigate the latest news, check out a subject-related video, read the daily newspaper, research for a report, enjoy the latest magazines, use computer resources, or find a good book.

Students may renew items without physically bringing them to the library if they are no more than five calendar days late (grace period). After that, renewals on items more than five calendar days late will only be transacted if the overdue items are physically brought to the library for renewal. When a student has overdue items, no additional items may be checked out.

The Library overdue policy for non-returned items is as follows:

Days Late	Consequences
7-29	Written reminder sent in school.
30-49	2 nd written reminder.
50-69	Library staff mails bill for items to parents/guardians.
70+	Loss of pass privileges to library until items are either returned or paid for.

Failure to return a library book or provide compensation for its replacement will result in the withholding of the student's report card and transcripts.

CT General Statutes Section 10-221(c)

NATIONAL JUNIOR HONOR SOCIETY (NJHS)

Killingly Intermediate School maintains a chapter of the National Junior Honor Society. Information packets will be given to those 7th and 8th-grade students who maintain all 3s in Habits of Work and at least a 2.71 *learning standards average* for three consecutive marking periods (Quarter 4 from the previous year, and quarters 1 and 2 from the current school year). Advisors, in consultation with administration, will then use these information packets to determine the candidates' eligibility based on the criteria of scholarship, leadership, service, citizenship, and character. Killingly Intermediate School will provide opportunities throughout the year for the fulfillment of each area; however, students are encouraged to also fulfill these requirements through out-of-school activities, as well.

PHYSICAL EDUCATION

Attire

All students are required to participate in physical education classes. All students must wear socks and tied non-marking sneakers; soft-soled shoes are not permitted. Students must be dressed appropriately for class (no skirts or dresses). In Grade 6, 7, and 8, students must have a change of clothing for physical education class. Shorts, sweatpants, sweatshirts, and a T-shirt are appropriate. Jewelry is not to be worn.

Gym lockers will be provided if a student provides a combination lock. Lockers are not to be shared. Showers are optional and, if a student wishes to shower, he/she must bring a towel and personal products. No gum, food, or drink (other than water) is allowed in the locker room.

Excuses from Class

Everyone is expected to participate in physical education classes. If your child needs to be excused from gym class, they will need to provide a doctor's note or gain permission from our school nurse.

CLUBS AND STUDENT ACTIVITIES

- National Junior Honor Society
- Ski Club
- Forgive & Forget
- Yearbook
- Student Leadership

Clubs and activities are added throughout the year based on student interest and advisor availability.

GENERAL INFORMATION AND SERVICES

AFTER-SCHOOL ACTIVITIES

Students wishing to attend after-school activities must submit written permission from home to their homeroom teacher. They will then be dismissed from their classroom at the end of the day and are expected to report directly to their activity and are not to leave the area of activity. All school behavioral expectations apply to all after-school activities. Students not adhering to school behavioral expectations during the school day may be restricted from participating in after-school activities at the discretion of the administration. Parents/guardians and students will be made aware of such restrictions in advance. **No phone call permission will be granted by school officials. A parent note must be written and turned into the Main Office prior to an activity/event.** Students must attend scheduled classes to participate in after-school activities on a particular day. Extenuating circumstances must be approved by the building Principal prior to participation.

AFTER-SCHOOL CARE

Killingly Childcare Program (KCP) is a wraparound childcare program that provides safe, structured, and supervised programs during non-school hours for students in grades K-6. It offers homework help, enrichment, recreational sports and games, crafts, cooking, community service projects, and other fun and engaging activities to students. The goal of the program is to engage students in positive behaviors and activities during non-school hours, while supporting learning goals and objectives. KIS students utilizing KCP are bussed to Killingly Central Office, 79 Westfield Ave. Danielson, for after school care starting at dismissal through 6:00 pm. Full day care is available during school breaks and school closures when the district is still open. KCP offers a full-day summer camp each year that features field trips, water games, and theme-based enrichment. We are fee based, with a variety of options regarding days enrolled.

To enroll a child in the program, parents/guardians must complete the enrollment packet, review program handbook, and complete the program handbook receipt and return to Emily Ross at Goodyear Early Childhood Center/ Family Resource Center or eross@killinglyschools.org. Parents/guardians must receive a confirmation of enrollment and fees prior to sending their child.

BACKPACKS

Students are to place all book bags/backpacks in their lockers at the start of the school day as bags/backpacks are not allowed in classrooms. Students should plan to use the passing time between classes to get all books and materials necessary for their upcoming class or classes.

BUS

Students are required to get on and off the bus only at their regular stops. Students who wish to ride a bus to which they are not assigned are only permitted to do so in the case of emergency, and must present **written permission** from their parents/guardians to the office. The note must state the **date, the bus to be taken, and the destination address**. The student will then receive a bus pass **if** there is room on the bus. Such authorization will only be given by the office

The late bus will run for Killingly residents only, Monday through Wednesday. Students who stay for extra help, co-curricular clubs, or detentions may ride the bus after obtaining a bus pass before the end of the regular school day.

All concerns and/or complaints concerning school transportation safety are to be made to the Transportation Coordinator (860-779-6790). A written record of all complaints will be maintained and an investigation of the allegations will take place.

CAFETERIA / FOODSERVICE

The school cafeteria is open daily to provide all students with a delicious, nutritious breakfast and lunch. It is through the National School Lunch Program that we are able to offer to students of families with limited income free or reduced lunches. **The applications will be distributed to all students on the first day of school and must be returned to their homeroom teachers no later than the end of September.** After a verification procedure, parents will be notified of their child's acceptance. Absolute confidentiality is maintained at all times. Throughout the school year, applications will be available in SEL rooms, the main office, the cafeteria, or the central office.

The cafeteria features breakfast, lunch, and various snacks. Food service is available from 7:00 A.M. to 7:20 A.M. for breakfast and from 10:40 AM to 12:40 PM for lunch. Lunch prices, subject to change without notice, are \$3.25 per meal and includes milk. Breakfast at this time is free for all students. Students who qualify under U.S. Department of Agriculture guidelines may also get lunch meals for free. If you think you qualify for free meals, please contact the main office for the appropriate forms. Any student may at any time pre-pay for their lunches with either cash or a check made payable to "Killingly Public Schools".

- Students participating in the breakfast program must finish eating their breakfast and report to their first-period class by 7:20 AM.
- A peanut-free table will be designated for all lunch waves.
- Energy/highly concentrated sugary drinks, coffee, iced coffee, soda, and candy are not permitted. .

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. The following are several of the regulations that will help teachers and parents/guardians make appropriate choices.

1. 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.
2. 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.
3. At any school-sponsored function outside of school hours (parties, celebrations, field days, etc.), healthy food choice options must be available.
4. Soda (diet or regular) will not be available for purchase by students during the instructional day.
5. Unhealthy food items shall not be utilized as a part of any teacher-to-student incentive.
6. To ensure appropriate nutritional value, teachers are encouraged to inform parents/guardians 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.

CHILD ABUSE

Connecticut General Statutes Section 17a-101, requires school employees (mandated reporters) 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. (Policy 5141.4(a))

existence of the expunged disciplinary notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspensions or expulsions by the student would constitute the student's first such offense.

12. The decision of the principal or designee with regard to disciplinary actions up to and including suspensions shall be final.

13. During any period of suspension served out of school, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, unless the principal specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.

B. In cases where a student's suspension will result in the student being suspended more than ten (10) times or for a total of fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to the pending suspension, be granted a formal hearing before the Board of Education. The principal or designee shall report the student to the Superintendent or designee and request a formal Board hearing. If an emergency exists, such a hearing shall be held as soon after the suspension as possible.

VI. Procedures Governing In-School Suspension

A. The Principal or designee may impose an in-school suspension in cases where a student's conduct endangers persons or property, violates school policy, seriously disrupts the educational process, or in other appropriate circumstances as determined by the Principal or designee.

B. In-school suspension may not be imposed on a student without an informal hearing by the building Principal or designee.

C. In-school suspension may be served in the school attended by the student regularly attends or in any school building under the Board's jurisdiction.

D. No student shall be placed on in-school suspension more than fifteen (15) times or for a total of fifty (50) days in one school year, whichever results in fewer days of the exclusion.

E. The parents or guardian of any minor student placed on an in-school suspension shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the period of the in-school suspension.

VII. Expulsion Recommendation Procedure

A. A Principal may consider the recommendation of the expulsion of a student in grades three through twelve, inclusive, in a case where he/she has reason to believe the student has engaged in conduct described in sections IIA. And IIB., above.

B. A Principal must recommend expulsion proceedings in all cases against any student in kindergarten through grade twelve, inclusive, whom the administration has reason to believe:

1. was in possession on school grounds or at a school-sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm as defined in 18 U.S.C. § 921 as amended from time to time; or

2. off school grounds, possessed a firearm as defined in 18 U.S.C. § 921, in violation of C.G.S. § [29-35](#), or possessed and used a firearm as defined in 18 U.S.C. § 921, a deadly weapon, a dangerous instrument, or a martial arts weapon in the commission of a crime under chapter 952 of the Connecticut General Statutes; or
3. was engaged on or off school grounds in offering for sale or distribution a controlled substance (as defined in C.G.S. § [21a-240\(9\)](#)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under C.G.S. §§ [21a-277](#) and [21a-278](#).

The terms "dangerous instrument," "deadly weapon," "electronic defense weapon," "firearm," and "martial arts weapon," are defined above in Section I.

- a. When considering whether conduct off school grounds is seriously disruptive of the educational process, the term "weapon" means any pistol or revolver, any dirk knife or switch knife, or any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, and any other dangerous or deadly weapon or instrument, including any slingshot, blackjack, sandbag, metal or brass knuckles, stiletto, knife, the edged portion of the blade of which is four inches and over in length or martial arts weapon as defined above.

C. In any preschool program provided by the Board of Education or provided by a regional educational service center or a state or local charter school pursuant to an agreement with the Board of Education, no student enrolled in such a preschool program shall be expelled from such preschool program, except an expulsion hearing shall be conducted by the Board of Education in accordance with Section VIII of this policy whenever the administration has reason to believe that that a student enrolled in such preschool program was in possession of a firearm as defined in 18 U.S.C. § 921, as amended from time to time, on or off school grounds or at a preschool program-sponsored event. The term "firearm" is defined above in Section I.

D. Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation.

If the Superintendent or his/her designee determines that a student should or must be expelled, he or she shall forward his/her recommendation to the Board of Education so that the Board of Education can consider and act upon this recommendation.

E. In keeping with Conn. Gen. Stat. § [10-233d](#) and the Gun-Free Schools Act, it shall be the policy of the Board to expel a student in grades kindergarten to twelve, inclusive, for one (1) full calendar year for the conduct described in Section VII(B)(1), (2) and (3) of this policy and to expel a student enrolled in a preschool program for one (1) calendar year for the conduct described in Section VII(C). For any mandatory expulsion offense, the Board may modify the term of expulsion on a case-by-case basis.

VIII. Procedures Governing Expulsion Hearing

A. Emergency Exception

Except in an emergency, the Board of Education shall, prior to expelling any student, conduct a hearing to be governed by the procedures outlined herein and consistent with the requirements of Conn. Gen. Stat. § [10-233d](#) and Public Act 15-96, and the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ [4-176e](#) to [4-180a](#), and § [4-181a](#).. Whenever an emergency exists, the hearing provided for herein shall be held as soon as possible after the expulsion.

B. Hearing Panel

1. Expulsion hearings conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three (3) affirmative votes to expel are cast.
2. Alternatively, the Board may appoint an impartial hearing board composed of one (1) or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.

C. Hearing Notice

1. Written notice of the expulsion hearing must be given to the student, and, if the student is a minor, to his/her parent(s) or guardian(s) within a reasonable time prior to the time of the hearing.
2. A copy of this Board policy on student discipline shall also be given to the student, and if the student is a minor, to his/her parent(s) or guardian(s), at the time the notice is sent that an expulsion hearing will be convened.
3. The written notice of the expulsion hearing shall inform the student of the following:
 - a. The date, time, place, and nature of the hearing.
 - b. The legal authority and jurisdiction under which the hearing is to be held, including a reference to the particular sections of the legal statutes involved.
 - c. A short, plain description of the conduct alleged by the administration.
 - d. The student may present as evidence relevant testimony and documents concerning the conduct alleged and the appropriate length and conditions of expulsion; and that the expulsion hearing may be the student's sole opportunity to present such evidence.
 - e. The student may cross-examine witnesses called by the Administration.
 - f. The student may be represented by any third party of his/her choice, including an attorney, at his/her expense or the expense of his/her parents.
 - g. A student is entitled to the services of a translator or interpreter, to be provided by the Board of Education, whenever the student or his/her parent(s) or guardian(s) requires the services of an interpreter because he/she/they do(es) not speak the English language or is(are) disabled.
 - h. The conditions under which the Board is not legally required to give the student an alternative educational opportunity (if applicable).
 - i. Information about free or reduced-rate legal services and how to access such services.

D. Hearing Procedures

1. The hearing will be conducted by the Presiding Officer, who will call the meeting to order, introduce the parties, Board members, and counsel, briefly explain the hearing procedures, and swear in any witnesses called by the Administration or the student.
2. The hearing will be conducted in an executive session. A verbatim record of the hearing will be made, either by tape recording or by a stenographer. A record of the hearing will be maintained, including the verbatim record, all written notices and documents relating to the case and all evidence received or considered at the hearing.
3. Formal rules of evidence will not be followed. The Board has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The presiding officer will rule on testimony or evidence as to it being immaterial or irrelevant.
4. The hearing will be conducted in two (2) parts. In the first part of the hearing, the Board will receive and consider evidence regarding the conduct alleged by the Administration.
5. In the first part of the hearing, the charges will be introduced into the record by the Superintendent or his/her designee.
6. Each witness for the Administration will be called and sworn. After a witness has finished testifying, he/she will be subject to cross-examination by the opposite party or his/her legal counsel, by the presiding officer, and by Board members.
7. After the Administration has presented its case, the student will be asked if he/she has any witnesses or evidence to present concerning the charges. If so, the witnesses will be sworn, will testify, and will be subject to cross-examination and questioning by the presiding officer and/or by the Board. The student may also choose to make a statement at this time. If the student chooses to make a statement, he or she will be sworn and subject to cross-examination and questioning by the presiding officer and/or by the Board. Concluding statements will be made by the Administration and then by the student and/or his or her representative.
8. In cases where the student has denied the allegation, the Board must determine whether the student committed the offense(s) as charged by the Superintendent.
9. If the Board determines that the student has committed the conduct as alleged, then the Board shall proceed with the second portion of the hearing, during which the Board will receive and consider relevant evidence regarding the length and conditions of expulsion.
10. When considering the length and conditions of expulsion, the Board may review the student's attendance, academic, and past disciplinary records. The Board may not review notices of prior expulsions or suspensions which have been expunged from the student's cumulative record, except as so provided in Section V.A (9), (10), (11), above, and Section X, below. The Board may ask the Superintendent for a recommendation as to the discipline to be imposed.
11. Evidence of past disciplinary problems which have led to removal from a classroom, suspension, or expulsion of a student being considered for expulsion may be considered only during the second portion of the hearing, during which the Board is considering the length of expulsion and nature of the alternative educational opportunity to be offered.
12. Where administrators presented the case in support of the charges against the student, such administrative staff shall not be present during the deliberations of the Board either on questions of evidence or on the final discipline

to be imposed. The Superintendent may, after reviewing the incident with administrators, and reviewing the student's records, make a recommendation to the Board as to the appropriate discipline to be applied.

13. The Board shall make findings as to the truth of the charges, if the student has denied them; and, in all cases, the disciplinary action, if any, to be imposed. While the hearing itself is conducted in an executive session, the vote regarding expulsion must be made in an open session and in a manner that preserves the confidentiality of the student's name and other personally identifiable information.

14. Except for a student who has been expelled based on possession of a firearm or deadly weapon as described in subsection VII.B(1) and (2) above, the Board may, in its discretion, shorten or waive the expulsion period for a student who has not previously been suspended or expelled, if the student completes a Board-specified program and meets any other conditions required by the Board. The Board-specified program shall not require the student and/or the student's parents to pay for participation in the program.

15. The Board shall report its final decision in writing to the student, or if such student is a minor, also to the parent(s) or guardian(s), stating the reasons on which the decision is based, and the disciplinary action to be imposed. Said decision shall be based solely on the evidence presented at the hearing. The parents or guardian or any minor student who has been expelled shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of the expulsion.

E. Presence on School Grounds and Participation in School-Sponsored Activities During Expulsion

During the period of expulsion, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, except for the student's participation in any alternative education program provided by the district in accordance with this policy, unless the Superintendent specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.

F. Stipulated Agreements

In place of the procedures used in this section, the Administration and the parents (or legal guardians) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include language indicating that the parents (or legal guardians) understand their right to have an expulsion hearing held pursuant to these procedures, and language indicating that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation. If the Board rejects either the Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held pursuant to the procedures outlined herein. If the student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on his or her behalf.

If the parties agree on the facts, but not on the disciplinary recommendation, the Administration and the parents (or legal guardians) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts to the Board in lieu of holding the first part of the hearing, as described above. Such Joint Stipulation shall include language indicating that the parents understand their right to have a hearing to determine whether the student engaged in the alleged misconduct and that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts. If the Board rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.

IX. Alternative Educational Opportunities for Expelled Students

A. Students under sixteen (16) years of age:

Whenever the Board of Education expels a student under sixteen (16) years of age, it shall offer any such student an alternative educational opportunity.

B. Students sixteen (16) to eighteen (18) years of age:

The Board of Education shall provide an alternative educational opportunity to a sixteen (16) to eighteen (18) year old student expelled for the first time if he/she requests it and if he/she agrees to the conditions set by the Board of Education, except. Such alternative educational opportunity may include, but shall not be limited to, the placement of a pupil who is at least sixteen years of age in an adult education program. Any pupil participating in an adult education program during a period of expulsion shall not be required to withdraw from school as a condition to his/her participation in the adult education program.

The Board of Education is not required to offer an alternative educational opportunity to any student between the ages of sixteen (16) and eighteen (18) who is expelled for the second time, or if it is determined at the hearing that (1) the student possessed a dangerous instrument, deadly weapon, firearm or martial arts weapon on school property or at a school-sponsored activity, or (2) the student offered a controlled substance for sale or distribution on school property or at a school-sponsored activity.

The Board of Education shall count the expulsion of a pupil when he/she was under sixteen years of age for purposes of determining whether an alternative educational opportunity is required for such pupil when he/she is between the ages of sixteen and eighteen.

C. Students eighteen (18) years of age or older

The Board of Education is not required to offer an alternative educational opportunity to expelled students eighteen (18) years of age or older.

D. Students identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA")

Notwithstanding Sections IX.A. through C. above, if the Board of Education expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"), it shall offer an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time.

E. Students for whom an alternative educational opportunity is not required

The Board of Education may offer an alternative educational opportunity to a pupil for whom such alternative educational opportunity is not required as described in this policy.

X. Notice of Student Expulsion on Cumulative Record

Notice of expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for notice of expulsion of a student in grades nine through twelve, inclusive, based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the student graduates from high school.

In cases where the student's period of expulsion is shortened or waived in accordance with Section VIII.D(14), above, the Board may choose to expunge the expulsion notice from the cumulative record at the time the student completes the Board-specified program and meets any other conditions required by the Board.

If a student's period of expulsion was not shortened or waived, the Board may choose to expunge the expulsion notice from the student's cumulative record prior to graduation if such student has demonstrated to the Board that the student's conduct and behavior in the years following such expulsion warrants an expungement. In deciding whether to expunge the expulsion notice, the Board may receive and consider evidence of any subsequent disciplinary problems that have led to removal from a classroom, suspension, or expulsion of the student.

If the student has not previously been suspended or expelled, and the administration chooses to expunge the expulsion notice from the student's cumulative record prior to graduation, the administration may refer to the existence of the expunged notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspension or expulsion by the student would constitute the student's first such offense.

XI. Change of Residence During Expulsion Proceedings

A. Student moving into the school district:

1. If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its expulsion hearing.
2. Where a student enrolls in the district during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such a hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board shall make its determination based upon a hearing held by the Board, which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board.

B. Student moving out of the school district:

Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.

XII. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act ("IDEA")

A. Suspension of IDEA students:

Notwithstanding the foregoing, if the Administration suspends a student identified as eligible for services under the IDEA (an "IDEA student") who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The Administration shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education

procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.

2. During the period of suspension, the school district is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the school district.

B. Expulsion and Suspensions that Constitute Changes in Placement for IDEA students:

Notwithstanding any provision to the contrary, if the Administration recommends for expulsion an IDEA student who has violated any rule or code of conduct of the school district that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply for students whom the administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in placement:

1. The parents of the student must be notified of the decision to recommend for expulsion (or to suspend if a change in placement) on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to recommend for expulsion (or to suspend if a change in placement) was made.
2. The school district shall immediately convene the student's planning and placement team ("PPT"), but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made. The student's PPT shall consider the relationship between the student's disability and the behavior that led to the recommendation for expulsion or the suspension which constitutes a change in placement, to determine whether the student's behavior was a manifestation of his/her disability.
3. If the student's PPT finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.
4. If the student's PPT finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.
5. During any period of expulsion, or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.
6. When determining whether to recommend expulsion or a suspension that constitutes a change in placement, the building administrator (or his or her designee) should consider the nature of the misconduct and any relevant educational records of the student.

C. Transfer of IDEA students for Certain Offenses:

School personnel may transfer an IDEA student to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:

1. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds or at a school-sponsored activity, or
2. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or a school-sponsored activity; or

3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

The following definitions shall be used for this subsection XII.C.:

1. Dangerous weapon means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of fewer than 2.5 inches in length.
2. Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).
3. Illegal drug means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed healthcare professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other provision of federal law.
4. Serious bodily injury means a bodily injury that involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

XIII. Procedures Governing Expulsion of Students Identified as Eligible under Section 504 of the Rehabilitation Act of 1973 ("Section 504")

A. Expulsion of students identified as eligible for educational accommodations under Section 504 of the Rehabilitation Act of 1973:

Except as provided in subsection B below, notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The parents of the student must be notified of the decision to recommend the student for expulsion.
2. The district shall immediately convene the student's Section 504 team ("504 teams"), to review the relationship between the student's disability and the behavior that led to the recommendation for expulsion. The 504 Team will determine whether the student's behavior was a manifestation of his/her disability.
3. If the 504 Team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommended expulsion.
4. If the 504 Team finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion.

B. The Board may take disciplinary action for violations pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who currently is engaging in the illegal use of drugs or alcohol to the same extent that such disciplinary action is taken against non-disabled students. Thus, when a student with a disability is recommended for

expulsion based solely on the illegal use or possession of drugs or alcohol, the 504 team shall not be required to meet to review the relationship between the student's disability and the behavior that led to the recommendation for expulsion.

XIV. Procedures Governing Expulsions for Students Committed to a Juvenile Detention Center

A. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, the Connecticut Juvenile Training School, or any other residential placement for such offense may be expelled by the Board in accordance with the provisions of this section. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School, or any other residential placement.

B. If a student who committed an expellable offense seeks to return to a school district after having been in a juvenile detention center, the Connecticut Juvenile Training School, or any other residential placement and such student has not been expelled by the board of education for such offense under subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.

XV. Early Readmission to School

An expelled student may apply for early readmission to school. The Board delegates the authority to make decisions on readmission requests to the Superintendent. Students desiring readmission to school shall direct such readmission requests to the Superintendent. The Superintendent has the discretion to approve or deny such readmission requests and may condition readmission on specified criteria.

XVI. Dissemination of Policy

The Board of Education shall, at the beginning of each school year and at such other times as it may deem appropriate, provide for an effective means of informing all students, parent(s), and/or guardian(s) of this policy.

XVII. Compliance with Documentation and Reporting Requirements

1. The Board of Education shall include on all disciplinary reports the individual student's state-assigned student identifier ("SASID").
2. The Board of Education shall report all suspensions and expulsions to the State Department of Education.
3. If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such students to an appropriate state or local agency for rehabilitation, intervention, or job training and inform the agency of its action.
4. If the Board of Education expels a student for possession of a deadly weapon or firearm, as defined in C.G.S. § 53a-3, the violation shall be reported to the local police.

Legal References:

Connecticut General Statutes:

§§ [4-176e](#) through [4-180a](#) and § [4-181a](#) Uniform Administrative Procedures Act)

§§ [10-233a](#) through [10-233e](#) Suspension and expulsion of students.

§ [10-233f](#) In-school suspension of students.

§ [21a-408a](#) through [408p](#) Palliative Use of Marijuana

§ [29-38](#) Weapons in vehicles

§ [53a-3](#) Definitions

§ [53a-206](#) (definition of "weapon")

Public Act 14-76, "An Act Concerning the Governor's Recommendations Regarding Electronic Nicotine Delivery Systems And Youth Smoking Prevention"

Public Act 14-229, "An Act Concerning The Expungement Of A Pupil's Cumulative Education Record For Certain Expulsions"

Public Act 14-234, "An Act Concerning Domestic Violence And Sexual Assault"

Public Act 15-206, "An Act Regulating Electronic Nicotine Delivery Systems and Vapor Products"

Public Act 15-96, "An Act Concerning Out-of-School Suspensions and Expulsions for Students in Preschool and Grades Kindergarten to Two"

Packer v. Board of Educ. of the Town of Thomaston, 246 Conn. 89 (1998).

State v. Hardy, 896 A.2d 755, 278 Conn. 113 (2006).

State v. Guzman, 955 A.2d 72, 2008 Conn. App. LEXIS 445 (Sept. 16, 2008).

Federal law:

Honig v. Doe, 484 U.S. 305 (1988)

Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., as amended by the Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).

18 U.S.C. § 921 (definition of "firearm")

18 U.S.C. § 930(g)(2) (definition of "dangerous weapon")

18 U.S.C. § 1365(h)(3) (identifying "serious bodily injury")

21 U.S.C. § 812(c) (identifying "controlled substances")

34 C.F.R. § 300.530 (defining "illegal drugs")

Gun-Free Schools Act, Pub. L. 107-110, Sec. 401, 115 Stat. 1762 (codified at 20 U.S.C. § 7151)

Policy adopted: December 9, 2015

APPENDIX A

EMERGENCY MANAGEMENT and SUPPORT

Frequently Asked Questions

- 1. What is Emergency Preparedness?** The Killingly Public Schools District (KPSD) has taken steps to ensure your child's safety while in school. Each school has developed a crisis response plan. Emergency preparedness is preparing the steps one will take in the event of an emergency, such as contact information, communications, and evacuation plans, lockdown plans, etc.
- 2. How can I stay informed?** KPSD broadcasts emergency messages, when necessary, using several media outlets. General emergency messages, early and late school openings, and closings can be found on Cable Channel 20 and the Connecticut television networks (Channels 3 and 8). Emergency messages are transmitted to local media, and parents are encouraged to listen to the radio or television.
- 3. How will my child's school handle an emergency situation?** All KPSD schools have an emergency crisis plan. The specifics of each plan differ for each location. The response to each situation will differ based on the specifics of that situation. The flexibility of the plan is key to the success of the response. In general, each plan involves the designation of a crisis management team; development of evacuation, shelter-in-place, and lockdown procedures; preparation of a portable critical response kit ("To Go Bags") that contains key information and supplies; designation of one or more appropriate evacuation sites; provisions for training personnel and updating the plan; outlines for dealing with specific types of incidents; and resources for help before, during and after an event. All KPSD school plans have been reviewed within the last twelve months, and school crisis teams have reviewed the plans. The school-specific plan is exempt from release to the public.
- 4. How can I see the security plan for my child's school?** KPSD does not release this type of specific information as protection and precaution against potential threats.
- 5. What is a lockdown?** An emergency may prevent the safe evacuation of a school building and require steps to isolate students and faculty from danger by instituting a school lockdown. In an interior lockdown situation, all students are kept in classrooms or other designated locations that are away from danger. Faculty members are responsible for accounting for students and ensuring that no one leaves the safe area. School personnel will also secure building entrances, ensuring that no unauthorized individuals leave or enter the building. Exterior lockdown procedures may also be initiated to ensure the safety of students when an incident occurs in the community. Depending on the level of threat, parents may be permitted access to the building and their children if public safety officials deem it safe for them to do so.
- 6. What will the KPSD do if an act of war or other emergency occurs while students are in school?** The specific actions taken by the KPSD in any emergency – both district-wide and at individual schools – will depend on the specifics of the situation. Any action taken would depend on several factors, including the level of threat and the advice of local, state, and federal agencies. The safety of students and staff members will be the primary concern in any decision.

7. **What is Shelter-in-Place?** Shelter-in-Place is a short-term solution to a short-term problem. If an accident or attack that created contaminated air occurred in the nearby area, everyone would be brought indoors. Building personnel would close all windows and doors and shut down the heating, ventilation, and air conditioning system (HVAC). This would create a neutral pressure in the building, meaning the contaminated air would not be drawn into the building.

Shelter-in-place is a short-term measure (measured in minutes or hours, not days) designed to use a facility and its indoor atmosphere to temporarily separate people from a hazardous outdoor environment. The alternative would be to evacuate into a hazardous situation, thereby causing harm to all involved.

No stockpiling of water and food is needed for shelter-in-place. Any event of a magnitude that requires such stockpiling would require that we all take our direction from federal emergency management officials. School district personnel have developed a plan that uses the best possible method for ensuring the safety of students and staff members in this type of crisis. Remember, it is not the school system's intention to keep children from their parents. KPSD personnel is merely endeavoring to keep children safe for parents until the parents can pick them up.

8. **Why would you keep children from their parents?** KPSD does not intend to keep children from their parents if a crisis occurs during school hours or school activities. The school district intends to make sure that children are safe inside their schools until such a time that the threat has been reduced. Parents will be informed of the parent-student reunification information via the school system. Emergency messages are transmitted to local media, and parents are encouraged to listen to the local media, radio, or television.

9. **Why can't I be given the evacuation and parent reunification locations ahead of time?** KPSD does not release this type of specific information as protection and precaution against potential threats. Also, during emergencies, circumstances could arise that might force changes to previously designated locations. Parents will be informed of parent-student reunification center locations via the local media and through school resources. Emergency messages are transmitted to local media, and parents are encouraged to listen to the radio or television.

10. **Are schools stockpiling food and water?** The school district is taking action to make sure that schools and offices have the appropriate resources available for a short-term event. In the event of a large-scale catastrophic event, the KPSD would rely on federal and state authorities for assistance.

11. **Why aren't the schools storing three days of water and food for each child as is being recommended for homes?** Most of the envisioned emergencies would be localized short-term events and would not call for long-term supplies. It is unreasonable to expect our facilities to stockpile three days' worth of food and water inside each facility for each person.

12. **What if my child is riding a school bus at the time of a crisis?** The Superintendent of Schools, in collaboration and coordination with the Supervisor of Transportation and other local emergency officials, will be in contact with bus drivers for instructions in the event that a situation occurs while students are in transport. All buses are equipped with a reliable 2-way radio system connected directly to the transportation and highway department offices. The transportation department maintains communication capability with all buses, town highway department, maintenance department, and all school building main offices. Bus drivers will be informed to use common sense and not travel toward the crisis location. Parents will be informed of the parent-student reunification center location through school resources and the local media. Parents are encouraged to listen to the radio or television.

13. **Can I pick up my child?** Parents are allowed to pick up their children unless public safety officials have declared a shelter-in-place response, or there is some other reason why access to the facility is restricted. During any emergency, school personnel will maintain a safe and normal environment for children within the school as is possible. School is not automatically canceled in emergencies. Remember, school is often the safest place for children to be!

14. **Who can pick up my children?** Children will not be released to individuals who are not authorized on the student's emergency care card or who do not have written parent authorization. Parents and guardians, at the start of each school year, complete the emergency care form. Parents and guardians are encouraged to update the emergency care card as needed throughout the school year.

The KPSD utilizes a state-of-the-art Raptor identity and visitor management system. Raptor is the industry leader in electronic identity and visitor management systems that rapidly identify, capture, and logs visitors, volunteers, employees, and vendors. The system can cross-check criminal, sex offender, and internal watch lists. Once cleared, a photo badge is instantly printed designating the details and limitations of the visit. The system also generates an electronic audit trail of all activity and is stored and can be retrieved for management or investigative reports. The Raptor system is essential frontline protection in controlling and tracking individuals gaining access to our school facilities. Specific access control procedures and protocols are in place and are strictly enforced by administration and staff.

15. **What about my child's medication?** If your child takes medication regularly, you, the parent, should make sure that the school has an appropriate amount of additional medication on hand. Talk with your child's school nurse for more information.

16. **Are students allowed to have cell phones at school?** Cell phones are not permitted during the regular school day, as stated in CT State Law 10-233j. Cell phones are to be stored in the student's locker or backpack during school hours. Students will not be allowed to check for messages or text messages on their cell phones during the day. In the event of an emergency, students will not be allowed to use their phones to communicate with parents unless specified – authorized by the principal. It is important to recognize that in an emergency, cell phone circuits may become overloaded, interfering with public safety's ability to communicate. Student's use of cell phones during an emergency often creates additional disruptions and complications for school and emergency personnel.

17. **Can I contact my child?** Parents are asked not to call the school in emergencies so phone lines can remain accessible for handling the specific situation. Parents will be kept informed through school resources and the local media.

18. **Will children be allowed to view events via live television or radio reports?** In the event of an attack or other crisis, teachers will be informed as to the appropriate actions to take.

Dress and Grooming

The Board of Education encourages students to dress in clothing appropriate to the school situation. Restrictions on freedom of student dress may be applied whenever the mode of dress in question is:

1. unsafe either for the student or those around the student,
2. disruptive to school operations and the education process in general,
3. contrary to law.

No restrictions on freedom of dress as adornment will be imposed which:

1. reflect discrimination as to civil rights,
2. enforce particular code of morality or religious tenets,
3. attempt to dictate or adjudicate style or taste,
4. do not fall within the direct or implied powers of the Board of Education.

The administration is encouraged to establish any needed regulations consistent with this policy through cooperative planning with staff, students and parents. Please visit the Killingly Intermediate School homepage for information about our dress code.

If a student is not dressed appropriately, the school staff will make every effort to help that student meet dress code expectations. If a student intentionally continues to not follow the dress code, disciplinary consequences may be assigned for repeated dress code violations or failure to follow adult directions.

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