

Regular Meeting
KILLINGLY BOARD OF EDUCATION
Wednesday, September 25, 2024
7:00 PM
CENTRAL OFFICE, 79 WESTFIELD AVE, KILLINGLY, CT 06239
Conference Room A

REVISED AGENDA

1. CALL TO ORDER & PLEDGE OF ALLEGIANCE

2. ROLL CALL

3. REPORT BY STUDENT BOARD MEMBERS

4. RECOGNITION OF VISITORS

A. September 2024 Employee of the Month, Rose Methot

5. PUBLIC COMMENT- *Members of the public are encouraged to share their thoughts with the Board of Education and are invited to do so during this segment of the meeting. 30 minutes will be allotted for public comment per meeting, limited to no more than 3 minutes , maximum per person. People wishing to speak must sign-up prior to the start of the meeting. When appropriate to do so, members of the Board and the administration may respond to comments. However, in consideration of those in attendance and in an effort to proceed in a timely manner, follow-up discussion may need to take place outside of the meeting setting.*

6. BOARD CHAIRPERSON, COMMITTEE & LIAISON UPDATES

A. Discussion regarding Board Shout-Outs

B. Curriculum Committee

C. Facilities Committee

D. Fiscal Committee

E. Personnel Committee

F. Policy Committee

1. Discussion and Possible Approval of First Reading of Revised Policy#5131.81 Students-Electronic Devices

2. Discussion and Possible Approval of First Reading of Revised Policy #0521 Mission, Goals Objectives, Non-Discrimination Policy and Notice

3. Discussion and Possible Approval of First Reading of Revised Policy #4152.6/4252.6, Personnel, Family and Medical Leave Act (FMLA)

G. Liaison Updates (Town Council, CABE, EASTCONN, Economic Development, Parks & Rec, PBC)

H. AdHoc Committee to Discuss Mascot

I. AdHoc Committee to Discuss District-wide Bullying

7. SUPERINTENDENT'S UPDATE

A. Cognitive Engagement

B. Attendance PoP

C. Discussion & Possible Approval of Alliance and Priority School District Grants

Continued

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SUPERINTENDENT'S UPDATE Continued

D. Discussion and Possible Approval of McKinney-Vento Homeless Assistance Grant

E. Discussion and Possible Action for BOE to adopt joint letter regarding safety and online threats to schools in the State of Connecticut.

8. CONSENT AGENDA

A. Sept. 11 2024 Board Meeting Minutes

9. ADJOURNMENT

It is with great pleasure that Killingly Public Schools recognize

September 2024
Employee of the Month
Rose Methot

I would like to give a huge shoutout to Rose Methot, one of two Financial Assistants in the Business Office. Rose has been deservedly nominated and named Employee of the Month several times during her 30+-year career with Killingly Public Schools.

Once again, like the World War II cultural icon, Rosie the Riveter, Rose has exhibited the can-do attitude essential to the operation of the Business Office. For the past two months with the vacancy of the Financial Assistant primarily responsible for payroll, Rose has stepped in to ensure we have not missed a beat. Making sure everyone gets paid- from employees to vendors- is no small feat as she juggles the duties of both roles.

In true Rosie the Riveter fashion, she has taken on these extra responsibilities with an "I've got this" attitude. It's clear that when the going gets tough, Rose gets going.

In recognition of her hard work and dedication to the operation of Killingly Public Schools, I would like to recommend Rose Methot for Employee of the Month.

Submitted by Christine Clark, Manager of Business Affairs

On behalf of the Board of Education, we commend you for your dedication to Killingly Public Schools.

Susan Lannon
Board of Education Chairperson

Dr. Susan Nash
Superintendent of Schools

Students

Electronic Devices

Use of Beepers - Paging Devices/Cellular Telephones

1. Students shall not possess or use a laser pointer unless under teacher supervision for instructional purposes, a remotely activated paging device while on school property, on school transportation or while attending a school sponsored activity on or off school property.
2. The School Principal may grant written permission for possession and use of a paging device by a student if the student or his/her parent or guardian establishes to the satisfaction of the Principal that a reasonable basis exists for the possession and use of the device.
3. The prohibition of paging devices does not apply in the following cases, providing that the Building Principal approves in advance of the presence of a telephone pager: a disabled student using portable pagers for medical reasons, visitors on school property for an authorized program, meeting or function, a student who is a member of a volunteer fire company, ambulance or rescue squad, or a student who has the need due to the medical condition of an immediate family member.
4. Students may be in possession of a cellular telephone. Use of the device shall be limited to the period before classes begin in the morning, and after the student's last class in the afternoon. Such devices shall not be used during instructional time or in the passing between classes unless there is a bona fide health or safety emergency.
5. Students shall not possess or use a cellular telephone or paging device that is capable of taking photographs or videos of any kind. In no case will any personal communication device be allowed to access a connection to the Internet. Students violating this section shall be subject to disciplinary action, up to and including suspension and/or expulsion.
6. Devices shall not be used in a manner that disrupts the educational process, including, but not limited to, posing a threat to academic integrity or violating confidentiality or privacy rights of another individual.
7. Disciplinary action may be taken against any student for using a cellular telephone, or other electronic device that is otherwise not banned by this policy, in any manner that disrupts the educational environment, including using the device to cheat, signal others, or otherwise violate student conduct rules. Unless otherwise banned under this policy, all electronic devices must be kept off and out of sight during the regular school day unless: (a) the supervising teacher grants permission, (b) use of the device is provided in a student's IEP, or (c) it is needed in an emergency that threatens the safety of students, staff or other individuals.

8. A staff member who discovers a student in possession of a paging device, without written permission of the Principal, or using a cellular mobile telephone during the regular school day, without approval shall report the violation to a school administrator who may temporarily confiscate the device and contact the parent/guardian. Repeated violation of this policy may result in confiscation of the device and its forfeiture to the District.

Legal Reference: Connecticut General Statutes

10-233j Student possession and use of telecommunications devices

PA 95-304 An Act Concerning School Safety

PA 96-108 An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates

Policy adopted: August 11, 2004

KILLINGLY PUBLIC SCHOOLS

FIRST READING**Students
Electronic Devices****Personal Technology Use in Schools/Cellular Phones/Electronic Communication Devices**

The Board of Education (Board) is committed to providing a safe, positive and productive learning environment for its students. The Board recognizes that, depending on how they are used, cellular telephones and other wireless communication devices can be either a valuable learning tool or a source of disruption in the learning environment. In order to maintain a secure and orderly learning environment, student use and possession of cellular telephones and other wireless communication devices shall be subject to the limitations set forth in this policy.

There is a growing body of evidence that suggests student access to cellular telephones and other electronic communication devices may be detrimental to student emotional wellbeing and academic growth. Therefore, the use of electronic communication devices and other such technology at school is considered a privilege, not a right.

Students may possess cellular telephones and other wireless communication devices on school property and school-sponsored transportation, provided students adhere to the restrictions contained within this policy. Any unauthorized use of cellular telephones and other wireless communication devices during the instructional school day or at such times as not authorized by the school principal or designee is prohibited, as it disrupts the instructional program or distracts from the educational environment.

1. **Elementary School Students:** No use of a cell phone/smartwatch or other personal communication device will be permitted during school hours. These devices must be turned off or on silent and left in backpacks, stored in a student's locker/cubbie or other place designation by building administration.
2. **Middle School:** No use of a cell phone/smartwatch or other personal communication device will be permitted during school hours. These devices must be turned off or on silent and left in backpacks, stored in a student's locker or other place designated by building administration. The exception at the middle school level is when the use of cell phone is authorized in a classroom for academic purposes with the consent of the teacher.
3. **High School:** Possession of a cell phone/smartwatch or other personal communication device while in school is permitted, however, the devices must be turned off or on silent and be out of sight in classrooms during the school day unless. Authorized by the classroom teacher for academic purposes. Cell phones may be used in non-classroom areas as designated by school administration.

Students Electronic Devices

Personal Technology Use in Schools/Cellular Phones/Electronic Communication Devices (continued)

Unauthorized Use of Devices

A student's possession, display or use of a cellular telephone and other wireless communication devices on school property contrary to the provisions of this policy shall be viewed as the unauthorized use of the cellular phone or other wireless communication devices when such possession, display or use of such devices results in conduct which includes, but is not limited to:

- a. Interference with or disruption of the instructional or educational environment.
- b. Use that violates academic integrity, such as reproducing images of tests, communicating test or examination contents or answers, providing access to unauthorized school information, or assisting students in any aspect of their instructional program in a manner that violates school Board policy or the Student Code of Conduct.
- c. The communication of the marks or grades assigned to students resulting from evaluation or the actual contents, or parts thereof, of any evaluation activity being completed by an individual(s).
- d. Use to commit a crime, under federal or state law.
- e. Violation of a student's or other person's reasonable expectation of privacy by using such devices with photographic capabilities in student locker rooms, restrooms, any other student changing areas, or the classroom, whether such use occurs during the instructional school day or on school property. Cellular telephones and other wireless communication devices may not be utilized to take "photographs" or "videos" while on school property, while on school-sponsored transportation or while a student is engaged in school-sponsored activities.
- f. Use in a manner that is profane, indecent, obscene, threatening, discriminatory, bullying or harassing language, pictures or gestures. Cellular telephones and other wireless communication devices which have the capability to take "photographs" or "moving pictures" shall not be used for such purposes while on school property, while on school-sponsored transportation or while a student is engaged in school-sponsored activities.

Other Responsible Uses

Cellular telephones and other wireless communication devices are permissible in the following circumstances:

- a. **Instructional or Educational Purposes.** There is educational value in utilizing cellular telephones or other wireless communication devices in the classroom when such devices deliver content, and extend, enhance, and/or reinforce a student's learning process related to the student's learning style, the instructional objectives of the class and/or the learning environment. The appropriateness of in-class use of these devices consistent with the instructional objectives within instructional time will be determined by the classroom teacher with the approval of the building principal or designee.

Students
Electronic Devices

Personal Technology Use in Schools/Cellular Phones/Electronic Communication Devices
(continued)

Other Responsible Uses (continued)

- b. IEP, 504, or Health Care/Medical Plan. Students may use cellular phones, wireless communication devices, and other electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care/Medical Plan with supportive documentation from the student's physician.
- c. Health, Safety or Emergency Reasons. Exceptions to the restrictions in this policy, in part or in its entirety, may be made for health, safety and emergency reasons by the principal.
- d. School Trips or School-Sponsored Activities. The use, display, or activation of cellular phones or other wireless communication devices during school trips or school-sponsored activities shall be at the discretion of the principal or designee but shall not be disruptive to the activity.
- e. Other Reasons. Other reasons determined appropriate by the principal.

Unauthorized use of these devices is grounds for confiscation by school officials, including classroom teachers. Repeated unauthorized use of such devices may lead to disciplinary action.

Responsibility/Liability

Any student who chooses to bring a cellular telephone or other wireless communication device to school shall do so at his or her own risk and shall be personally responsible for the security of his or her cellular phone or wireless communication device. Neither the school personnel nor the Board will assume any responsibility or liability for loss, theft, damage, or vandalism to a cellular phone or other wireless communication device brought onto school property or for the unauthorized use of any such device.

(cf. 5114 – Suspension and Expulsion/Due Process)

(cf. 5131 – Conduct)

(cf. 5131.8 – Off School Grounds Misconduct)

(cf. 5131.82 – Restrictions on Publications and Written or Electronic Material)

(cf. 5131.911 – Bullying)

(cf. 5131.913 – Cyberbullying)

(cf. 5144 – Discipline/Punishment)

(cf. 5145.5 – Sexual Harassment)

(cf. 5145.51 – Peer Sexual Harassment)

Legal Reference: Connecticut General Statutes

10-233j Student possession and use of telecommunications devices

Eisner v. Stamford Board of Education, 440 F. 2d 803 (2nd Cir 1971)

Trachtman v. Anker, 563 F. 2d 512 (2nd Cir. 1977) cert. denied, 435 U.S. 925 (1978)

Hazelwood School District v. Ruhlmeir, 484 U.S. 260, 108 S Ct 562 (1988)

Bethel School District v. Fraser, 478 US 675 (1986)

Tinker v. Des Moines Independent Community Dist., 393 US 503, (1969)

P0521(a)

Mission – Goals – Objectives**Nondiscrimination**

The District shall promote nondiscrimination and an environment free of harassment based on an individual's race, color, age, religion, sex, marital status, national origin, ancestry, mental or physical disability, pregnancy, Veteran status, sexual orientation, gender identity or expression, or genetic information 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 requirements 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 he/she has opposed any discrimination act or practice or because that person has filed a charge, testified, assisted or participated in an 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.

Mission – Goals – Objectives

Nondiscrimination

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.

Mission – Goals – Objectives

Nondiscrimination

Discrimination Grievance Procedure (continued)

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.

(cf. 4111 – Recruitment and Selection)
(cf. 4111.1/4211.1 – Affirmative Action)
(cf. 4118.11 – Nondiscrimination)
(cf. 4118.111 – Grievance Procedure-Title IX)
(cf. 4118.113/4218.113 – Harassment)
(cf. 5145.4 – Nondiscrimination)
(cf. 5145.5 – Sexual Harassment)
(cf. 5145.51 – Peer Sexual Harassment)
(cf. 5145.52 – Harassment)
(cf. 5145.6 – Student Grievance Procedure)
(cf. 6121 – Nondiscrimination)
(cf. 6121.1 – Equal Educational Opportunity)

Legal Reference:

Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq.
29 CFR 1604.11, EEOC Guidelines on Sex Discrimination.
Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.
34 CFR Section 106.8(b), OCR Guidelines for Title IX.
Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol. 62, #49, 29 CFR Sec. 1606.8
(a0 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)
20 U.S.C. 7905 (Boy Scouts of America Equal Access Act contained in No Child Left Behind Act of 2001)
Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)
Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26,1998)
Gebbsen v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26,1998)
Davis v. Monro County Board of Education, No. 97-843, (U.S. Supreme Court, May 24, 1999.)
The Vietnam Era Veterans' Readjustment Act of 1974, as amended, 38U.S.C. §4212

Mission – Goals – Objectives

Nondiscrimination

Legal Reference: continued

Title II of the Genetic Information Nondiscrimination Act of 2008

46a 60 Discriminatory employment practices prohibited.

10-15c Discrimination in public schools prohibited. School attendance by five-year olds.

(Amended by P.A. 97-247 to include “sexual orientation” and P.A. 11-55 to include “gender identity or expression”)

17a-101 Protection of children from abuse.

The Americans with Disabilities Act as amended by the ADA Amendments Act of 2008

Public Law 111-256

Meacham v. Knolls Atomic Power Laboratory 128 S.Ct. 2395, 76 U.S.L.W. 4488 (2008)

Federal Express Corporation v. Holowecki 128 S.Ct. 1147, 76 U.S.L.W. 4110 (2008)

Kentucky Retirement Systems v. EEOC 128 S.Ct. 2361, 76 U.S.L.W. 4503 (2008)

Sprint/United Management Co. v. Mendelsohn 128 S.Ct. 1140, 76 U.S.L.W. 4107 (2008)

Connecticut General Statutes

10-153 Discrimination on account of marital status.

46a-60 Discriminatory employment practices prohibited.

46a-81c Discrimination in employment or discharge on account of sexual orientation prohibited

Federal Law:

Title VII of the Civil Rights Act 1964

Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b).

American Disability Act of 1989.

Title IX of the Education Amendments of 1972.

Civil Rights Act of 1987.

Policy adopted: March 12, 2014

Policy adopted: January 9, 2019

KILLINGLY PUBLIC SCHOOLS
Killingly, CT 06239

Policy 0521**Non-Discrimination Policy and Notice**

The Title IX Regulations released in April 2024 to be adopted by districts on August 1, 2024, require updating nondiscrimination policies and notices to align with the Title IX “New Rule.” CABE’s model policy 0521 updates the necessary protected classes identified in the “New Rule” while updating the list of protected classes in CT state statutes.

The “Short Version” of the Board’s Non-Discrimination Statement meets the federal mandate and allows districts to use it in publications where space may be an issue. The “Long Version” can be used to post across the district where it can be readily available. In addition, the “Long Version” should be posted on the district and individual school websites, and a link needs to be added to the “Short Version” to provide easy access to the “Long Version.”

CABE's version of this mandated policy to consider.

Mission – Goals – Objectives

Nondiscrimination Policy and Notice

Pursuant to Title IX and its regulations (“Final Rule” released on April 19, 2024), the Killingly Board of Education has adopted and implemented a policy stating that the District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity it operates, including admission and employment.

The Killingly Public Schools does not discriminate based on race, color, religion, sex, sexual orientation, gender identity or expression, status as a veteran, status as a victim of domestic violence, marital status, pregnancy or related conditions, national origin, protective hairstyles, alienage, ancestry, age, disability, or any other basis prohibited by law and prohibits discrimination, including harassment, in any education program or activity it operates.

The Board shall provide protections from all forms of sex-based harassment, including sexual violence and unwelcome sex-based conduct that creates a hostile environment by limiting or denying a person’s ability to participate in or benefit from a school’s education program or activity.

The District shall take prompt and effective action to end any sex discrimination in its education programs or activities to provide for the prompt and equitable resolution of sex discrimination complaints, prevent recurrence, and remedy its effects. To that end, the District shall act promptly and effectively in response to information about conduct that reasonably may constitute discrimination, including sexual violence and other forms of sex-based harassment. The district shall also ensure that all school employees are trained about their obligations to address sex discrimination and their obligations to notify or provide contact information for the Title IX Coordinator.

The Killingly Board of Education Non-discrimination policy includes protections for students, employees, and applicants against discrimination based on pregnancy, childbirth, termination of pregnancy, lactation, related medical conditions, or recovery from these conditions and shall provide reasonable modifications for students based on pregnancy or related conditions, allow for lactation for employees, and access to a clean, private lactation space for students and employees.

The District shall not disclose personally identifiable information obtained through complying with Title IX, with limited exceptions, such as when there had been prior written consent or when the information is disclosed to the parent of a minor.

Retaliation against anyone who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation or grievance process is also a violation of the Killingly Board of Education’s non-discrimination policy and is prohibited.

Mission – Goals – Objectives

Nondiscrimination Policy and Notice (continued)

The Killingly Public Schools shall notify *students, employees, parents, and others* of this policy and publish it widely. The Board recognizes that due to size and format restrictions of different publications, to ensure the broadest level of distribution, the Board shall publish a statement (Short Version) that the District prohibits sex discrimination in any education program or activity that it operates and that individuals may report concerns or questions to the Title IX Coordinator and provide a link to the “Long Version” of the non-discrimination notice on the District’s website.

The “Short Version” of the Board’s Non-Discrimination statement shall be as follows:

The Killingly Public Schools prohibits sex discrimination in any educational program or activity that it operates. Individuals are encouraged to report concerns or questions to the Title IX Coordinator. The notice of non-discrimination is located at (insert website address to access the “long version” of the Board’s Non-Discrimination Statement.)

The “Long Version” of the Board’s Non-Discrimination Statement shall be as follows:

The Killingly Public Schools does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity it operates, as required by Title IX and its regulations, including admission and employment.

The Killingly Board of Education has designated the following individual(s) to coordinate efforts to comply with and carry out its non-discrimination responsibilities under Title IX (2024’s “Final Rule,” applicable State laws, and court decisions). Questions regarding the District’s non-discrimination commitments, as well as related laws, regulations, and District policies, may be referred to this/these designated employee(s):

District Title IX Coordinator:

Kim Burnham, Director of Human Resources & Title IX Coordinator
KPS Central Office 79 Westfield Avenue.
kburnham@killinglyschools.org
860 779-6795

District’s Other Designees Under Section 504

The Killingly Public School District is required not to discriminate on the basis of sex by Title IX and its implementing regulations. Inquiries about Title IX may be referred to the District’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both.

Mission – Goals – Objectives

Nondiscrimination Policy and Notice (continued)

The U.S. Department of Education’s Office for Civil Rights Contact Information:

**U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of Education Bldg
400 Maryland Avenue, SW
Washington, DC 20202-1100
OCR@ed.gov
800-421-3481**

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to (include a link to the location(s) on the website or otherwise describe the location(s) where individuals can report sex discrimination). Any person may also report sex discrimination, including harassment, using the contact information listed for the Title IX Coordinator.

The Killingly Public School’s non-discrimination policy and grievance procedures (**Title IX Policy and Administrative Regulation**) Policy [#4000.1/4200.1](#) and [5145.44](#).

Legal Reference: 2024 Amendments to the U.S. Department of Education’s Title IX Regulations (“Final Rule”)

4152.6

4252.6

Personnel -- Certified/Non-Certified**Personal Leaves****Family and Medical Leave Act**

The Board will provide leave to eligible employees consistent with Family and Medical Leave Act of 1993 (FMLA). Eligible employees are entitled to up to 12 work weeks of unpaid family and medical leave in any 12-month period. The district will continue to pay the district's share of the employee's health benefits during the leave. In addition, the district will restore the employee to the same or an equivalent position after the termination of the leave in accordance with board policy.

Employees will not be deprived of any employment benefits accrued before taking FMLA leave. Conversely, employees on FMLA leave are not entitled to accrue any seniority or benefits during the leave unless determined otherwise due to a collective bargaining agreement. When an employee returns from FMLA leave, benefits will be resumed in the same manner as provided prior to taking the leave, subject to any changes in benefit levels that may have occurred during the FMLA leave period and which affect the entire work force.

In complying with the FMLA, the district will adhere to the requirements of the Americans with Disabilities Act as well as other applicable federal and state laws.

(cf. 4118.14 - Disabilities)

(cf. 4151.2 - Family Illness)

(cf. 4152.3 - Maternity; Adoptive; Child Care)

Legal Reference: P.L. 103-3 and 29 CFR Part 825 - The Family and Medical Leave Act of 1993.

Final Rule - published in Federal Register, Vol. 60, Nov. 4, Friday, January 6, 1995, as amended on February 3, 1995 and on March 30, 1995. Rules and Regulations (29CFR Part 825)

Policy adopted: May 12, 2004

Policy 4152.6
Family and Medical Leave Act

This policy is updated to include PA 24-41, section 18 reducing the number of work hours, from 1250 to 950, that non-certified school employees need to qualify for unpaid family and medical need benefits.

With the need to update CAFE's model FMLA policy to comply with Public Act 24-41, An Act Concerning Educator Certification, Teachers, Paraeducators and Mandated Reporter Requirements, Section 18, the policy department provided significant updates moving the technical details to recommended administrative regulations. The policy language speaks to the board's expectations and interest in communicating the level of coverage to employers, employees, and the community. The model regulations are designed to support the administration in effectively implementing the policy and updating legislative requirements.

Specific to PA 24-41, §18, for non-certified school board employees, FMLA reduces the number of work hours from 1,250 to 950 that noncertified employees need to qualify for unpaid family and medical leave benefits.

Personnel – Certified/Non-Certified

Family and Medical Leave Act

The Killingly Board of Education shall provide leave to eligible employees consistent with the Family and Medical Leave Act of 1993 (FMLA) and legislative updates. This policy notifies employees of their rights and establishes guidelines consistent with FMLA and applicable Connecticut state law. This policy does not recite every provision of applicable law and regulations.

Employees of the Board of Education who have been employed for at least twelve (12) months and who have worked at least 950 service hours during the twelve (12) months immediately preceding the start of a leave are eligible for unpaid leave under the FMLA. Full-time employees are considered to have met the 950-hour requirement unless the Board can demonstrate otherwise.

For purposes of this policy, a **paraeducator** means a school employee who performs instructional duties or delivers either direct or indirect services to students and/or parents and serves in a position for which a teacher has ultimate responsibility for the design and implementation of educational programs and services. An **instructional employee** is defined as a certified teacher or other employee who serves in an instructional capacity and whose function is to instruct students. The term does not include teacher assistants or non-instructional aides, nor auxiliary personnel such as school counselors, psychologists, curriculum specialists, cafeteria workers, maintenance or custodial workers, or other primarily non-instructional employees.

Leave under FMLA include the following:

- incapacity due to pregnancy, prenatal medical care, or childbirth;
- to care for the employee's newborn child;
- the placement of a child with the employee by adoption or foster care;
- to care for the employee's spouse, child, or parent who has a serious health condition;
- to care for the employee's own serious health condition that renders the employee unable to perform the functions of the employee's position;
- to serve as an organ or bone marrow donor;
- to care for an injured or ill service member;
- a qualifying exigency arising out of a family member's military service, including one or more of the following reasons:
 - short-notice deployment;
 - military events and related activities;
 - childcare and school activities;
 - financial and legal arrangements;
 - counseling;
 - rest and recuperation;
 - post-deployment activities;

Personnel – Certified/Non-Certified

Family and Medical Leave Act

Leave under FMLA include the following: (continued)

- parental care leave for a military member's parent who is incapable of self-care and care is necessitated by the military member's covered active duty;
- additional activities that arise out of the active duty or call to active duty status of a covered military member provided that the Board and the employee agree that such leave qualifies as an exigency and agree to both the timing and the duration of such leave.

If a leave is requested for one of the reasons listed above, each eligible employee may take up to a total of twelve (12) weeks of unpaid family or medical leave in the twelve (12) month entitlement period. This entitlement period is measured on the basis of a "rolling" 12-month period measured backward from the date an employee uses any FMLA leave.

The Superintendent will draft administrative regulations to comply with the FMLA and subsequent updates. In developing these regulations to support policy 4152.6/4252.6, the Superintendent will provide direction and explanations covering the following areas:

- Acceptable reasons for requesting a leave under the FMLA;
- Leave scenarios and conditions;
- Leave to care for an injured or ill service member;
- Procedures for requesting a leave under the FMLA;
- Leaves under FMLA and medical treatment requirements;
- Required certifications and documentation;
- Use of paid leave;
- Medical insurance and other benefits; and
- Reinstatement.

(cf. 4118.14 - Disabilities)

(cf. 4151.2 - Family Illness)

(cf. 4152.3 - Maternity; Adoptive; Child Care)

Legal References: Connecticut General Statutes
31-51rr Family and medical leave benefits for employees of political subdivisions
Regs. Conn. State Agencies 31-51rr-1, et seq.
United States Code:
Family and Medical Leave Act of 1993, 29 U.S.C. Section 2601 et seq., as amended
29 CFR Part 825.100 et seq.
Title II of the Genetic Information Nondiscrimination Act of 2008, 42 USC 2000ff et seq.
29 CFR 1635.1 et seq.
PA 24-41 An Act Concerning Educator Certification, Teachers, Paraeducators and Mandated Reporter Requirements, Section 18

KPS Attendance



**KILLINGLY
PUBLIC SCHOOLS**

*Attendance
Matters!*

September 2024

Absences District-wide in Prior Years

2021 - 2022

32,291 individual absences

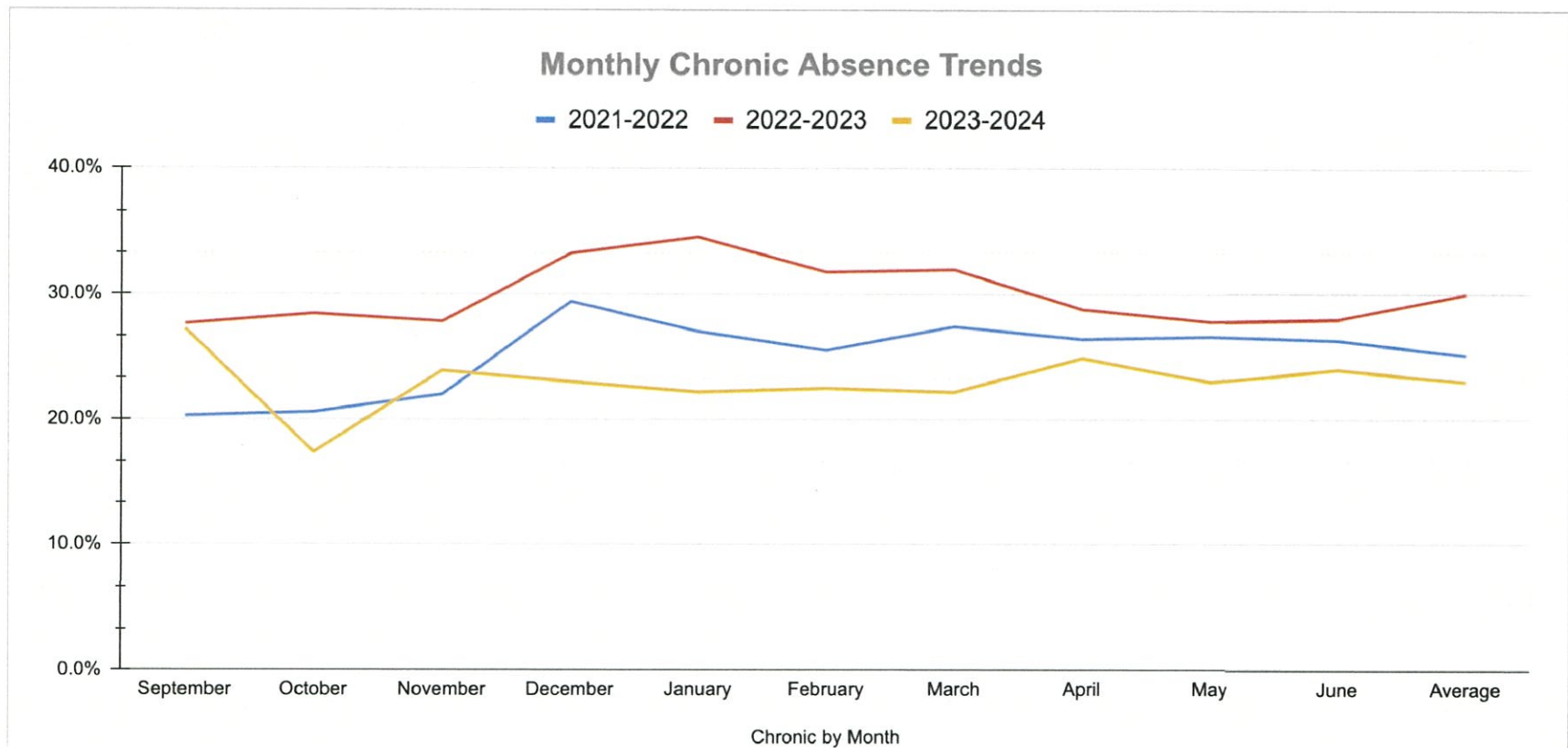
2022-2023

34,755 individual absences

2023-2024

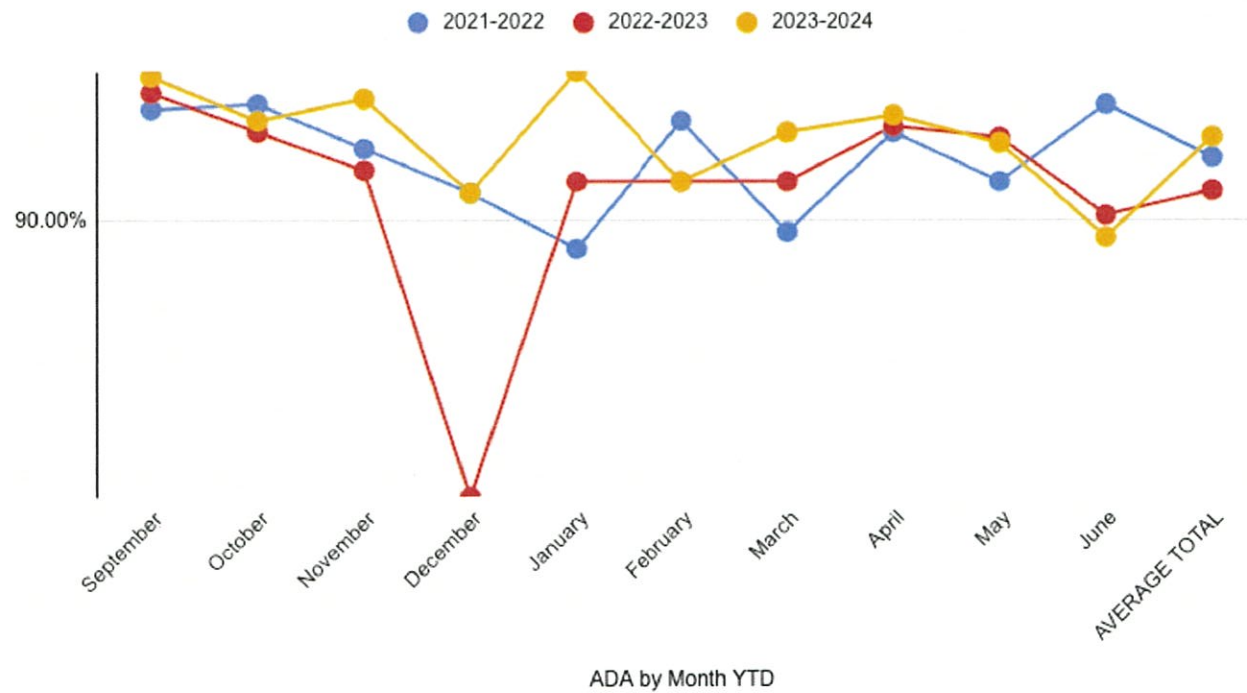
32,005 individual absences

EOY Chronic Data



Average Daily Attendance Data

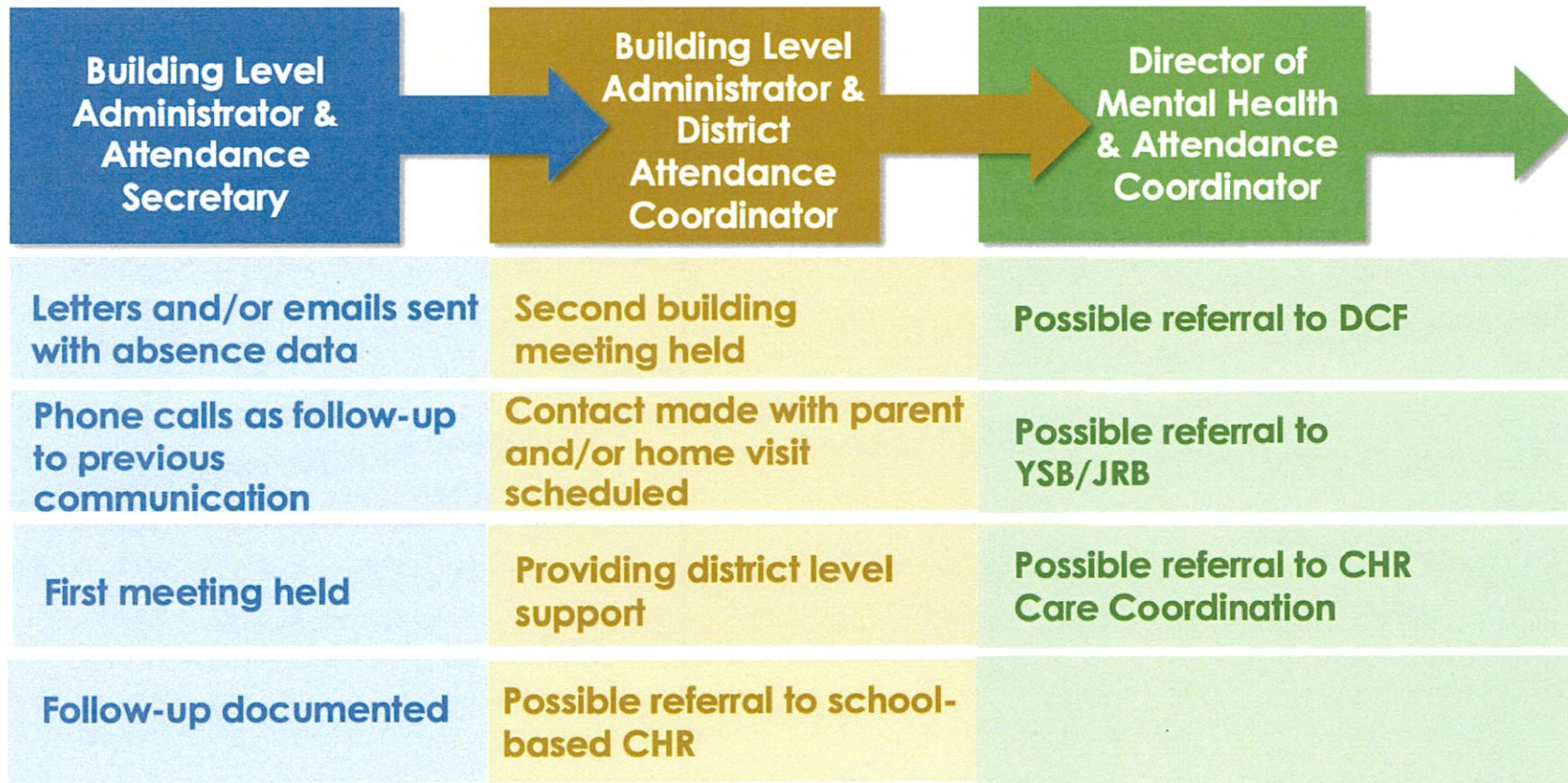
ADA Monthly Trend



TIER 1

TIER 2

TIER 3



Our attendance work...

- The goal is working to continue to implement a consistent process surrounding attendance related documentation throughout the district.

Daily Attendance	1st Communication	Documentation	2nd Communication	3rd Communication
Attendance taken within first 10 minutes of class.	After 1st absence student appears on SSP report.	Shared Google doc where all students with absences who are discussed at SSP meeting notes are tracked.	At 9th absence student appears in Logical Attendance Tracker, trigger 2, more detailed letter sent home requesting further documentation.	At 10+ absences, meeting requested with family, Attendance Coordinator to make contact with student and family.
Robo-call/text/email goes out at KHS at 8:25am, KCS & KMS at 9:30am, KIS at 10:30am for anyone listed as A0 (Absent Unexcused).	Discussion at biweekly building level SSP meeting. At 5th absence student appears in Logical Attendance Tracker, trigger 1, letter sent home.			Additional support recommended (if necessary).

Continued....

- Utilize district-wide timely absentee notification systems through SchoolMessenger.
 - Promoting attendance mentors/check-ins at each school.
 - Incentive based attendance plans available in conjunction with administration, community and parental support.
-

Problem of Practice to Continue Momentum

- Letters

- The attendance coordinator has developed a plan to update and monitor the absence and tardy notifications being sent home. The plan has determined the frequency of sending the letters, starting at the district level, once per week. This will also allow us to investigate the letters that are returned to the sender, as well as add another layer of communication between school and home. The plan will check the list of students in the cohort of grade 10 students, utilizing last year's data as a baseline. While a district focus remains on chronic absenteeism, the problem of practice will focus our data collection specifically on tardies in grade 10.

- Adding the focus of tardies and being in school on time

- In order to begin to bring the amount of tardy students down, we will mail letters home to families after the third, sixth and tenth tardies. Absentee letters will go home on or around the fifth and ninth absences. After the ninth tardy and/or tenth absence, a parent meeting will be scheduled to develop an attendance improvement plan. This will increase parent awareness and involvement around our policies and also allow for increased school/family communication.

- Goal

- This plan will increase parent awareness around our policies and also allow for increased school/family communication. The goal is to decrease the amount of tardy and absent students. This process will also allow for additional data collection and tracking through the letters and potential parent meetings.

How to Report Absences Via Online Portal:

The online reporting tool can be found on the Killingly Schools Website, on the Attendance tab. <https://www.killinglyschools.org/attendance>

Then select
“Click Here To Report Your Child
Absent” to complete the form for
the appropriate school.

For Pre-K thru Grade 8 (GECC, KCS, KMS, KIS)

If your child will not be attending school today, please click the link below.

Note: only for the aforementioned schools. For KHS, see next section.

[>>> CLICK HERE TO REPORT YOUR CHILD ABSENT](#)

For Grades 9 thru 12 (KHS)

For Absences:

If your child will not be attending school today, please click the link below.

[>>> CLICK HERE TO EMAIL - ABSENCE](#)

How to Report Absences via email or phone:

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)

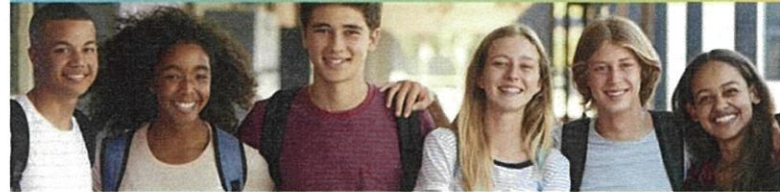
Goodyear Early Childhood Center: 860-779-6770 (geccoffice@killinglyschools.org)

CHR Information for Families

<https://www.killingyschools.org/departments/mental-health-and-wellness>

Great News for Killingly Families!

Personalized, effective, and short-term behavioral healthcare services are available in three convenient locations this school year.



In partnership with the Killingly Public Schools, behavioral healthcare professionals with Community Health Resources (CHR) will be providing care in Killingly High School, Killingly Intermediate School, and Killingly Memorial School this school year. **Appointments can be scheduled now by calling:**

1.877.884.3571

CHR Offers:

- Comprehensive clinical assessments for youth through age 17
- Individual, family, and group therapy for children and teens experiencing depression, anxiety, trauma, substance use, school problems, family challenges, and more.
- Evidence-based, effective, and short-term treatment for youth who have experienced trauma.
- Comprehensive screening and treatment for substance use problems.
- Crisis support for CHR clients

For the convenience of families, we provide:

- Easy access to appointments
- Telehealth options
- Bilingual care

CHR accepts HUSKY and most major health insurances.



Call today:
1.877.884.3571

**Scan to
Learn More!**





CONNECTICUT STATE DEPARTMENT OF EDUCATION

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[Request Help](#)
[eGMS Sign Out](#)
[Guiot, Jeffrey](#)
[Production Site](#)
[Session Timeout](#)
[\(Hide Timer\)](#)

00:59:54

Alliance District Grant Budget

Killingly School District (0000000069-00) Public School District - FY 2025 - Alliance and Priority School District Grants (17041, 17043, 17108, 17109) - Rev 0 - Alliance District Grant (17041)

[Upload Budget Data](#) | [Download Budget Data](#)

Modify	Object	Total
All		
Modify	100 - Personal Services > Salaries	\$304,448.00
Modify	200 - Personal Services > Employee Benefits	\$4,476.53
Modify	300 - Purchased Professional and Technical Services	\$0.00
Modify	400 - Purchased Property Services	\$0.00
Modify	500 - Other Purchased Services	\$17,006.81
Modify	600 - Supplies	\$2,837.66
Modify	700 - Property	\$0.00
Modify	800 - Debt Service and Miscellaneous	\$0.00
Total		\$328,769.00
Allocation		\$328,769.00
Remaining		\$0.00



- eGMS Home
- Administer
- Search
- Reports
- Inbox
- Monitoring
- Application Supplement
- Funding Application
- Fund Requests
- Expenditure Reports
- Grant Summary
- LEA Document Library
- Address Book
- CSDE Resources
- Information for this Page
- Request Help
- eGMS Sign Out

Guiot, Jeffrey

Production Site

Session Timeout
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Budget

Killingly School District (0000000069-00) Public School District - FY 2025 - McKinney-Vento Homeless Assistance (New Competitive) (20770) - Rev 0 - McKinney-Vento Homeless Assistance (New) (20770)

Go To

[Upload Budget Data](#) | [Download Budget Data](#)

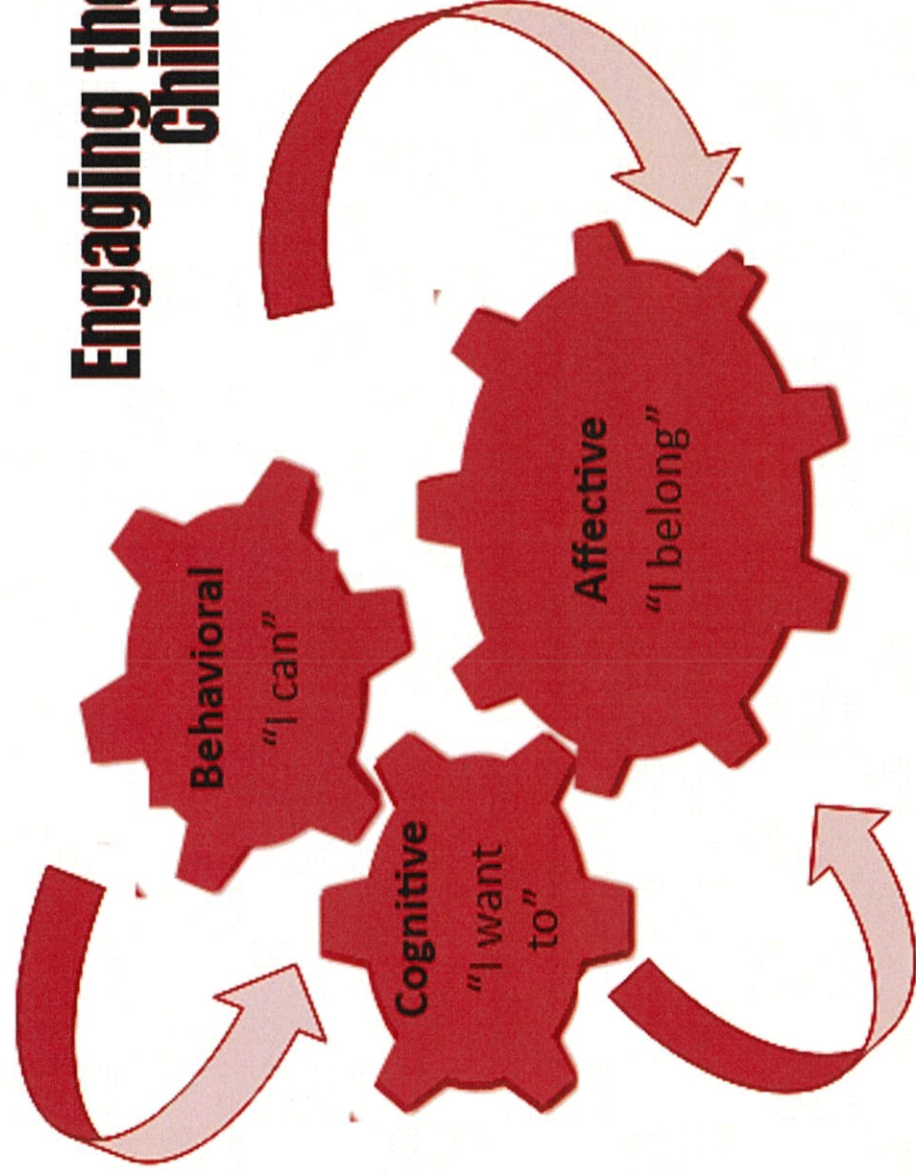
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All		
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Modify	200 - Personal Services > Employee Benefits	\$1,291.39
Modify	300 - Purchased Professional and Technical Services	\$0.00
Modify	400 - Purchased Property Services	\$0.00
Modify	500 - Other Purchased Services	\$31,027.61
Modify	600 - Supplies	\$800.00
Modify	700 - Property	\$0.00
Modify	800 - Debt Service and Miscellaneous	\$0.00
Modify	917 - Indirect Costs	\$0.00
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Allocation		\$0.00
Remaining		(\$50,000.00)

Go To

COGNITIVE ENGAGEMENT

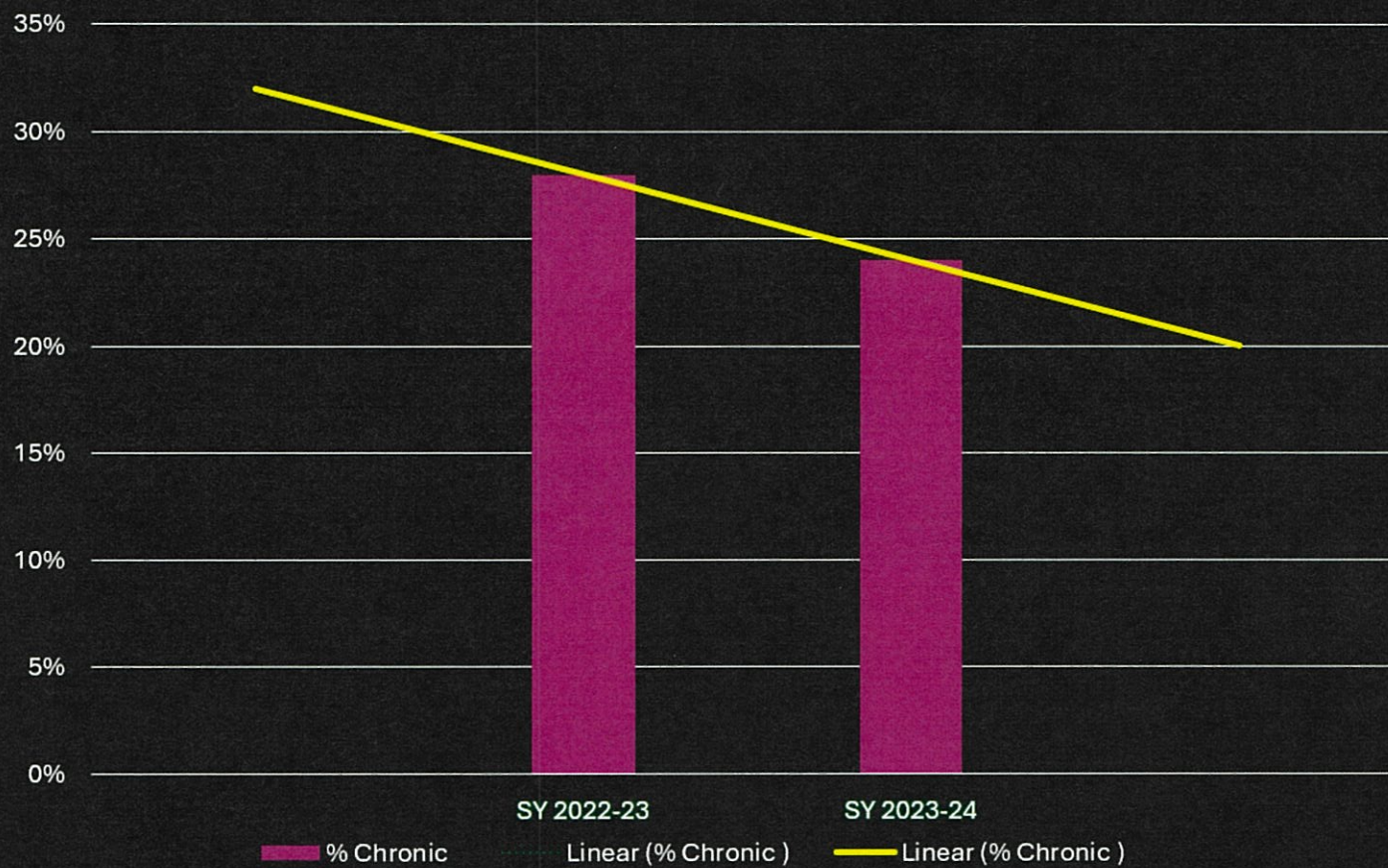
**Killingly Public Schools
Great Things Happen Here**

Engaging the Whole Child

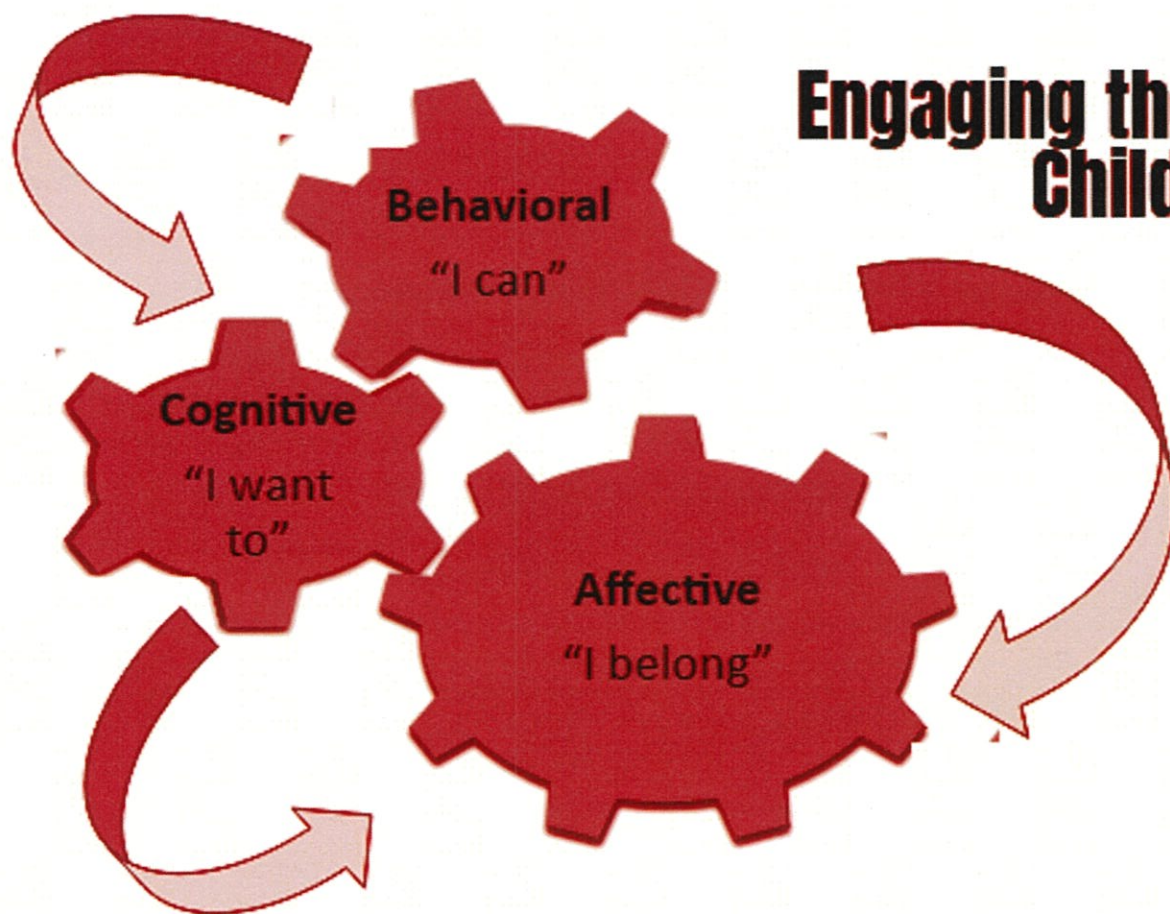


(Mahatmya, Lohman, Matjasko, & Feldman Farb, 2012)

% Chronic Absenteeism

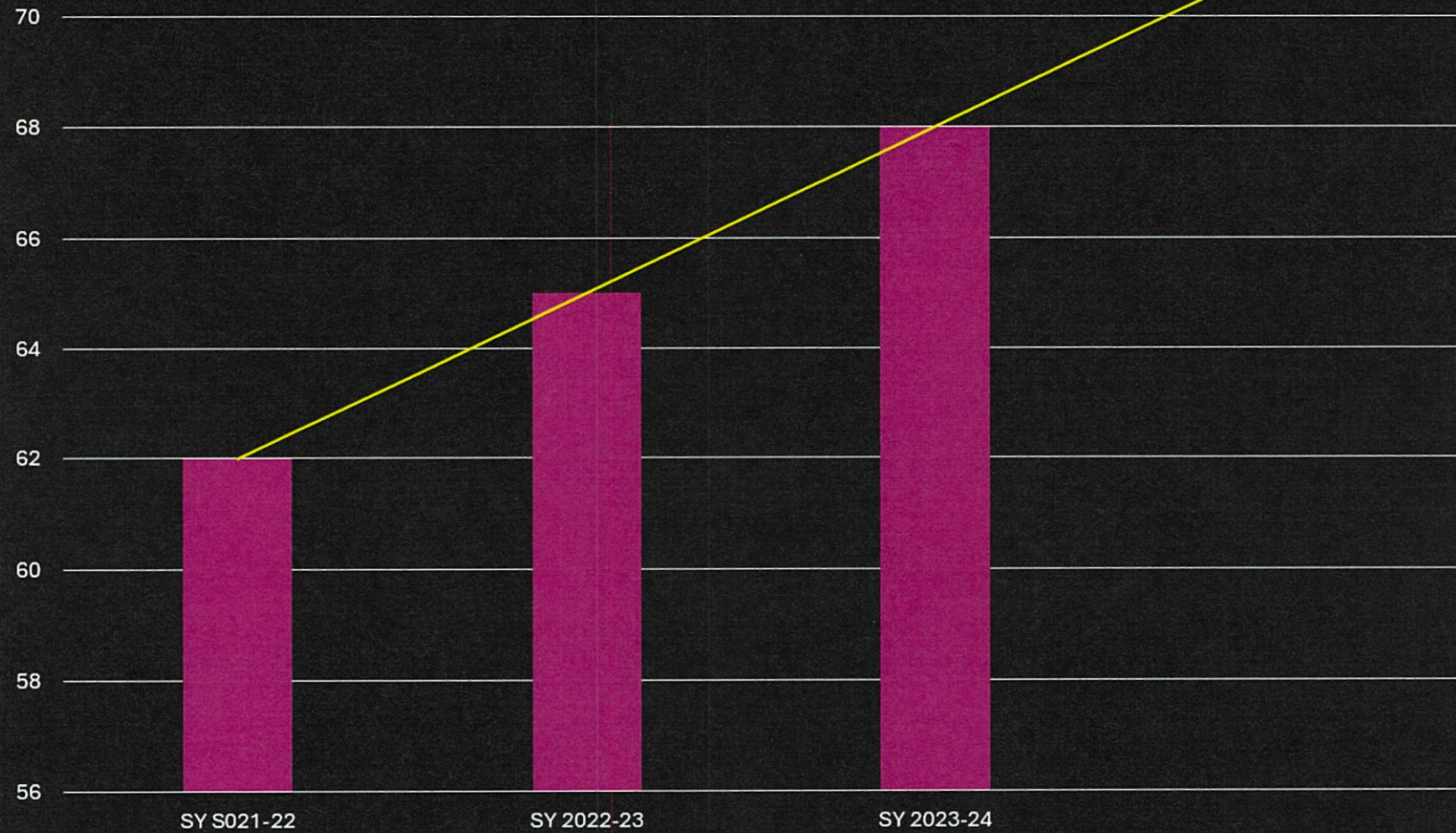


Engaging the Whole Child



(Mahatmya, Lohman, Matjasko, & Feldman Farb, 2012)

What I learn in school is interesting to me

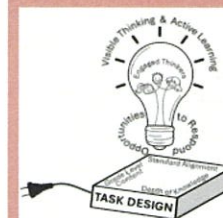




Experience it

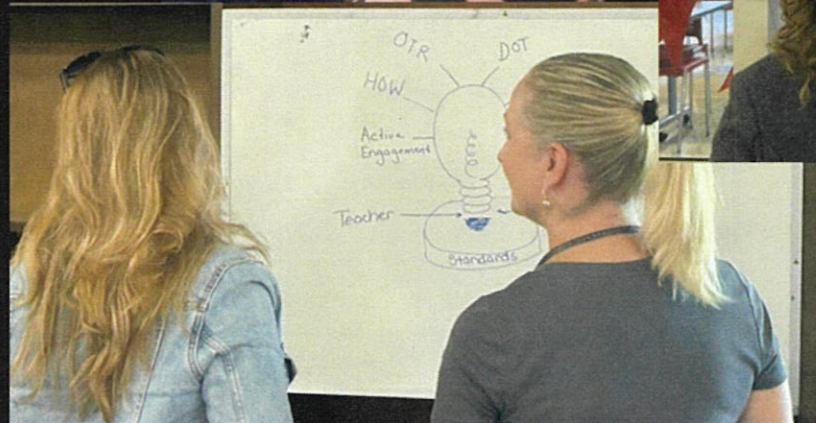
Table 1. *Some Definitions of Cognitive Engagement*

Study	Definition	Level of Granularity	Focuses
Furlong and Christenson (2008)	The extent to which students perceive the relevance of school to future aspirations. It is expressed as interest in learning, goal setting, and the self-regulation of performance	School and Task levels	Motivation - Interest; Being strategic or self-regulating
Rotgans and Schmidt (2011)	The extent to which students are willing and able to take on the learning task at hand	Task level	Motivation – Level of autonomy
Appleton et al. (2006)	It includes less observable, more internal indicators, such as self-regulation, the relevance of schoolwork to future endeavours, the value of learning, and personal goals and autonomy	School and Task levels	Motivation – Level of autonomy, goal, value; Being strategic or self-regulating
Richardson and Newby (2006)	The integration and utilization of students' motivation and strategies in the course of their learning	School and Task levels	Motivation; Being strategic or self-regulating
D'Mello, Dieterle, and Duckworth (2017)	Learners' investment in the learning task, such as how they allocate effort toward learning, and their understanding and mastery of the material	Task level	Psychological investment
Fredricks, Blumenfeld, and Paris (2004)	Students' level of investment in learning. It incorporates thoughtfulness and willingness to exert the effort necessary to comprehend complex ideas and master difficult skills.	School and Task levels	Psychological investment
Helme and Clarke (2001)	The deliberate task-specific thinking that a student undertakes while participating in a classroom activity	Task level	Being strategic or self-regulating
Cleary and Zimmerman (2012)	The extent to which individuals think strategically before, during, and after performance on some learning activity	Task level	Being strategic or self-regulating
Li et al. (2021)	The extent to which individuals think strategically across the learning or problem-solving process in a specific task	Task level	Being strategic or self-regulating



Zero in on a definition

俳句
haiku



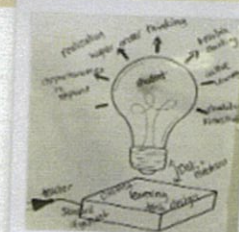
OPTION 1:

Planning for cognitive engagement is determining grade level content and DOK to design a standard-aligned task. This design allows for students' active learning by giving them ample opportunities to respond-making their thinking visible.



OPTION 2:

Cognitive Engagement is the inspiration and energy that the teachers generate through the understanding of content, which ignites the students' capacity to tap into their unlimited potential as lifelong learners.



OPTION 3:

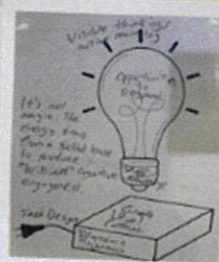
Cognitive engagement is when visible thinking and active learning occur because the task design allows balance between content standards, student curiosity and opportunities to respond



June 2024: The District Votes!

OPTION 4:

Cognitive engagement is when students are actively learning, responding to a task centered around grade level content and standard alignment; students have opportunities to respond that are strategically built through task design



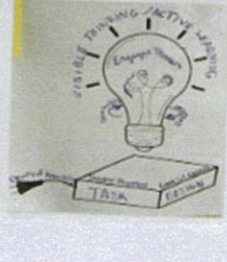
OPTION 5:

Cognitive engagement is achieved when students actively and visibly participate in higher-level thinking, focused around grade-level standards and content.

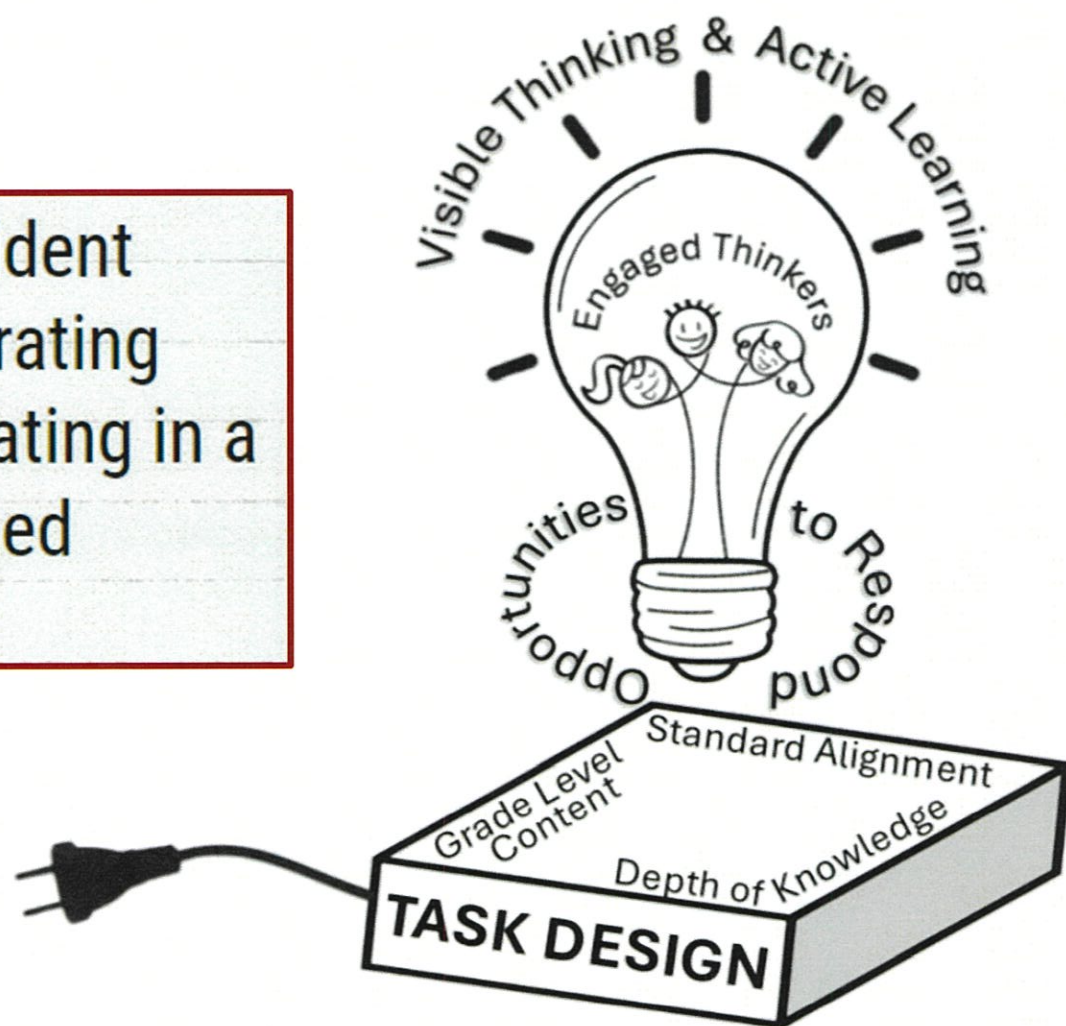


OPTION 6:

Cognitive engagement is evident when students are demonstrating deep thinking while participating in a high-quality, standards-aligned lesson.

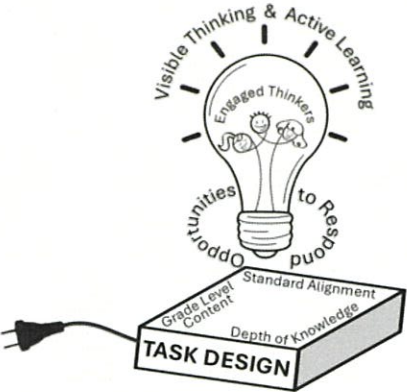



Cognitive engagement is evident when students are demonstrating deep thinking while participating in a high-quality, standards-aligned lesson.

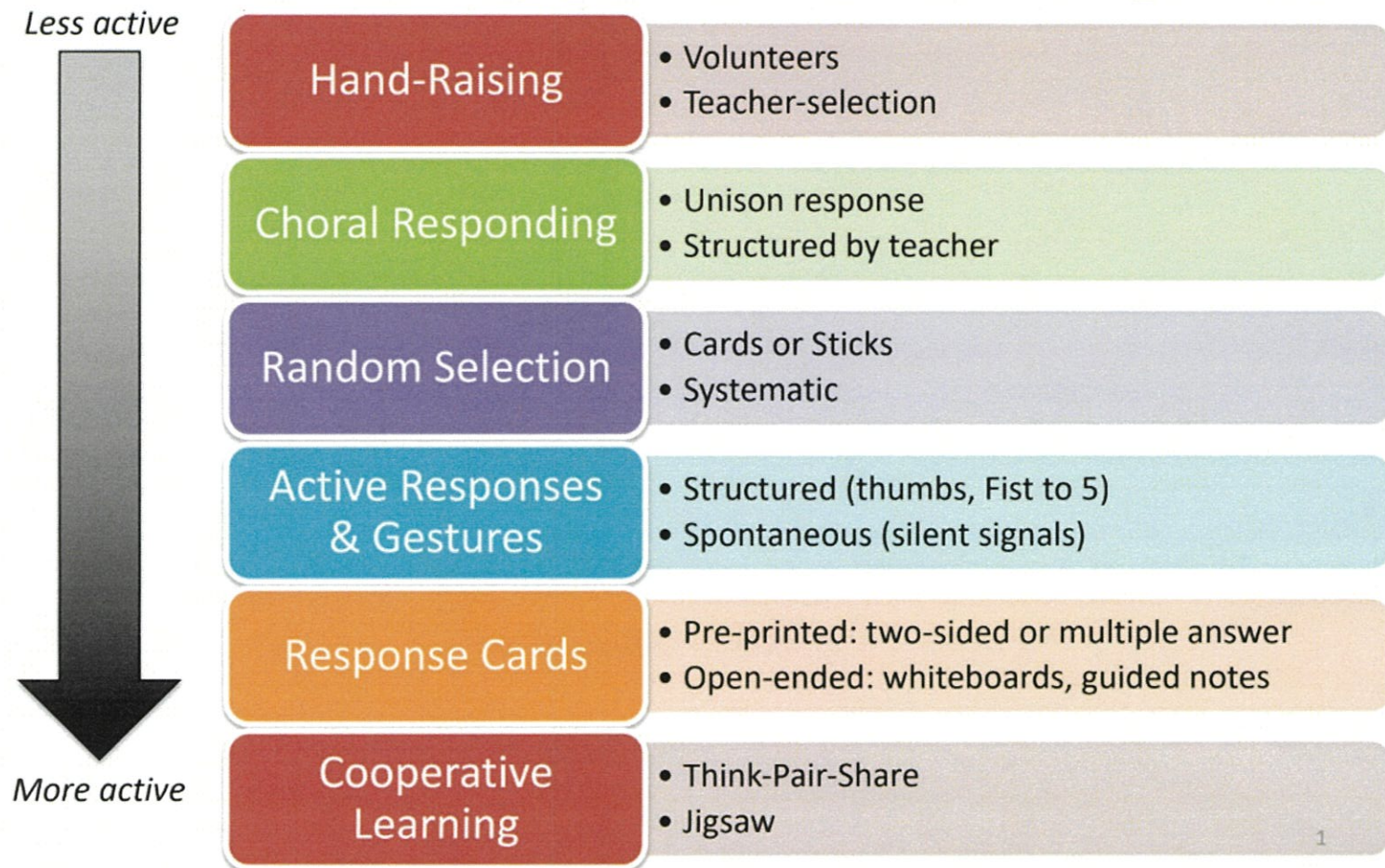


Single Point Competency- Draft

Cognitive Engagement for Active Learning

Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The teacher plans and implements High Quality Instruction that is aligned to standards(2a), promotes cognitive engagement(2b) and ensures that students thinking is visible(2c) (CCT Domain 2)</p> <p>Possible Evidence:</p> <ul style="list-style-type: none"> • Varied DOK • OTRs are evident • Active engagement is observed (observer can see or hear learning) • Evidence of standard <p>Click here for our Cognitive Engagement Toolkit for more ideas!</p>	<p>and where students can be seen:</p> <ul style="list-style-type: none"> • Pursuing knowledge: Raising questions. • Collaborating and effectively communicating. • Thinking critically: carefully analyzing and evaluating information to draw reasoned conclusions. • Taking action to ensure personal success. 

What are opportunities to respond?



LEVEL 1

Recall



- Basic recall of information, such as a fact, definition, term, or procedure
- Requires students to follow a formula or recipe

Keywords:

- Identify
- Recall

LEVEL 2

Skills & Concepts



- Complete multiple steps in order to find a solution
- Requires students to make informed decisions about problem-solving and procedures

Keywords:

- Classify
- Organize
- Estimate
- Collect and display data

LEVEL 3

Strategic Thinking



- Reasoning, planning, using evidence, or a higher level of thinking
- Requires students to draw conclusions from observations

Keywords:

- Justify
- Explain
- Draw conclusions

LEVEL 4

Extended Thinking



- Complex reasoning, developing, or thinking over a period of time
- Requires students to design and conduct an experiment

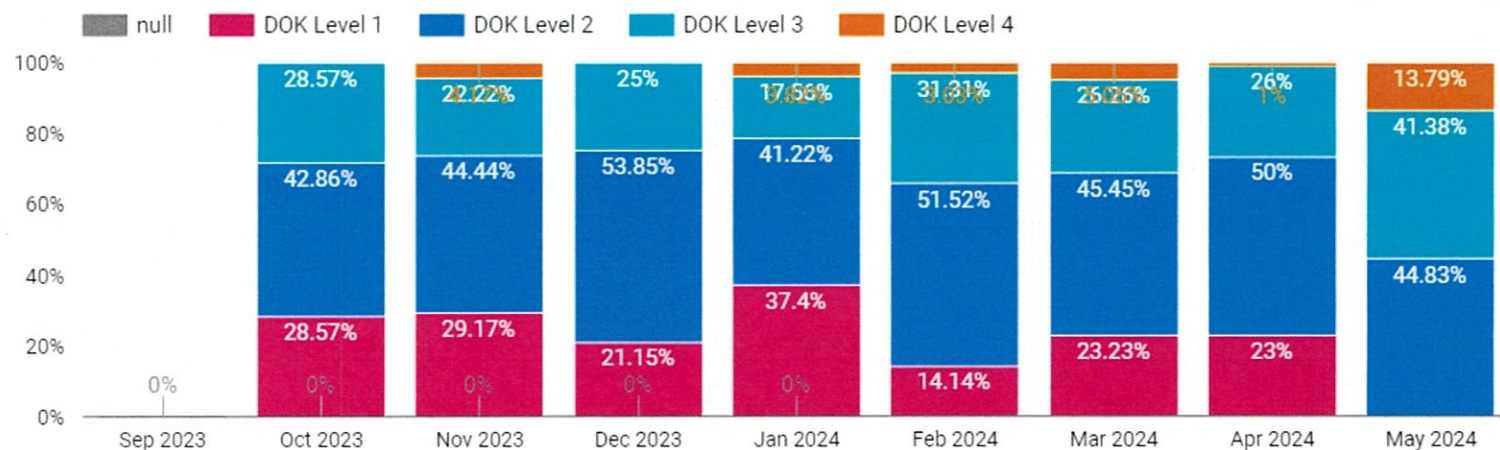
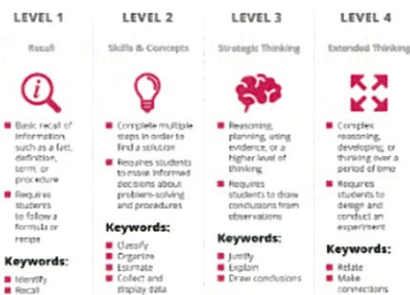
Keywords:

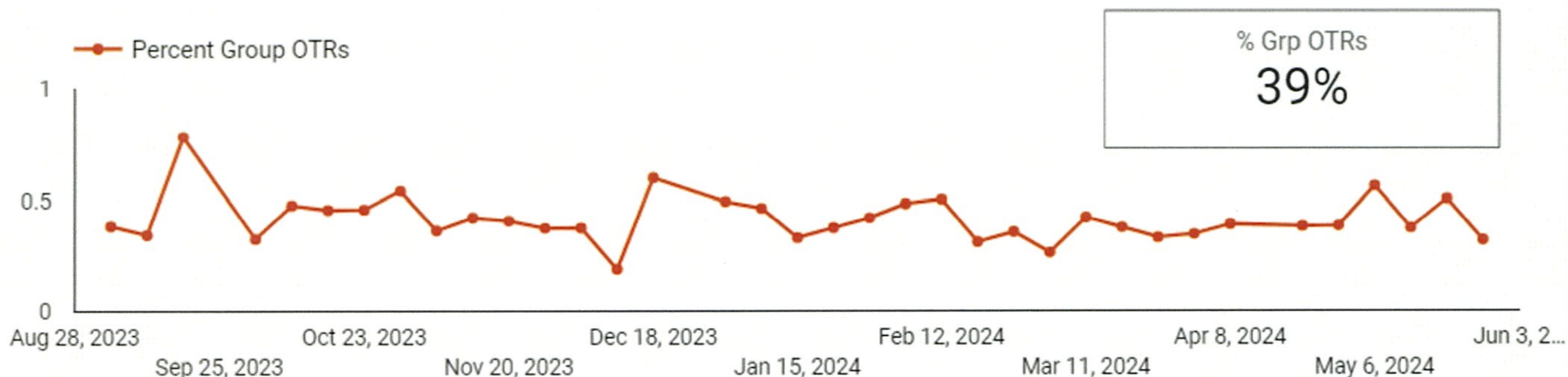
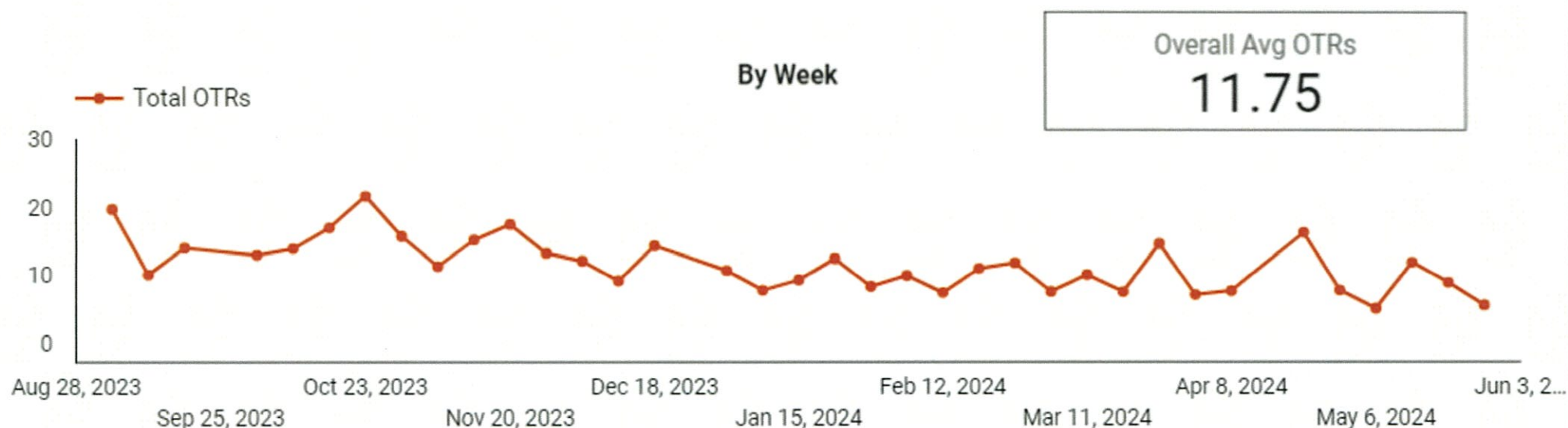
- Relate
- Make connections

Depth of Knowledge (DOK) Level

By Month

Were students actively engaged m...





COGNITIVE ENGAGEMENT TOOLKIT

Use this toolkit to find strategies to lift the level of engagement in your tasks

Cognitive engagement is evident when students are demonstrating deep thinking while participating in a high-quality, standards-aligned lesson.



TWO WAYS TO LIFT THE LEVEL OF THE TASK: OTR AND DOK

Regular Meeting
KILLINGLY BOARD OF EDUCATION
Wednesday, September 11, 2024
7:00 PM
KILLINGLY PUBLIC SCHOOLS' CENTRAL OFFICE, 79 WESTFIELD AVE.
CONFERENCE ROOM A

MINUTES

Present: Susan Lannon, Laura Dombkowski, Meredith Giambattista, Laura Lawrence, Kevin Marcoux, Kelly Martin, Misty Murdock, Kyle Napierata, Danny Rovero.
Student Board Members: Phillip Purcell and Melody Hutchinson.

Guests: Superintendent Susan Nash, Assistant Superintendent Jeff Guiot and Recording Secretary Keely Doyle.

1. CALL TO ORDER & PLEDGE OF ALLEGIANCE

Chairperson Susan Lannon called the meeting to order at 7:00 pm.

2. ROLL CALL-See above

3. REPORT BY STUDENT BOARD MEMBERS

Phillip Purcell & Melody Hutchinson shared news and activities happening at the schools. Some of those highlights are the following.

KIS: The new schedule is up and running. The transition from last year's schedule to this year's is very smooth. The new KIS community mantra is "positivity, respect, and kindness."

KMS: 4th grade students who were temporarily housed at Westfield Ave., have moved back to the KMS building. The Scholastic Book Fair and Open House on September 4th was well attended.

KCS: In the Early Experience preschool classrooms, 23 students have acclimated well to KCS through play and hands on learning opportunities. KCS administration will host on Friday, September 20th at 9:00am and is open to all parents.

Goodyear Early Childhood Center: Open House on Tuesday August 27 was succesful and well attended. Students are enjoying some new playground equipment installed over the summer.

KHS: Freshmen attended *Freshman Dinner* and orientation on August 28 with 300 freshmen & family members participating. Upper classmen student members of the LINK Crew members welcomed and supported freshmen on their first day. There is a half-day on Friday, September 27th. This will be a Wellness Day for all students to participate in activities and learn about the importance of well-being. KHS theme for the year: *Be Kind and Be Connected*.

4. RECOGNITION OF VISITORS

A. KPS Paraeducator of the Year, Michelle Pion

Director of Pupil Services Elise Geary introduced Killingly Public Schools' Paraeducator of the Year, Michelle Pion. Michelle has been with Killingly Public Schools for 19 years and currently serves at the high school in the Transition program. Michelle is a leader among her colleagues. Students see her as a mentor. She is most deserving of this honor.

B. KPS Teacher of the Year, Marcia Farquhar

Superintendent Nash introduced Killingly Public Schools Teacher of Year, Marcia Griffiths. Marcia has worked in Killingly for over 27 years. She has served in different roles over her many years in Killingly, including Pupil Services Assistant Director. Marcia works at the high school as a special education teacher. Many colleagues whom Marcia has worked with over the years, feel that she makes a positive impact and has made a difference in many student's lives. Marcia is very dedicated and committed to the district and her students and was the perfect candidate for this honor.

5. PUBLIC COMMENT

Linda Trahan accompanied by Michele Phaiah (Michele did not speak) expressed disappointment regarding what happened to a graduate from last years Class of 2024. The student's goal was to earn the rank of either Class Valedictorian or Salutatorian. The student was not made aware of policy related to grade point averages and half-year classes and was also mis-informed of her ranking very late in the school year by a former guidance counselor. Consequently, the honor and accolades of being the class Salutatorian was mistakenly given to another student, laying the sole financial burden of college tuition on the student. The student has rectified this with UCONN, reconciling a 4-year scholarship. Ms. Trahan asked that this be looked into so this never happens again.

6. TOWN COUNCIL LIAISON REPORT

Michelle Murphy, Town Council Liaison to the Board of Education shared that the Town will be working on procuring a new design to upgrade the sewer plant. The dredging at the Owen Bell pond is complete. On Sept. 21 at 1:00pm the newly developed Vision Committee will meet at the library, and residents are urged to join the committee to share their visions for the Town. Killingly Parks and Recreation will have many events during the month of October and all events will be on the Town's website. The town has received a federal grant to fund repairs to four bridges.

7. BOARD CHAIRPERSON, COMMITTEE & LIAISON UPDATES

A. Curriculum Committee

B. Facilities Committee- Danny Rovero mentioned that the KHS track and tennis courts look beautiful

C. Fiscal Committee-No updates to report.

D. Personnel Committee- No updates to report.

E. Policy Committee- Anticipate the next meeting on Sept. 18

F. Bullying AdHoc Committee- Laura Lawrence shared that the committee met during the summer. The next meeting will be held on October 7 at 7:00 pm. They have made progress on making it easier for students report bullying with new signs in place at the schools.

- G. Mascot AdHoc Committee- Kevin Marcoux shared that there are no updates and conveyed that this adhoc committee has served its course and perhaps the committee should be dissolved. Superintendent Nash suggested that maybe the Board could have the Town historian present at a future Board meeting and delve deeper into the town's history. She welcomed any suggestions from Board members.

8. MONTHLY FINANCIAL REPORT

A. System Object Report

A System Object report was included in the Board's packet for review. Manager of Business Affairs, Christine Clark conveyed why there was not a monthly financial narrative at this time, explaining that she is still in the process of entering all new hires and re-aligning salaries.

9. DISCUSSION AND POSSIBLE ACTION OF TRANSFERS OVER \$10,000

- A. Transfer for KHS science teacher between KHS teacher salary accounts (\$53,835.46)
- B. Transfer for Student Information Systems Coordinator salary & benefits (\$73,925.93)
- C. Transfer for KMS Social Emotional Learning (SEL) paraeducator between paraeducator accounts. (\$22,955.18)
- D. Transfer for exchange of KCS SEL para-educator with Registered Behavior Technician (RBT) between local budget and grant funding. (\$44,213.20)
- E. Transfer for KMS teacher's desks and chairs. (\$11,917.36)

MOTION: by Kevin Marcoux, seconded by Kyle Napierata to approve all transfers, 9.A, 9.B, 9.C, 9.D, and 9.E

Yes- 9, Unanimus

Motion Carries

10. SUPERINTENDENT'S UPDATE

A. Back to School Update

Superintendent Nash shared some keynotes that she presented to staff at convocation. She spoke about the power of assumption, especially through social media and how sometimes assumptions can be wrong and negatively affect the district. She feels that there have been some unfair assumptions regarding the District. Superintendent Nash is working to change the negativity, especially on social media and is leading a social media campaign with positive messages.

B. CHR Update

CHR continues to offer many services and comprehensive clinical assessments or screenings for students up to 17 years of age and families at KHS, KIS and KMS. Flyers have been posted for personalized, short-term behavioral healthcare services. Families can scan the QR code and submit a fillable consent form from a cell phone. Families are then contacted to schedule an intake.

C. Hiring Update

The district is in good shape this year with filling vacancies as opposed to past years. There is a Speech and Language Pathologist and Psychologist vacancy and a few paraeducator openings. The district can always use more bus drivers, especially to cover callouts.

D. Bullying Update

Signs are now displayed in the schools that display a QR code. The QR code provides students immediate access to forms to report bullying or various types of harrassment. Students may remain anonymous through this reporting system but if they remain anonymous, it may slow down the follow-up process.

E. School Behavioral Expectations Update

Assistant Superintendent, Mr. Jeff Guiot introduced and familiarized Board members with the Behavioral Expectation Matrix. The matrix specifies student discipline infractions and consequences. The focus is to have better and consistent language between KIS and KHS. The matrix reflects what the consequence is for each type of infraction and it addresses repeated offenses by the same student. The matrix defines age appropriate disciplines and is linked to student handbooks.

Kelly Martin asked if there will be any policy changes related to cell phone use and multiple same student out-of-school and in-school suspensions. Superintendent Nash replied that these subjects will be discussed at the next policy committee meetin.

F. Transportation Update

Superintendent Nash conveyed that assumptions were made that privatizing our transportation department would be more efficient and cost effective. Killingly Public Schools District is 1 of 6 districts in Connecticut that operate their own transportation department. Therefore, a transportation efficiency study was conducted by Mr. Rich LaBrie, of Alliance Education Associates LLC. Alliance Education Associates LLC partners with school districts to evaluate, and provide transportation recommendations.

Mr. LaBrie gave a summary of the audit. The audit is driven by data and many factors are taken into consideration to determine efficiency or inefficiency. Some factors are manual vs. computerized routing, student loads, population density, distance between schools and road infrastructures.

The audit showed that if the District were to outsource it transportation services, it would incur higher expenses and ancillary costs. The District does not have enough drivers and vans to provide all of the required out-of-district transportaton and out-of-district special education transportation. The District incurs less expense to outsource some bus runs as opposed to provide all out-of-district special education transportation.

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Kyle Napierata asked Mr. LaBrie what the costs are for new buses and if leasing would be cost effective.

11. CONSENT AGENDA

- A. June 26, 2024 Board Meeting Minutes
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- C. September Employee of the Month Nomination

- D. KHS Marching Band Trip Request to the Big E in Springfield, MA on 9-13-24
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Chairperson Susan Lannon asked that the Board add a field trip to the consent agenda as consent item 11.H for one FFA student to go to the Big E., in Springfield to participate in the Ag-Science fair.

MOTION: by Misty Murdock, seconded by Danny Rovero to add the KHS, FFA field trip request to the consent agenda as consent item 11.H.
Yes-9, Unanimous
Motion Carries.

At this time, Kelly Martin questioned why Board Shout-outs (recognizing staff members) was not included on tonight's agenda and if Shout-outs will continue. Ms.Lannon said she would like to add this to the next agenda so all Board members could weigh-in about a process for Board members and a possible schedule.

Kevin Marcoux asked to pull item consent agenda item A.

MOTION: by Kevin Marcoux, seconded by Misty Murdock to approve consent items 11 B, C, D, E, F, G, and H.
Yes- 9 Unanimous
Motion Carries.

Susan Lannon asked to approve consent item 11.A
Yes- 8
Abstain 1, Kevin Marcoux
Motion Carries.

12. **ADJOURNMENT**

MOTION: by Misty Murdock, seconded by Kyle Napierata to adjourn.
Yes- 9 Unanimous
Motion Carries.

The September 11, 2024 Board of Education meeting adjourned at 8:45pm.

Respectfully submitted by,
Keely Doyle,
Recording Secretary

Regular Meeting
KILLINGLY BOARD OF EDUCATION
Wednesday, September 11, 2024
7:00 PM
KILLINGLY PUBLIC SCHOOLS' CENTRAL OFFICE, 79 WESTFIELD AVE.
CONFERENCE ROOM A

MINUTES

Present: Susan Lannon, Laura Dombkowski, Meredith Giambattista, Laura Lawrence, Kevin Marcoux, Kelly Martin, Misty Murdock, Kyle Napierata, Danny Rovero.
 Student Board Members: Phillip Purcell and Melody Hutchinson.

Guests: Superintendent Susan Nash, Assistant Superintendent Jeff Guiot and Recording Secretary Keely Doyle.

1. CALL TO ORDER & PLEDGE OF ALLEGIANCE

Chairperson Susan Lannon called the meeting to order at 7:00 pm.

2. ROLL CALL-See above

3. REPORT BY STUDENT BOARD MEMBERS

Phillip Purcell & Melody Hutchinson shared news and activities happening at the schools. Some of those highlights are the following.

KIS: The new schedule is up and running. The transition from last year's schedule to this year's is very smooth. The new KIS community mantra is "positivity, respect, and kindness."

KMS: 4th grade students who were temporarily housed at Westfield Ave., have moved back to the KMS building. The Scholastic Book Fair and Open House on September 4th was well attended.

KCS: In the Early Experience preschool classrooms, 23 students have acclimated well to KCS through play and hands on learning opportunities. KCS administration will host on Friday, September 20th at 9:00am and is open to all parents.

Goodyear Early Childhood Center: Open House on Tuesday August 27 was succesful and well attended. Students are enjoying some new playground equipment installed over the summer.

KHS: Freshmen attended *Freshman Dinner* and orientation on August 28 with 300 freshmen & family members participating. Upper classmen student members of the LINK Crew members welcomed and supported freshmen on their first day. There is a half-day on Friday, September 27th. This will be a Wellness Day for all students to participate in activities and learn about the importance of well-being. KHS theme for the year: *Be Kind and Be Connected*.

4. RECOGNITION OF VISITORS

A. KPS Paraeducator of the Year, Michelle Pion

Director of Pupil Services Elise Geary introduced Killingly Public Schools' Paraeducator of the Year, Michelle Pion. Michelle has been with Killingly Public Schools for 19 years and currently serves at the high school in the Transition program. Michelle is a leader among her colleagues. Students see her as a mentor. She is most deserving of this honor.

B. KPS Teacher of the Year, Marcia Farquhar

Superintendent Nash introduced Killingly Public Schools Teacher of Year, Marcia Griffiths. Marcia has worked in Killingly for over 27 years. She has served in different roles over her many years in Killingly, including Pupil Services Assistant Director. Marcia works at the high school as a special education teacher. Many colleagues whom Marcia has worked with over the years, feel that she makes a positive impact and has made a difference in many student's lives. Marcia is very dedicated and committed to the district and her students and was the perfect candidate for this honor.

5. PUBLIC COMMENT

Linda Trahan accompanied by Michele Phaiah (Michele did not speak) expressed disappointment regarding what happened to a graduate from last years Class of 2024. The student's goal was to earn the rank of either Class Valedictorian or Salutatorian. The student was not made aware of policy related to grade point averages and half-year classes and was also mis-informed of her ranking very late in the school year by a former guidance counselor. Consequently, the honor and accolades of being the class Salutatorian was mistakenly given to another student, laying the sole financial burden of college tuition on the student. The student has rectified this with UCONN, reconciling a 4-year scholarship. Ms. Trahan asked that this be looked into so this never happens again.

6. TOWN COUNCIL LIAISON REPORT

Michelle Murphy, Town Council Liaison to the Board of Education shared that the Town will be working on procuring a new design to upgrade the sewer plant. The dredging at the Owen Bell pond is complete. On Sept. 21 at 1:00pm the newly developed Vision Committee will meet at the library, and residents are urged to join the committee to share their visions for the Town. Killingly Parks and Recreation will have many events during the month of October and all events will be on the Town's website. The town has received a federal grant to fund repairs to four bridges.

7. BOARD CHAIRPERSON, COMMITTEE & LIAISON UPDATES

A. Curriculum Committee

B. Facilities Committee- Danny Rovero mentioned that the KHS track and tennis courts look beautiful

C. Fiscal Committee-No updates to report.

D. Personnel Committee- No updates to report.

E. Policy Committee- Anticipate the next meeting on Sept. 18

F. Bullying AdHoc Committee- Laura Lawrence shared that the committee met during the summer. The next meeting will be held on October 7 at 7:00 pm. They have made progress on making it easier for students report bullying with new signs in place at the schools.

- G. Mascot AdHoc Committee- Kevin Marcoux shared that there are no updates and conveyed that this adhoc committee has served its course and perhaps the committee should be dissolved. Superintendent Nash suggested that maybe the Board could have the Town historian present at a future Board meeting and delve deeper into the town's history. She welcomed any suggestions from Board members.

8. MONTHLY FINANCIAL REPORT

A. System Object Report

A System Object report was included in the Board's packet for review. Manager of Business Affairs, Christine Clark conveyed why there was not a monthly financial narrative at this time, explaining that she is still in the process of entering all new hires and re-aligning salaries.

9. DISCUSSION AND POSSIBLE ACTION OF TRANSFERS OVER \$10,000

- A. Transfer for KHS science teacher between KHS teacher salary accounts (\$53,835.46)
- B. Transfer for Student Information Systems Coordinator salary & benefits (\$73,925.93)
- C. Transfer for KMS Social Emotional Learning (SEL) paraeducator between paraeducator accounts. (\$22,955.18)
- D. Transfer for exchange of KCS SEL para-educator with Registered Behavior Technician (RBT) between local budget and grant funding. (\$44,213.20)
- E. Transfer for KMS teacher's desks and chairs. (\$11,917.36)

MOTION: by Kevin Marcoux, seconded by Kyle Napierata to approve all transfers, 9.A, 9.B, 9.C, 9.D, and 9.E

Yes- 9, Unanimus

Motion Carries

10. SUPERINTENDENT'S UPDATE

A. Back to School Update

Superintendent Nash shared some keynotes that she presented to staff at convocation. She spoke about the power of assumption, especially through social media and how sometimes assumptions can be wrong and negatively affect the district. She feels that there have been some unfair assumptions regarding the District. Superintendent Nash is working to change the negativity, especially on social media and is leading a social media campaign with positive messages.

B. CHR Update

CHR continues to offer many services and comprehensive clinical assessments or screenings for students up to 17 years of age and families at KHS, KIS and KMS. Flyers have been posted for personalized, short-term behavioral healthcare services. Families can scan the QR code and submit a fillable consent form from a cell phone. Families are then contacted to schedule an intake.

C. Hiring Update

The district is in good shape this year with filling vacancies as opposed to past years. There is a Speech and Language Pathologist and Psychologist vacancy and a few paraeducator openings. The district can always use more bus drivers, especially to cover callouts.

D. Bullying Update

Signs are now displayed in the schools that display a QR code. The QR code provides students immediate access to forms to report bullying or various types of harrasment. Students may remain anonymous through this reporting system but if they remain anonymous, it may slow down the follow-up process.

E. School Behavioral Expectations Update

Assistant Superintendent, Mr. Jeff Guiot introduced and familiarzed Board members with the Behavioral Expectation Matrix. The matrix specifies student discipline infractions and consequences. The focus is to have better and consistent language between KIS and KHS. The matrix reflects what the consequence is for each type of infraction and it addresses repeated offenses by the same student. The matrix defines age appropriate disciplines and is linked to student handbooks.

Kelly Martin asked if there will be any policy changes related to cell phone use and multiple same student out-of-school and in-school suspensions. Superintendent Nash replied that these subjects will be discussed at the next policy committee meetin.

F. Transportation Update

Superintendent Nash conveyed that assumptions were made that privatizing our transportation department would be more efficient and cost effective. Killingly Public Schools District is 1 of 6 districts in Connecticut that operate their own transportation department. Therefore, a transportation efficiency study was conducted by Mr. Rich LaBrie, of Alliance Education Associates LLC. Alliance Education Associates LLC partners with school districts to evaluate, and provide transportation recommendations.

Mr. LaBrie gave a summary of the audit. The audit is driven by data and many factors are taken into consideration to determine efficiency or inefficiency. Some factors are manual vs. computerized routing, student loads, population density, distance between schools and road infrastructures.

The audit showed that if the District were to outsource it transportation services, it would incur higher expenses and ancillary costs. The District does not have enough drivers and vans to provide all of the required out-of-district transportaton and out-of-district special education transportation. The District incurs less expense to outsource some bus runs as opposed to provide all out-of-district special education transportation.

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