HADDAM-KILLINGWORTH MIDDLE SCHOOL
451 ROUTE 81
KILLINGWORTH, CONNECTICUT 06419

STUDENT & FAMILY HANDBOOK
2026-2027

PHONE: (860) 663-1241
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PURPOSE STATEMENT

Haddam-Killingworth Middle School's purpose is to empower students to discover their strengths, overcome challenges, think critically, and develop into their best selves. Together we foster independent learners to become respectful and responsible members of a diverse society. Collaboratively, the HKMS community guides students on their journey of self-discovery.

School Colors
BLUE and GOLD

School Mascot
COUGARS

Regional School District #17
Central Office Telephone 860-345-4534
Student Services Telephone 860-345-4244
Middle School Main Office Telephone 860-663-1241
Middle School Fax Number 860-663-2071
Web Page: www.hkms.rsd17.org

DAILY SCHEDULE BY GRADE

2026-27 HKMS Daily Schedule					
Time	**Minutes**	**Gr. 6**		**Gr. 7**	**Gr. 8**
8:05 - 8:10	5	Homeroom			
8:13 - 8:56	43	1		1	AAFA
8:59 - 9:42	43	2		2	AAFA
9:45 - 10:28	43	3		3	3
10:30 - 11:46 *Period 4 & Lunch*	Lunch - 30 Per. 4 - 43	1st lunch - 6.1 10:30 - 11:00	Per. 4 10:31 - 11:14	1st Lunch 10:30 - 11:00	Per. 4 10:31 - 11:14
		Per. 4 11:03 - 11:46	2nd Lunch - 6.2 11:16 - 11:46	Per. 4 11:03 - 11:46	2nd Lunch 11:16 - 11:46
11:49 - 12:32	43	5		AAFA	5
12:35 - 1:18	43	6		AAFA	6
1:21 - 2:04	43	AAFA		7	7
2:07 - 2:50	43	AAFA		8	8

HKMS follows an A/B day schedule, in which AAFA classes rotate. The first day of school is an “A” day and the rotation remains consistent throughout the school year. In the event of inclement weather or other cancellations, some modifications to the A/B day rotation may be made. Alternative schedules will be followed on late arrival and early dismissal days, as well as days that feature special events or assemblies.

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ANNUAL NOTIFICATION OF OBLIGATION

Connecticut laws require that Regional School District 17 provide you with this written notice of your obligations under Connecticut General Statutes. This law provides that each parent or other person having control of a child five through eighteen years of age (unless withdrawn with adult permission after age 16) is obligated to cause the child to attend school regularly during the hours and terms school is in session, unless such parent or other person shows that the child is elsewhere receiving equivalent instruction or the child is otherwise not required to attend school by statute. Connecticut General Statute 10-185 provides that each day's failure to comply with these requirements is a separate offense, punishable by $25.00 fine. Parents are required to provide the school with a telephone number or other means of contacting such parent or such other person during the school day. Forms for notifying the school of this information will be sent out yearly and can be received from each school for new enrollees or for updated information.

PREFACE

The Haddam-Killingworth Middle School (HKMS) Handbook is designed as a general guideline and resource for students and families. The full catalog of Regional School District 17 (RSD 17) Board of Education (BOE) policies and regulations is found on the district website (District →Board of Education →Policies and Resources).

ABOUT HADDAM-KILLINGWORTH MIDDLE SCHOOL

Regional School District 17 provides free public education to all students whose legal residence is in the towns of Haddam or Killingworth. Tuition students are not accepted from outside the district without the approval of the Superintendent, or when necessary, the Board of Education. (BOE Policy 5118)

The middle school years are a critical time for student growth and development. Adolescents require a safe space to explore their identities, recover from their mistakes, and gain increasing levels of responsibility and independence. HKMS instructional approaches are designed for authentic engagement and offer opportunities for academic and social growth. Educational experiences provoke student thought so that they remain curious in their learning, show respect in their actions, persevere through challenges, advocate for their needs, exhibit compassion towards others, and reflect on their choices.

Cougar Core Values

Haddam-Killingworth Middle School is a child-centered learning community in which positive relationships are the basis of our successes. Our Cougar Core Values approach identifies our expectations to help foster a safe environment where all members of our community strive to be the best version of themselves by persevering, being kind, respectful, responsible, and accepting.

As educators, we value building character traits in our students that will not only make them successful students but also contributing members of our community.The **HKMS Cougar Core Values are Acceptance, Kindness, Perseverance, Respect, Responsibility**. These values are our guiding principles and outline the expectations for all of our community members.



HKMS Staff Directory

Note: Faculty & staff email addresses follow the following format: first initial & last name, followed by "@rsd17.org". For example, to contact Dave Montemurro email dmontemurro@rsd17.org.

ADMINISTRATION
Dave Montemurro — Principal
Heather Persson — Assistant Principal

MAIN OFFICE SUPPORT
Lori LaBella — Main Office Secretary
Susan Hammar — Bookkeeper
Jocelyn Proto — Receptionist

CURRICULUM COORDINATORS
Jennifer Beermuender — Humanities
Heather Rigatti — STEM

***GRADE/DEPARTMENT LEADERS**
Tara Brinkman — Grade 6
Brendan Kennedy — Grade 7
Kerry Geoghegan — Grade 8
Robert Fagan — AAFA
Rebecca Reinhold — Special Education
Paige Callahan — MTSS

PUPIL SERVICES
Aaron Puzarne — Director
Tonya Gorgone — Coordinator

ACTIVITIES COORDINATOR
Mike Baklik — 860-345-8541

ATHLETIC DIRECTOR
Lynne Flint — 860-345-8541

LIBRARY
Leanne Honious — Library Media Specialist
Nicole Lucey — Library Media Coord.

SCHOOL NURSE
Lori Kenney
Sarai Papallo

SIXTH GRADE TEAMS

Language Arts
6.1: Kim Gray
6.2: Beth Gagliardi

Math
6.1: *Tara Brinkman
6.2: Jessica Maynard

Science
Michelle O'Rourke

Social Studies
JoAnn Smith

SEVENTH GRADE TEAMS

Language Arts
7.1: Lynne Landry
7.2: Daniel Vorio

Math
7.1: Stephanie Puglielli
7.2: Jennifer Leavitt

Science
Catherine Harris

Social Studies
*Brendan Kennedy

EIGHTH GRADE TEAMS

Language Arts
8.1: Gretchen Schwanfelder
8.2: Sharon Papale

Math
8.1: Brian Pember
8.2: *Kerry Geoghegan

Science
Robin Duffield

History
Rob Davey

APPLIED ACADEMIC & FINE ARTS

Physical Education & Health
Cherie Anderson-Mucha
*Rob Fagan
Kurt Burkle

World Language
French
Laura Gardner
Spanish
Catania McGinley
Tiffany McMahon

The Arts
Music
Margaret Fagan
Katherine Jones
Studio Art
Isabelle Reina

Practical Arts/Foods
Matthew Thomas

Technology Education
Kristin Porriello

SUPPORT STAFF

Special Education
Kim Ainsley
Donna Jones
Diana Karsanow
Sara McNeely
*Rebecca Reinhold
Kaitlyn Sunderland

Interventionists
Math
Barbara Welles
Reading
*Paige Callahan

Student Services
Social Worker: Alexis Lucibello
School Psychologist: EmmaVanSteenbergen
School Counselor(A-L): Alan Fortin
School Counselor(M-Z): Lauren Paidas
Occupational Therapist: Ileana Alfonso
L.E.A.P: Tim Houlton
Speech & Language: Katelyn Turner
Behaviorist: Mandy Grass

OTHER BUILDING STAFF

Paraeducators
TBD

Custodians
Head Custodian: Allen Sansalone
Day Custodian: Brian Berrios
Day Custodian: Dave Bodner
Night Supervisor: John Cribbs
Night Custodian: Carl Seaquist
Night Custodian: Katie Schaefer
Night Custodian: Ryan Grote

Food Service
Mary Hueg
Linda Magnano
Joanne Pytlik
Megan Theriault

Portrait of a Graduate

The Portrait of a Graduate clarifies and unifies our goals for our students. It describes skills and dispositions across six elements which interact with each other and with curriculum content standards, facilitated by excellence in teaching, to support the development of a learner prepared to contribute and succeed. These traits have always been essential, and we can also imagine a

future where preparing students to provide leadership, creativity, and ingenuity in an increasingly connected global world is as critical as it has ever been.

Alignment

The following chart shows alignment of the Core Values of HKMS to RSD 17's Portrait of a Graduate.

HKMS: ***Cougar Core Values***					
Responsibility & Respect	Responsibility & Perseverance	Responsibility & Acceptance	Perseverance & Responsibility	Kindness & Respect	Acceptance & Kindness
RSD 17: *Portrait of a Graduate*					
Contribute Productively	Think Critically	Communicate Effectively	Maintain a Growth Mindset	Demonstrate Respect, Empathy and Kindness	Display Character, Courage, and Integrity
Take control of one's learning by planning and organizing oneself to complete tasks	Inquire and formulate questions to gather information and expand upon ideas	Actively listen to understand and interpret the ideas and reasoning of others	Involves believing in oneself, having an open-mind, and demonstrating perseverance and resilience.	Involves caring for and showing compassion for oneself and others	Involves having confidence in oneself to make sound decisions
Seek leadership or take a supportive role within a group in a manner that works best for oneself, others and the outcome	Research and distill information from reliable resources representative of multiple perspectives	Organize thoughts to articulate and justify one's position or perspective with clarity	Apply sustained effort to understand concepts, acquire skills, and achieve to one's greatest potential	Seek to understand one another's experiences, circumstances, and perspectives	Do the right thing, even when no one is looking Take the initiative to provide or seek help for oneself or others
Collaborate positively on a team project or shared endeavor	Inquire and formulate questions to gather information and expand upon ideas	Construct, refine, and present arguments supported by evidence	Show determination to accomplish one's goals	Maintain self-respect and advocate for oneself and others	Stand up when faced with unkind, disrespectful, or discriminatory behavior
Think creatively and flexibly to develop innovative solutions, strategies	Analyze and interpret information to generate solutions to problems	Use a variety of methods appropriate for the message and audience	Reflect upon feedback to adapt and improve upon learning	Be kind and act to enhance the climate of our schools and community	Actively engage in discourse to improve conditions for all
Demonstrate Independence and initiative in doing one's best work	Evaluate information for credibility, bias, and point of view		Explore ideas to expand thinking	Embrace diversity by promoting inclusivity	

ACADEMIC PROGRAMMING

The HKMS day is designed to help students develop the knowledge, attitudes, and skills necessary for success in our global community. Every day, students will be engaged in five classes: three academic (including a flex period) and two Applied Academics and Fine Arts (AAFA) classes. The three academic periods include language arts, mathematics, science, and history/social studies. The two AAFA periods include exploratory classes in technology, art, world language, music, and practical arts. Students take wellness classes (physical education and health) all three years and may choose elective opportunities in band, chorus, or art. AAFA courses are continuously evaluated and revised to meet the needs and interests of our students.

Courses that have additional criteria or audition requirements include LEAP, Jazz Band, Honors Choir, Accelerated Math 7, and Algebra I. Communication and criteria to enroll in these classes are published annually.

Advisory

The Advisory program is a cornerstone of the middle school experience, meeting regularly throughout the school year to foster a strong, vibrant, and healthy school community. This time is dedicated to discussing important issues, helping students reach their full potential during their middle school experience. It is intentionally designed to foster a trusting relationship with another adult in the building who will act as a guide to students as they successfully navigate middle school challenges, ranging from academic to social issues. In addition to focusing on academic growth and goal-setting, Advisory emphasizes: executive functioning skills, academic behaviors, perspective-taking, responsible decision-making, and developing Cougar Core Values.

Extra Help

Extra help and time to make up work from an absence are available after school. Although teachers are available for help almost every day after school, arrangements must be made at least one day in advance.

Flex Period

Flex Period is intended to provide students with opportunities to check in with teachers, get extra help, participate in intervention, engage in independent reading, and/or attend enrichment classes.

Grading Structures

Students' report cards reflect their educational growth with regard to their abilities, attitudes, interests, conduct, citizenship, and achievement as they relate to standards for their age and grade.

Report cards are published three times a year and include letter grades for each course they take, as well as standards-based grades in the form of a rubric for all academic courses. (BOE Policy 512)

Feel free to inquire about how grades for your child are determined by contacting the classroom teachers.

Letter Grade	Numerical Range	Letter Grade	Numerical Range	Letter Grade	Numerical Range	Letter Grade	Numerical Range
A+	97.00 - 100	B	83.00 – 86.99	C-	70.00 – 72.99	F	59.99 or below
A	93.00 – 96.99	B-	80.00 – 82.99	D+	67.00 – 69.99	I	Incomplete
A-	90.00 – 92.99	C+	77.00 – 79.99	D	63.00 – 66.99	M	Medical Excuse
B+	87.00 - 89.99	C	73.00 – 76.99	D-	60.00 – 62.99	W	Withdrawn

Homework

The goal of homework is to promote self-direction and independence among learners. Teachers give homework assignments to continue or expand on the concepts the students have been exposed to in class. The amount of homework varies daily and varies per subject area. Homework should not exceed 90 minutes per day.

There are three purposes for homework assignments:

1. Practice of Skills: Practice provides students with the opportunity to reinforce and master specific skills presented in class and to review content.
2. Preparation for Future Classes: Prepares students for the next class meeting including: reading, studying, long term projects or library research.
3. Extension of Classwork: Extension work moves students beyond the topics covered in class. Extension assignments include: individual application, fact-finding missions or researching details on a topic.

Homework Responsibilities of Parents

Students assume the major responsibility for completing homework. Parents are encouraged to take an active role in supporting homework engagement and completion by:

- Promoting a positive attitude toward homework.
- Providing a consistent time and suitable place for homework.
- Communicating to the teacher any special circumstance that may affect a student's ability to complete an assignment.
- Communicating with the teacher if the student is spending an unreasonable amount of time on an assignment.

Multi-Tiered Systems of Support

Multi-Tiered Systems of Support (MTSS) combines the expertise of administrators, teachers, support staff and parents to address the academic and/or social-emotional needs of students. The goal is to create an atmosphere of support through which students can succeed through early identification, intervention, and monitoring progress.

The MTSS team gathers and reviews data such as academic records, student work samples, discipline referrals, attendance, health records, academic testing, and teacher feedback. An action plan is created to target areas of concern. Parents are notified of a child's referral to MTSS.

School Counseling

Social services and counseling are offered by professionally qualified members of the school staff. The responsibilities of the social worker, school psychologist, and school counselors are to assist students to successfully navigate the HKMS school structures. Counselors are available for students who need an opportunity to discuss anything that is currently interfering with their learning process, including topics that are personal, social, educational or vocational. Counselors will listen and be open and honest with students. Conversations will be kept confidential as specified by state and federal guidelines. However, counselors will remind students that they are mandated reporters. Students can easily make appointments by accessing the Counseling Google Form on Google Classroom. Students in crisis receive priority attention.

ATTENDANCE

Regular and punctual attendance in school is essential to the educational process. Connecticut State law requires parents to ensure that their children between the ages of 5 and 18 attend school regularly. Daily attendance is a key factor in student success, and any absence from school is an educational loss to the student. Our rules are designed to minimize student absenteeism while providing students the opportunity to make up schoolwork missed due to a legitimate absence.

A student is considered to be 'in attendance' if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day.

Unless approved by administration in advance, a student who is absent from school, regardless of classification, is not permitted to attend or participate in extracurricular activities or school-sponsored events that occur on the day of their absence.

Attendance Documentation

Every attempt should be made to schedule necessary appointments to periods of time in which school is not in session (after-school, weekends, etc.). When appointments are scheduled during the school day, every effort should be made to ensure the least possible disruption to the student's academic program. When a parent/guardian determines that an absence is unavoidable, they must telephone the HKMS Main Office as early as possible.

To code an absence as excused, a signed note and any other required documentation must be provided the first day the student returns to school. If a note is not received within three days, the absence will be coded as unexcused.

Truancy, Excused and Unexcused Absences

This notification is not the full policy. The District's full Attendance policy is available at: https://resources.finalsite.net/images/v1736971904/rsd17org/rvxlopjwokihgtmj68di/5113StudentAttendanceTruancyandChronicAbsenteeismUpdated121724.pdf

Regular and punctual student attendance is essential to the educational process. Connecticut General Statutes Section 10-184 provides that "each parent or other person having control of a child five years of age and over and under eighteen years of age shall cause such child to attend a public day school regularly during the hours and terms the public school in the district wherein such child resides is in session, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools…. [A] student who is eighteen years of age or older may withdraw from school. Such parent, person or student shall personally appear at the school district office and sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor, school counselor or school administrator of the school that such school district has provided such parent, person or student with information on the educational options available in the school system and community. The parent or person having control of a child seventeen years of age may withdraw such child from school and enroll such child in an adult education program pursuant to Connecticut General Statutes section 10-69. Such parent or person shall personally appear at the school district office and sign an adult education withdrawal and enrollment form. Such adult education withdrawal and enrollment form shall include an attestation (1) from a school counselor or school administrator of the school that such school district has provided such parent or person with information on the educational options available in the school system and in the community, and (2) from such parent or person that such child will be enrolled in an adult education program upon such child's withdrawal from school. The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age and the parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. The parent or person shall exercise such an option by personally appearing at the school district office and signing an option form. The school district shall provide the parent or person with information on the educational opportunities available in the school system."

In order to assist parents and other persons in meeting this responsibility, the Board of Education (the "Board") monitors unexcused student absences and makes reasonable efforts to notify parents or other persons by contacting them when a student fails to report to school. State law provides that any person who, in good faith, gives or fails to give such notice shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give such notice. The Board, therefore, must obtain a telephone number or other means of contacting parents or other persons during the school day.

Criteria for Excused Absences

Number of Absences	Criteria
1-9	Absence is considered excused when the student's parent/guardian approves such absence and submits appropriate written documentation in accordance with this regulation.
10 +	Absence will be considered excused if appropriate documentation is submitted within three days of the student's return and for the following reasons: 1. Student illness (Note: all student illness absences must be verified by an appropriately licensed medical professional to be deemed excused, regardless of the length of absence); 2. Student's observance of a religious holiday; 3. Death in the student's family or emergency beyond the control of the student's family; 4. Mandated court appearances (additional documentation required); 5. Extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education

All absences that do not meet the criteria above or are a result of district disciplinary action will be considered unexcused.

Attendance/Excused Absences

Regular and punctual student attendance in school is essential to the educational process. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control of the child. To assist parents and other persons in meeting this responsibility, the administration has adopted and maintains procedures to implement the Board's policy.

Students and families are encouraged to consult the District's policy and regulations related to student attendance (link above) which address, among other things, attendance and truancy and incorporate the following terms:

"Absence" - any day during which a student is not considered "in attendance" at the student's assigned school and/or participating in an activity sponsored by the school (*e.g.*, field trip) for at least half of the regular school day.

"Excused absence" - a student is considered excused from school if the school has received written documentation describing the reason for the absence within ten (10) school days of the student's return to school, or if the student has been excluded from school in accordance with Conn. Gen. Stat. § 10-210 (regarding communicable diseases), and the following criteria are met:

a. Any absence before the student's tenth (10th) absence is considered excused when the student's parent/guardian approves such absence and submits appropriate written documentation in accordance with District regulations.

b. For the student's tenth (10th) absence and all absences thereafter, a student's absences from school are, with appropriate documentation in accordance with this regulation, considered excused only for the following reasons:
   i. student illness (verified by an appropriately licensed medical professional);
   ii. religious holidays;
   iii. mandated court appearances (documentation required);
   iv. funeral or death in the family, or other emergency beyond the control of the student's family;
   v. extraordinary educational opportunities pre-approved by the District administrators and in accordance with Connecticut State Department of Education guidance and District regulations; or
   vi. lack of transportation that is normally provided by a District other than the one the student attends.

c. A student, age five (5) to eighteen (18), inclusive, whose parent or legal guardian is an active duty member of the armed forces who has been called for duty, is on leave from or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten (10) days of excused absences in any school year, and, in the discretion of the administration, additional excused absences to visit such student's parent or legal guardian with respect to the parent's leave or deployment. In the case of such excused absences, the student and parent or legal guardian are responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by the student prior to the student's return to school.

"In attendance" - any day during which a student is present at the student's assigned school, and/or participating in an activity sponsored by the school (*e.g.*, field trip) for at least half of the regular school day.

"Mental health wellness day" - a school day during which a student attends to such student's emotional and psychological well-being in lieu of attending school.

Any student enrolled in grades kindergarten to twelve, inclusive, shall be permitted to take two mental health wellness days during the school year, during which day such student shall not be required to attend school. No student shall take mental health wellness days during consecutive school days. Mental health wellness days shall be excused when permission by the student's parent/guardian is documented by the student's school, regardless of the number of absences a student has accrued in the school year. Mental health wellness days will not be included in reporting or referrals related to truancy. Mental health wellness day will count as an "absence" for determining chronic absenteeism.

"Truant" - any student five (5) to eighteen (18**)** years of age, inclusive, who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year.

"Unexcused absence" - any absence from a regularly scheduled school day for at least one half of the school day, which is not excused or considered a disciplinary absence.

The determination of whether an absence is excused will be made by the building principal or designee. Parents or other persons having control of the child may appeal that decision to the Superintendent or designee, whose decision shall be final.

Chronic Absenteeism

"Chronically absent child" - a child enrolled in a school under the jurisdiction of a local or regional board of education whose total number of absences, at any time during a school year, is equal to or greater than ten percent (10%) of the total number of days a student is enrolled during such school year. It includes excused and unexcused absences, as well as out of school suspensions.

Tardy To School

Students who are late arriving at school and not in their homeroom by 8:05 a.m. are considered tardy. Students who are tardy must report to the school office and sign in.

A student who misses more than half of the school day will be considered absent for that day.

Dismissal From School/Leaving School Grounds

Under no circumstances may a student leave the school or school grounds during school hours without written and signed permission from his/her parents or guardians. In the event it is necessary for a student to be dismissed early, a parent or guardian must send a written request. The note must include the reason for dismissal as well as the name of the adult who is picking up the student. Individuals not listed in PowerSchool who are picking up the student must appear in the school office and present identification.

CO-CURRICULAR ACTIVITIES

Mike Baklik, HKMS Activities Coordinator: mbaklik@rsd17.org.
Information about specific clubs & sports can be found at the "HKMS Athletics and Activities" tab on the HKMS website.

About

Co-curricular activities refer to any school activity outside the regular classroom experience. These activities are considered an integral part of the school's educational program.

While under suspension, a student may not participate in any school event, practice, performance, contest, or activity, nor may they appear on school grounds or at a school-sponsored activity off school grounds.

Students may not remain on school grounds after school hours unless they have a school-sponsored scheduled activity such as a sport, club, detention, extra help, or meeting. Students will report to the designated area where the activity will take place. The PM Room, which is supervised by HKMS personnel, is available to students before and after activities; parents must sign students out of the PM Room when picking them up.

If a detention is scheduled at the same time as an after-school activity, the student must serve the detention before attending the activity. Any request for a change of date for the detention must be submitted at least one school day prior to the scheduled detention. Same-day approvals cannot be granted.

All students participating in extracurricular activities will be required to sign and abide by the guidelines associated with the HKMS Code of Conduct for Extracurricular Activities. (BOE Policy 5135)

The following programs are supervised by staff hired through Board of Education funding:

Athletics

Student interscholastic activities are governed by the Connecticut Interscholastic Athletic Conference (CIAC) regulations. Each season, sports are organized into league competition through the CIAC. There may be a tryout period held for interscholastic teams. Students will not be allowed to try out or participate in a sport until they are registered on FinalForms, have a sports physical on file with the school nurse dated within the last thirteen months, and have completed a SWAY baseline test within the past two years. Players who make the team must meet specific attendance and behavioral guidelines in order to participate; these guidelines are distributed to team members at the beginning of the season. (BOE Policy 5135)

HKMS currently offers the following sports:

Fall	Winter	Spring
• Girls' Soccer • Girls' Field Hockey • Boys' Soccer • Co-ed Cross Country	• Girls' Basketball • Boys' Basketball • Co-ed Swimming • Co-ed Wrestling	• Girls' Softball • Boys' Baseball • Co-ed Track & Field

Expectations of Spectators & Family Members

1. Be positive with your athlete; let them know that they are accomplishing something simply by being part of the team.
2. Be involved with your athlete's team in a positive way. As an adult and role model, consider cheering for all athletes on the team and always refrain from booing or sharing negative comments about or towards players on our team or the opposing team.
3. Encourage your athlete to work hard and do their best.
4. HKMS values academics over athletics. As such, please review your athlete's academic profile through PowerSchool and/or teacher communication and ensure they are putting forth the effort needed to be a successful student.
5. Student athletes represent HKMS values when they wear their uniforms, at home or away. Accordingly, school rules as well as team rules need to be followed.
6. Be respectful to all athletic staff and officials for our team and the opposing team. The coaches, Activities Coordinator, school administrators, and/or security staff will ask you to leave if you are unable to be positive throughout the entire game. This includes but is not limited to: yelling at officials; coaching from the stands; addressing students by name or number negatively; use of profanity; or being disrespectful overall.

After-School Clubs

HKMS offers a variety of after-school clubs each season. Brochures are distributed to students and parents prior to each session. Clubs occurring during the school day do not require registration, however, students participating in clubs that meet after school must register via FinalForms. Club offerings may include: yoga, trailblazing, book club, scrapbooking, video game, knitting, guitar, running, fitness, newspaper, class night, movie, etc. Club offerings are primarily based on supervisor interests and availability, but students are encouraged to propose ideas for clubs to building administration. Clubs that are athletic in nature may require a physical to participate.

Drama

Every spring, the Middle School Drama Club sponsors a production that is open to all middle school students. Auditions for singing and acting parts are held. Students may also participate as stage crew, production assistants or ushers.

Math Counts

This is a program to encourage students in the area of mathematics enrichment. Students meet after school to solve mathematics problems and compete in statewide competition.

Student Council

The Student Council is the student government of Haddam-Killingworth Middle School. The council is composed of a variety of students across grade levels, backgrounds, and interests, and students are encouraged to apply to be part of this club. The council's main function is to provide a forum to discuss students' concerns. The council plans social events, tournaments, and other activities to promote school spirit. It provides students with service opportunities, leadership, and ownership in the school community.

Yearbook

This is a club that provides students with experience in print media publishing. Participating in Yearbook allows students to experience photography, computer design and writing creatively to publish a yearbook that captures the memories of our school year.

COMMUNICATION

It is essential that we have up-to-date email addresses, phone numbers, and other contact information.

At HKMS, we believe that educating students in RSD 17 is a shared responsibility among the school, students, families, and community. Parental involvement and open communication are key factors for student success.

Effective two-way communication between families and HKMS fosters a positive environment for all. The more relevant information parents and teachers exchange about a student, the more prepared both parties will be to support them in achieving their academic goals.

Families can expect continuous, consistent, and efficient communication from HKMS faculty. Each week, administration will send out a newsletter with pertinent information, which may include dates of upcoming events, curriculum highlights, celebrations of student achievement, and fundraisers.

Teachers will contact families regarding academic or behavioral concerns. Academic concerns warranting communication include significant decreases in grades, missing assignments, or students not working to their potential. Behavioral concerns warranting communication include infractions resulting in an office referral or a teacher-directed consequence. Teachers will also contact families with positive news about students' engagement, growth, or moments "caught being nice". Modes of communication include, but are not limited to: email, phone calls, and newsletters.

There are opportunities to meet with teachers in person at events such as Open House, teacher conferences, and other HKMS-sponsored events. Families can always request a meeting, which can be virtual or in person.

Families should never hesitate to reach out to any HKMS faculty or staff member. The sooner we communicate, the sooner we can resolve misunderstandings and build a stronger educational community.

Complaints/Grievances

Any student or parent may bring a grievance or concern to the attention of the teacher, principal, superintendent, or Board of Education. It should be understood that matters should be resolved at the closest level to the student whenever possible and should not proceed outside of the school level until all resources have been exhausted.

Who should you call?

Building Administrators: Contact by phone with any immediate safety concerns for students, staff, or building.

HKMS Front Office: Attendance and just about everything. HKMS front office staff will happily answer your questions or direct you to the individual who can answer your question or where you can locate the information you are seeking.

Classroom Teacher: Any concern regarding instructional practices, structures or classroom management begins with communicating with the teacher. 99.9% of the time, misunderstandings resolve there.

Curriculum Coordinators: Any questions regarding curriculum or texts/resources.

School Counselor: Questions or concerns regarding your student's 504 plan. Overall concerns, including social-emotional concerns, general academic achievement or behavior. Contacts: Alan Fortin (Last names A-L) and Lauren Paidas (Last names M-Z)

Special Education Case Manager: Any questions or concerns regarding your child's IEP or progress.

Complaint/Resolution Procedures

Connecticut State Department of Education

Complaint Resolution Procedure
Elementary and Secondary Education Act
34 Code of Federal Regulations (CFR) Part 299(10)(a)

I. Filing of Complaint

A. Violation of Law

A written complaint may be filed by an organization or individual with the Connecticut Commissioner of Education alleging that the state educational agency (SEA) or an agency or consortium of agencies is violating a federal statute or regulation that applies to the following applicable programs:

1. Part A of Title I (Improving Basic Programs Operated by Local Educational Agencies).
2. Part B, Subpart 1 of Title I (Reading First).
3. Part B, Subpart 3 of Title I (Even Start Family Literacy Programs).
4. Part D of Title I (Children and Youth Who Are Neglected, Delinquent, or At Risk of Dropping Out).
5. Part A of Title II (Teacher and Principal Training and Recruiting Fund).
6. Part D of Title II (Enhancing Education Through Technology).
7. Part A of Title III (English Language Acquisition, Language Enhancement, and Academic Achievement Act).
8. Part B, Subpart 4 of Title III (Emergency Immigrant Education Program).
9. Part A of Title IV (Safe and Drug-Free Schools and Communities).
10. Part A of Title V (Innovative Programs).

B. Review of an Appeal

A written complaint may be filed by an individual with the Connecticut Commissioner of Education appealing the decision of an agency or consortium of agencies based on prior written complaint presented by an individual to such agency or consortium of agencies.

C. Content of Complaint

The complaint shall be in writing, signed by the complainant and contain the following:

1. A statement that the SEA or an agency or consortium of agencies has violated a requirement of federal statutes or regulation regarding the applicable program, or in the case of an appeal, a statement of aggrievement with the decision rendered by the agency or consortium of agencies based on a prior written complaint.
2. A clear and concise description of the facts on which the statement is based and the specific alleged violation or aggrievement.
3. A description of prior efforts to resolve the complaint, including information demonstrating that the SEA, agency or consortium of agencies has taken action adverse to the complaint or has refused or failed to take action within a reasonable period of time.
4. Complainant's and respondent's name, address and telephone number.
5. Other materials or documents containing information which support or clarify the statement.

II. Review of Complaint

A. Analysis

Within three business days of the receipt of the complaint, the Commissioner shall assign a review official. Within five business days of the assignment, the review official shall determine whether the complaint has been properly filed in accordance with Section I. If necessary, the review official shall interview the complainant.

B. Dismissal of Complaint

The review official may dismiss the complaint in writing stating an explanation for such action. The grounds for dismissal shall include, but not limited to, the following:

1. Failure to file a proper complaint pursuant to Section I.
2. The allegations fail to state a bona fide violation of federal statute or regulations by the SEA or an agency or consortium of agencies.
3. The allegations fail to state a bona fide aggrievement with the decision rendered by an agency or consortium of agencies based on prior written complaint.

4. The allegations were not caused by the actions or failure to act by the SEA, agency or consortium of agencies.

III. Notification of Complaint and Investigation

If a complaint is not dismissed, the review official shall forward the complaint to the respondent immediately along with a copy of the Complaint Resolution Procedures.

IV. Response to Complaint

Within 10 business days of the receipt of the complaint from the review official, the respondent shall file with the Commissioner a written response to the complaint.

A. Content of Response
The response shall address each and every allegation of the complaint and shall list the respondent's name, address and telephone number.

B. Interview
The review official or the respondent may request an interview to discuss the response and to resolve the dispute informally.

V. Complaint Investigation

Upon completion of Section IV or the failure of the respondent to file a response, the review official shall conduct an investigation. All parties may be duly notified that an investigation has begun. At any time during the investigation, the review official shall attempt to resolve the dispute informally.

Within 60 calendar days of the receipt of the complaint, an investigation of the complaint shall be completed and a written report shall be mailed to both parties. Information shall be gathered in a timely manner, while minimizing any inconvenience or disruption to the complainant or respondent.

Concerning a review of an appeal of the decision of an agency or consortium of agencies, the review official may elect to disregard the procedures contained in this section using in lieu thereof the following abbreviated procedure.

1. Review all of the appropriate records and determine whether the decision of the agency or consortium of agencies shall be affirmed, reversed or modified.
2. Draft a letter of review of an appeal addressing, but not limited to, the issue in dispute, the facts found, the affirmation, reversal or modification of the lower decision and recommendation for improved practices, policies or procedures.

A. Data Collection

The complainant and respondent shall provide the review official with copies of all relevant records requested in writing. Telephone interviews of the complainant, respondent and others with knowledge of the allegations may be conducted.

Pursuant to 34 CFR 99-35(a) the review official, acting on behalf of the SEA, is authorized to have access to education records in connection with an evaluation of federal or state-supported education programs or for the enforcement of or compliance with federal legal requirements which relate to those programs.

B. Independent On-Site Investigation

The review official may conduct an on-site visit to investigate the complaint if the official deems it necessary.

Any on-site visit shall be coordinated with the respondent.

C. Complaint Investigation Report

The Complaint Investigation Report shall be completed by the review official and mailed to the parties within 60 calendar days of the receipt of the complaint by the SEA. The Commissioner may grant an extension for the completion of the report on written request of the review official or respondent if exceptional circumstances exist with respect to the particular complaint. Such extension shall be in writing and shall be mailed to the parties.

The report shall contain the following contents:

1. Summary of all investigation activities including, but not limited to, date of receipt of complaint, allegations, parties interviewed, documents received and dates of on-site visits.
2. Specific allegation of the complaint, the findings of fact, conclusions and final decisions rendered regarding each allegation, including citation to applicable federal statute or regulation.
3. Specific corrective action plan that resolves the complaint or ensures future compliance of the respondent regarding the violation of federal statute or regulation.
4. Recommendations for improved practices, policies or procedures shall be offered when no violation of federal statute or regulation is found.

D. Corrective Action Plan

If the Complaint Investigation Report finds that the respondent is violating federal statute or regulations, the respondent shall be requested to submit a corrective action plan within a specified period of time as determined by the review official.

Respondent may request technical assistance from the SEA in order to prepare a plan to achieve compliance.

VI. Review of Final Decision

The complainant may file a written request with the Secretary of the U.S. Department of Education to review the final decision of the SEA.

All local educational agencies shall disseminate information about the complaint procedures to teachers, staff, parents and appropriate private school officials or representatives.

A private school official shall have the right to complain that a local educational agency did not engage in consultation that was meaningful and timely, or did not give due consideration to the views of the private school official.

Parental Access to Instructional Material

In accordance with federal law and Board policy, parents or guardians shall be permitted access to instructional material used as part of the educational curriculum for any student. Upon request, the district shall grant reasonable access to instructional material within a reasonable period of time after a request is received from a parent or guardian. (BOE Policy 6120)

Protection of Pupil Rights Amendment

The District's full policy regarding the PPRA is available at:
https://resources.finalsite.net/images/v1632841050/rsd17org/tbwp1ovw0edvrafxcwlx/5145StudentPrivacyPPRARevised92121.pdf

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

1. the right of a parent to inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to a student;

2. the right of a parent to inspect, upon request, any survey concerning one or more of the following confidential topics:

a. political affiliations or beliefs of the student or the student's parent;
b. mental or psychological problems of the student or the student's family;
c. sex behavior or attitudes;
d. illegal, anti-social, self-incriminating, or demeaning behavior;
e. critical appraisals of other individuals with whom respondents have close family relationships;
f. legally recognized privileged relationships, such as those with lawyers, doctors, physicians, or ministers;
g. religious practices, affiliations, or beliefs of the student or the student's parent; or
h. income, other than as required by law to determine eligibility for certain programs or for receiving financial assistance under such programs;

3. the right of a parent to consent before a student is required to submit to a survey that concerns one or more of the confidential topics (see #2, above, a-h) if the survey is funded in whole or in part by a program of the U.S. Department of Education;

4. the right of a parent or eligible student to receive notice and opt out of a student's participation in a survey that concerns one or more of the confidential topics (see #2, above, a-h) if the student is not required to submit to such survey, whether the survey is funded in whole or in part by a program of the U.S. Department of Education or some other source;

5. the right of a parent to inspect, upon request, any instructional material used as part of the educational curriculum. Instructional material means any instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet) but does not include academic tests or academic assessments;

6. the right of a parent to inspect, upon request, any instrument used in the collection of personal information from students gathered for the purpose of marketing, selling or otherwise providing that information to others for that purpose. Personal information means individually identifiable information including, a student or parent's first and last name, a home or other physical address; a telephone number or a social security number;

7. the right of a parent whose student(s) is scheduled to participate in the specific activities provided below to be directly notified of the specific or approximate dates of the following activities, as well as the right of a parent or eligible student to opt-out of participation in these activities:

    a. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information (or otherwise providing that information to others for that purpose);
    b. the administration of any survey containing confidential topics (see #2, above, a-h) if the survey is either not funded as part of a program administered by the United States Department of Education or is funded by the United States Department of Education but the student is not required to submit to such survey; or
    c. any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school, scheduled by the school in advance, and unnecessary to protect the immediate health and safety of a student. Such examinations do not include a hearing, vision, or scoliosis screening or other examinations permitted or required by State law.

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

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

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

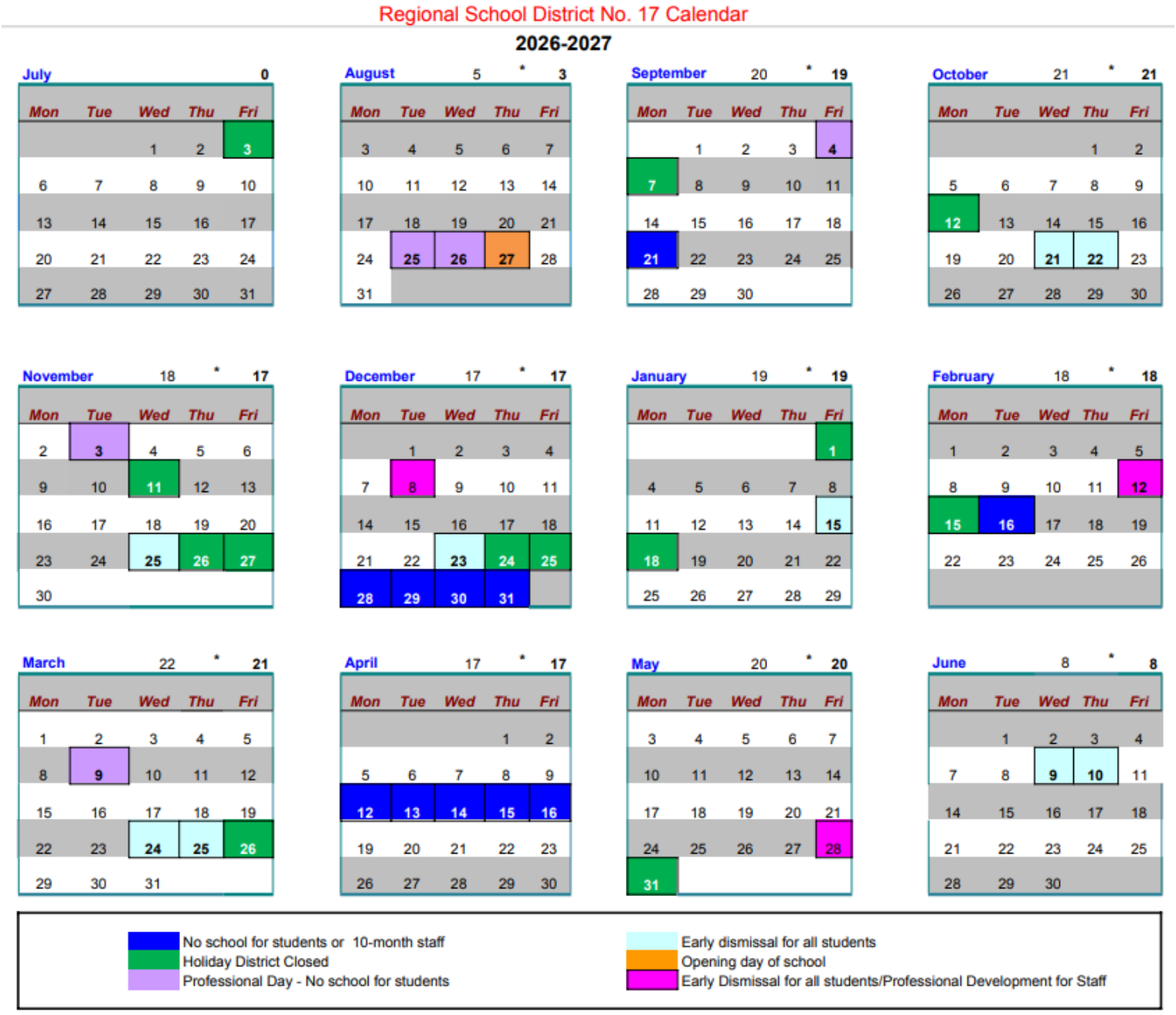
Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

Curricular Exemptions

In accordance with the Connecticut General Statutes and RSD 17 Board of Education Policy 61441.1, certain curricular exemptions are permitted. Exemptions are permitted for dissections, family life, HIV/AIDS and sexual abuse and assault awareness and prevention. Written notification to the principal and teacher by the student's parent or legal guardian using this form will exempt a student from that part of a course. (BOE Policy 6144.1)

DISTRICT INFORMATION

Calendar



Jul. 3	Independence Day Holiday	Jan. 1	New Year's Day
Aug. 25, 26	Staff Professional Development	Jan. 15	Early dismissal all students;
Aug. 27	Opening Day of School		teacher portfolio day K-12
Sept. 4	Staff Professional Development/No School for Students	Jan. 18	Martin Luther King Jr. Day
Sept. 7	Labor Day	Feb. 12	Staff PD/Early dismissal all students
Sept. 21	Yom Kippur	Feb. 15 -16	Presidents' Day Recess
Oct. 12	Columbus Day/Indigenous Peoples' Day	Mar. 9	Staff PD/No School for Students
Oct. 21 & 22	Early dismissal all students;	Mar. 24 & 25	Early dismissal all students;
	K-12 Parent/Teacher Conferences		K-12 Parent/Teacher Conferences
Nov. 3	No School for Students; Election Day	Mar.26	Good Friday
	Staff Professional Development	Apr. 12 -16	Spring Recess
Nov. 11	Veterans Day *observed*	May 28	Staff PD/Early dismissal all students
Nov. 25	Early dismissal staff & students	May 31	Memorial Day
Nov. 26 & 27	Thanksgiving Recess	Jun.9	Early dismissal all students/
Dec. 8	Staff PD/Early dismissal all students		teacher portfolio day K-12
Dec. 23	Early dismissal staff & students	Jun. 10	Last day of school if no snow days.
Dec. 24- Jan. 1	Holiday Recess/Christmas		Early dismissal staff & students

District Directory

Dr. Patricia Sullivan-Kowalski	Superintendent Of Schools	860-345-4534
Jennifer McCurdy	Assistant Superintendent of Schools	860-345-4534
Dr. Aaron Puzarne	Director of Student Services	860-345-4244
Karen Asetta	Director of Finance and Operations	860-345-4534
John Converse	Director of Building and Grounds	860-345-4534
Jennifer Morgan	Director of Transportation (STA)	860-345-8228
Sharon Shettleworth	Director of Food Services	860-345-4534
TBD	Director of HK Cubs Child Care Center	860-345-4534
Tonya Gorgone	Student Services Coordinator	860-345-4244
Rebekah Templeton	Elementary Coordinator	860-345-4244
Lori Kenney	Nurse Coordinator	860-663-1241
Jennifer Beermuender	Humanities Curriculum Coordinator	860-663-1121
Heather Rigatti	STEM Curriculum Coordinator	860-663-1241

RSD17's Schools' Phone Numbers

School	Building Administration	Phone Number
Burr Elementary School	Principal: Brienne Whidden	Telephone: (860) 345-4584 Fax: (860) 345-7963
Killingworth Elementary School	Principal: Dennis Reed	Telephone: (860) 663-1121 Fax: (860) 663-3827
Haddam-Killingworth Intermediate School	Principal: Eric Larson	Telephone: (860) 663-1241 Fax: (860) 663-2071
Haddam-Killingworth Middle School	Principal: Dave Montemurro Assistant Principal: Heather Persson	Telephone: (860) 663-1241 Fax: (860) 663-2071
Haddam-Killingworth High School	Principal: Donna Hayward Assistant Principal: Kelly Brown	Telephone: (860) 345-8541 Fax: (860) 345-8252

School Hours

	Regular School Hours	**Minimum Day Schedule**	**Delayed Opening**

Elementary	8:40 AM – 3:25 PM	8:40 AM - 1:05 PM	10:40 AM - 3:25 PM
Intermediate	8:50 AM – 3:35 PM	8:50 AM – 1:15 PM	10:50 AM – 3:35 PM
Middle School	8:05 AM – 2:50 PM	8:05 AM – 12:35 PM	10:05 AM – 2:50 PM
High School	7:25 AM – 2:10 PM	7:25 AM - 11:55 AM	9:25 AM - 2:10 PM

Website

The Regional School District 17's website is found at www.https://www.rsd17.org/.

HEALTH And WELLNESS

Health Services

The Regional School District 17 health services are designed to provide care to students who become ill or are injured while in school.

Students who become ill at school will be under the care of the school nurse. The nurse may allow the student to rest in the clinic, or call the parents and ask them to come to the school for the student. Students will not be transported home when ill by staff. Parents are notified of any deviation from the normal pattern of health and suggestions are given for follow-up. It is likewise important that parents notify the school nurse in case of a student's illness. If a student is to be excused or limited for an extended period from participation in school activities, he/she is required to bring a statement signed by a physician. The school nurse is available to parents and students for conferences regarding health issues.

A cumulative health file is maintained for each student. This file includes notations of past illnesses, results of physical examinations, and other pertinent health information.All students are required to have a health assessment prior to public school enrollment. Students are also required to have health assessments in grade 6 and then again in grade 9. These health assessments must be completed prior to the student's entry into grade 7 and grade 10, respectively. The Board of Education will deny continued attendance in school to any student who fails to obtain the health assessments required under C.G.S. 10-206.

Medications

In accordance with State law, the parent or guardian of any student who is required to take any prescribed medication or over-the-counter medication during the school day shall inform the school nurse or the person designated to act in the absence of the nurse. Such medications will then be administered to the student under the supervision of the school nurse or designee in accordance with C.G.S. Section 10-212a (a medication authorization signed by the prescribing physician and parent/guardian) and the applicable regulations and in accordance with any Board policies and regulations concerning medication administration. All medication must be delivered by a responsible adult and in the original container with proper prescription labels. The nurse will keep all medication locked in the clinic and will dispense the medication at the proper time.

Students are NOT allowed to bring medication to school. Students taking improper amounts of medication or taking a medication without proper notification and supervision of the school nurse or designee will be subject to the procedures for improper drug or alcohol use outlined in this policy.

Parents of 6th, 7th and 8th grade students wishing to allow their children to take Tylenol through the school year must sign the permission on the emergency card. The school nurse will keep Tylenol tablets on hand.

In cases in which a student is able to self-administer medication such as asthma inhalers or Epi-pens, the parents or guardians must submit a signed statement that the medication must be taken during the school day and that the student is capable of administering the medication. The statement must be accompanied by a signed medical administration form indicating the necessity and naming the medication, the strength, and the prescribed dosage. It must specify the schedule on which it is to be taken and the details for administrations. Such statements must be renewed at the beginning of each school year. (BOE Policy 5141.21)

Child Abuse

Teachers, principals, paraprofessionals and other professional school staff are obligated by law (C.G.S. 17a-101) to report suspected child abuse or neglect to the Connecticut State Department of Children and Families Services. Specific procedures governing the reporting of abuse and neglect are in effect, and staff receive yearly training in their use.

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

Child abuse is defined as any physical injury inflicted by other than accidental means or injuries that are not in keeping with the explanation given for their cause. Improper treatment such as malnutrition, sexual molestation, deprivation of necessities, emotional abuse, cruel punishment or neglect are also considered child abuse.
(BOE Policy 5141.4(a)-P)

Communicable/Infectious Diseases

Students with any medical condition that may expose others to disease or contagious and infectious conditions may be excluded from school and referred for medical diagnosis and treatment. Additional information concerning this may be obtained from the school nurse. Before a student may return to school after an absence due to such a condition, parents and students may be required to submit medical evidence that their child has recovered sufficiently to prevent exposing others.

Emergency Cards and Medical Treatment

Parents are required each year to complete an emergency information form for use by the school in the event of a medical emergency. This information is critical when a student is sick or injured and the school needs to be able to contact someone especially if a parent is unavailable.

Food Allergies, Glycogen Storage Disease and/or Diabetes

This statement is not the full plan. The District's full plan is available at:
https://resources.finalsite.net/images/v1680789942/rsd17org/yhumzi9uhvm2m84fvu0p/514125ManagementPlanandGuidelinesforStudentsBOERevised4423.pdf

The school district recognizes that food allergies, glycogen storage disease ("GSD") and diabetes may be life threatening. For this reason, the district is committed to developing strategies and practices to minimize the risk of accidental exposure to life-threatening food allergens and to ensure prompt and effective medical response should a student suffer an allergic reaction while at school. The district is also committed to appropriately managing and supporting students with glycogen storage disease and diabetes. The district further recognizes the importance of collaborating with parents, adult students (defined as students age eighteen (18) and older) and appropriate medical staff in developing such practices and encourages strategies to enable the student to become increasingly proactive in the care and management of the student's food allergy, glycogen storage disease or diabetes, as developmentally appropriate. To this end, the district adopts the following guidelines related to the management of life-threatening food allergies, glycogen storage disease, and diabetes for students enrolled in district schools.

Identifying Students with Life-Threatening Food Allergies, Diabetes and/or Glycogen Storage Disease

Early identification of students with life-threatening food allergies, diabetes and/or glycogen storage disease is important. The district therefore encourages parents/guardians of students and adult students with life-threatening food allergies to notify the school of the allergy, providing as much medical documentation about the extent and nature of the food allergy as is known, as well as any known effective treatment for the allergy. The district also encourages parents/guardians of students and adult students with GSD and diabetes to notify the school of the disease, providing as much medical documentation about the type of GSD or diabetes, nature of the disease, and current treatment of the student.

Students with life-threatening food allergies and diabetes are virtually always considered students with disabilities and should be referred to a Section 504 team, which will make a final determination concerning the student's eligibility for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504"). The Section 504 team may determine that the only services needed are in the student's Individualized Health Care Plan ("IHCP") and/or Emergency Care Plan ("ECP"); in that case, the IHCP and/or ECP will also serve as the student's Section 504 plan. The Section 504 team will also ensure that parents receive appropriate notice and are informed of their rights under Section 504, including their right to request an impartial hearing if they disagree with the provisions in the Section 504 plan.

Students with GSD and less severe food allergies should be referred to a Section 504 team if there is reason to believe that the student's GSD or food allergy substantially limits a major life activity. To determine whether a food allergy is severe enough to substantially limit a major life activity, the team should consider the impact on the student when the student has been exposed to the allergen and has not yet received treatment.

Major life activities include, but are not limited to:

(i) Caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working; and

(ii) The operation of a major bodily function, including functions of the immune system, special sense organs and skin; normal cell growth; and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

Individualized Health Care Plans and Emergency Care Plans

1. If the district obtains medical documentation that a student has a life-threatening food allergy, GSD, or diabetes, the district shall develop an IHCP for the student. Each IHCP should contain information relevant to the student's participation in school activities.

2. The IHCP shall be developed by a group of individuals, which shall include the parents, the adult student, if applicable, and appropriate school personnel. Such personnel may include, but are not limited to, the school nurse, school or food service administrator(s), classroom teacher(s) and the student, if appropriate. The school may also consult with the school's medical advisor, as needed.

3. IHCPs are developed for students with special health needs or whose health needs require daily interventions. The IHCP describes how to meet the student's health and safety needs within the school environment and should address the student's needs across school settings. Information to be contained in an IHCP should include a description of the functional health issues (diagnoses); student objectives for promoting self-care and age-appropriate independence; and the responsibilities of parents, school nurses and other school personnel. The IHCP may also include strategies to minimize the allergic student's risk for exposure. For the student with life-threatening food allergies, GSD, or diabetes, the IHCP may include strategies designed to ameliorate risks associated with such disease and support the student's participation in the classroom. IHCPs for such students may include considerations such as:
   a. classroom environment, including allergy-free considerations, or allowing the student with GSD or diabetes to have food/dietary supplements when needed;
   b. cafeteria safety;
   c. participation in school nutrition programs;
   d. snacks, birthdays and other celebrations;
   e. alternatives to food rewards or incentives;
   f. hand-washing;
   g. location of emergency medication;
   h. who will provide emergency and routine care in school, including monitoring of continuous glucose monitor (CGM) alerts as may be appropriate, in school;
   i. risk management during lunch and recess times;
   j. special events;
   k. field trips, fire drills and lockdowns;
   l. extracurricular activities;
   m. school transportation;
   n. the provision of food or dietary supplements by the school nurse, or any school employee approved by the school nurse;
   o. staff notification, including substitutes, and training; and
   p. transitions to new classrooms, grades and/or buildings.

4. The IHCP should be reviewed annually, or whenever there is a change in the student's ECP, changes in self-monitoring and self-care abilities of the student, or following an emergency event requiring the administration of medication or the implementation of other emergency protocols.

5. For a student with a life-threatening food allergy, GSD, or diabetes, the IHCP shall not prohibit a parent or guardian, or a person designated by such parent or guardian, to provide food or dietary supplements to a student with a life-threatening food allergy, GSD, or diabetes on school grounds during the school day.

6. In addition to the IHCP, the district shall also develop an ECP for each student identified as having a life-threatening food allergy. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with a life-threatening food allergy, the ECP should include the following information:
   a. The student's name and other identifying information, such as date of birth, grade and photo;
   b. The student's specific allergy;
   c. The student's signs and symptoms of an allergic reaction;
   d. The medication, if any, or other treatment to be administered in the event of exposure;
   e. The location and storage of the medication;
   f. Who will administer the medication (including self-administration options, as appropriate);
   g. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
   h. Recommendations for what to do if the student continues to experience symptoms after the administration of medication; and
   i. Emergency contact information for the parents/family and medical provider.

7. In addition to the IHCP, the district shall also develop an ECP for each student identified as having GSD and/or diabetes. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with GSD or diabetes, the ECP should include the following information, as may be appropriate:
   a. The student's name and other identifying information, such as date of birth, grade and photo;
   b. Information about the disease or disease specific information (*e.g.,* type of GSD or diabetes);
   c. Whether the student uses a CGM, and how the CGM will be monitored in school;
   d. The student's signs and symptoms of an adverse reaction (such as hypoglycemia);
   e. The medication, if any, or other treatment to be administered in the event of an adverse reaction or emergency (*e.g.,* Glucagon or insulin);
   f. The location and storage of the medication;
   g. Who will administer the medication (including self-administration options, as appropriate);
   h. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
   i. Recommendations for what to do if the student continues to experience symptoms after the administration of medication; and
   j. Emergency contact information for the parents/family and medical provider.

8. In developing the ECP, the school nurse should obtain current medical documentation from the parents/family and the student's health care provider, including the student's emergency plan and proper medication orders. If needed, the school nurse or other appropriate school personnel, should obtain consent to consult directly with the student's health care providers to clarify medical needs, emergency medical protocols and medication orders.

9. A student identified as having a life-threatening food allergy, GSD, or diabetes is entitled to an IHCP and an ECP, regardless of the student's status as a student with a disability, as that term is understood under Section 504, or the Individuals with Disabilities Education Act ("IDEA").

10. The district shall ensure that the information contained in the IHCP and ECP is distributed to any school personnel responsible for implementing any provisions of the IHCP and/or ECP, and that any procedures in the IHCP and/or ECP comply with the district's policies and procedures regarding the administration of medications to students.

11. When making eligibility determinations under Section 504 and/or the IDEA, schools must consider the student's needs on an individualized, case-by-case basis.

<u>Training/Education</u>

1. The district shall provide appropriate education and training for school personnel regarding the management of students with life-threatening food allergies, GSD and diabetes. Such training may include an overview of life-threatening food allergies, GSD and diabetes; prevention strategies; IHCPs and ECPs; monitoring of blood glucose alerts transmitted by the CGM of the student to a dedicated receiver, tablet/smartphone application, or other appropriate technology during the school day and during school-sponsored activities; and food safety and sanitation. Training shall also include, as appropriate for each school (and depending on the specific needs of the individual students at the school), training in the administration of medication with cartridge injectors (*e.g.,* epi-pens), and/or the specific preventative strategies to minimize the risk of exposure to life-threatening allergens and prevent adverse reactions in students with GSD and diabetes (such as the provision of food or dietary supplements for students). School personnel will be also be educated on how to recognize symptoms of allergic reactions and/or symptoms of low blood sugar, as seen with GSD and diabetes, and what to do in the event of an emergency. Staff training and education will be coordinated by the Director of Student Services. Any such training regarding the administration of medication shall be done in accordance with state law and Board policy.

2. Each school within the district shall also provide age-appropriate information to students about food allergies, GSD and diabetes, how to recognize symptoms of an allergic reaction and/or low blood sugar emergency and the importance of adhering to the school's policies regarding food and/or snacks.

Prevention

Each school within the district will develop appropriate practices to minimize the risk of exposure to life-threatening allergens, as well as the risks associated with GSD and diabetes. Practices that may be considered include, but are not limited to:

1. Encouraging handwashing;
2. Discouraging students from swapping food at lunch or other snack/meal times;
3. Encouraging the use of non-food items as incentives, rewards or in connection with celebrations;
4. Training staff in recognizing symptoms of anaphylaxis and hypoglycemia; and
5. Planning for school emergencies, to include consideration of the need to access medication, food and/or dietary supplements.

(BOE Policy 5131)

Health Assessments/Physical Examinations

All students are required to have a health assessment prior to public school enrollment. Health assessments are again required in grade six and in grade nine. School nurses are required to administer the following screening procedures:

Vision: K, 1, 3, 4, & 5
Hearing: K, 1, 3, 4, & 5
Postural: Females - Grades 5 & 7, Males - Grade 8

Homebound Instruction

Home instruction is available to a child in a public school who is unable to attend school for a period of two weeks or longer for a verified medical reason, including mental health. The treating physician must provide a statement in writing directly to the board, with supporting documentation. The form can be found on the district website. Home instruction may also be provided for those students who have been excluded from regular school attendance for disciplinary reasons.

Immunizations

All students must be immunized according to state regulations against certain diseases and must present a certificate from a physician or local health agency. If the student should not be immunized due to medical reasons, a statement from a physician must be provided. The required immunizations are Diphtheria, Pertussis, Tetanus, Polio, Measles, Mumps, Rubella and Haemophilus Influenzae Type B, Meningitis, Hepatitis A, Hepatitis B, Pneumococcal, and Varicella (Chicken Pox). For further information regarding immunizations contact the school nurse.

Limited Physical Education Program

Any student who must have limited school days or physical activity for health reasons will have his/her program modified by the nurse. The nurse will do this after receiving a request from a physician giving the reason for the limitation and instructions.

Short Term Illness or Absence

When a student needs to be absent on a given day because of illness or some other reason, the parent is to notify the school by calling the school's main office and giving the reason for absence. Each school will monitor daily attendance and make a reasonable attempt to notify parents whenever a child fails to report to school (BOE Policy 5113)

If a student has been absent for three consecutive days, the school nurse will call home as a routine and follow-up measure. Parents may call the school nurse at any time if they have questions regarding their student's health.

Sport or Athletic Club Physicals

A sports physical is required annually prior to participation in any practice or event. Physicals are valid for thirteen (13) months from the date that it is done, per CIAC guidelines. Upon expiration, the student is not to practice or play a sport until the new physical form is filed in the Clinic. Since doctors' offices do not routinely send physical forms to the school, parents are responsible for returning completed forms to the Clinic. Parental notes will not be accepted.

Sunscreen Application

For a student to apply sunscreen prior to engaging in any outdoor activity, the following elements must be met:

1. The student's parent or guardian must sign the Board's written authorization and submit the authorization to the school nurse; and
2. The student and the student's parent or guardian, where applicable, must comply with any individual school procedures concerning the possession and self-application of sunscreen in school.

(BOE Policy 5141.28)

Use of Elevator

There may be instances in which students may need the elevator for medical reasons. If this is the case, the student will need medical documentation from their family physician as well as a pass from the school nurse. The elevator pass can only be used by the student with the medical issue(s) unless otherwise noted by the school nurse.

REQUESTING MISSED ASSIGNMENTS

Studies show that regular attendance is a better predictor of success in high school than grades alone. Although we have a process in place to request missed classwork, the benefit of in-person instruction is lost when students are absent. The following is HKMS's procedure for requesting missed work:

Missed Work Due to Absence or Missing Class

When students are absent from school or miss class, they are responsible for the materials missed. Students are expected to communicate with teachers and make arrangements to access the concepts, materials, and assignments they missed. Upon their return to school, students have as many days as they missed to make up the work.

Missed Work Due to Extended Absences

Extended absences are defined as missing school for at least three consecutive school days that are not a result of a disciplinary action. Students have the responsibility of communicating with teachers and making arrangements to access the concepts, materials, and assignments they missed. An appropriate timeline for learning material and making up work will be created by the teacher on a case-by-case basis, not to exceed the number of school days the student missed.

Missed Work Due to Vacations

Taking vacations during the academic year can disrupt a child's educational progression, exacerbate stress from accumulating missed assignments, disturb their established routines and social development, potentially cause attendance complications, and impose additional burdens on educators, making it prudent to schedule trips during designated school breaks.

Students who will be absent due to a family vacation during the school year may be provided assignments that are readily available. However, it **should not be expected** that teachers prepare assignments in advance. Upon returning from vacation, students have the responsibility of communicating with teachers and making arrangements to access the concepts, materials, and assignments they missed. An appropriate timeline for learning material and making up work will be created by the teacher on a case-by-case basis, not to exceed five school days.

STUDENT RECOGNITION

Honor Roll

All courses are included in the honor roll calculation, with courses weighted based on how often they appear in a student's schedule. Students with any C- grades or lower cannot be considered for the honor roll. The honor roll is finalized 10 days after the close of the marking period, once grading errors and incompletes are cleared. The HKMS honor roll is published on our website.

High Honors	Cumulative grade of A (93% average or higher) GPA 3.7 - 4.0
Honors	Cumulative grade of B+ to A- (87.0% to 92.99% average) GPA 3.3 - 3.6

National Junior Honor Society (NJHS) – Grade 8

Eighth grade students who achieved an overall cumulative scholastic average of A in grade seven will be invited to apply for membership. Applications are then evaluated and students are recommended by the faculty on the basis of leadership, service, character, and citizenship. Once selected, members must maintain these standards.

Members who fall below the standards shall be properly warned in writing by the chapter advisor and given an opportunity to correct the deficiency. In all cases of impending dismissal, a member shall have a right to a hearing before the faculty council.

Scholar Leader Award – Grade 8

The Connecticut Association of Schools (CAS) honors two HKMS outstanding students each year.

Students who meet the following CAS requirements will be considered for recognition:

- A minimum scholastic average of 85%
- Personal standards and accomplishments that are a positive model to others
- High levels of integrity, self-discipline, honesty and courage
- Service to their classmates and schools

All middle school staff will choose eligible students by nomination and ballot.

Student of the Month

Each grade and AAFA use the Cougar Core Values as the criteria to nominate students for this recognition.

President's Award for Educational Excellence

Presented by the Federal Department of Education to students who meet established academic criteria and national standardized achievement levels.

President's Award for Educational Improvement

Presented to students who demonstrate outstanding growth, improvement, commitment, and intellectual development.

TRANSPORTATION

School Transportation

School transportation privileges are extended to students conditioned upon their satisfactory behavior on the bus. Students will be advised that they may be suspended from transportation services for unsatisfactory conduct while awaiting or receiving transportation to and from school which endangers persons or property or violates a BOE policy or administrative regulation. (BOE Policy 5160)

If you do not want your student dropped off at their regular stop without a parent present, please contact the school and bus garage to make them aware.

Students who are traveling to a different destination other than their normal bus stop must have a note signed by their parent or guardian. This note must be turned in to the main office prior to the start of their first academic class. In the afternoon, students

must pick up their approved note in the main office before boarding the bus. Students who do not have a signed note will not be allowed special transportation after school. Parents may fax or email a note if one is not signed prior to the dismissal.

The following rules shall apply to student conduct on school transportation:

- Passengers shall follow the driver's directions in a respectful and courteous manner at all times.
- Passengers shall board and leave the bus in an orderly manner at the designated bus stop nearest their home.
- Passengers shall remain seated while the bus is in motion.
- Passengers shall keep books, instrument cases, feet, and other objects out of the aisle of the bus.
- Passengers shall not deface the bus and/or its equipment.
- Passengers shall keep head, hands, arms, and/or legs inside the bus and shall not extend them out of the window, nor hold any object out of the window nor throw objects within or out of the bus.
- Passengers shall refrain from smoking or using any form of tobacco.
- Passengers shall not eat or drink on the bus.
- Usual classroom conduct should be maintained. Unruly conduct, including the use of obscene language, will subject the passenger(s) to disciplinary action.
- Upon leaving the bus, passengers shall wait for the driver's signal before crossing in front of the bus.
- Students must ride the bus to which they are assigned unless granted prior administrative approval.

Changes to transportation for a student with a disability shall be made in accordance with the provisions of the student's Individual Education Plan (IEP).

Transportation To and From School-Sponsored Student Activities

It is the responsibility of the school district to transport students to and from school-sponsored student activities. Students participating in any athletic or non-athletic co-curricular activities are usually expected to travel to and from events on transportation provided by RSD 17 with coaches, advisors, teams, and/or groups. There may be some circumstances when parents are allowed to transport their own child(ren) home at the conclusion of an off-campus after-school event with prior written communication.

In all cases the following process must be fulfilled:

- Parents must have on file with the appropriate teacher or coach the signed Early Dismissal Form. All parents or guardians who grant permission for the student to be picked up must sign this form. If there are any custodial issues they must be noted.
- When picking a student up from the event the parent must:
  - ❖ Show appropriate identification, and;
  - ❖ Accept full responsibility for the child's transportation home.

Visitor Vehicles/Parking

All vehicles coming into or leaving the school grounds are subject to the regulations of the school. Vehicles must remain in the parking lot only. Visitors MAY NOT park anywhere else on the premises (including the front of the building, fire zones, loading zones and bus zones).

No Parking Zones

Emergency vehicles must have immediate access to all areas of the school complex. For this reason, no parking zones are designated next to yellow curbs and in areas marked "fire lane." **No vehicles are to be parked in the fire lane at any time. Vehicles will be ticketed and towed. No vehicle can be left idling in the fire lane.** If you need to come into the school, simply park in the front lot and walk over the crosswalk to the office.

GENERAL INFORMATION

Academic Honesty

Any form of cheating, plagiarism, or forgery is not acceptable. The misrepresentation by students of homework, class work, tests, reports, or other assignments as if they were entirely their own work shall be considered forms of cheating. Consequences of cheating, plagiarism, or forgery will be academic in nature and may require disciplinary action. (BOE Policy 5121.3-P)

Acceptable Use Policy (Use of RSD 17 Network)

Guidelines have been established for the use of the Internet. Student violations of the guidelines can result in the termination of access privileges and disciplinary action. It is the policy of the Board of Education that all students must sign an Acceptable Use Policy, which indicates that a student agrees to use the Internet exclusively for educational purposes.

Advertising

The public schools maintain careful controls on the way in which students are exposed to materials and announcements, other than those directly related to school sponsored programs and activities. Caution is exercised to prevent exploitation of the system and its students. Fliers distributed in the district must have approval from the Superintendent prior to distribution and only non-profit organizations will be considered.

After-School Events

After-school social activities may be scheduled periodically during the school year. Only enrolled students may attend after school events unless other arrangements have been made and approved by the administration. Standards of dress, admission costs, and other pertinent instructions for a particular activity will be announced prior to the event. Students who are absent from school will not be permitted to attend the event. Students who have financial obligations or are chronically absent might not be able to take part in some of the activities.

Accidents

All accidents should be reported to the teacher, coach, principal, nurse or office. When accidents occur in school, a school accident report form must be filled out. Accident reports can be found in the nurse's office. (BOE Policy 5141.1)

Cafeteria

Students will eat lunch daily in the cafeteria and must observe the following rules while in the cafeteria:

- Respectfully follow all adult directions.
- Comply with the lunchroom monitors in a respectful and courteous manner.
- No pushing, running, horseplay, or attempting to swivel the seats.
- Sit at your selected table and remain there.
- Saving seats or spots in line is not allowed.
- Clean up your area, including the floor around your table and the table top.
- Keep conversations and other sounds at a reasonable level.
- Throwing of any items is prohibited.
- Use common courtesy and proper table manners.
- If you need to leave the cafeteria, you must have a pass or check in with a lunchroom monitor.
- All food must remain in the cafeteria.
- Only one student to a seat.

Students unable to abide by these rules will lose lunchroom privileges.

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

Cell Phones and Personal Electronic Devices

HKMS recognizes that the use of electronic devices can play a positive role in supporting student learning. HKMS also understands that the use of electronic devices can be disruptive to the educational process and have a variety of legal and safety related implications. The distinction between these two roles of technology is often a matter of developmental and age appropriateness. **The use of personal electronic devices, including cell phones and tablets, by HKMS students at school during school hours is explicitly forbidden.** Students possessing these devices at school during school hours must store them in their lockers. Smart watches that are being used as electronic communication devices fall under this category; for this reason, students may only use smart watches in airplane mode. The school system is not liable for loss or theft of personal electronic devices that are brought to school. Please review the infraction chart at the end of the handbook for consequences. (BOE Policy 5131.92)

Chromebook Regulations and Procedures

District resources have been invested in computer technology to broaden instruction and to prepare students for an increasingly computerized society. Use of these resources is restricted to students working under a teacher's supervision and for approved

purposes only. Students and parents will be required to sign and abide by a user agreement regarding appropriate use of these resources. A parent and/or administrator may determine the restriction of computer privileges if any misuse has been determined.

The Chromebook Regulations and Procedures Handbook outlines the appropriate use and care for HKMS and RSD 17 devices available for students to use. Included in this extensive document are the fees associated with damage to the device that is not covered by insurance. Fees are noted in PowerSchool and become obligations that do follow the student through high school. (BOE Policy 5131.914)

Crisis Response Drills

Fire drills are required monthly and may be substituted periodically with crisis response drills. Students must follow the exit directions posted in each classroom. Evacuation and lockdown drills will adhere to the school's crisis management plan.

Dress Code - Dress and Grooming

Students will not miss instructional time for questionable dress unless the dress poses a safety issue. If a teacher deems a student's clothing unsafe or offensive, they will contact guidance or administration to address the issue.

The dress code of Regional School District 17 is intended to support equitable educational access for all students designed in a manner that does not reinforce stereotypes. The Board of Education acknowledges students as individuals and students' dress should respect the District's intent and its responsibility to ensure the health, safety, and mental well-being of all students. To implement effective and equitable enforcement of its dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any person or group. At the same time, the Board expects that students will dress in a manner appropriate for the school day or for any school-sponsored event. Administrators shall use reasonableness and have discretion to determine the appropriateness of attire and grooming.

The Regional School District 17 dress code is designed to:

- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size/maturity.
- Maintain a safe learning environment for the "business" of school.
- Allow students to wear clothing that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, or pornography.
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs or related paraphernalia or other illegal conduct or activities.
- Prevent students from wearing clothing or accessories that will interfere with the operation of school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene. Attire or accessories depicting or suggesting violence so as to disrupt the educational environment or that provokes others to act violently or causes others to be intimidated by fear of violence or that constitutes "fighting words", including but not limited to attire or accessories depicting the Confederate flag and/or Nazi swastika.

A basic requirement for dress is that certain body parts must be covered for all students at all times. Clothes must be worn in such a way that genitals, buttocks, and breasts are fully covered with opaque (non see-through) fabric. Clothing must also be suitable for classroom activities, including physical education, science/technology labs, or other activities where unique hazards could exist. In addition to the types of dress described on the prior page of this policy, the following clothing/attire/accessory items are prohibited:

- Outerwear (e.g. heavy coats, jackets, etc.) shall not be worn, carried, or kept in the classroom during the regular school hours.
- Hats, hoods (of hoodies or jackets) or capes may not be worn during the school day*.
- Flags of any kind may not be worn as clothing or accessory.
- Sunglasses may not be worn in the school building.
- Clothing worn or designed to show undergarments are not allowed.
- Students may not wear spiked or studded bracelets, oversized or multi-finger rings, belts or any article of attire with spikes, studs attached, or any other clothing item that may present a safety hazard to the student, other students, or staff.

*Approved head coverings worn as part of a student's religious practice or belief, or as required or permitted in conjunction with school district health and safety protocols, shall not be prohibited under this policy. Nothing in this policy shall be construed to prohibit protective hairstyles. "Protective hairstyles" includes, but is not limited to wigs, headwraps, and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.

A second basic requirement is that students must wear a shirt (with fabric in the front, back, and on the sides under the arms), and pants/jeans or the equivalent (skirt, sweatpants, leggings, dress, or shorts), and shoes. Shoes should be appropriate for weather, course assignments, athletic or other conditions. Footwear that mars floors is prohibited.

- Slippers are not allowed, unless there is an approved school spirit day/event which allows for it.

The Board also recognizes the importance of developing health and safety protocols to protect the health and safety of students, staff, and the community during a public health crisis, such as a pandemic. Compliance with protocols, such as wearing a mask, may be mandatory for all individuals while on school property or participating in a school-sponsored activity, unless a legally recognized exemption or exception applies. Failure to comply with such health and safety protocols may lead to disciplinary action, and exclusion from school property or the school-sponsored activity, in accordance with applicable laws, rules, regulations, and/or Board policies. (BOE 5132(a) – P)

Emergency School Closing Information

In case of inclement weather or school conditions which would make it impossible to hold classes, school may be canceled or delayed. This information will be posted on the website at www.rsd17.org and the instant alert messaging system will be activated throughout the district. Notice will be given on local television stations and radio stations WELI (960 AM), WTIC (1080 AM), WRCH (100.5 FM), and WZMX (93.7 FM). In the event school has to be dismissed once in session, announcements will be made over the same local radio stations. Students will be transported via the usual bus routes. Depending on the dismissal time, lunch may not be served. Parents will not be contacted if the school has been dismissed for weather conditions.

Energy Drinks

Energy Drinks are not permitted at HKMS or at school-sanctioned events.

Fees

At Haddam-Killingworth Middle School, materials that are part of the basic educational program are provided at no charge. However, students are expected to supply their own pencils, erasers, and notebooks.

The student may be required to pay certain other fees or deposits, including:

- The materials for a class project that the student will keep.
- Personal physical education and athletic equipment and apparel.
- Voluntary purchases of pictures, publications, class rings, yearbooks, etc.
- Student accident insurance.
- Insurance on school-owned instruments, instrument rental and uniform maintenance.
- Fees for damaged library books and school-owned equipment.
- Membership dues in voluntary clubs or student organizations and fees for some co-curricular activities.

Field Trips

The Regional School District 17 Board of Education encourages and sanctions student field trips that are of value in helping achieve each participating student's educational objectives.

All student field trips shall require prior written approval by the building principal. In addition, all student field trips that are scheduled to last more than one day shall require the prior written approval of the Superintendent or his/her designee and the Regional School District 17 Board of Education.

All student field trips that require public solicitation of funds shall require Board approval prior to any fundraising by involved students or others on their behalf. In addition, any such fundraising activities must comply with the provisions of Board Policy concerning Fundraising Activities and any administrative regulations implementing such Board Policy.

The Board of Education will not be responsible for any field trip that is not approved in accordance with the procedures set forth in this policy and the accompanying regulations.

There are "Core Curriculum" field trips and "Other Supportive" field trips. Core Curriculum field trips are an integral part of the curriculum for a grade level or course and no child shall be excluded from such a field trip due to an inability to pay. The fees and transportation costs for Other Supportive field trips will be paid by students, potentially including funds that were raised toward the cost of the field trip. (BOE Policy 5136-P)

Financial Assistance

Families who need financial assistance for school activities should contact a guidance counselor to request confidential help.

Financial Obligations: School and District Property

It is the policy of the Board to hold students responsible for any loss or damage to school property under its jurisdiction when the loss or damage occurs through the fault of the student.

Students are responsible for the care of books and supplies entrusted to their use. They will be assessed for damage to textbooks, equipment, or materials in accordance with state law and district policy. Students are expected to cover all loaned textbooks immediately and are not to mark or damage them in any way. Students are responsible for all books, whether lost, stolen, or defaced.

Student lockers and equipment are the property of the school, loaned to students for their convenience during the school year, and should be kept in good order and not abused. It is up to the student to keep their locker in good condition. Lockers may be opened and inspected by school officials from time to time.

Students will be assigned a locker and a lock at the beginning of the school year. Students may not bring in locks from home to attach to their lockers.

Maintaining clear financial policies ensures all students have access to necessary resources and fosters a sense of responsibility and accountability.

Chromebook & Lost Chargers:

- Chromebook damage will be billed upon recording the damage.
- Chromebook chargers will be checked at the end of each trimester.

Other School Property:

- Classroom and library books will be monitored periodically. Damaged books will be billed upon recording the damage.
- Fees for any damage, including vandalism, to school property or equipment, will be assessed and billed accordingly.

Fees/Unfulfilled Obligations:

- Students and families with outstanding financial obligations will be notified.
- Unpaid fees will result in restrictions on participation in field trips and other activities/events. This includes library fines, costs for replacing lost/defaced books, chromebook charges or borrowed equipment that is not returned.
- If a paid obligation item is later found, the school will refund the money.

If you suspect that you were wrongfully charged, please email the principal or assistant principal.

Fundraising

Students may engage in raising funds for school-sponsored activities, subject to the provisions of regulations to be developed by the Superintendent. No such fund-raising activities may involve door-to-door solicitation in the community by students.

The Regional School District 17 Board of Education will not be responsible for any fundraising activities that are not approved in accordance with the procedures set forth in this policy and the accompanying regulations.

Any fundraising activities must comply with all applicable state and federal laws and regulations, including those provisions relating to the sale of healthy foods and beverages on school grounds or at school-sponsored events. (BOE 5136.1-P)

Green Cleaning Notification

RSD 17 complies with the Green Cleaning Act. On or before July 1, 2011, each local and regional board of education shall implement a green cleaning program for the cleaning and maintenance of school buildings and facilities in its district. **No parent, guardian, teacher, or staff member may bring into the school facility any consumer product which is intended to clean, deodorize, sanitize, or disinfect**. Such cleaning product shall, to the maximum extent possible, minimize the potential

harmful impact on human health and the environment. (P.A. No. 09-81). For more information about Green Cleaning products, please visit: https://www.rsd17.org/departments/facilities or contact your school's main office.

Gum Chewing

Gum chewing is not permitted at HKMS.

Hall Passes

All HKMS students are expected to use the eHall Pass system when utilizing the bathroom, visiting the nurse, seeing counselors, going to the main office, etc.

Insurance

School insurance is made available to families through a specific program. Brochures are distributed to all students at the beginning of each academic year. While the program is not mandatory, it is suggested that parents take advantage of the opportunity to provide adequate protection for their children while in school. Any such arrangements are contractual between the parent and insurance carriers and Regional School District #17 assumes no liability from disputes arising from such a contract.

Library/Media Center

Students are invited to use the materials located in the media center. They are responsible for any material they sign out. Materials must be returned to the media specialist or an assistant at the circulation desk. Materials that are lost or damaged will incur monetary obligations, as appropriate. Outstanding fees owed to school may result in loss of privileges.

Lost And Found

Any articles found in the school or on school grounds should be turned in at the main office. Unclaimed articles will be disposed of periodically throughout the school year to designated charities. Loss or suspected theft of personal or school property should be reported to the main office.

Lunch Money

Students may prepay for hot lunches. Parents or guardians may send payments to Haddam-Killingworth Middle School for a set number of lunches. Please contact Sharon Shettleworth at sshettleworth@rsd17.org with any questions.

Non-Discrimination Statement

The District's full policy regarding Section 504 and the ADA is available at:
https://resources.finalsite.net/images/v1738873658/rsd17org/xjunpbxbisolwpeyiel5/514510PolicyRegardingSection504Updated012125.pdf

Section 504 of the Rehabilitation Act of 1973 ("Section 504") is a non-discrimination statute enacted by the United States Congress. Section 504 prohibits discrimination on the basis of disability by recipients of federal funds. Title II of the Americans with Disabilities Act ("ADA" or "Title II") also prohibits discrimination on the basis of disability by state and local governments. To be protected under Section 504 and the ADA ("collectively, "Section 504/ADA") as an individual with a disability, an individual must (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

Under Section 504, the District has specific responsibilities to identify, evaluate and provide an educational placement for students with a disability. The District's obligation includes providing such eligible students a free appropriate public education ("FAPE"). Section 504 defines FAPE as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees similarly imposed on nondisabled students/parents).

A student is eligible for regular or special education and related services under Section 504 if it is determined that the student has a mental or physical disability that substantially limits one or more major life activity such as (but not limited to): caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating or working. A major life activity may also include the operation of a major bodily function, such as an individual's immune, digestive, respiratory or circulatory systems.

A student can have a disability and be covered by Section 504/ADA even if the student does not qualify for, or receive, special education services under the IDEA.

The purpose of this notice is to provide parents/guardians and students 18 years of age or older with information regarding their rights under Section 504. Under Section 504, you have the right:

1. To be informed of your rights under Section 504;
2. To have your child take part in and receive benefits from the District's education programs without discrimination based on his/her disability;
3. For your child to have equal opportunities to participate in academic, nonacademic and extracurricular activities in your school without discrimination based on your child's disability;
4. To be notified of decisions and the basis for decisions regarding the identification, evaluation, and educational placement of your child under Section 504;
5. If you suspect your child may have a disability, to request an evaluation, at no expense to you and to have an eligibility determination under Section 504 (and if eligible, placement decisions made) by a team of persons who are knowledgeable of your child, the assessment data, and any placement options;
6. If your child is eligible for services under Section 504, for your child to receive a free appropriate public education (FAPE). This includes the right to receive regular or special education and related services that are designed to meet the individual needs of your child as adequately as the needs of students without disabilities are met;
7. For your child to receive reasonable accommodations and services to allow your child an equal opportunity to participate in school, extra-curricular and school-related activities;
8. For your child to be educated with peers who do not have disabilities to the maximum extent appropriate;
9. To have your child educated in facilities and receive services comparable to those provided to non-disabled students;
10. To review all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, and educational placement;
11. To examine or obtain copies of your child's educational records at a reasonable cost unless the fee would effectively deny you access to the records;
12. To request changes in the educational program of your child, to have your request and related information considered by the team, a decision made by the team, and if denied, an explanation for the team's decision/determination;
13. To request an impartial due process hearing if you disagree with the District's decisions regarding your child's Section 504 identification, evaluation or educational placement. The costs for this hearing are borne by District. You and the student have the right to take part in the hearing and to have an attorney represent you at your expense;
14. To file a local grievance/complaint with the District's designated Section 504 Coordinator to resolve complaints of discrimination including, but not limited to, claims of discrimination directly related to the identification, evaluation or placement of your child; and
15. To file a formal complaint with the U.S. Department of Education, Office for Civil Rights.

The Section 504/ADA Coordinator for the District is:

Dr. Aaron Puzarne, Director of Student Services
57 Little City Rd Higganum, CT 06441
apuzarne@rsd17.org
860-345-4534

For additional assistance regarding your rights under Section 504 and Title II of the Americans with Disabilities Act, you may contact:

Office for Civil Rights, Washington DC Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202
(202) 453-6020

Notification Concerning Asbestos Management Plan

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

Upon request, the district shall permit members of the public, including parents, teachers and other employees, to inspect any asbestos management plan. The district shall grant access to such management plans within five working days after receiving a request from a member of the public.

The Board of Education (the "Board"), in compliance with federal law, has developed an asbestos management plan, concerning the presence or suspected presence of asbestos-type materials within district school buildings, and required inspections and preventive measures related thereto. In accordance with federal law, members of the public, including parents, teachers and other employees, shall be permitted access to the asbestos management plan of the Board.
Upon request, the district shall permit members of the public, including parents, teachers and other employees, to inspect any asbestos management plan. The district shall grant access to such management plans within five working days after receiving a request from a member of the public.

Notification of Data Sharing Agreements Under Conn. Gen. Stat § 10-234bb(g)

Pursuant to the requirements of Conn. Gen. Stat. § 10-234bb(g), the Board of Education (the "Board") maintains and updates an Internet website with information relating to all contracts into which it has entered for which a contractor may gain access to student records, student information, or student-generated content (collectively, "student data"). The address of the Internet website is **https://www.rsd17.org/departments/technology/student-data-privacy**. The Internet website includes copies of these contracts, and notices regarding each contract that include (1) the date the contract was executed, (2) a brief description of the contract and the purpose of the contract and (3) what student data may be collected as a result of the contract.

Notification Concerning School Climate

This notification is not the full policy. The District's full School Climate policy is available at: 5131.911 Connecticut School Climate Policy Updated 01.2025.docx

The Board of Education is committed to promoting a positive sustained school climate and has adopted the Connecticut School Climate Policy (https://resources.finalsite.net/images/v1760015848/rsd17org/yh4mvj96ao9jggvdasjv/5131911ConnecticutSchoolClimatePolicyUpdated082025.pdf) for implementation beginning in the 2025-2026 school year. The policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed in the policy. The District has also adopted administrative regulations to assist with the implementation of the Connecticut School Climate Policy.

Students, parents or guardians of students enrolled in RSD17, and school employees may file a written report of alleged challenging behavior or alleged bullying using the Challenging Behavior Reporting Form (See Form 1 of the Policy 5131.911), which is available in the Appendix of this handbook. Such reports may be filed with the building principal, program administrator, and/or the School Climate Specialist, and all reports shall be forwarded to the School Climate Specialist for review and actions consistent with the Connecticut School Climate Policy.

In addition, each school has developed a School Climate Improvement Plan to address school-wide instructional practices and relational practices that prevent, identify, and respond to challenging behavior, including but not limited to alleged bullying and harassment, in the school environment. The School Climate Improvement Plan(s) is available at the following links: 2025-26 HKMS School Climate Improvement Plan

Under the school climate framework:

- Challenging behavior means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

- Bullying means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance. Bullying includes cyberbullying, which means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.

The Board of Education has also adopted a Restorative Practices Response Policy https://resources.finalsite.net/images/v1753703422/rsd17org/fl7f1jt7uusszelapc5m/5133PRestorativePractices-Approved061725docx.pdf). Such policy reflects the Board's commitment to identifying strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, including restorative practices. Restorative practices may be implemented by school employees for incidents of challenging behavior, bullying, and/or harassment in the school environment, or other forms of student conflict that is nonviolent and does not constitute a crime.

In addition to addressing challenging behavior in accordance with the Connecticut School Climate Policy and Restorative Practices Response Policy, the District shall address challenging behavior, bullying, and harassment in accordance with the Board's Student Discipline policy and any other applicable Board policy, administrative regulations, and/or school rules.

To report challenging behavior, including bullying, please complete the attached form and return it to the building principal and/or School Climate Specialist.

Notification of Rights Under FERPA

The District's full policy regarding student records is available at: https://resources.finalsite.net/images/v1744829060/rsd17org/jqlhdpbhjevtanqli8ky/5125ConfidentialityandAccesstoEducationRecordsUpdated31825.pdf

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

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

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

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

Parents or eligible students who wish to ask the District to amend a record should write the school principal , clearly identify the part of the record the parents or eligible student want changed, and specify why it should be changed.

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

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

One exception that permits disclosure without consent is disclosure to a school official with legitimate interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the District has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing official tasks. A school official

has a legitimate educational interest if the official needs to review an education record in order to fulfill the official's professional responsibility.

Upon request, the District discloses a student's education record without consent to officials of another school, including other public schools, charter schools, and post-secondary institutions, in which the student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. Further, and in accordance with state and federal law and guidance, the District may disclose education records to another school for enrollment purposes, which may include exploration of educational placement options by the District or educational placement decisions made by a planning and placement or Section 504 team, or in order to explore placement options for the provision of alternative educational opportunities.

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

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-8520

Directory Information

Unless notified in writing by a parent or eligible student to the contrary within two weeks of the date of this notice, the school district will be permitted to disclose "Directory Information" concerning a student, without the consent of a parent or eligible student. Directory Information includes information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the parent's name, address and/or e-mail address, the student's name, address, telephone number, e-mail address, photographic, computer and/or video images, date and place of birth, major field(s) of study, grade level, enrollment status (full-time; part-time), participation in school-sponsored activities or athletics, weight and height (if the student is a member of an athletic team), dates of attendance, degrees, honors and awards received, the most recent previous school(s) attended and student identification numbers for the limited purposes of displaying a student identification card. The student identification number, however, will not be the only identifier used when obtaining access to education records or data. Directory information does not include a student's social security number, student identification number or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems unless the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN or password.

The school district may disclose directory information about students after they are no longer enrolled in the school district. Notwithstanding the foregoing, the district will continue to honor any valid objection to the disclosure of directory information made while a student was in attendance unless the student rescinds the objection.

An objection to the disclosure of directory information shall not prevent the school district from disclosing or requiring a student to disclose the student's name, identified or institutional email address in a class in which the student is enrolled. Parents and/or eligible students may not use the right to opt out of directory information disclosures to prohibit the school district from requiring students to wear or display a student identification card.

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

https://resources.finalsite.net/images/v1626443702/rsd17org/ztj45rtpcwpcfbdfwqok/514515DirectoryInformation1.pdf

Pesticide Notification and Application

By July 1, 2000, only certified pesticide applicators shall be used in schools for any non-emergency pesticide use in school buildings or on school grounds. Areas to receive pesticide applications will be posted, and a written record of all pesticide applications will be maintained for 5 years. Parents/guardians and staff who want to receive advance notice of all pesticide

use will be listed on a registry and such notice will be provided as required by law. Parents/guardians who want to be notified before pesticide applications in their children's school assignment area may contact the Superintendent's office. The full policy may be reviewed at 1220 Pesticide Application on School Property.

Photographs

Photos may be taken throughout the school day, or at any school function, by students, faculty, staff and may be used for yearbook, school newspaper, parent bulletins, school website and in the classroom. To opt out of the publication of or dissemination of their child's photo, parents/guardians must submit a written request to the principal by September 15.

Students are prohibited from taking pictures or videos on school grounds without specific authorization from school administration.

Pledge of Allegiance and Silent Meditation

Each school will provide an opportunity at the start of each school day to allow students and teachers who wish to do so the opportunity to recite the pledge of allegiance and to observe time in silent meditation.

P.M. Room

Students who have stayed for approved after school activities may wait for their ride home in a supervised setting called the P.M. Room Monday through Friday. The P.M. Room is located in the cafeteria. ***It is only to be used by students who are scheduled for after school activities.*** At times, the P.M. Room may be canceled due to unavailability of staff coverage. **All students must be picked up no later than 5:30 p.m. and must be signed out by a parent or guardian to be released. A student is not permitted to go home with another parent without a written note in advance.**

PM Room Rules:

1. Coaches and club advisors will bring any students not directly picked up after practice/clubs to the PM Room.
2. Students are expected to follow our Cougar Core Values of acceptance, kindness, perseverance, respect, and responsibility at all times.
3. Students are to remain in the PM Room (cafeteria) until signed out by a parent or guardian. Parents and guardians can access the PM Room through the courtyard entrance.
4. Students are permitted to use electronic devices in an appropriate manner. Taking photographs or videos in the PM Room is strictly prohibited.

Misbehavior in the PM Room will result in administrative review with subsequent disciplinary action including parent notification, detention, suspension, or loss of PM Room access.

Posters/Flyers

The superintendent and/or building principal must approve signs, posters, flyers that are displayed or distributed in any school. Posters displayed without authorization will be removed.

Report Card Release Dates

First Trimester: Dec. 11, 2026
Second Trimester: March 19, 2027
Third Trimester: Last day of school (tentatively June 10, 2027)
For all marking periods, report cards will be sent out as PDFs to families.

Safety/Accident Prevention

Student safety on campus and at school-related events is a high priority of the District. Although the District has implemented safety procedures, the cooperation of students is essential to ensure school safety. A student should:

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the school's code of conduct.
- Remain alert to and promptly report safety hazards, such as intruders on campus.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of staff who are overseeing the welfare of students.
- Not use skateboards, roller blades, or similar devices that are not permitted to be used on school grounds.

School Ceremonies and Observances

The school district recognizes the value of certain ceremonies and observances in promoting patriotism and good citizenship among the students. Activities related to a religious holiday or theme will be planned to ensure that the activity is not devotional, and that students of all faiths can join without feeling that they are betraying their own beliefs.

Students shall be given the option to be excused from participating in those parts of a program or curriculum involving a religious theme that conflicts with their own religious beliefs. If a parent or student has any questions regarding the use of religious music, artwork and/or symbols in a particular course/activity, the building principal should be contacted.

School Phone Use

Except for safety, health or extenuating circumstances, students may not miss instruction to use the school phone. Students should exhibit and practice the Cougar Core Value of **Responsibility** and plan accordingly.

Student-Led Conferences

Student-led conferences are held twice a year to review the student's strengths and areas for improvement in collaboration with the child's parent/guardian and homeroom teacher. Research shows there are many benefits of student-led conferences. These include increased student accountability for performance, greater student control of their progress, and improved self-reflection, organization and communication skills.

Student Visitors

Student visitors are not permitted unless administrative permission has been granted.

Title IX Notice of Prohibition of Discrimination on the Basis of Sex

This notice is not the full policy. The District's full Title IX policy and Grievance Procedures are available at:
https://drive.google.com/file/d/1wS2KxOvKe804F67cZ3TKGrVIZQSGunLq/view

It is the policy of the Board of Education (the "Board") for that any form of sex discrimination or sexual harassment is prohibited in the Board's education programs and activities, whether by students, Board employees or third parties subject to substantial control by the Board. The Board does not discriminate on the basis of sex in the education programs or activities that it operates and the Board is required by Title IX of the Education Amendments of 1972 and its implementing regulations ("Title IX") not to discriminate in such a manner. Students, Board employees and third parties are required to adhere to a standard of conduct that is respectful of the rights of students, employees and third parties. Any student or employee who engages in conduct prohibited by this policy shall be subject to disciplinary action, up to and including expulsion or termination, respectively.

For conduct to violate Title IX, the conduct must have occurred in an education program or activity of the Board; the conduct must have occurred within the United States of America; and the complainant must be participating in or attempting to participate in the education program or activity of the Board. Conduct that does not meet these requirements still may constitute a violation of Connecticut law or another Board policy.

Sex discrimination occurs when a person, because of the person's sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

Sexual harassment under Title IX means conduct on the basis of sex that satisfies one or more of the following:

(1) An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual's participation in unwelcome sexual conduct (*i.e.*, *quid pro quo)*;

(2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Board's education programs or activities; or

(3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

It is the express policy of the Board to encourage victims of sex discrimination and/or sexual harassment to report such claims. Students and employees are encouraged to report complaints of sex discrimination and/or sexual harassment promptly in accordance with the appropriate process set forth in the Administrative Regulations. The Board directs its employees to respond

to such complaints in a prompt and equitable manner. The Board further directs its employees to maintain confidentiality to the extent appropriate and not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of sex discrimination and/or sexual harassment. Any such reprisals or retaliation will result in disciplinary action against the retaliator, up to and including expulsion or termination as appropriate.

Any Board employee with notice of sex discrimination and/or sexual harassment allegations shall immediately report such information to the building principal and/or the Title IX Coordinator, or if the employee does not work in a school building, to the Title IX Coordinator.

Any individual may make a report of sex discrimination and/or sexual harassment to any Board employee or directly to the Title IX Coordinator using any one, or multiple, of the following points of contact:

Director of Student Services, Dr. Aaron Puzarne
57 Little City Rd
Higganum, CT 06441
860-345-4244
apuzarne@rsd17.org

Any Board employee in receipt of allegations of sex discrimination or sexual harassment, or in receipt of a formal complaint, shall immediately forward such information to the Title IX Coordinator. Students and employees may also make a report of sexual harassment and/or sex discrimination to the U.S. Department of Education: Office for Civil Rights, Washington DC (Metro); 400 Maryland Avenue, SW; Washington, D.C. 20202-1475; Telephone: 202-453-6020; Fax: 202-453-6021; TDD: 800-877-8339; Email: OCR.DC@ed.gov; http://www2.ed.gov/about/offices/list/ocr/docs/howto.html.

Students and employees may also make a report of sexual harassment and/or sex discrimination to the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 (Telephone: 860-541-3400 or Connecticut Toll Free Number: 1-800-477-5737).

The Board has adopted grievance procedures for filing and responding to complaints of sex discrimination, including sexual harassment. The grievance procedures are available on the Board's website at the link above.

Transfers and Withdrawals

In cases where a student is being withdrawn from Regional School District 17 the parent/guardian or student who has reached the age of 18 must notify the building principal or guidance office one (1) week in advance of their last day. The appropriate forms will be provided for completion. Included will be a formal written statement of withdrawal and release of records form. Records cannot be forwarded until all materials have been returned.

Trimester Dates

First Trimester: Aug. 27, 2026 - Nov. 30, 2026
Second Trimester: Dec. 1, 2026 - March 8, 2027
Third Trimester: March 10, 2027 - End of School
Note: In the event of excessive school cancellations, term ranges may change.

Use of Generative Artificial Intelligence (AI)

As part of our commitment to preparing students for the future, RSD17 supports the responsible, safe, and effective use of generative AI tools (such as ChatGPT) in learning. When used thoughtfully, AI can help students explore ideas, practice skills, and enhance creativity. Students are expected to follow all guidelines, use AI ethically, and never use it to replace their own work. Plagiarism policies, guidelines, and consequences also apply to the use of AI.

Families and students are encouraged to review the full **RSD17 Effective Use of Generative AI Guidelines** to understand how these tools may be used in classrooms and the expectations for privacy, academic integrity, and digital citizenship.

Visitors

Parents and other visitors are welcome to visit RSD 17 schools. All visitors must report to the first main office. Visits to individual classrooms are prohibited during instructional time without prior authorization from school administration. Such visits shall be permitted if the duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment.

Parents who want to visit the school need to communicate with the school in advance so that appropriate arrangements can be made including communicating with staff.

Unauthorized persons shall not be permitted in school buildings or on school grounds. School principals are authorized to take appropriate action to prevent such persons from entering the building or from loitering on the grounds. Such persons will be prosecuted to the full extent of the law.

Wellness Policy

This notification is not the full policy. The District's full Wellness policy is available at:
https://resources.finalsite.net/images/v1656430816/rsd17org/ntmqefdaomiha7kpsctk/51417PolicyRegardingWellnessBOERevised6722.pdf

It is the policy of the Board of Education (the "Board") to promote the health and well-being of district students. In furtherance of this policy, the Board has created an Advisory Council on Wellness ("Advisory Council") to review available state or federal guidance on wellness issues and to assist in formulating recommendations for specific goals and guidelines aimed at promoting lifelong wellness practices among district students. This Advisory Council involves parents, students, representatives from the school food authority (i.e., any private company employed to provide food services), teachers of physical education, school health professionals, school administrators, the Board, and members of the public and may also involve Supplemental Nutrition Assistance Program ("SNAP") coordinators or educators. The Advisory Council will be involved in the development and implementation of the policy, the triennial assessment and periodic updating of the policy.

The Board, following consultation with the Advisory Council, has adopted goals and guidelines in order to promote student wellness. The goals and guidelines are available in the full Wellness policy, linked above.

Oversight of the Wellness Policy
The Board shall designate the Director of Student Services to be responsible for the oversight of the district's wellness program. The Director of Student Services will be responsible for ensuring that the goals and guidelines relating to nutrition education, physical activity, school-based wellness activities and nutritional value of school-provided food and beverages are met, that there is compliance with the wellness policy, and that all school policies and school-based activities are consistent with the wellness policy.

Triennial Assessment
At least every three years, the Board will measure and make available to the public an assessment on the implementation of the wellness policy. In this triennial assessment, the Board will indicate the extent to which district schools are in compliance with the wellness policy and how the Board's wellness policy compares with model school wellness policies. In addition, the triennial assessment will provide a description of the progress made in attaining the goals of the wellness policy.

Informing and Updating the Public
In accordance with federal law and applicable regulations, the Board will inform and update the public (including parents, students and others in the community) about the content and implementation of its wellness policy as well as the results of the Triennial Assessment.

Your Right to Request Information Concerning Teacher and Paraprofessional Qualifications

As a parent of a student enrolled in Haddam-Killingworth Middle School, under the Every Student Succeeds Act of 2015, you have a right to request the following information concerning the qualifications of teachers and paraprofessionals who work with your child:

1. Whether your child's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. Whether your child's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;
3. Whether your child's teacher is teaching in the field of discipline of his or her certification; and
4. Whether your child is provided services by paraprofessionals, and, if so, the paraprofessionals' qualifications.

If you wish to obtain this information, please contact Dave Montemurro, Principal, at (860) 663-1241.

CODE OF CONDUCT

Notice Regarding Student Discipline Policy

This notice is not the full policy. The District's full Student Discipline policy is available at:

https://drive.google.com/file/d/1XwCbNORDQFxGfNocfdQ_SPd6QoQUJ5hA/view

Please review the complete Student Discipline policy (linked above) for comprehensive information concerning the laws and procedures concerning student discipline, including but not limited to definitions of terms and the procedures for student suspensions and expulsions.

Conduct on School Grounds, on School Transportation, or at a School-Sponsored Activity:

1. Suspension. Students may be suspended for conduct on school grounds, on school transportation, or at any school-sponsored activity that violates a publicized policy of the Board or is seriously disruptive of the educational process or endangers persons or property.

2. Expulsion. Students may be expelled for conduct on school grounds, on school transportation, or at any school-sponsored activity that either (1) violates a publicized policy of the Board and is seriously disruptive of the educational process, or (2) endangers persons or property.

Conduct off School Grounds:

Discipline. Students may be disciplined, including suspension and/or expulsion, for conduct off school grounds if such conduct violates a publicized policy of the Board and is seriously disruptive of the educational process.

Seriously Disruptive of the Educational Process:

In making a determination as to whether off campus conduct is seriously disruptive of the educational process, the Administration and the Board may consider, but such consideration shall not be limited to, the following factors: (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, as defined in Section 29-38 of the Connecticut General Statutes, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol. The Administration and/or the Board may also consider (5) whether the off-campus conduct involved the illegal use of drugs.

A student shall not have greater discipline, punishment, or sanction for the use, sale, or possession of cannabis on school property than a student would face for the use, sale, or possession of alcohol on school property, except as otherwise required by applicable law.

Actions Leading to Disciplinary Action, Including Removal from Class, Suspension and/or Expulsion:

Conduct that is considered to violate a publicized policy of the Board includes the offenses described below. Any such conduct may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion in accordance with this policy):

1. Striking or assaulting a student, member of the school staff or other person(s).
2. Theft.
3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.
4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
6. The use of one or more of the following: objectively offensive racial, ethnic, or religious epithets (or epithets commonly associated with any Protected Class membership, including but not limited to epithets relating to sex, sexual orientation, and/or gender identity or expression); other words or phrases commonly considered demeaning or degrading on the basis of Protected Class membership: display of images or symbols commonly associated with discrimination

against individuals on the basis of their membership in a Protected Class; graphic, written or electronic communications that are harmful, or humiliating based on Protected Class membership; bigoted conduct or communications; and/or physical, written, electronic or verbal threats based on Protected Class membership.

7. Any act of Protected Class Harassment or reprisal or retaliation against any individual for reporting in good faith incidents of Protected Class Harassment, or who participates in the investigation of such reports.

8. Refusal by a student to respond to a staff member's request for the student to provide the student's name to a staff member when asked, misidentification of oneself to such person(s), lying to school staff members or otherwise engaging in dishonest behavior.

9. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds, on school transportation, or at a school-sponsored activity.

10. A walk-out from or sit-in within a classroom or school building or school grounds.

11. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke), including the use of artificial intelligence ("AI") to engage in such conduct.

12. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.

13. Possession of any ammunition for any weapon described above in Paragraph 11.

14. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.

15. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.

16. Possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g., e-cigarettes), electronic cannabis delivery system, or vapor products, or the unlawful possession, sale, distribution, use or consumption of drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 15, the term "electronic nicotine delivery system" shall mean an electronic device used in the delivery of nicotine or other substances to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, including, but not limited to, electronic cigarette liquid. For purposes of Paragraph 15, the term "electronic cannabis delivery system" shall mean an electronic device that may be used to simulate smoking in the delivery of cannabis to a person inhaling the device and includes, but is not limited to, a vaporizer, electronic pipe, electronic hookah and any related device and any cartridge or other component of such device. For the purposes of Paragraph 15, the term "vapor product" shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine and is inhaled by the user of such product. For the purposes of this Paragraph 15, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law, including cannabis.

17. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.

18. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in Paragraph 15 above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances, including cannabis.

19. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.

20. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.

21. Trespassing on school grounds while on out-of-school suspension or expulsion.

22. Making false bomb threats or other threats to the safety of students, employees, and/or other persons.
23. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other employees and/or law enforcement authorities.
24. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school employees responsible for student supervision.
25. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
26. Leaving school grounds, school transportation or a school-sponsored activity without authorization.
27. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; the unauthorized use of AI for the completion of class assignments; or any other form of academic dishonesty, cheating or plagiarism.
28. Possession and/or use of a cellular telephone, radio, portable audio player, CD player, blackberry, tablet, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds, on school transportation, or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.
29. Possession and/or use of a beeper or paging device on school grounds, on school transportation, or at a school-sponsored activity without the written permission of the principal or designee.
30. Unauthorized use of or tampering with any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes, including using AI in a manner that disrupts or undermines the effective operation of the school district or is otherwise seriously disruptive to the educational process.
31. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.
32. Hazing.
33. Challenging behavior, including, but not limited to, bullying, as defined in the Board's School Climate Policy.
34. Cyberbullying.
35. Acting in any manner that creates a health and/or safety hazard for employees, students, third parties on school property or the public, regardless of whether the conduct is intended as a joke, including but not limited to violating school or District health and safety protocols.
36. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication (other than to school officials).
37. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication (other than to school officials).
38. Using computer systems, including email, remote learning platforms, instant messaging, text messaging, blogging or the use of social networking websites, AI, or other forms of electronic communications, to engage in any conduct prohibited by this policy.
39. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school employee.
40. Engaging in teen dating violence, defined as any act of physical, emotional or sexual abuse, including stalking, harassing, and threatening, which occurs between two students who are currently in or who have recently been in a dating relationship.
41. Any action prohibited by any Federal or State law.
42. Any other violation of school rules or regulations or a series of violations that makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

Student Discipline

RSD 17 has authority over students during the regular school day, while traveling to and from school on district transportation, and at any school-sponsored activity, regardless of time or location, including off-campus events.

While restorative practice is the preferred approach to maintaining a positive academic environment, one or more discipline management techniques will be applied when necessary. Additionally, when a student violates the law, they may be referred to legal authorities.

During any disciplinary investigation and preceding a student's due process, outcomes may be altered or combined by administration based on student circumstances.

Student responsibilities for achieving a positive learning environment in school or school-related activities include:

- Attending all classes, regularly and on time
- Being prepared for each class with appropriate materials and assignments
- Dressing appropriately
- Practicing and exhibiting the HKMS Core Values
- Following all school and safety rules
- Self-advocating in a respectful manner and through appropriate channels
- Cooperating with staff investigations
- Responding respectfully to staff direction and guidance

It is the responsibility of the student to be on time for classes, to have books and materials and be ready to work, to respect others and their property, and to do what they are asked to do by those in authority when they are asked to do it.

Students who violate school rules will be subject to disciplinary action and may be referred to legal authorities for violation of the law. Furthermore, repeated offenses can lead to loss of privileges such as attending school-sponsored activities, events or field trips. Administrative discretion, in consultation with the team, will determine students' eligibility to attend based on poor attendance and/or poor academic or behavioral standing. A complete list of infractions and possible disciplinary actions are located on the Infraction Chart found at the end of this Handbook.

Office Referrals

Office referrals are documents written and submitted by any faculty or staff member for administrative review. They describe violations of the Code of Conduct and can lead to various outcomes, including documentation, intervention, conferences, or other disciplinary actions such as detention or suspension.

Prior to assigning any outcome to a referral students are provided due process, whereby they will have the opportunity to share their perspectives of the situation. This is accomplished through reflection sheets, which include identification of Cougar Core Values that need to be addressed, as well as meetings with school administration and/or support staff.

Detentions

Faculty or staff may assign detentions to students whose behavior violates the Code of Conduct. If a student is detained after school, parents or guardians will be notified in advance.

HKMS has three types of detentions: office detentions, teacher detentions, and lunch detentions. A detention is an obligation that takes priority over all other school-sponsored activities.

Office Detentions: Assigned by administration and held after school until 3:30 p.m. Students are expected to be on time and may be asked to complete a reflection assignment. Additional disciplinary action will be taken for any student who misbehaves during detention or skips detention.

Teacher Detentions: May be assigned by any school personnel. Teacher detentions are scheduled at the discretion of the teacher, who will communicate with parents directly. Failure to attend scheduled detentions will result in an office referral.

Lunch Detentions: May be assigned by any school personnel. Parental contact will be made by the individual who assigned the lunch detention.

Search and Seizure

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

Lockers, desks, and other storage areas provided by the school system for use by students are the property of the school system. Such storage areas are provided for the temporary convenience of students only. The Board of Education authorizes the administration and/or law enforcement officials to search lockers and other school property available for use by students for the presence of weapons, contraband or the fruits of a crime if there are reasonable grounds at the inception of the search for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. Moreover,

the scope of the search shall be reasonably related to the objectives of the search and shall not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Use of drug-detection dogs and metal detectors, similar detective devices; and/or breathalyzers and other passive alcohol screening devices may be used only upon the expressed authorization of the Superintendent, in accordance with such procedures as the Superintendent may devise.

The Regional School District 17 Board of Education (the "Board") supports the use of both passive alcohol screening ("PAS") devices and breathalyzers during the school day or at school-sponsored events, on or off campus, to deter the use of alcohol by students in the Regional School District 17 Public Schools (the "District") and to promote the health and safety of all students.

This regulation provides the basic structure for the use of passive alcohol sensors and breathalyzers in this District to detect/confirm alcohol consumption by students. Such instruments shall be used by the District to 1) to confirm a reasonable suspicion that a particular student has used or is under the influence of alcohol at school during the school day, or at a voluntary, extracurricular school-sponsored event; and/or 2) systematically screen students attending extracurricular/voluntary school-sponsored events for positive alcohol use. (BOE Policy 5145.12)

Substance Abuse

The Board of Education prohibits the possession, use, sale and/or distribution of any controlled drug, controlled substance, alcohol, or drug paraphernalia, or being willfully under the influence of any controlled drug, controlled substance, or alcohol. This shall include, but is not limited to, any alcohol, malt beverage, controlled drug or controlled substance as defined by the Penal Code of the State of Connecticut, any chemical, substance or medication for which a prescription is required under the law, and/or any substance which is intended to alter mood. Examples of the above may include, but are not limited to: beer, wine, liquor, hashish, anabolic steroids, chemical solvents, glue, and any over-the-counter medication, capsule, pill or substance not registered with the nurse, annotated within the student's health record and given in accordance with the school district policy for the administration of medication to students in school. Any substance, which is a facsimile of these prohibited items or that, is represented to be a drug or alcoholic substance is also prohibited. This policy extends to all school real property and to any school-sponsored activity off school property. The Board of Education may take any action within its authority in other drug and alcohol situations brought to its attention where in its considered judgment a present or clear danger or disruption has arisen related to the academic environment or student body.

Students taking improper amounts of medication, or taking a medication without proper notification and supervision of the school nurse or designee will be subject to the procedures for improper drug or alcohol use outlined in this policy.

It shall be the policy of the Board to take positive action through education, counseling, discipline, parental involvement, medical referral, and law enforcement referral, as appropriate, in the handling of incidents in the schools involving the unlawful possession, distribution, sale or use of substances that affect behavior. In the event that a student is willfully under the influence of a drug or alcohol, or is engaged in any activity involving such substances as listed above, he/she will be suspended from school for up to ten days and referred to the appropriate treatment agency, unless otherwise prohibited by state and federal law. In all cases, the parents will be notified, the police will be contacted and a referral will be made to the Board of Education for a hearing to consider expulsion, subject to state and federal law provisions to the contrary. The consequences of such violations may ultimately result in disciplinary action, including expulsion from school and/or criminal prosecution.

Procedures:

If an emergency situation results from drug or alcohol use, the student shall be sent to the school nurse immediately. The parent(s) or guardian(s) or the designated responsible person will be notified.

When a professional employee obtains information related to a student *from a source other than the student's confidential disclosure,* that the student, on or off school grounds or at a school sponsored activity, is under the influence of, or possesses, uses, dispenses, distributes, administers, sells or aids in the procurement of a controlled drug, controlled substance, drug paraphernalia or alcohol, that information is considered to be involuntarily disclosed. In this event, the following procedures will apply:

- The professional employee will immediately report the information to the building administrator or designee. The building administrator or designee will then refer the student to appropriate school staff members for intervention and counseling.
- Any physical evidence (for example, alcohol, drugs or drug paraphernalia) obtained from a student indicating that a crime has been or is being committed by the student must be turned over to the building administrator or designee or to law enforcement officials as soon as possible, but no later than within two calendar days after receipt of such physical evidence, excluding

Saturdays, Sundays and holidays. C.G.S. Section 10-154a(b). Because such evidence was not obtained through a professional communication, the name of the student must be disclosed to the building administrator or designee.

- Search and Seizure of Students and/or Possessions: A professional employee who reasonably suspects that a student is violating a state/federal law or a school substance abuse policy must immediately report his/her suspicion to the building administrator or designee. The building administrator or designee may then search a student's person or possessions connected to that person, in accordance with the Board's policies and regulations if he/she has reasonable suspicion from the
- has violated a state or federal law must be turned over to law enforcement officials as soon as possible, but not later than within three calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. C.G.S. Section 10-154a(c). All school employees are encouraged to contact the school administration immediately upon obtaining physical evidence.

Consequences for the Use, Sale, Distribution or Possession of Controlled Drugs, Controlled Substances, Drug Paraphernalia or Alcohol:

- Any student in the Regional School District 17 Public Schools using, consuming, possessing, being under the influence of, manufacturing, distributing, selling or aiding in the procurement of controlled drugs, controlled substances, drug paraphernalia or alcohol either on or off school property, or at a school-sponsored activity, except as such use or possession is in accordance with Connecticut General Statutes 21a-408a through 408q, is subject to discipline up to and including expulsion pursuant to the Board's student discipline policy.
- In conformity with the Board's student discipline policy, students may be suspended or expelled for drug or alcohol use off school grounds if such drug or alcohol use is considered seriously disruptive of the educational process. In determining whether the conduct is seriously disruptive to the educational process, the Administration and the Board may consider, among other factors: 1)whether the drug or alcohol use occurred within close proximity of a school; 2) whether other students from the school were involved; and 3) whether any injuries occurred.
- If a school administrator has reason to believe that any student was engaged, on or off school grounds, in offering for sale or distribution a controlled substance (as defined by Conn. Gen. Stat. 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 Conn. Gen. Stats. 21a-277 and 21a-278, the administrator will recommend such student for expulsion, in accordance with the Board's student discipline policy.
- Students found to be in violation of this policy may be referred by the building administrator to an appropriate agency licensed to assess and treat drug and alcohol involved individuals. In such an event, assessment and treatment costs will be the responsibility of the parent or guardian.
- A meeting may be scheduled with appropriate school staff members for the purpose of discussing the school's drug and alcohol policy with the student and parent or guardian.
- Law enforcement officials may be contacted by the building administrator in the case of suspected involvement in the use, sale or distribution of controlled drugs, controlled substances, drug paraphernalia or alcohol.

(BOE Policy 5131.6)

Smoking/Tobacco Use

Regional School District 17 Board of Education prohibits students from the possession and/or use of tobacco and tobacco products including e-cigarettes and vaporizers (with or without nicotine), on the real property of any school or administrative office building or at any school-sponsored activity. Students found to be in possession or use of tobacco products or a facsimile thereof will be subject to disciplinary procedures/penalties.

If a student is found to be in possession of or use of tobacco or tobacco product, on school property or at any school-sponsored activity, the following procedures will be followed:

- The tobacco or tobacco product will be confiscated and given to the appropriate school administrator;
- The administrator will meet with the offender and contact his/her parent or guardian;
- The administrator will determine the appropriate consequence.

Students found to be in possession or using tobacco or tobacco products may face one or more of the following consequences:

- Suspension by the building administrator for up to ten days.
- A mandatory parent conference.
- Mandatory attendance at tobacco cessation classes may be required.

In addition to the consequences above, persons found to be using tobacco on school grounds may be referred to local legal authorities and may be subject to a fine by the State Police for violation of C.G.S. 1-21b. Students under 16 years of age may be referred to the Youth Diversion Team (YDT).

Athletic Policy Regarding Substance Abuse

The RSD 17 Administration, faculty and staff are committed to achieving an environment free of substance abuse. A student who possesses, uses, distributes, or is in the presence of drugs and/or alcohol, drug facsimile, spliced wires, or other substances intended to impair normal cognitive and/or psychological functions at any time during the school year will be subject to the consequences detailed below.

First Offense for In-Season/Out-of-Season Substance Abuse On or Off School Grounds (for use, possession, distribution, or in the presence of drugs, alcohol, and/or controlled substances)

- Thirty (30) calendar day suspension from athletics. The student cannot attend practices, games, or team activities during the suspension. If the season ends before the penalty is complete, the suspension is carried to the next season in which the student participates.
- In order to return to participation after the 30 calendar day suspension the student-athlete must:
    A. Complete a planned assistance program as designated by the school, and
    B. Attend a re-entry meeting with their parent/guardian and the Principal, Athletic Director, and Head Coach to discuss the student's suitability to return to the team
- If the suspension runs into the time in which try-outs are held for another season, the student may attend try-outs.
- As with certain other disciplinary violations, the student will be removed from any/all leadership positions for the remainder of that academic year and may not hold or run for any athletic leadership position for one calendar year beginning on the date of the offense.

Second Offense for In-Season/Out-of-Season Substance Abuse On or Off School Grounds (for use, possession, distribution, or in the presence of drugs, alcohol, and/or controlled substances)

- Suspension from athletics for 180 school days.
- Any additional offenses of this category will result in additional 180 school day suspension(s) per incident.

First Offense for In-Season/Out-of-Season for use, possession, distribution of tobacco including smoking, chewing, use of snuff, e-cigarettes/vaping devices (with or without nicotine)

- One (1) game suspension, and
- Loss of leadership in athletics for one calendar year.

Second Offense for In-Season/Out-of-Season for use, possession, distribution of tobacco including smoking, chewing, use of snuff, e-cigarettes/vaping devices (with or without nicotine)

- Three (3) game suspension
- Loss of leadership for one calendar year

Third Offense for In-Season/Out-of-Season for use, possession, distribution of tobacco including smoking, chewing, use of snuff, e-cigarettes/vaping devices (with or without nicotine)

- Student will not be eligible for participation in athletics for the remainder of the school year
- Loss of leadership for one calendar year

(BOE Policy 5131.7)

Definitions

Due Process: Students have the opportunity to share their perspective related to any referral addressing their conduct.

Conduct Violation: The behavior exhibited or action taken by a student that violates a publicized Board policy or disrupts the learning environment.

Outcomes: Consequences that align with conduct violations. Outcomes (consequences) are listed on a continuum of severity. The nature of the conduct determines where the consequence falls on the continuum. Conduct violations may align with more than one descriptor outlined in the Infraction Chart. For example, vandalism or dress code violations can also align with derogatory or offensive conduct.

Minimum Outcome to Maximum Outcome Continuum: This does not necessarily refer to the number of times a student is referred for the same consequence; it refers to the severity of the violation. Students can have one violation and earn a maximum outcome for that violation.

Progressive Discipline: Students who consistently get referred for a behavior that would earn a minimum outcome can progress on the outcome continuum to earn something found on the approaching maximum or maximum outcome.

Restorative Practices: Restorative practices are a set of principles and techniques aimed at building a positive school culture by focusing on repairing harm and restoring relationships rather than solely punishing misbehavior. These practices involve open communication, mutual respect, and a collaborative approach to resolving conflicts and addressing misconduct. The goal is to help students understand the impact of their actions, take responsibility, and actively participate in making amends.

- Example: *A restorative conference* is a common example of restorative practice. In this process, the involved parties, including the student who caused harm, the affected individuals, and a facilitator, sit in a circle to discuss the incident. Each person has an opportunity to speak and share their perspective.
- Example: *Restitution* involves the student taking responsibility and actively working to repair the damage they have done, whether it is physical, emotional, or social. For example, if a student vandalizes school property, restitution might involve the student repairing the damage or paying for the repairs. In cases of emotional harm, restitution could include a sincere apology and actions to rebuild trust and relationships with those affected.
- Example: *Mediation* involves helping conflicting students to communicate openly and resolve their differences. This practice aims to find a mutually acceptable solution and restore harmony between the parties.

Please note: A student's reaction to corrective behavior or a directive could escalate the original conduct violation to a different and possibly more severe violation, warranting a separate outcome. For example, a student's argumentative or disrespectful reaction to a teacher correcting a minor conduct violation, such as running in the hall or attempting to follow the protocol of confiscating a cell phone, will lead to outcomes aligning with insubordination or obscene behavior.

Infraction Chart

Conduct Violation	Minimum Outcome	→	Maximum Outcome
Academic Honesty	➢ Academic Penalty ➢ Loss of Awards/Honors		
Arson, including possession or ignition of any fireworks, combustible, or other explosive materials	➢ Confiscation ➢ Authorities notified ➢ Suspension up to 3 days	➢ Confiscation, ➢ Authorities notified ➢ Suspension up to 5 days	➢ Confiscation ➢ Authorities notified ➢ Suspension for 10 days ➢ Recommended for Expulsion
Assault/Battery; striking or assaulting a student, members of the school staff or other persons	➢ Suspension up to 3 days ➢ Possible Restorative Practices	➢ Suspension up to 5 days ➢ Authorities may be notified ➢ Possible Restorative Practices	➢ Suspension for 10 days ➢ Authorities notified ➢ Recommended for Expulsion
Bus behavior	➢ Apology to bus driver and/or peers	➢ Assigned seat on bus	➢ Suspended bus privileges
Cafeteria behavior	➢ Restitution or school service hours ➢ Office Detention ➢ Consequences of vandalism may include those of other infraction categories		
Cell Phones or other Personal Electronic Devices	➢ Teacher Confiscation ➢ Item returned at the end of class	➢ Confiscated and turned in to the office ➢ Item returned at the end of school day	➢ Confiscated and turned in to the office ➢ Item returned to the parent
Cutting class, tardiness, leaving class without permission, or missing class for an extended period of time	➢ Letter of apology or conference ➢ Teacher Detention	➢ Letter of apology or conference ➢ Office Detention	➢ Letter of apology or conference ➢ Suspension up to three days
Derogatory speech or offensive conduct, including offensive jokes, slurs, epithets or name-calling, physical threats or assault, intimidation, ridicule or mockery, insults or put-downs, and offensive objects or pictures	➢ Possible Restorative Practices ➢ Office Detention ➢ Referral to Support Staff	➢ Possible Restorative Practices ➢ Suspension up to 3 days ➢ Referral to bullying or harassment investigation	➢ Possible Restorative Practices ➢ Suspension for 10 days ➢ Referral to authorities ➢ Recommended for expulsion
Disruptive behavior; interferes with the educational process	➢ Possible Restorative Practices ➢ Teacher Detention	➢ Possible Restorative Practices ➢ Office Detention	➢ Possible Restorative Practices ➢ Suspension up to three days

Conduct Violation	Minimum Outcome	→	Maximum Outcome
Dress Code Violation	➢ Change clothing ➢ Consequences of dress code violations may include those of other infraction categories		
Engaging in potentially harmful acts, such as throwing snowballs, rocks, or similar objects (without intent to harm)	➢ Teacher Detention ➢ Possible Restorative Practices	➢ Office Detention	➢ Suspension up to 3 days
Gambling or selling items at school	➢ Warning ➢ Confiscation of items or money & return to parents	➢ Office Detention ➢ Confiscation of items or money & return to parents	➢ Suspension ➢ Confiscation of items or money & return to parents
Horseplay; running, pushing, shoving, wrestling (and other hands-on behaviors, without intent to harm)	➢ Warning ➢ Possible Restorative Practices ➢ Teacher Detention	➢ Office Detention	➢ Suspension
Insubordination; misidentification, forgery, lying, refusal to identify self or follow directions by any staff member or an approved visitor such as, but not limited to, a presenter, police officer or volunteer.	➢ Possible Restorative Practices ➢ Teacher Detention	➢ Possible Restorative Practices ➢ Office Detention	➢ Possible Restorative Practices ➢ Suspension up to three days
Internet Agreement Violation or Misuse of Computer Resources , including hacking, unauthorized use or tampering with any school computer, system, or software	➢ Warning	➢ Office Detention ➢ Limited use of devices	➢ Suspension up to 3 days ➢ Loss of technology for 30 days followed by probationary period with limited access
Leaving school grounds without permission	➢ Office Detention	➢ Suspension up to 3 days	➢ Suspension up to 5 days
Obscene behavior; use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession or display of images, pictures, or photographs depicting nudity	➢ Possible Restorative Practices ➢ Suspension up to 3 days ➢ Refer to Support Staff	➢ Conference ➢ Suspension up to 5 days ➢ Refer to Support Staff	➢ Suspension for 10 day ➢ Authorities notified ➢ Recommended for Expulsion

Conduct Violation	Minimum Outcome	→	Maximum Outcome
Possession, consumption &/or use or evidence of use of alcohol, drugs, or mood-altering substances	➢ Confiscation, ➢ Suspension up to 3 days ➢ Referral to Authorities ➢ Superintendent Notified	➢ Confiscation, ➢ Suspension up to 5 days, ➢ Referral to Authorities ➢ Superintendent Notified	➢ Confiscation, ➢ Suspension up to 10 days ➢ Referral to Authorities ➢ Superintendent Notified ➢ Expulsion
Public Displays of Affection	➢ Conference ➢ Teacher Detention	➢ Conference ➢ Office Detention	➢ Conference ➢ Referral to support staff and appropriate authorities
Smoking/Vaping/Smokeless tobacco (Use or possession of paraphernalia)	➢ Referral to authorities ➢ Smoking Education ➢ Suspension up to 3 days	➢ Referral to authorities ➢ Smoking Education ➢ Suspension up to 5 days	➢ Referral to authorities ➢ Smoking Education ➢ Suspension up to 10 days
Taunting and/or Harassing (including online)	➢ Letter of apology or conference ➢ Possible Restorative Practices ➢ Office Detention or Suspension up to 3 days	➢ Referral to support staff ➢ Student and parent conference ➢ Suspension up to 5 days	➢ Formal Safety Plan ➢ Suspension up to 10 days ➢ Referral to authorities ➢ Recommended for expulsion
Teasing	➢ Letter of apology or conference ➢ Possible Restorative Practices	➢ Referral to support staff ➢ Student and parent conference ➢ Office Detention	
Theft or destruction of school or personal property	➢ Restitution ➢ Office Detention up to 3 days	➢ Restitution ➢ Suspension up to 3 days	➢ Suspension up to 10 days ➢ Authorities notified ➢ Recommended for Expulsion
Threatening gestures, language or profanity, including blackmail (intent is irrelevant)	➢ Possible Restorative Practices ➢ Suspension up to 3 days ➢ Referral to support staff	➢ Possible Restorative Practices ➢ Suspension up to 5 days ➢ Referral to support staff	➢ Suspension up to 10 days ➢ Recommended for Expulsion
Threats to school safety, including bomb threats, language that incites panic, or other violent language or acts - intent is irrelevant	➢ Suspension up to 5 days ➢ Referral to support staff ➢ Referral to Authorities and Superintendent		➢ Suspension for 10 days ➢ Referral to Authorities ➢ Superintendent ➢ Recommended for Expulsion

Conduct Violation	Minimum Outcome	→	Maximum Outcome
Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance	➢ Warning ➢ Office Detention	➢ Suspension up to 5 days ➢ Referral to authorities	➢ Suspension for 10 days ➢ Referral to authorities ➢ Recommended for Expulsion
Unruly behavior or disorderly: gum chewing, running in the hall, or making an intentional mess.	➢ Warning ➢ Possible Restorative Practices	➢ Teacher Detention	➢ Office Detention ➢ Restitution or school service hours
Vandalism, including food fights	➢ Restitution or school service hours ➢ Office Detention		
Weapons, Dangerous Instruments, or Ammunition, including facsimiles	➢ Confiscation ➢ Suspension up to 3 days	➢ Confiscation ➢ Authorities notified ➢ Suspension up to 5 days	➢ Confiscation ➢ Authorities notified ➢ Suspension for 10 days ➢ Recommended for Expulsion
Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.	**Outcomes will be selected based on the violation above that is most closely aligned.**		

Further definitions, procedures and details regarding Student Discipline can be found on our district's website and board policies. (BOE Policy 5131)

APPENDIX

- Challenging Behavior Form: See Form 1 of the Policy 5131.911