

Regular Meeting
KILLINGLY BOARD OF EDUCATION
Wednesday, March 27, 2024
7:00 PM
Killingly Town Hall, 172 Main St.
2nd Floor Community Mtg. Room

AGENDA

- 1. CALL TO ORDER & PLEDGE OF ALLEGIANCE**
- 2. ROLL CALL**
- 3. BOARD SHOUT-OUTS**
- 4. RECOGNITION OF VISITORS**
 - A. Recipients of the 2024 CAPSS Student Leadership Awards(6)
 - B. March 2024 Employee of the Month, Jennifer Wilson
- 5. REPORT BY STUDENT BOARD MEMBERS**
- 6. PUBLIC COMMENT-** *Members of the public are encouraged to share their thoughts with the Board of Education and are invited to do so during this segment of the meeting. 30 minutes will be allotted for public comment per meeting, limited to no more than 3 minutes , maximum per person. People wishing to speak must sign-up prior to the start of the meeting. When appropriate to do so, members of the Board and the administration may respond to comments. However, in consideration of those in attendance and in an effort to proceed in a timely manner, follow-up discussion may need to take place outside of the meeting setting.*
- 7. COMMUNITY ENGAGEMENT COMMITTEE PRESENTATION**
- 8. BOARD CHAIR AND COMMITTEE & LIAISON UPDATES**
 - A. Curriculum Committee
 - B. Facilities Committee
 - C. Fiscal Committee
 - D. Personnel Committee
 - E. Policy Committee
- 9. DISCUSSION AND ACTION REGARDING THE ANNUAL HEALTHY FOOD CERTIFICATION**
- 10. DISCUSSION AND POSSIBLE ACTION OF PROPOSED 2024-25 TUITION RATES**
- 11. DISCUSSION AND POSSIBLE ACTION REGARDING IDEA PART B GRANT-TSA & ESP SUPPORT**
- 12. SUPERINTENDENT'S UPDATE**
 - 12.A Summary of Social, Emotional and Behavioral Programming, Supports and Services for Killingly
- 13. CONSENT AGENDA**
 - A. March 13, 2024 Board Meeting Minutes
- 14. ADJOURNMENT**

KILLINGLY PUBLIC SCHOOLS
Killingly Memorial School

Everly Mayo-Grade 4

Everly Mayo is a remarkable fourth-grade student at Killingly Memorial School. Academically, Everly has demonstrated exceptional dedication and diligence in her studies. She consistently achieves high marks in all subjects, showcasing a strong commitment to academic excellence. Her enthusiasm for learning is contagious, and she approaches each task with a positive attitude and a thirst for knowledge.

Beyond her academic achievements, Everly actively engages in various extracurricular activities, making her a well-rounded and vibrant member of our school community. She is an enthusiastic and spirited cheerleader, bringing energy and encouragement to Killingly's athletic events. Her participation in the school choir not only highlights her artistic talents but also showcases her commitment to teamwork and collaboration. Her involvement in local activities reflects her dedication to making a positive impact beyond the school walls. As a local cheerleader, she not only represents our school with pride but also serves as a role model to younger students, inspiring them to reach for their goals and embrace school spirit.

Her exceptional character and leadership qualities make Everly a natural role model among her peers. She consistently exhibits kindness, respect, and empathy, fostering a positive and inclusive atmosphere within our school. Her ability to balance academic success with active participation in extracurricular and community activities is truly commendable.

She is an outstanding student who embodies the values of Killingly Public Schools. Her achievements academically, her involvement in extracurricular activities, and her commitment to community service make her an ideal candidate for recognition.

KILLINGLY PUBLIC SCHOOLS
Killingly Memorial School

Jaxson Perreault-Grade 4

Killingly Memorial School enthusiastically, nominates Jaxson Perreault, a fourth-grade student for the CAPPS Student Leadership Award in recognition of his outstanding academic achievements, passionate participation in community sports, exceptional friendship, and role model behavior. Academically, Jaxson has consistently demonstrated a strong commitment to his studies. His work ethic is unmatched, and his diligence has set him apart in the classroom. He consistently produces high-quality work and actively engages in classroom discussions. Jaxson routinely exceeds academic expectations and serves as a source of inspiration for his peers. Jaxson is not only successful in the classroom, but also shows great talent on the basketball court and soccer field. He participates in recreational basketball and puts forth great effort on the court. His true passion is soccer. Jaxson is confident yet humble on the soccer field. His dedication to his skill development allowed him to win the ELKs Soccer Shoot Championships for the state of Connecticut. Jaxson serves as an excellent ambassador for the values of discipline and hard work. His love for the game has pushed him to want to be a soccer player when he grows up! Moreover, Jaxson is recognized for his exceptional kindness and friendship. He goes out of his way to ensure that his classmates feel included, valued, and supported. His ability to create a positive and inclusive atmosphere in and out of the classroom makes him a cherished member of our school community. In addition, his positive attitude and respectful behavior set the standard for others to follow. Jaxson consistently embodies the values of responsibility, integrity, and leadership, making him an asset to our school and a role model for his peers.

KILLINGLY PUBLIC SCHOOLS
Killingly Intermediate School

Katie Hill- Grade 8

Katie Hill is a vibrant, intelligent, and curious young lady serving as a commendable role model within the KIS community. Academically, Katie not only displays dedication and reliability but also motivates and inspires others to reach their utmost potential. She has become a leader in the class, adept at gently guiding and supporting her peers. Her collaborative efforts have been recognized by both students and staff, resulting in her becoming the go-to leader in all her classes.

In the realm of music, Katie's vocal prowess shines brightly in both chorus performances and the annual school musical. Notably, she took on the pivotal role of Captain Hook in last year's production of Peter Pan and eagerly anticipates participating in Beauty and the Beast this year. Beyond her academic pursuits, Katie actively contributes to the school community, making significant contributions to NJHS and the KIS Forgive and Forget Program. During group discussions, she freely shares her observations and insights, willingly embracing new and challenging situations to foster personal growth. Katie is a beacon of trustworthiness and reliability, consistently contributing to causes aimed at enhancing the school environment. She stands out as a leader among leaders, embodying the core values of Forgive and Forget: compassion, kindness, respect, and a genuine desire to make a positive impact on her surroundings.

KILLINGLY PUBLIC SCHOOLS
Killingly Intermediate School

Michael Gottlieb- Grade 8

All of Michael's teachers agree that Michael's determination and skills have earned him this award and he is most deserving of this award.

Michael is an individual who works hard, expresses leadership qualities, and independence. Michael carries himself in a polite, respectable manner, and is a great role model for his peers. In speaking with Michaels' seventh grade teachers, they echo the same thoughts and sentiments about his commitment to his academics. Throughout the year, he was very conscientious about always applying himself to do the best he can whilst also being a caring and contributing member of his class. Michael was nominated and selected to become a member of the National Junior Honor Society because of his commitment to both school and the school community. Now in 8th grade, he is still a member of the NJHS, still serving his school community.

He excels in all his classes and demonstrates a determination to success. Because of his devotion to learning and his positive attitude, Michael is an excellent candidate for this award.

Michael demonstrates excellence in all that he puts his mind to and has potential for limitless growth and achievement in high school, college and beyond. It is certain Michael will continue to excel in his future.

KILLINGLY PUBLIC SCHOOLS
Killingly High School

Phillip Purcell- Grade 11

Phillip Purcell is an excellent student and an absolute joy to teach! He plays the trombone and is an extremely dedicated band student. He has developed a wonderful practice routine and work ethic that continually fosters his growth on his instrument and as a musician. He has also pushed himself as a student by taking band for honors credit for the past 3 years. This includes a great deal of extra musical work outside of the classroom.

Phil is highly regarded by his peers and faculty alike. He has been elected as a band officer this year and excels as a part of the team with his thoughtful ideas, positive attitude, and friendly personality. He is such a kindhearted and polite young man. Phil is quick to help at KHS music events and concerts with set-up and organizational elements of the performance. He can be seen frequently assisting other students with music and academics. He is a very intelligent and patient leader, which makes it obvious why other students gravitate toward him and approach him freely for his help. Furthermore, Phil is not only accomplished academically and very involved musically, but he is also an athlete as a member of the soccer and the tennis teams.

It can be said with confidence that he will have a tremendously successful and bright future.

KILLINGLY PUBLIC SCHOOLS
Killingly High School

Grace Sumner-Grade 12

Grace Sumner is a well-rounded, intelligent student with tremendous focus and drive. She is a strong, respected leader in the Killingly High School community, who is well-liked by faculty and her peers. Her leadership and strong interpersonal skills span across several groups and organizations; she is President of the Class of 2024 as well as a member of the National Honor Society, Varsity Athletic Leadership team, Link Crew, and Model UN. Outside of the classroom, Grace fosters a positive environment for herself and her teammates to be successful through patience and determination on the Soccer Team and as Captain of the Girls Basketball Team. Grace consistently leads by example through her actions with the highest level of professionalism and academic inclination.

She has the unique ability to have an engaging impact in the classroom while simultaneously taking on leadership roles with numerous organizations and sports. Her academic performance is exemplary as she continues to set high expectations for herself and recognizes when there is a need and supports others. She models a strong work ethic by being an effective teammate and partner including valuing her peer's thoughts and opinions while positively contributing her own voice. Grace is an exceptionally kind individual showing respect for others through empathy. She shows generosity by spending dedicating service to the Killingly community. Grace can regularly be found after school devoting her time teaching, playing, and learning with the future generation at Killingly Central School. Outside of the school year, she also shares her passions and inspires young Killingly athletes in the Big Red Camp basketball clinic as a coach and mentor.

Grace aspires to continue her educational journey and attend a 4-year post-secondary institution with a focus in Environmental Engineering. As a remarkable young individual departing from Killingly Public Schools with the skill set and experiences, she has acquired and continued to develop, Grace has the drive and capability to create positive, effective change.

It is with great pleasure that Killingly Public Schools recognize

March 2024

Employee of the Month

Jennifer Wilson

KIS administration would like to nominate Ms. Jennifer Wilson as its employee of the month for the month of March, 2024. This year, Jen works with seventh and eighth graders at Killingly Intermediate School as a paraprofessional. Jen approaches every day with grace, perseverance, and professionalism. Jen forms strong bonds with all her students and quickly strikes the balance between emotional and social support with her students while holding them to high expectations. Jen is a trusted adult who listens to her students' concerns to support them and ensure that they are available to learn. Jen's students often ask to eat lunch with "Miss Willy," and she never fails to give up her own time to spend valuable downtime with her students. Jen is a tireless resource to her students in the classroom, buzzing around the classroom helping as many students as possible. It seems as if she never sits or takes a break.

The effort that Jen expends daily demonstrates her integral value to Killingly Public Schools. For example, when our school was down a special education teacher, Jen volunteered to review each of her students' IEP Plans and worked collaboratively with another paraeducator to create a schedule to ensure her students' needs were still being met. Additionally, Jen takes it upon herself to assist and support substitute teachers to make certain that all seventh and eighth grade special education students are able to receive all supports for continued success in the absence of the regular teacher. We are delighted very proud to have Jen working with us and our students here at KIS.

Nominated by,

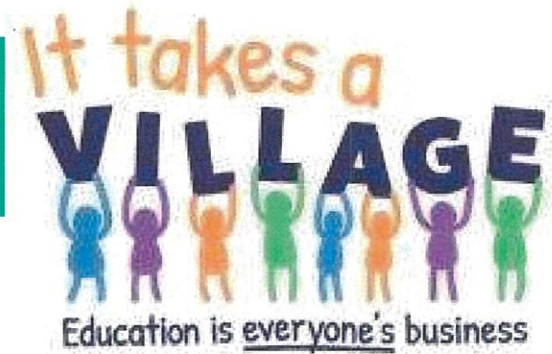
Bryant Sheldon
Meredith Tukey
Heidi Auclair-Golden

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

Susan Lannon
Board of Education Chairperson

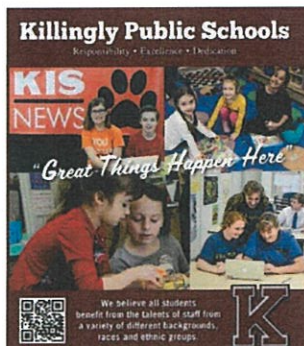
Dr. Susan Nash-Ditzel
Superintendent of Schools

HOW WE DID IT



- Created a presentation & video montage
- Updated tri-fold brochure to include information for community/businesses and to attract out of town students
- Created a presentation, identified businesses/organizations and began presentations
- Created a community partner window cling and mailed packets to businesses
- Created a landing page on website with a feedback form to hear from businesses/community

<https://www.killinglyschools.org/departments/human-resources/community-partnership>



PRESENTATIONS MADE:

- May 2023- Killingly Business Association
- October 2023 - Killingly Alumni Association
- October 2023 - WINY Radio
- December 2023 - Danielson Veterans Coffeehouse



WE EXPANDED OUR COMMITTEE:

In October 2023 - expanded the committee to include more stakeholders across the district:

- Dr. Susan Nash - Superintendent
- Jeff Guiot - Assistant Superintendent
- Michael Lefevre - Asst. Principal - High School
- Bryant Sheldon - Principal - Intermediate School
- Timothy Jonasch - Assistant Principal KMS
- Tina Chahanovich - Principal - KMS
- Emily Caviggia - Principal - KCS
- Sally Sherman, Principal @ Goodyear & Director of the Killingly Family Resource Center
- Chad Neal - Career Center - KHS
- Kristine Cicchetti - HR / Community Outreach Coordinator
- Christina Main - Attendance Outreach Coordinator
- Mental Health Director

OUTCOMES THROUGH PRESENTATIONS & COMMITTEE WORK

- Businesses volunteered to help to revitalize the KIS Courtyard
- Expanded business relationships - new job shadow opportunities
- Grew internship program
- Improved dialogue with community partners
- Provided a venue for individual schools to come together to meet, discuss community initiatives and work together on shared events
- Connected to different businesses, provided networking opportunities for students to develop soft skills
- More to come.....

WHAT'S AROUND THE CORNER?

April 11, 2024 - Killingly Public Schools is Hosting the Chamber of Commerce Member meeting

- Opportunity to present to the Chamber business members to learn more about Killingly Public Schools, our programs and offerings.
- In addition, a way to connect future generation of workers with local businesses.

CONNECTED

CONNECTING LOCAL WORKFORCE
TO OUR FUTURE GENERATION

Join the Northeastern CT Chamber of Commerce for our April 2024 Networking Event "ConnectED," a networking event in collaboration with Killingly Public Schools. Learn more about their programs and offerings and connect with our future generation of workers!

Breakfast & Coffee Provided.

 **April 11, 2024**

 **8 - 10 AM**

 **Killingly High School Gymnasium**

REGISTRATION REQUIRED

 nectchamber.com/calendar-events

 **860-779-8001**

FUTURE PLANS:



"Great Things Happening Here" Community Extravaganza

Date: Monday, August 19th

Time: 4:00pm-Dusk

Location: Killingly High School

Future Presentations/Goals:

- Rotary Club Presentation
- Elks Club Presentation
- Town Council Presentation
- Eastern CT Association of Realtors Presentation
- Increased collaboration with Schools for greater awareness of resources available through Goodyear Family Resource Center
- Showcasing KPS Alumni Successes

VIDEO MONTAGE / Q&A

Watch our video: <https://openmic.link/cx6>

Rationale: Healthy Food Certification

The Healthy Food Certification (HFC) statute (C.G.S. Section 10-215f) requires that each local board of education or governing authority (BOE) for public schools participating in the National School Lunch Program (NSLP) each year must certify whether all food items sold to students (separately from reimbursable meals) will or will not meet the Connecticut Nutrition Standards (CNS). There is a required BOE motion language for the HFC application process. HFC Eligibility Requirements for BOEs opting to implement HFC must complete a vote on the required motion language or the BOE will not be eligible for HFC during SY 2024-25 (July 1, 2024, through June 30, 2025).

The state food items and beverage requirements (C.G.S. Section 10-221q) apply to all public schools, regardless of whether the district participates in the NSLP or certifies for the healthy food option of HFC. If the BOE does not have a food and beverage exemption in place, the BOE's schools can never sell noncompliant food items or beverages to students. If the BOE chooses to allow food and beverage exemptions, the motion and board-approved meeting minutes must include a second motion.

Attachment 1


Required Motion Language for HFC Statement

Required Language for BOE Votes and Minutes for HFC

Each BOE must complete their HFC votes using the required motion language below.

Vote 1: Required vote for participation in healthy food option of HFC

This vote is required for all BOEs that participate in the NSLP. Each BOE must vote “yes” or “no” to participate in the healthy food option of C.G.S. Section 10-215f and follow the Connecticut Nutrition Standards (CNS). The motion and BOE-approved meeting minutes must include the **exact motion language** below:

 Pursuant to C.G.S. Section 10-215f, the *(insert name of board of education or governing authority)* certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2023, through June 30, 2024. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups.

Vote 2: Required vote for food exemptions for BOEs choosing healthy food option of HFC

This vote is required for all BOEs that vote “yes” to participate in the healthy food option. The motion and BOE-approved meeting minutes must reflect a “yes” or “no” vote to allow food exemptions using the **exact motion language** below.

The *(insert name of board of education or governing authority)* will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food items are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held and must be the same place as the food sales.

Note: If the BOE votes “no” to participation in the healthy food option, a vote on whether to allow food exemptions is **not** required.

Attachment 1

Required Motion Language for HFC Statement

Required Language for BOE Votes and Minutes on Beverages

The state beverage requirements (C.G.S. Section 10-221q) apply to all public schools, regardless of whether the district participates in the NSLP or certifies for the healthy food option of HFC. BOEs may choose whether to allow beverage exemptions. Districts without a beverage exemption in place can never sell noncompliant beverages to students on school premises.

Vote 3: Optional vote for beverage exemptions for all BOEs

If the BOE chooses to allow beverage exemptions, the BOE motion must include the **exact motion language** below.

The (*insert name of board of education or governing authority*) will allow the sale to students of beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the beverages are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. The “school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held and must be the same place as the beverage sales.

Required Language for Option to **Combine** Food and Beverage Exemptions

*

Vote 2

BOEs that vote “yes” to participate in the healthy food option may choose to combine the two separate food and beverage exemptions into one motion, by using the **exact motion language** below. This combined option replaces votes 2 and 3 above.

Required motion language for combined food and beverage exemptions: The (*insert name of board of education or governing authority*) will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food and beverage items are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held and must be the same place as the food and beverage sales.

KILLINGLY PUBLIC SCHOOLS
Tuition Rate History
2017-18 through *2024-2025
(* Pending Board approval)

Killingly High School

Operational Cost + Capital Cost = Total Tuition

*2024-25	\$14,876	\$2,004	\$16,880
<u>2023-24</u>	<u>\$14,142</u>	<u>\$2,121</u>	<u>\$16,263</u>
<u>2022-23</u>	<u>\$14,547</u>	<u>\$2,250</u>	<u>\$16,797</u>
<u>2021-22</u>	<u>\$14,537</u>	<u>\$2,372</u>	<u>\$16,909</u>
<u>2020-21</u>	<u>\$14,042</u>	<u>\$2,321</u>	<u>\$16,363</u>
<u>2019-20</u>	<u>\$13,236</u>	<u>\$2,287</u>	<u>\$15,523</u>
<u>2018-19 (no change)</u>	<u>\$13,056</u>	<u>\$2,090</u>	<u>\$15,146</u>
<u>2017-18</u>	<u>\$13,056</u>	<u>\$2,090</u>	<u>\$15,146</u>

Killingly Intermediate School

*2024-25	\$12,262.75
<u>2023-24</u>	<u>\$11,861</u>
<u>2022-23</u>	<u>\$12,158</u>
<u>2021-22</u>	<u>\$11,963</u>
<u>2020-21</u>	<u>\$11,667</u>
<u>2019-20</u>	<u>\$11,943</u>
<u>2018-19</u>	<u>\$11,316</u>
<u>2017-18</u>	<u>N/A</u>

Killingly Memorial School & Killingly Central School

*2024-25	\$12,484.48
<u>2023-24</u>	<u>\$10,697</u>
<u>2022-23</u>	<u>\$10,713</u>
<u>2021-22</u>	<u>\$10,661</u>
<u>2020-21</u>	<u>\$10,168</u>
<u>2019-20</u>	<u>\$10,400</u>
<u>2018-19</u>	<u>N/A</u>
<u>2017-18</u>	<u>N/A</u>

IDEA Part B Grant - TSA & ESP
Information for the Killingly Board of Education
March 27, 2024

Transition Support Activities (TSA) - \$10,000

This grant was offered by the state to support all students considered to be in transition from school. These are students with Individualized Education Plans that range from 14-22 years old. Although we have a transition program for our in-district students that have met all academic graduation requirements, they still may qualify for transition services under the IEP until they turn 22 years old. All of the students from 14- 18 also qualify to benefit from this grant because they have transition goals on their IEP.

This portion of the grant is to propose goals to enhance our transition programming. Included in the grant application is:

- Purchase additional uniforms for our students when they are on their job site
- Funding for field trips and supplies
- Outsourced transportation to expand scope and opportunities for programming

Extended Support Para Educator (ESP) - \$5,000

This portion of the grant is to enhance the role of the paraprofessional that we have working in this program. The proposed funds will be used for training for our paraprofessionals as well as additional work days in the summer to support the transition students.



CONNECTICUT STATE DEPARTMENT OF EDUCATION

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Expenditure Reports
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CSDE Resources
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Request Help
eGMS Sign Out

Geary, Elise

Production Site

Session Timeout
(Hide Timer)
00:59:53

Budget

Killingly School District (0000000069-00) Public School District - FY 2024 - IDEA Part B - TSA & ESP (20977) - Rev 0 - IDEA Part B - Transition Support Activities (TSA) (20977)

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

Modify	Object	Total
All		
Modify	111A - Non-Instructional Salaries	\$0.00
Modify	111B - Instructional Salaries	\$0.00
Modify	200 - Personal Services - Employee Benefits	\$0.00
Modify	Object	
All		
Modify	320 - Professional Education Services	\$0.00
Modify	322 - In Service	\$0.00
Modify	323 - Pupil Services (Non-Payroll)	\$0.00
Modify	324 - Field Trips	\$240.00
Modify	325 - Parent Activities	\$0.00
Modify	330 - Employee Training (Non-Direct Services)	\$0.00
Modify	340 - Other Professional Services	\$0.00
Modify	341 - Audit	\$0.00
Modify	350 - Technical Services	\$0.00
Modify	400 - Purchased Property Services	\$0.00
Modify	440 - Rentals	\$0.00
Modify	450 - Construction Services	\$0.00
Modify	500 - Other Purchased Services	\$0.00
Modify	510 - Student Transportation Services	\$7,000.00
Modify	530 - Communications	\$0.00
Modify	560 - Tuition	\$0.00
Modify	580 - Travel	\$0.00
Modify	600 - Supplies - Technology/Instructional	\$2,230.00
Modify	700 - Property	\$0.00
Modify	720 - Buildings	\$0.00
Modify	730 - Equipment	\$0.00
Modify	734 - Technology Related Hardware	\$0.00
Modify	735 - Technology Software	\$0.00
Modify	800 - Miscellaneous	\$530.00
Modify	917 - Indirect Costs	\$0.00
Total		\$10,000.00
Allocation		\$10,000.00
Remaining		\$0.00

Summary of Social, Emotional and Behavioral Programming, Supports and Services for Killingly K-12 ...

Background/Introduction

When returning from hybrid/remote learning, students and adults were feeling there was a need for increased mental health support.

As educators, we know that students must be in a good place with their mental health in order to access their learning and we have provided multiple interventions/initiatives to assist with SEL/Mental Health.

Highlights of Mental Health Initiatives and Tiered Supports

The Director of Mental Health, Student Wellness and Family Engagement

The Director of Mental Health, Student Wellness and Family Engagement was funded through the BHP through September 2024. Beginning October 1, 2024, the Director's position will be in the operating budget. This position will identify critical mental health issues for students, families and staff and provide oversight and implementation of clinically sound behavioral health and community support services, while ensuring the application and growth of evidence-based practices in the area of behavioral health in schools. The Director of Mental Health, Student Wellness and Family Engagement provides leadership and direction for all student mental health and wellness services through the multi-tiered system of support framework.

Behavioral Health Pilot

Killingly Public Schools: Behavioral Health Pilot (BHP)

Killingly Public Schools has partnered with The Child Health and Development Institute (CHDI), in partnership with the Connecticut Department of Education (CSDE) to support the implementation of a Behavioral Health Pilot (BHP). The purpose of this pilot is to implement a scalable and sustainable system of coordinated care to provide comprehensive behavioral and mental health supports and services to students and staff. This pilot is offered at no cost to our district and includes free training, technical assistance, evaluation, and support.

PROGRAM GOALS

Our district will...



Conduct a guided needs assessment to assess existing behavioral health systems using the School Health Assessment and Performance Evaluation (SHAPE) system



Receive a customized implementation plan for trauma-informed school mental health across the Multi-Tiered System of Support (MTSS)



Participate in monthly check-ins to monitor progress

Components of the School Mental Health Quality Assessment



Components of the School Mental Health Quality Assessment Scores



Mental Health Promotion Services & Supports

Reporting Period: November 2022 - February 2023

Date of Report: 08/02/2023

Entered By: 1 User

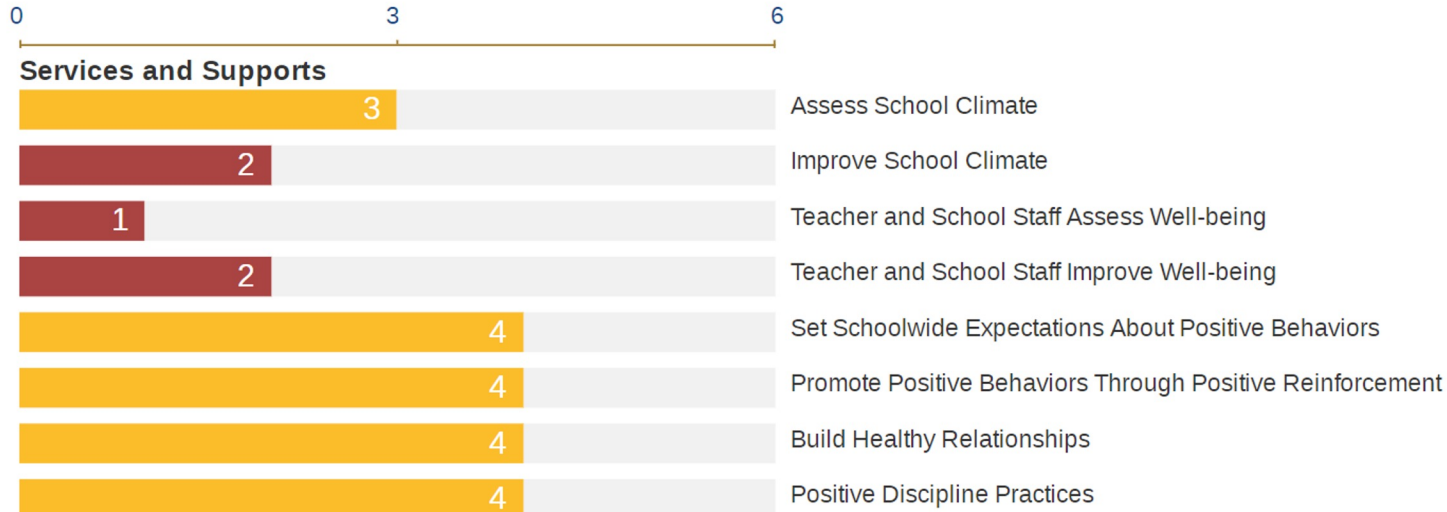
Priority Area #2
score

Baseline
data



For schools in your district

OVERALL COMPOSITE SCORE: 2.9



Example of Implementation Plan

Priority Area
#2 Action

PRIORITY AREA #2

Domain: Mental Health Promotion Services and Supports (Tier 1)

Goal within this domain: Staff will receive training and support to increase knowledge about the educational impacts of trauma and resources to support students.

Short term: 0-6 months

Action Step	Individual(s) Responsible	Data to Evaluate Change	Date
Identify at least 100 staff to participate in CHDI-developed asynchronous training portal, Educate-SMART, which provides	District lead		11/30/23
training in various behavioral health topics. Required lessons include: Multi-Tiered Systems of Support, Mobile Crisis, Positive School Climate, and Trauma and its Impact on Behavior (4 total hours).			
Provide relevant context/purpose of training to identified group and invite staff members to register	District lead	Registration in Educate-SMART	12/15/23

Example of BHP Monthly Check-in



Bridge to Better.™

Behavioral Health Pilot Project

Monthly Meeting Minutes

Killingly/CHDI

1/30/24

- Introductions

- CHDI: Rosie Breindel, Rebekah Behan
- Killingly: Kathy Cote, Sue Nash, Jeff Guiot, Megan Corrado, Kim Low, B Souki Syharat, Pat Smith,
- CCERC: Sophia Selino

- District Check-in

- 90% through QPR training (all adults in district)
- KMS renovations are complete – new energy, more space
- Sue will act as new district lead

- Implementation Plan progress review

- Priority Area #1: Resource Mapping/Needs Assessment
 - Compile existing data to identify needs, disproportionalities, and
 - Review data to determine most pressing needs impacting students (emotional, behavioral, social, food/housing, etc)

- KMS currently hosts transition meetings which include review of data variables: attendance, discipline, social-emotional variables, crisis/emergency forms, use of restorative space, have added nurse visits to this list
- KIS and KHS also collect a number of variables but it's not on one spreadsheet
- These variables could help with attendance/discipline meetings, special education referrals, transition meetings, and 504 case loads
- Kathy not sure what steps taken prior to referral (showed examples of internal resource map that she will assist in this process)
- Kathy has an external provider resource map that she will upload to Padlet

Priority area #2 achievement

- Priority Area #2: Impact
 - Continue supporting staff across all schools participating in Educate-SMART
 - Exceeded goal – 285 staff completed all 4 lessons (goal was 100)
- Priority Area #3: Impact
 - Review **pre-existing platforms** that may assist in data collection (e.g., PowerSchool, EdHandbook, internal spreadsheets)
 - Select preferred method/system team will use to collect data
 - Determine datapoints team will collect to provide a holistic support of student supports
 - See Behavioral Health Data Collection document in [Padlet](#)
 - Start small! Select 1-2 variables that the team can commit to collecting
 - Team is still in progress on this step

Training programs through the BHP

Part of the BHP is staff training. This past fall we have surpassed the goal of having 100 staff trained in the Educate-SMART modules. In fact, Killingly has had the most staff training of all the Behavioral Health Pilot districts. **285** staff have been trained in the following areas:

- **Overview of Mobile Crisis**
- **Trauma and Its Impact on Behavior and Learning**
- **Positive School Climate**
- **Overview of Multi-Tiered System of Support**

Training programs through the BHP (cont.)

The QPR mission is to reduce suicidal behaviors and save lives by providing innovative, practical and proven suicide prevention training. The signs of crisis are all around us. We believe that quality education empowers all people, regardless of their background, to make a positive difference in the life of someone they know. It is not solely up to mental health providers to be trained to help those students who are at risk. Thus, Killingly Public Schools has trained 90% of their staff in the QPR method.

Q- Question

P- Persuade

R- Refer

DESSA & e-DECA SEL Screener

Social Emotional Screener: e-DECA DESSA

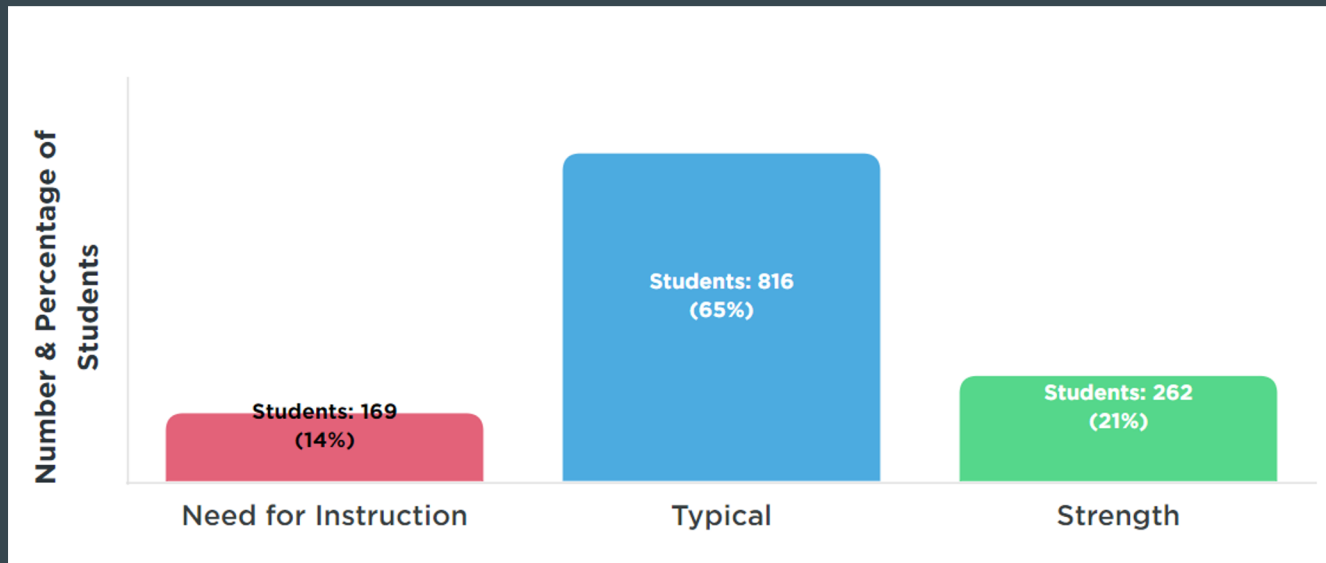
CSDE Announces New Partnership to Launch Statewide K-12 Social-Emotional Learning Assessment System...[click here for press release](#)

The Aperture System proactively identifies and provides immediate and actionable support for at-risk students before student well-being, academic learning, and school climate begin to deteriorate.

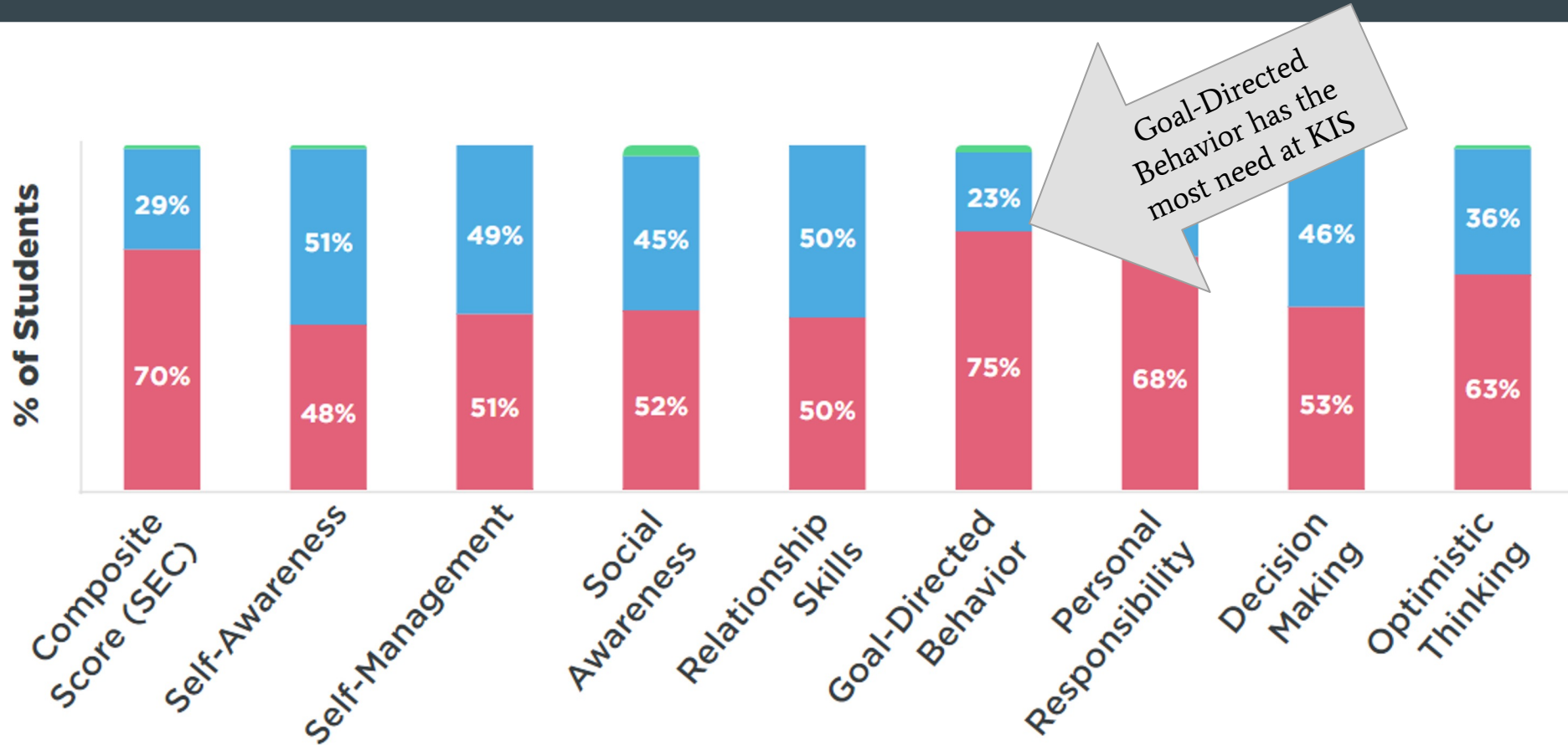
At present time all staff at KIS and KHS have been trained in the platform and all students have been assessed once. Currently KHS and KIS are reassessing for mid-year reporting. GECC has used the e-DECA for two years. KMS and KCS will commence training and assessment next year.

KPS Results from Pre-assessment in the fall

This is what the DESSA looks like after students are assessed. Those who fall into the “Need” category are assessed with a more detailed assessment and based on those results, more targeted education may be warranted.



Distribution of Skills Across the Competencies



Example of Student Competency Breakdown

Names
have been
removed

SEC	SA	SM	SO	RS	GB	Goal Directed Behaviors		
37	42	42	32	43	34	37	45	30
37	36	41	44	42	30	38	38	
37	35	35	35	40	37	40	39	42
37	34	40	43	43	35	37	38	34
37	42	41	34	39	37	36	39	37
37	42	39	38	44	35	37	39	34
38	36	42	40	38	41	40	39	39
38	44	42	33	38	37	39	39	39
39	36	44	43	42	36	39	42	35
39	29	56	41	40	34	41	43	37

■ Need for Instruction
 ■ Typical
 ■ Strength

Students who are in need across the assessment are discussed by the counseling staff to ensure there are supports in place

Example of a lesson from Aperture

These lessons are currently being implemented at KIS during SEAS block and will be implemented at KHS next year in PRIDE block.



FLEXIBLE THINKING

Responsible Decision Making

Middle School



Why this Works

FLEXIBLE THINKING BUILDS CRITICAL EXECUTIVE FUNCTION SKILLS

Cognitive flexibility, or the ability to think about something in different ways, is an essential skill for students to build.¹ This can help them excel academically, behaviorally, and socially.^{1,2}



Duration: 20 minutes; revisit as needed.

Activity Overview

This strategy helps students learn how to adapt their thinking and make decisions when met with an unexpected challenge or uncertain situation. Being able to make decisions during challenging situations or when learning new information requires flexible thinking. In this strategy, students practice (1) recognizing challenging situations and (2) coming up with alternative ways to navigate or solve the problem through flexible thinking.

Implementation Considerations



Consider using the Academic Integration Foundational Practice, **Collaborative Learning**, to support this strategy.



Consider pairing this strategy with the Self-Awareness strategy, **Practice Growth Mindsets**.



Italicized text is recommended language to lead the conversation and activity with your students.



Purpose

- Students explore the topic of flexible thinking.
- Students practice using these steps to process new information, overcome challenges, and shift plans.



Materials

- Steps for Making Decisions Using Flexible Thinking (included below)
- Example Flexible Thinking Situations (included below)
- Flexible Thinking Strategy Builder (included below)



DESSA Theme

Ability to demonstrate curiosity and open-mindedness



KIS and KHS Will Implement Developmental Guidance Next Year

5th	PEH	PEH	LIBRARY	DIGITAL LIT	MUSIC	ART	ELECTIVE	VIDEO/THEATER/PE E	LESSONS/BANI	CHORUS
D:	Gencarelli	Caffrey	Kinsella	Bronko	Caron	Bernier	Evans	McCulloch/Plantier		Plantier
H:	Gencarelli	Caffrey	Kinsella	Bronko	Caron	Bernier	Grant	Landry		
6th	PEH	PEH	LIBRARY	DIGITAL LIT	MUSIC	ART	STEM/WC	GUIDANCE		
C:	Gencarelli	Caffrey	Kinsella	Bronko	Coats	Bernier	Eddy	SEL/DevGuid		Plantier
E:	Gencarelli	Caffrey	Kinsella	Bronko	Caron	Bernier	WorldCultures	SEL/DevGuid	Coats	
7th	PEH	PEH	STEM	ART	WORLD CULT	VIDEO	MUSIC	GUIDANCE	LESSONS/BANI	CHORUS/THEAT
B:	Evans	Landry	Eddy	Grant	WorldCultures	McCulloch	Coats	SEL/DevGuid		Plantier
G:	Evans	Landry	Eddy	Grant	WorldCultures	McCulloch	Coats	SEL/DevGuid	Caron	
8th	PEH	PEH	ELECTIVE	ART	WORLD CULT	VIDEO	STEM	ELECTIVE	LESSONS/BANI	CHORUS/THEAT
A:	Evans	Landry	Caffrey	Grant	WorldCultures	McCulloch	Eddy	Plantier	Caron	
F:	Evans	Landry	Bronko	Grant	WorldCultures	McCulloch	Eddy	Bernier		Plantier

Example
Schedule

CHR- Community Health Resources - School-Based Health Center

This school year we welcomed CHR into our intermediate and high school to provide counseling services for our students. CHR also has an office in Danielson on Westcott Rd. Currently the school-based CHR services 31 student in our district, however, several other families opt to receive counseling at the Westcott Rd. or Willimantic site. Five other students are in care coordination or FFT offered by CHR. CHR specializes in treatment of anxiety, depression, school issues, family issues, among other concerns. Students/families who are interested in counseling from CHR, should call the counseling department at KIS or KHS, or visit the [Mental Health page](#) on our website, download the referral form to your device to complete and then upload. All referral forms come directly to the superintendent. Our counseling staff can also provide students/families with intake paperwork. CHR will schedule all intake appointments.

Currently there is a short waitlist at KIS (5 students) and a slightly longer waitlist at KHS (10 students). Starting on April 8th, CHR will add 1.5 additional days at KHS and .5 days at KIS. CHR counselors are also extending to after school hours as we have a late bus for KIS and KHS. Counselors have reviewed the KHS waitlist and reached out to families. Intakes are currently being scheduled. CHR accepts most commercial insurance and has a sliding fee policy.

CHR also is writing a grant to afford them the opportunity to become a true SBHC. This would allow for a full-time clinician to be in our buildings (KMS, KIS, KHS) five days a week. The grant funding would also cover copays or any fee associated with a high-deductible insurance plan.

Other Services From CHR

- Care Coordination
- Functional Family Therapy
- Multidimensional Family Therapy

Risk Assessment Process?

Starting last year, we have implemented the Columbia Suicide Rating Scale into our practice. This scale has been recommended to be used to determine the suicide risk of students by the state. Should a student present with a certain level of risk our counselors or social workers can conduct this evaluation as the first step to determining the next step of support for the student.

Crisis Team

Each building has a crisis team. These are individuals who can gather quickly should there be a crisis within the school community. A crisis could take many forms, however examples might be a staff or student death, a fire that has destroyed staff or student's home, a severe accident or illness of a staff member, etc. If ever a crisis occurs, the crisis team convenes and follows this script. [Response to the death of a student or school staff - Google Docs](#)

On the full-PD day on March 22, 2024, counseling staff at the high school began crafting a handbook that included resources for staff, student and families when dealing with a loss. They will share this draft with district counseling staff and then publish for the start of the school year. These are the currently available [resources](#) provided by the Director of Mental Health.

BOE Approved Mental Health Workers for 2024-25 SY

- Director of Mental Health, Student Wellness and Family Engagement
- SEL Specialist
- .5 BCBA
- Attendance Coordinator
- 1.0 School Counselor KIS
- Pyramid Coach

Multi-Tiered System of Supports

Tier 1 Programs

- PYRAMID
- RULER
- 2nd STEP
- PBIS
- Responsive Classroom
- e-DECA
- DESSA
- Safer Smarter Kids

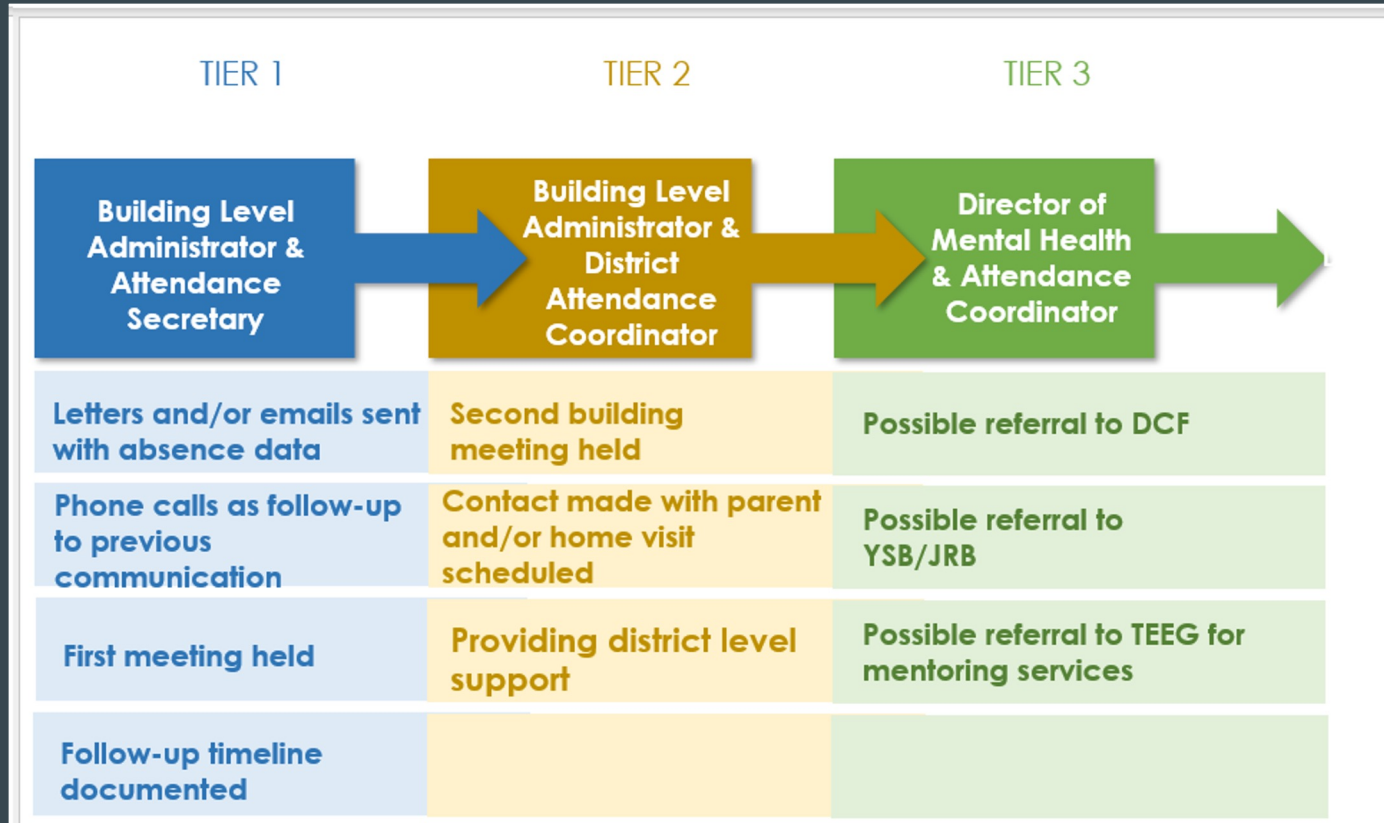
Tier 2 and 3 Programs

- 2nd Step Reteach
- BCBA Consultation
- Social groups
- Lunch bunches
- Check-in Check-out
- FBA
- PIXI program
- Alternative Education Program KHS
- Individual counseling
- Group counseling
- CHR
- Peer Mentoring

Example of KPS MTSS Mapping

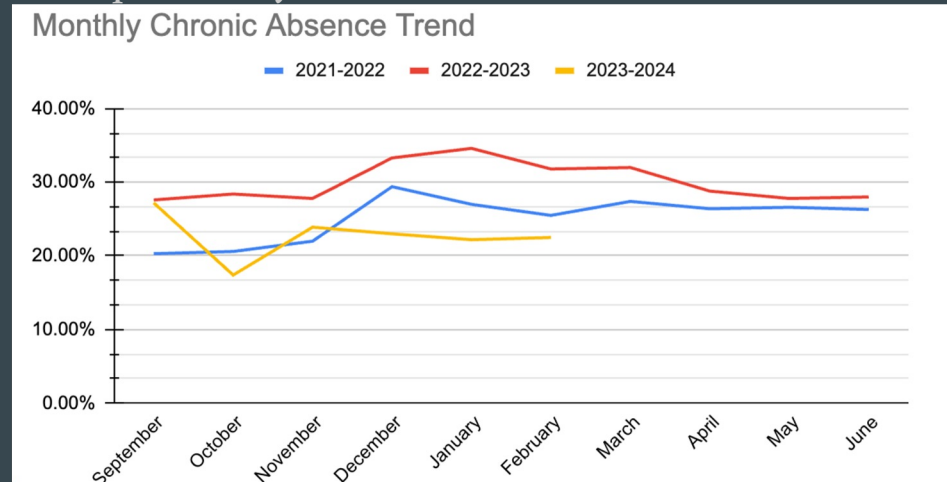
	Academic Tier 1	Academic Tier II & III	SEL Tier 1	SEL Tier II & III	Behavior Tier 1	Behavior Tier II & III	Attendance
KCS		SST: establishment of targeted goals	Pyramid Model/PBIS	Data Review and initiation of SST	Buddy Room	Data Review and initiation of SST	Bi weekly attendance meetings with attendance coordinator, attendance sec., admin.
	Small strategy groups.	Classroom intervention groups, data tracking to monitor progress	Second step and Lauren's Kids	SST: with family	Second Step	CICO	Phone Calls home to offer support
	Individual goal setting and data tracking	Additional "dip" of support provided by reading specialist, interventionist, or tutor	BCBA Consultation PIXI	CICO	BCBA Consultation	Behavior Intervention Plan	Team Meetings to assist families facing attendance challenges
	Intervention group run by teacher/ Progress Monitoring		Responsive Classroom: Morning Meeting	Second Step reteach	PBIS, Pyramid, Responsive Classroom	Second Step reteach	Letters for trending students' families

Our approach to attendance is Tiered...



Attendance [\(click here for webpage\)](#)

Since returning from remote/hybrid learning in 2021, school attendance across the nation has had trouble gaining traction. This year, KPS took an aggressive approach to fixing our attendance issues; adhering to the LEAP model (Learner, Engagement, Attendance, Model), which is supported by the CSDE. We hired an Attendance Coordinator, streamlined our internal and external communication and documentation around attendance, hosted family events and perhaps most impactful, created several attendance incentive programs. The below chart documents chronic absenteeism data from this year in comparison with the past two years.



Home Visits

To date we have conducted close to 100 home visits to individual families. Home visits do not need to be conducted in the home, but can take place at the park, coffee shop, etc. Our Attendance Coordinator, Christina Main conducts most home visits with the help of other KPS staff.

SST- Support for Success Academic /Behavior

KPS MTSS Process

Concern Raised by teacher or family. Two-way conversation must occur before moving forward.

Teacher discusses strategies with other staff, and implements them into the classroom for 8 consecutive weeks while collecting no fewer than 3 data points.

If little or no progress is made, complete the MTSS Initial meeting form.

If progress is shown, continue strategies as needed.

Secretary signs and dates form, completes attendance sections. Admin decides what staff will attend. Secretary notifies nurse for health section and sends invite.

1st SST meeting: Teachers will present three pieces of data**. Discuss Area of need is identified. SMART goal and intervention plan created in means of progress monitoring. Case manager assigned and communication includes the SMART goal, intervention plan, timeline, and case manager progress monitor.

2nd SST meeting: 8-10 week cycle. Teachers review data related to S

If little or no progress is made, revisit previous step for one more cycle, with adjustments to intervention plan. Case manager send communication home.

If exit criteria i
status. Case r

Little or no progress, begin initial referral process *

Continue with interventions while moving through referral process.

Goal has been met, continue with the intervention plan, or begin to release to a less intense plan.

*If the team is concerned about a potential disability prior to the 20th week of intervention, discuss moving timeline for initial referral.

**Prove fidelity of the intervention along with use of universal screenings, progress monitoring and evidence-based practices and documentation of intervention dates and times.

Highlights of Additional Areas of Growth/Opportunities

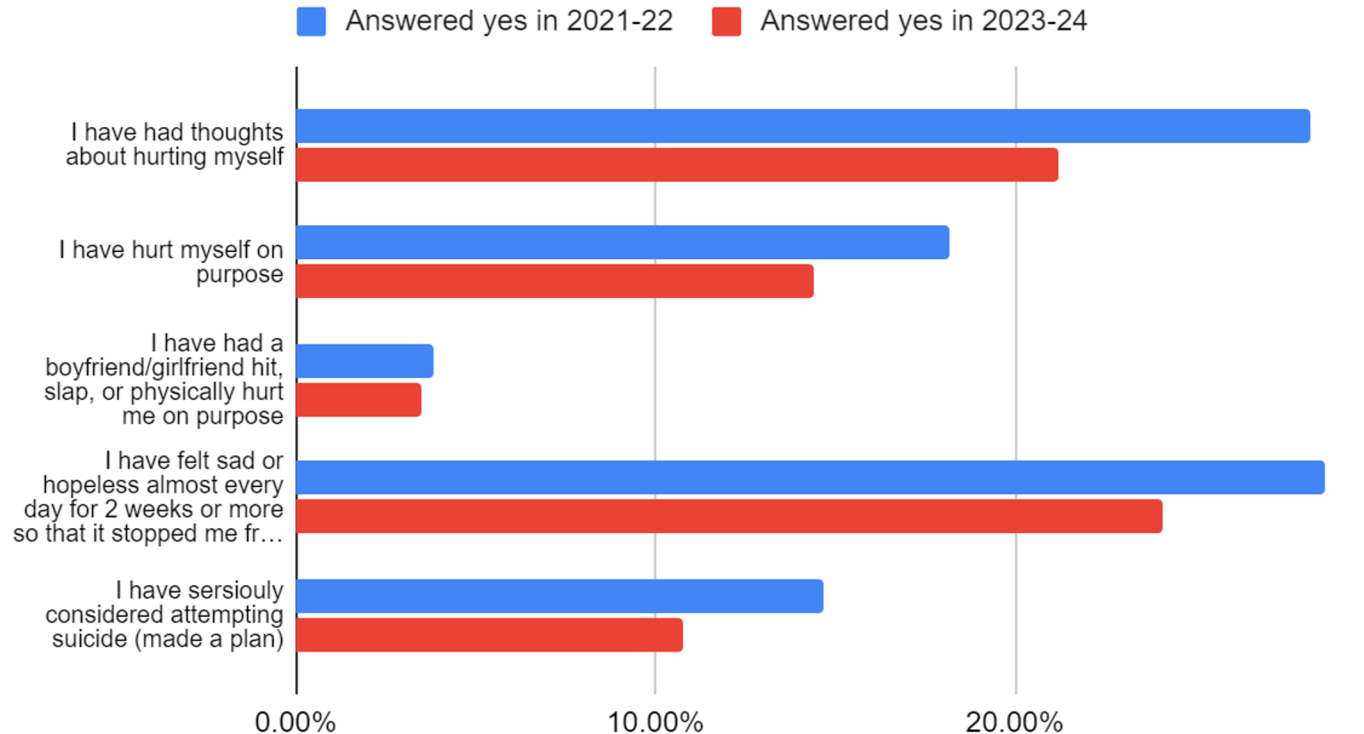
SERAC Survey

SERAC-Southeastern Regional Action Council

SERAC is a biannual survey that is provided to schools across the state by the Substance Abuse Prevention Coalition. The aim of the survey is for the coalition to understand the needs around substance abuse in a particular community and provide education opportunities for those needs. There is one section on the survey that focuses on mental health and suicidal ideations. SERAC was first given in Killingly in the 2021-22 school year and again in the 2023-24 school year. The survey is given to 7th through 12th graders. Parents are notified of the survey and can opt their child out. Students can also opt out.

Comparison Results for Mental Health on SERAC

SERAC Mental Health & Suicidal Ideation

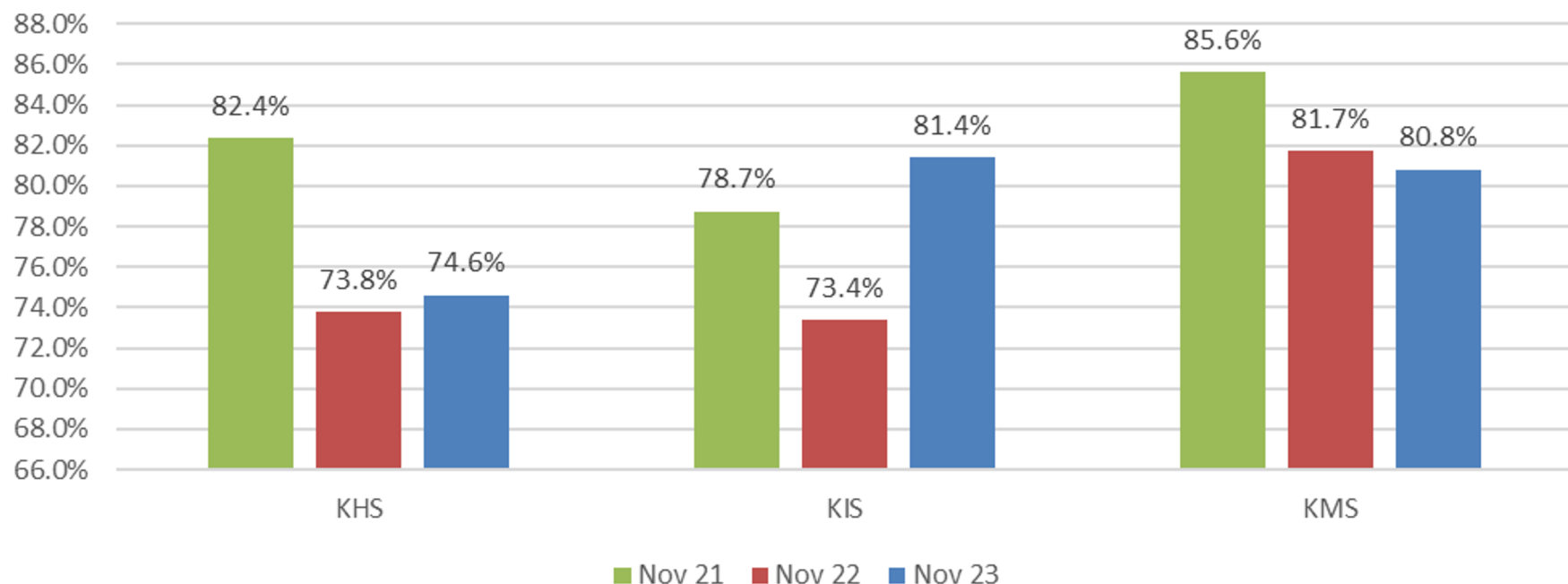


Climate Survey Comparison Fall 21, 22, 23....

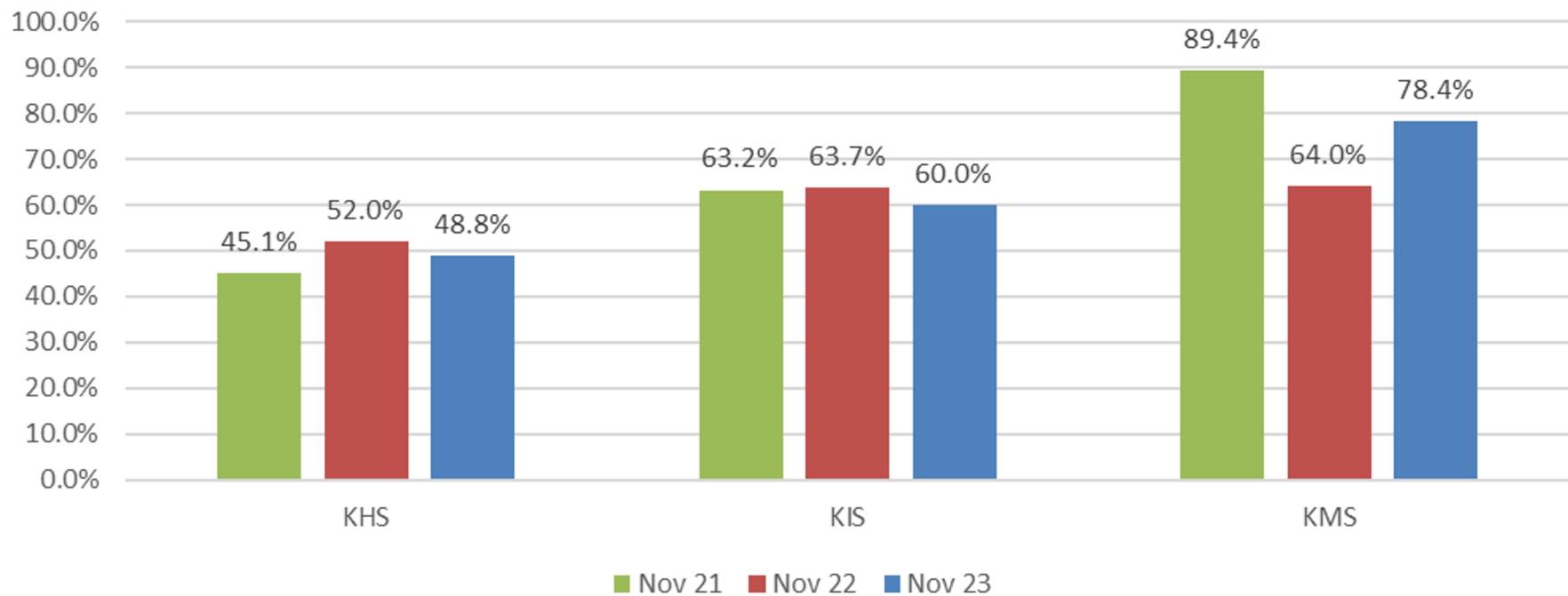
Participation Rates....

November 2021	November 2022	November 2023
712	1185	1146

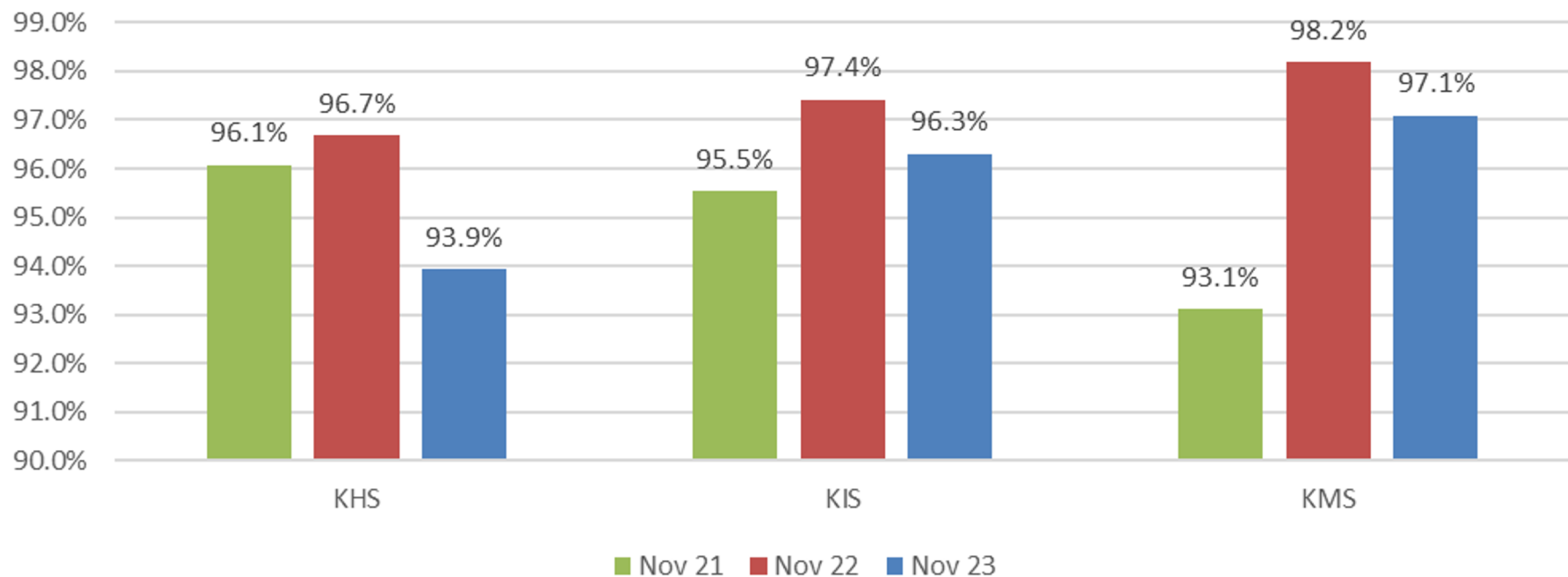
I feel connected to at least one adult in my school (student).



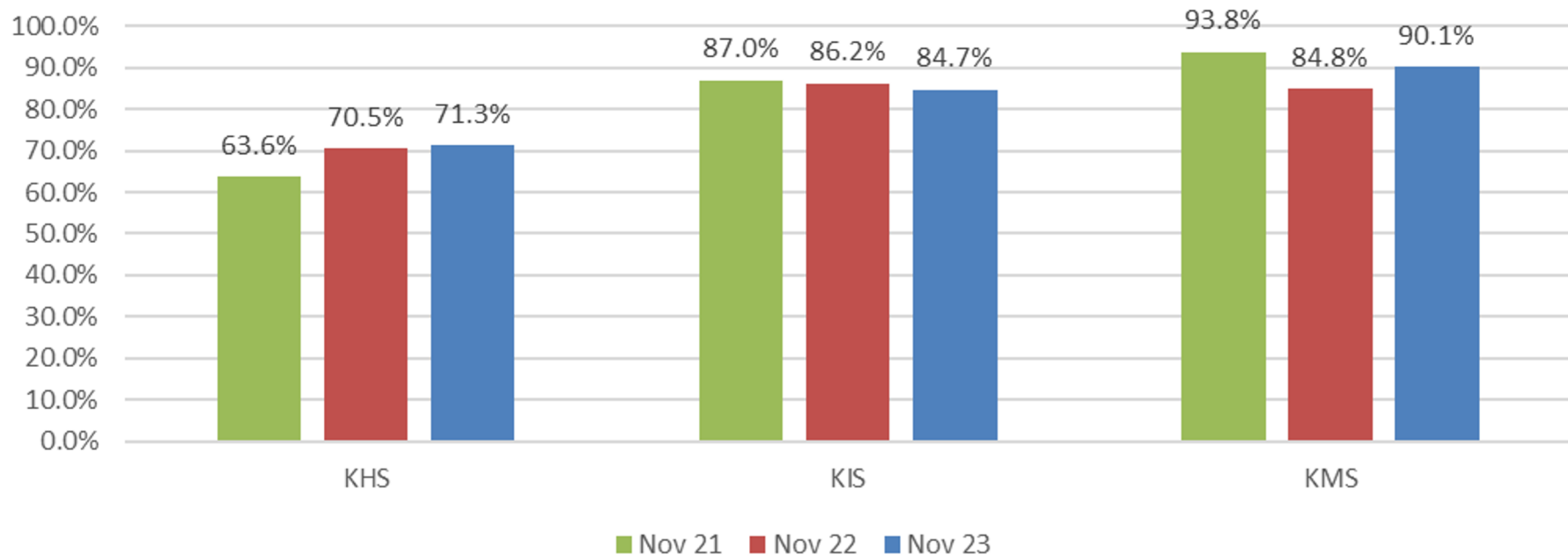
Students in my school treat each other with respect (student).



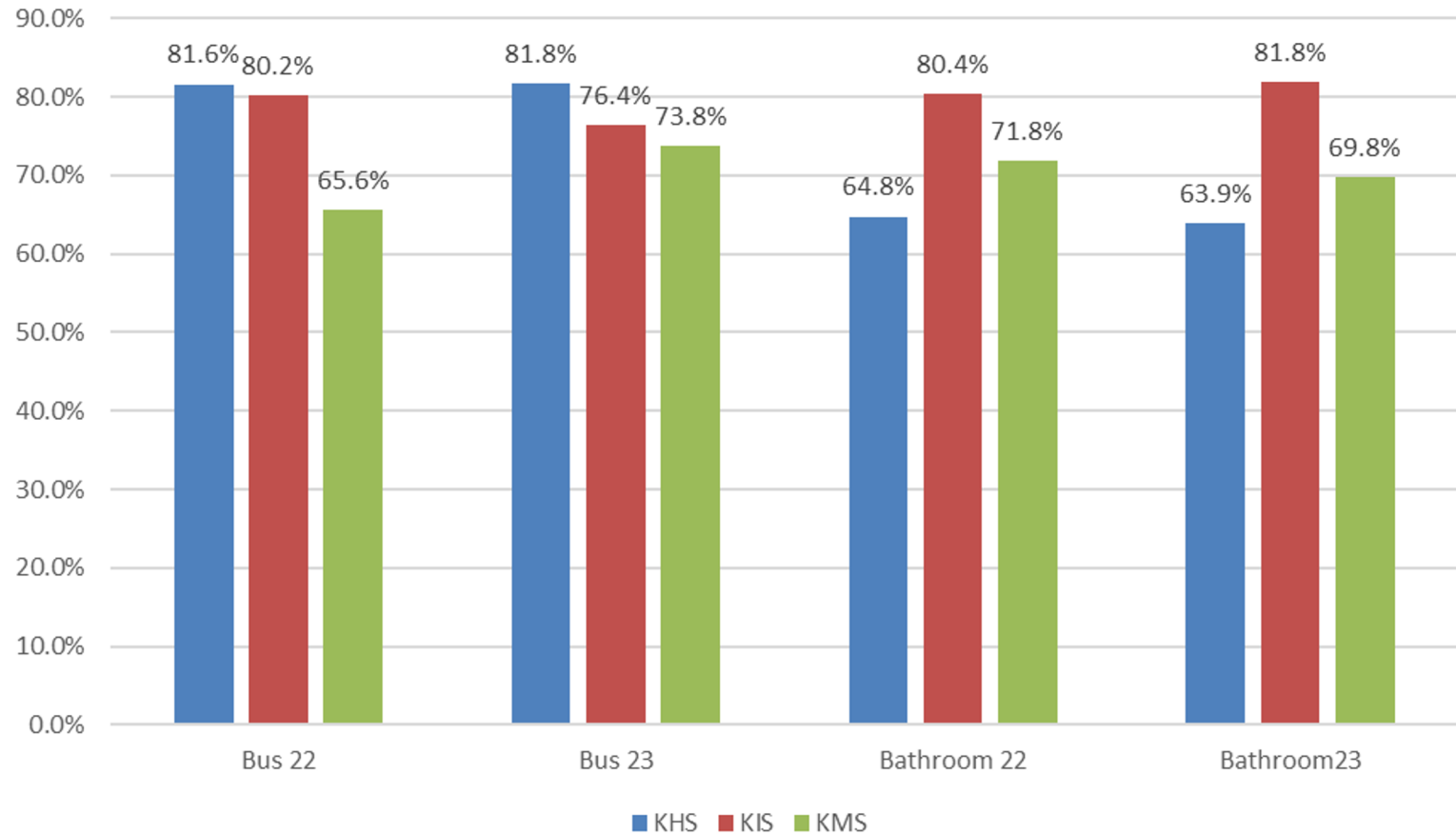
I know what the rules are for behavior in my school (student).



I feel safe in my school (student).



I feel safe on the bus/in bathrooms.



What else do we offer?

All of our schools have social workers and school counselors that are happy to work with students and families if issues might arise. At KIS and KHS, students are assigned to specific social worker or counselor so they know who to specifically see should an issue arise during the school day.

Staffing

Killingly have social workers, school psychologists and counselors who work across our district allowing for low staff to student ratios.

2023-2024	Counselors/Social Workers/Psychologists FTE	Student count	Killingly Ratio (School Mental Health Worker to students)
Goodyear	1	116	1 : 116
Killingly Central School	2.25	330	1 : 147
Killingly Memorial School	2.25	492	1 : 219
Killingly Intermediate School	5.5	715	1 : 130
Killingly High School	8	796	1 : 99.5
District	19	2449	1 : 129

Staff Continued

		Goodyear	KCS	KMS	KIS	KHS	Total
STAFF: Schools & Certified Support Staff-effective - 7.1.2023							30
Support Services Staff Number FTE							
1)	Director of Mental Health Health, Student Wellnes and	District Wide	District Wide	District Wide	District Wide	District Wide	1
2)	Number of FTE psychologists	0	*.5	*.5	*.5	*.5	2
3)	Number of FTE social workers	1	2	1	2	1	7
4)	Number of FTE school counselors	0	0	1	3	7	11
5)	Board Certified Behavior Analyst (BCBA)	District Wide	District Wide	District Wide	District Wide	District Wide	2
6)	Board Certifiied Behavior Analyst (BCaBA)						1
7)	Registered Behavior Technician's (RBT)	District Wide	District Wide	District Wide	District Wide	District Wide	4
8)	Social Emotional Learner's -Paraprofessionals (SEL)	0	1	1	0	0	2
o							
* 1 FTE assigned to middle and high school							
* 1FTE assigned to elementary schools							

Responsive Counseling Appointments Over Time

	21-22	22-23	Year -to - Date
Responsive Counseling	633	668	377

Community Information

Community Partners

United Services

- SCY- Screening CT's Youth
- TOP club KIS
- Youth Club KMS/KIS
- Teen Social Club KHS
- Youth Service Bureau
- Child Guidance Clinic
- Killingly Youth Substance Prevention Coalition

More partners....

- CREST program
- TEEG
 - Mentoring program
 - Got Drama?
- NECC
- FRC

Complete Handbook of Community Partners

Download or print a FREE Copy of the Resources for Families in Northeast Connecticut Guide. Click here: **Resources for Families Guide Rev. 10/23**(click here)*

*available on KPS website

Family Resource Questionnaire Sent to all Families Upon Registration

Killingly Public Schools Family Resource Center How Can We Help You?

What is your marital status? ☐ Single ☐ Married ☐ Separated ☐ Living Together ☐ Widowed ☐ Divorced

How many people live in your household? Adults: _____ Children: _____ Are you current

Are you currently expecting? ☐ Yes ☐ No

Do you: ☐ Own ☐ Rent ☐ Reside with family or friends Other: _____

Do you have access to reliable transportation? ☐ Yes ☐ No

If no, are you able to get yourself and your children back and forth to appointments, etc?

☐ Yes ☐ No ☐ Sometimes

Will your child need transportation to get to /from school? ☐ Yes ☐ No

Would a member of your household be interested in information regarding:

☐ Employment ☐ Adult Education ☐ G.E.I

Would a member of your household be interested in employment resources? ☐ Yes ☐ No

What services does your family currently use?

☐ Food Pantry ☐ TANF ☐ WIC
☐ Heating Assistance ☐ Diaper Bank ☐ SNAP
☐ Clothing Assistance ☐ Counseling Services ☐ Access Agency
☐ Pediatric Dental Screenings/Care ☐ Playgroups

Do you have concerns regarding your child in any of the following areas?

☐ Medical ☐ Developmental ☐ Social-Emotional-Behavioral
☐ Mental Health ☐ Academic ☐ Motor
☐ Other

Is there anything else you would like to tell us about your child or family? _____

In addition to English, are there any other languages spoken in your home? ☐ Yes ☐ No

If yes, what language? _____

Would you be interested in information about becoming a foster or adoptive parent? ☐ Yes ☐ No

Were you referred by a community agency? ☐ No ☐ Yes, Agency Name: _____

DCF data

State of Connecticut
Department of Children and Families
Town Pages
State Fiscal Year: 2021

Number of Accepted Reports and allegations to DCF

Town: **KILLINGLY**

Accepted Reports: 202

Substantiated Reports: 39

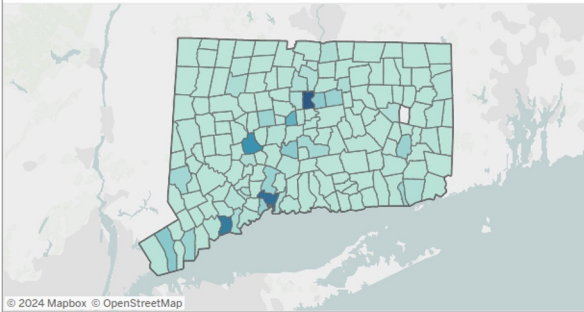
Substantiation Rate: 19 %

Allegations	Total	Substantiated	Substantiation Rate
Physical Abuse	40	<=10	0 - 10 %
Educational Neglect	38	<=10	10 - 20 %
Emotional Neglect	63	24	38 %
High Risk Newborn	-	-	-
Medical Neglect	12	<=10	0 - 10 %
At Risk	-	-	-
Physical Neglect	284	65	23 %
Sexual Abuse	12	<=10	50 - 60 %
Emotional Abuse	11	-	-
Human_Trafficking	-	-	-
Moral Neglect	<=10	-	0 - 10 %
Total Allegations	469	105	22 %

Children Substantiated as Abuse/Neglect/Uncared for: 45

211 calls from 2022

Map of 211 Calls by Town



© 2024 Mapbox © OpenStreetMap

Table of 211 Calls by Town

Town	211 Calls
Haddam	10
Hamden	919
Hampton	3
Hartford	6,559
Hartland	2
Harwinton	4
Hebron	15
Kent	7
Killingly	110
Killingworth	8
Lebanon	15
Ledyard	69
Lisbon	13
Litchfield	24
Lyme	3

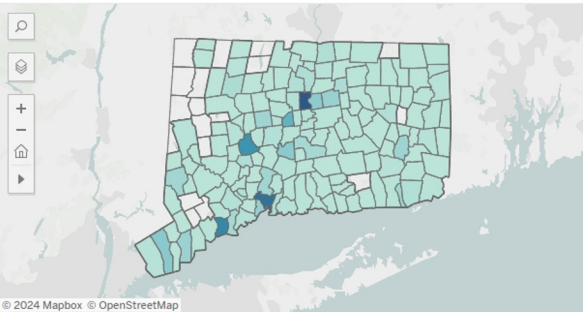
Data includes both calls for children and calls for adults who have children.

Source: Connecticut 211

211 calls from 2023

Year	211 Calls in Killingly
2018	211
2019	198
2020	158
2021	70
2022	110
2023	60

Map of 211 Calls by Town



© 2024 Mapbox © OpenStreetMap

Data includes both calls for children and calls for adults who have children.

Table of 211 Calls by Town

Town	211 Calls
Hartford	3,124
Harwinton	5
Hebron	9
Invalid Town	48
Killingly	60
Killingworth	4
Lebanon	7
Ledyard	28
Lisbon	5
Litchfield	6
Madison	5
Manchester	461
Mansfield	30
Marlborough	4
Meriden	633

Source: Connecticut 211

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Questions/Comments

Regular Meeting
KILLINGLY BOARD OF EDUCATION
Wednesday, March 13, 2024
7:00 PM
Killingly Town Hall, 172 Main St.
2nd Floor, Community Mtg. Room

MINUTES

Present: Ms. Laura Dombkowski, Ms. Laura Lawrence, Ms. Misty Murdock, Ms. Meredith Giambattista, Mr. Kevin Marcoux, Ms. Kelly Martin, Mr. Kyle Napierata, Mr. Danny Rovero, & Ms. Susan Lannon.
Student Board members, Ms. Anya Oliverson, and Mr. Phillip Purcell.

Others Present: Dr. Sue Nash-Ditzel – Superintendent, Mr. Jeffrey Guiot – Assistant Superintendent, Keely Doyle– Recording Secretary, S & G Legal Counsel, Rebecca Santiago.

1. **CALL TO ORDER & PLEDGE OF ALLEGIANCE**
2. **ROLL CALL-** Please see above.
3. **BOARD SHOUT-OUTS-** Mr. Napierata gave a shout out to Joe Boulanger (JB) transportation supervisor who has done a wonderful job since he came on board as transportation supervisor.
4. **REPORT BY STUDENT BOARD MEMBERS**
Anya Oliverson and Phillip Purcell shared information about district-wide events.

GECC: Parent Teacher Conferences are tomorrow Thursday March 14th.

In honor of Read Across America many guest readers visited classrooms to share their favorite children's books in recognition of Read Across America.

KCS: A thank you to all guests who attended kindergarten orientation. Families are encouraged to continue to reach out with any additional questions and to visit the KCS website to view the presentation.

KMS: Parent/Teacher conferences take place next Tuesday and Thursday.

The Azul String Quartet will perform at musical on Monday, March 18th for students in grade 3. Tuesday, March 19th KMS hosts Pirate School, Follow Your Compass Assembly. This assembly helps students explore the reasons why children bully and to identify the different types of social and physical behaviors.

KIS: On March 8 the 7th and 8th grade students had their Winter Ball. This Friday is the 5th and 6th grade Social. Family Fun Night is on Thursday, March 21st. All those belonging to the KIS community are invited to attend.

KHS: Mr. Durand and the students from KTV are on a trip to California to participate in the Student Television Network Convention and Competition. KHS juniors will participate in the CT SAT School Day on March 19th. Musical auditions for the spring musical “How to Succeed in Business Without Really Trying” took place this week. The production will be in late spring. Juniors are invited to attend a tour of UCONN on April 11th.

5. RECOGNITION OF VISITORS

A. Friends of Learning in Killingly (FOLK)

In 1998, Janice Ahola-Sidaway, Chair of FOLK and Bob Beauregard Co-Chair and several others members of FOLK were in attendance. FOLK originally included members of the Class of 1966. Friends of Learning in Killingly help support Killingly Public School’s teacher’s by awarding them mini-grants to support innovative enriching initiatives. The endowment is a way to give back to their original school community. FOLK is now in their 25th year of grantmaking and is now a public charity organization. Ms Ahola-Sidaway, along with Mr. Ted Haveles, announced the 2024 recipients of FOLK grants. Ms. Susan Lannon thanked Janice Ahola-Sidaway for her support to students, & teachers. Ms. Lannon shared that all the school libraries will have plaques put in their libraries to honor Ms. Ahola-Sidaway acknowledging the difference FOLK has made in the Killingly Public Schools. There are 13 recipients of mini grants this year, totaling \$7,365. Recipients of FOLK mini-grants for 2024 are listed below.

- \$763 to Mandy Jarvis at GECC, funds to go towards 3 STEM Wall Stations for Playground
- \$500 to Lorie Nordman at GECC to go towards re-painting Playground Pavement Games –
- \$750 to Alexandria Grigg at KCS for Adaptive & Language Enriched Teaching Aids
- \$200 to Sarah Parsell for Family Art Project Kits
- \$387 to Brittany Varone at Killingly Memorial School for the Koala Choir Music Library
- \$400 to Kimberly Vincent at Killingly Memorial School for 2 VEX Go Kits for Robotics & Code
- \$400 to Kelly Andrews-Babcock at KIS, to support Habits of Work Recognition to purchase bracelets as incentives to encourage perseverance, organization & social awareness.
- \$800 to Patti Smith & Eric Bryant at KIS to support the Forgive and Forget Initiative & Peer Mentor Program, an initiative to discourage bullying and to foster community & global awareness
- \$415 to Lisa Finkelman at KHS for whiteboards & magnetic planes & tiles for Algebra 1 Class
- \$400 to Lisa Higgins at KHS for Servsafe Certifications for Students in the Transition Program
- \$800 to Jim Hutson at KHS to support Technology Student Association Competitions
- \$800 to Robert “Dr Po” Polselli at KHS to help purchase mobile engineering challenge kits to mentor and encourage younger students in the field of robotics.
- \$750 to Mike Wuenschel & Abby Durling at KHS for AP Science Enrichment Wildlife Conservation Project

Ms. Lannon thanked Janice Ahola-Sidaway and members of FOLK for thier support to students, & teachers. The KPS schoolsI will have plaques put in their libraries to honor Ms. Ahola-Sidaway acknowledging the difference FOLK has made in the Killingly Public Schools.

6. PUBLIC COMMENT

Tammy Wakefield, whose daughter could not attend tonight, read a letter from her daughter addressed to the Board regarding bullying. Her daughter Abigail, was a member of the Class of 2010.

Bullying was not addressed then and still isn't addressed. This must be addressed. Ms. Wakefield said she sent this letter to Board member, Kelly Martin.

Jasmine Davis, expressed her concerns regarding the Board, mostly with the democratic members. Some of the concerns are: Why are there so many executive sessions without answering the public's questions. Why did the the Board Chair have the Board take a vote for new legal counsel without all Board member reviewing the contract? Why is there a lawyer at every meeting and how much does it cost to have a lawyer at each meeting? How are you going to combat bullying? Ms. Davis will be requesting a FOIA for all communications between the Board's democratic members and all lawyers between August 2022 to today's date.

Ariana Kamm and Shamona Kamm. Ariana is a former Killingly student and now a mother of a child who attends KIS. Her child is bullied at KIS along with other students and there is no discipline for the students who are doing the bullying. Her child does not want to attend school due to the bullying. Something needs to be done to stop the bullying.

Jason Anderson shared that the recent attention regarding the mental health of our students is something he is grateful for. He asked the Board why is there no action taking against bullying? There is a severe problem in the schools. The Board needs to address the root and cause of the problem. The Board cannot allow this amount of bullying to continue. The board is being complacent. It is time for action.

7. TOWN COUNCIL LIAISON REPORT

Michelle Murphy shared that at last night's Town Council meeting, council members presented several awards of appreciation to community members. Killingly will not offer trash service. Members of the Solid Waste Committee determined that their rates will increase, and the price of trash bag stickers will increase. The total mill in the grand list has not been determined yet. Ms. Murphy asked if the KHS new door project was put out to bid, which Superintendent Nash answered yes, it went out through State bidding. Dr. Nash explained why the Town Council has not been receiving the full monthly budget reports.

8. BOARD CHAIR AND COMMITTEE & LIAISON UPDATES

March is Board Appreciation Month. At this time, Board Chair Susan Lannon thanked all the Board members for everything they do and all the time they commit to as Board members. Plant arrangements were made by students in the Vo-Ag department and were given to each Board member.

- A. Curriculum Committee-Trying to get a meeting together shortly.
- B. Facilities Committee- No report
- C. Fiscal Committee- Board members have been meeting as a whole for budget workshops
- D. Personnel Committee-Misty Murdock reported that negotiations continue for Nurses and Paras.
- E. Policy Committee- Superintendent Nash said that will try to get a meeting scheduled for early April.

9. DISCUSSION AND POSSIBLE ACTION TO FORM AN ADHOC COMMITTEE TO DISCUSS DISTRICT-WIDE BULLYING

Ms. Lawrence thanked all those who spoke up during public comments about bullying and thanked them for being brave. No child should be going to school feeling unsafe. We need a committee to focus on how to stop bullying. We should be putting in more work. We want all students going to school to be happy.

Ms. Dombkowski said that tonight's speakers during public comment said it all. The Board should consider what parents and students, and staff have to say and ask them what they want us to do. Misty Murdock stated that it is not just bullying that's a problem, but behavioral issues too. The Board should look at what is and what is not working.

It was asked if there way a way to have students, staff members report bullying incidents without there being repercussions. Some children are afraid to report bullying and this contributes to the problem. The accountability level is much worse now then it was in the past.

Ms. Lannon shared that the definition of bullying needs to be looked at. The AdHoc committee will need to have a vision and goals. The AdHoc committee will be comprised of Board members only.

MOTION: by Mr. Marcoux, seconded by Ms. Lawrence to form an AdHoc Committee to discuss district-wide bullying.
No vote taken.

It was clarified that according to Bylaw 9130, duties of an AdHoc committee shall be determined as a committee is formed.

MOTION: by Ms. Martin, seconded by Ms. Lawrence to waive Bylaw 9130 or purpose of tonight's meeting only.
Yes- 9, Motion Carries

MOTION: by Mr. Marcoux, seconded by Mr. Rovero to form an AdHoc Committee to discuss district-wide bullying and behavioral review.
Yes- 9, Motion Carries

Ms. Lannon asked that those who are interested in serving on this AdHoc committee, to email her by this Friday evening and share in their emails, thier visions & goals for this Adhoc committee.

10. REVIEW AND POSSIBLE ACTION OF FEBRUARY 2024 CHECK AUTHORIZATIONS

Ms. Martin asked if checks are currently being reviewed and said that this was done by the previous Board Chair and Vice Chair. Mr. Rovero answered that he and Ms. Lannon do review checks.

MOTION: by Ms. Murdock, seconded by Mr. Marcoux to approve the Febuay 2024 Check Authorizations.
Yes 9, Motion Carries

11. DISCUSSION AND REVIEW OF TRANSFERS FROM DEC. 2023 THROUGH FEB. 2024 AND REVIEW OF SYSTEM OBJECT/EXPENDITURE REPORT

This is an informational item only which was included in Board. No action is needed.

12. SUPERINTENDENT'S UPDATE

A. DISCUSSION AND ACTION OF THE 2024-25 RECOMMENDED OPERATION BUDGET

Assistant Superintendent, Jeff Guiot summarized estimated revenues. Board members were given this document to review. Total estimated revenue projections for 2023-24 is \$18,407,943 and for 2024-25 estimated revenue is \$18, 224,171

Superintendent Nash-Ditzel gave a comprehensive PowerPoint of the Superintendent's budget with 6 options. Tonight, the budget will switch from the Superintendent's Budget to the Board of Education's Budget. Superintendent Nash-Ditzel explained the need to come up with creative solutions, mostly due to the ARP ESSER ending soon. A zero-based strategy was applied to the Supplies and Communication line accounts. At this time, the 2023-24 projected surplus is \$699,300.07. This amount is included in many of the Superintendent's budget options. Changes to the Superintendent's preliminary budget includes reductions and adjustments made earlier in the budget process. Principals and department leaders were asked to reduce their initial budgets by 15%.

Rationales for decision packages were communicated. KMS Math Interventionist will be switched into Title I. In 23-24, the Director of Mental Health, Student Wellness & Family Engagement position was funded in the Behavioral Health Pilot grant, which expires on 9/30/24.

Salaries and benefits line items show a surplus at this time and this surplus can be used for some pre-spending. Dr. Nash explained that most of the time, the surplus in these line items are due to employee breaks in service, meaning retirements, resignations, etc.

Dr. Nash's presented six options for Board members to choose. Those options are reflected below.

Option 1= Budget amount, \$48,699,886.87. An increase of \$1,894,768.87 or 4.05% increase. (no decision pkgs.)

Option 2= Superintendent's proposed budget amount \$48,985,458.90. An increase of \$2,180,340.90 or 4.66% increase (includes all decision pkgs.)

- KHS Trainer
- KHS .45 Spanish Teacher
- PPS (2) SEL Paraprofessionals
- CO Director of Mental Health
- PPS .5 BCBA
- 2nd Shift KMS Custodian

Option 3= Budget amount \$48,901,081.35. An increase of \$2,095,963.35 or 4.48% increase. Includes

- PPS two SEL paraprofessionals
- CO Director of Mental Health
- PPS .5 BCBC

Option 4= Budget amount, \$48,286,158.83. An increase of 1,481,040.83 or 3.16%
Reduce budget through utilization of 23-24 surplus and includes all decision packages.

- KHS Trainer
- KHS .45 Spanish Teacher
- PPS, two SEL Paraprofessionals
- CO Director of Mental Health
- PPS .5 BCBA
- O & M .5 2nd shift Custodian at KMS

Superintendent's Budget= \$48,699,886.87 – Surplus or pre-spending (\$699,300.07) Dec. packages =\$285, 572.03

Option 5= Budget amount \$48,000,586.80. An increase of \$1,195,468.80 or 2.55%
Reduce budget through 23-24 surplus (\$699,300.07)no decision packages

Option 6= Budget amount \$48, 201,781.28. An increase of \$1.396,663.28 or 2.98%
Includes

- PPS two SEL paraprofessionals
- CO Director of Mental Health
- PPS .5 BCBC

Discussions took place and several different calculations and adjustments were suggested by Board members to the options provided by the Dr. Nash-Ditzel.

Mr. Marcoux's preference is option 4.

Ms. Lawrence prefers option 5, but she would like it to include the KHS trainer, Spanish teacher and custodian.

Ms. Lannon prefers option #4 which allows Dr. Nash-Ditzel to support the district's needs.

Ms. Murdock prefers option 4.

Mr. Napierata prefers option 5 but to include the KHS .45 Spanish Teacher, 2nd shift .5 KMS custodian and KHS trainer. He would like to see it go below a 3% increase.

Mr. Rovero prefers option 4 but nothing lower than option 6. The district needs the Director of Mental Health.

Ms. Giambattista prefers option 4.

Ms. Dombkowski asked about SEL paraprofessionals.

Mr. Marcoux asked if the full amount of the 2023-24 surplus was being considered in the options. Superintendent Nash-Ditzel does not want to use all of the surplus because of unknown variables related to possible new in-coming students.

Ms. Martin shared that there are ways of savings positions in other ways. Ms. Martin noted that the Board needs to consider the taxpayers and reminded the Board about the recent assessment and how that doesn't help. Ms. Martin would support option 5 and communicated the importance in having a 9, yes vote in support the budget.

It was asked if the KHS .45 Spanish Teacher could be funded by the Non-lapsing account.

Attorney Santiago located the non-lapsing agreement electronically and confirmed that the non-lapsing agreement would allow this.

After much discussion and after many different variations were considered, the Board made the following motion.

MOTION: by Mr. Marcoux, seconded by Mr. Rovero to adopt Option 4 (below), minus the .45 KHS Spanish Teacher and minus 1 SEL paraprofessional, equaling a 3.01% increase. (The adopted budget amount would be \$48,212,561.22 & increase of \$1,407,443.22 over 2023-24)

Yes- 9, Motion Carries

The FY 2025 budget includes the following decision packages:

- 1.0 Athletic Trainer - In the past, this position was a contract service.
- SEL Paraprofessional
- .5 BCBA - In 23-24, this position was funded in the ARP ESSER Grant.
- Director of Mental Health, Student Wellness & Family Engagement
- KMS .5 2nd Shift Custodian

13. DISCUSSION AND POSSIBLE ACTION REGARDING KILLINGLY PUBLIC SCHOOLS' EDUCATOR DIVERSITY PLAN.

Mr. Guiot shared information of why this plan needs to be put into place. The Increasing Educator Diversity Plan requires Board of Education approval prior to the state's submission date of March 15, 2024. A committee of eight was formed to draft the plan to increase our recruitment pool. The Commissioner of Education reviews each Diversity Plan and may approve or return the plan with instructions to revise. The goal is to increase the number of diverse candidates applying for certified positions at our schools. There are strategies included in the plan to support the goal. Mr. Guiot shared that Killingly will develop partnerships with Regional Education Service Centers, increase marketing efforts, attend more job fairs, expand our outreach, especially into Rhode Island and Massachusetts. The Plan would be effective July 1, 2024.

MOTION: by Mr. Napierata, seconded by Mr. Marcoux to adopt the KPS Educator Diversity Plan.
Yes- 9, Motion Carries

14. DISCUSSION AND POSSIBLE ACTION REGARDING CONNECTICUT STRONGER CONNECTIONS GRANT (SCG)

Mr. Guiot shared information regarding the grant and the application process. Connecticut was awarded \$9.12 million in funding to distribute competitively to "high need" local education agencies. Goals are to create safe, inclusive, and supportive learning environments; and foster a sense of belonging and engagement in school; and improve academic outcomes and reduce violence and disciplinary actions. KPS will focus on safety and well being of the school community, improving the effectiveness of our security profile. Killingly will partner with a security consultant to conduct an All-Hazards Risk Analysis and Physical Security Assessment to help in improve our emergency procedures in accordance with state and federal requirements. Equipment requested will be room# signage and installation at each building , additional security cameras and 2-way radios. Killingly's application is for \$88,200.

Ms. Martin asked for clarification of third goal, "*...and reduce violence and disciplinary actions.*" Mr. Guiot will re-word the sentence for clarification.

MOTION: by Ms. Murdock, seconded by Mr. Napierata to accept the application the Connecticut Stronger Connections Grant.
Yes- 9, Motion Carries

15. CONSENT AGENDA

- A. February 28, 2024 Board Meeting Minutes
- B. March 1, 2024 Student Enrollment
- C. March 2024 Employee of the Month Nominee
- D. KHS Field Trip Request to Roger Williams University
- E. KHS Field Trip Request to Eric Carle Picture Book Museum in Amherst, MA
- F. KHS Vo-Ag Field Trip Request to Foster Parrots in Hope Valley R.I
- G. KMS Field Trip Request to Ecotarium in Worcester, MA

Ms. Giambattista temporarily left the room.

MOTION: by Mr. Marcoux, seconded by Ms. Murdock to approve the consent agenda.
Yes-8, Motion Carries

16. EXECUTIVE SESSION TO DISCUSS EMPLOYEE SICK BANK REQUEST

MOTION: By Mr. Marcoux, seconded Ms. Murdock to enter into executive session to discuss a sick bank request, with invite to Dr. Nash-Ditzel and Mr. Guiot
Yes-8, Motion Carries

Ms. Giambattista returned to the meeting.

The Board entered executive session at 9:50 p.m.

The Board came out of executive session and resumed the Board meeting at 9:59 p.m.

17. POSSIBLE ACTION REGARDING EMPLOYEE SICK BANK REQUEST

MOTION: By Ms. Murdock, seconded by Ms. Lawrence to approve a sick bank up to 30 days for H.H.
Yes-9, Motion Carries

18. ADJOURNMENT

MOTION: By Mr. Napierata, seconded by Mr. Marcoux to adjourn at 10:00 pm.
Yes- 9, Motion Carries.

Respectfully submitted by,
Keely Doyle
Recording Secretary