

## **SPECIAL MEETING**

### **KILLINGLY BOARD OF EDUCATION**

**Wednesday, August 10, 2022**

**7:00 PM**

**Killingly Town Hall, 172 Main St.  
2nd Floor, Community Mtg. Room**

- 1. CALL TO ORDER & PLEDGE OF ALLEGIANCE**
- 2. ROLL CALL**
- 3. 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. All public comments at a Special Meeting will be limited to the topics listed on the Special Meeting agenda. 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.*
- 4. DISCUSSION AND POSSIBLE ACTION ON RACHEL'S CHALLENGE**
- 5. CONSENT AGENDA**
  - A. June 22, 2022 Board Meeting Minutes
- 6. EXECUTIVE SESSION TO DISCUSS SCHOOL SAFETY MEASURES**
- 7. POSSIBLE ACTION REGARDING SCHOOL SAFETY MEASURES**
- 8. ADJOURNMENT**

**Rachel's Challenge** was created after the Columbine school shooting to reduce violence and encourage compassion and connection in schools. It is a highly-effective violence and self-harm prevention program with the mission of creating safer, more connected schools. It was started by the family of Rachel Scott, a victim of the Columbine High School shooting, and brings healing and hope through its live and digitally delivered social-emotional and mental health content.

For more info, see below or visit [rachelschallenge.org](https://rachelschallenge.org)

Over the last 20 years, Rachel's Challenge has brought hope and connection to over 28 million educators and students with our live SEL assemblies and trainings. In 2020, we launched Rachel's Challenge Digital – our platform for delivering our life-saving programs virtually.

Rachel's Challenge digital programs include K-12 classroom programs, for use in virtual or in-person classrooms, as well as a myriad of professional development resources for educators.

Our digital classroom program is designed as a 6-week program consisting of 6, ~10 minute on-demand video modules and accompanying classroom workbooks. The video modules are inspiring and thought-provoking and the corresponding workbooks include daily tools, activities, reflection prompts, and discussion questions to encourage deep engagement with the content (and your students!) over a period of time. The content builds on and works in conjunction with our powerful, live presentations.

Rachel's Challenge was created after the Columbine school shooting to reduce violence and encourage compassion and connection in schools.

Our intended impact is safer, more connected schools.

Creating a school culture less susceptible to bullying and violence is possible. We see it happening every day in socially and culturally diverse schools across North America.

Based in part on the life and writings of Rachel Joy Scott, the first Columbine victim, we provide K-12 assemblies, trainings, and support materials that form a proactive, preventative intervention for school violence focused on social-emotional connection and mental health. After Rachel's Challenge, schools report less harassment and isolation. They see bullying incidents go down and disciplinary referrals decrease. Eight school shootings that we know of have been prevented. And students, parents and educators report more than 150 suicides averted annually.

We are a 501(c)3 non-profit organization. We'd love to be able to deliver our programs for free. However, it costs money to develop, maintain, support and deliver our programming to schools.

So, we do charge for our programs. The cost depends on the type and amount of programming selected. Your local Rachel's Challenge rep would love to answer any questions you might have and share program pricing. Please contact your rep by clicking [here](#).

As a non-profit we also actively fundraise. The monies raised are used to keep the cost of our programs as low as possible. And we work with schools to help them find the funding needed to bring us in. Any donation to Rachel's Challenge is 100% tax deductible. Our EIN is 84-1557094. Donations can be made on our [website](#) or [Facebook page](#).

Many schools have budgets to bring in programs like Rachel's Challenge. Often schools use SEL or mental/behavioral health funds from their budgets or a local agency. Often the PTA or PTO, a private donor, or a local business or service club like Rotary, Kiwanis, Lions, etc. will help with the funding. Some communities have credit unions, hospitals, and other community focused institutions are looking to give back to their communities by sponsoring this type of training. Many mental health organizations want to fund behavioral health initiatives in schools. Rachel's Challenge has used these funding sources effectively. There are also a number of local, state and federal grants available for these types of programs. Your local Rachel's Challenge rep is happy to discuss ways to find the funding for a Rachel's Challenge program. Contact your regional partnership manager [here](#).

Our objective is to work with schools and individuals to help keep a crisis from occurring in the first place. Understanding and managing our own emotions, interacting appropriately with others, and making good decisions are all learned behaviors. Our programs are trauma informed and designed to help students, and adults, learn these life skills and connect in appropriate ways with others.

We are not equipped to intervene directly in an individual bullying or crisis situation. We recommend that people find a local resource dedicated to crisis management; or contact a crisis hotline. When the community is ready, we often come in following a tragedy or crisis to help with the healing and rebuilding process.



Rachel's Challenge is a national non-profit dedicated to making schools safer, more connected places where bullying and isolation are replaced with kindness and respect; where learning and teaching are awakened to their fullest. Based on the life and writing of Rachel Scott, the first victim of the Columbine tragedy in 1999, we provide a continuous improvement process designed to awaken the learner in every child. Our objective is to motivate and equip students and staff to start and sustain a chain reaction of kindness and compassion that transforms schools and communities.

Research indicates that schools implementing Rachel's Challenge as designed achieve outstanding results. In 2013, Rachel's Challenge commissioned Multi-Dimensional Education (MDed) to conduct an independent third-party assessment to validate the results of its programs.

Multi-Dimensional Education is internationally recognized for their unique expertise in education and assessment. They have evaluated a number of large longitudinal US Department of Education grants and many other states' department of education grants. They have also managed research efforts funded through the National Science Foundation, as well as the US Department of Justice.

For the Rachel's Challenge assessment a "multivariate analysis of covariance" (MANCOVA) was used to analyze statistically significant differences on the dimensional indexes and sub-scale variable scores (Dependent Variables) measured by a multi-dimensional assessment between the treatment and comparison groups (Independent Variables). The MANCOVA also used the variables of ethnicity, socio-economic status, and pretest scores as covariates.

The assessment concluded in March, 2014, and MDed's findings are summarized in the following statement from their report:

***Rachel's Challenge provides a sustainable evidence-based, evidence-driven improvement process. Their partner schools achieve statistically significant gains in community engagement, faculty/student relationships, leadership potential, and school climate, along with reductions in bullying, alcohol/tobacco, and other drug use.***

In addition to the findings from the MDed study, the following data has been provided by schools and districts conducting their own assessments of the Rachel's Challenge process:

- 47% reduction in disciplinary referrals, Middle School, WA
- 13% increase in feedback related to school safety and respect, Middle School, GA
- 53% reduction in disciplinary referrals, Middle School, GA
- 9% increase in feedback related to school safety and respect, District, IL
- 84% reduction in disciplinary referrals, Elementary, TX
- 7% increase in feedback related to school safety and respect, District, TX
- 5% increase in reading skills, Elementary, TX

In 2012, Rachel's Challenge conducted its own research by sending surveys to 20,000 students across North America that were involved in its programs the previous school-year. 9,881 surveys were returned. What students said about the effect of Rachel's Challenge on their own attitudes and behaviors is summarized in the chart below:

Behavior	Before RC	After RC	% Change
<i>Participate in School Activities</i>	2,931	7,189	+145%
<i>Intervene in Bullying Situation</i>	3,456	7,704	+123%
<i>Would Not Bully</i>	5,953	8,182	+37%
<i>Reach Out to Others</i>	3,972	8,602	+117%
<i>School a Safe Place</i>	1,464	5,589	+282%

Finally, Rachel's Challenge receives thousands of unsolicited emails, letters and phone calls annually from students, parents, social and mental health professionals, and educators. Some of the recent highlights are:

- More than 150 suicides or other violent acts averted annually
- 123,000 documented acts of kindness in 12 elementary schools in one year
- Over 1 million meals prepared for Haiti in one day by one district
- Over 480,000 Facebook friends with positive posts daily
- Thousands of Friends of Rachel service clubs (FOR Clubs) serving their schools and communities
- Seven known school shootings averted since the program started
- Thousands of testimonials from students, parents, social workers and educators

For more information or to book a Rachel's Challenge Event at your school, please contact:

### **Peter DeAnello**

Regional Partnership Manager - CT, ME, MA, MI, NH, NJ, NY, PA, RI, VT

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**[rachelschallenge.org](http://rachelschallenge.org)**

Awakening individual transformation and promoting safer, more connected schools.



[rachelschallenge.org](http://rachelschallenge.org)

RC Live: SEL Programs to Stop School Violence

# Our Signature Live Programs

Nothing beats the power of Live. There's a reason why people have been staging shared experiences – from sporting events and theatre, to drum circles and campfires – since the beginning. When a group of people see, hear, and feel the same thing, at the same time, we realize how alike we are. We feel... *connected*. When a room full of students share an emotional experience together, a bond is created. Walls come down. Masks come off. They look around the room and see they are not alone, that they just might have more in common than they thought. Some may truly see each other, for the first time.

For over 20 years, Rachel's Challenge has been bringing life-changing experiences to young people in schools. Our live school assembly programs, trainings, and support programs are a catalyst, inviting reflection and inspiring confidence and hope. Positive connections are formed. The barriers that create isolation and withdrawal break down. School culture shifts.

Rachel's Challenge provides a variety of on-site school programs that are age-appropriate and modular, including our powerful story presentations, interactive training and sustaining programs and tools for successful school based mental health programs. With over 20,000 schools impacted, Rachel's Challenge truly is the **"story that changes everything."**

## Live Programs

- **Link Up! Assembly**

*Recommended Audience:* Elementary (K-4th)

*Prerequisite:* None

*Logistics:* 45-minute assembly presented on your site by one of Rachel's Challenge certified presenters.

*Program Description:* This is a fun, energetic, interactive school assembly program that mixes music, video and activities to introduce elementary students to Rachel Scott and her challenge to reach out to others with deliberate acts of kindness. Students will learn about a young girl named Rachel; however, they will not hear or see footage related to the Columbine tragedy or her death. The program can be used to kick-off the school year, as a boost mid-year, or as a celebration of what has happened throughout the year. Although appropriate for K-6th, it is most effective with K-4th students. Link-Up focuses on the following five challenges:

*Challenges:*

1. Be Kind
2. Accept and Include Others
3. Choose Positive Influences
4. Dream Big, Set Goals, Keep A Journal



## 5. Start a Chain Reaction

### Outcomes:

- Introduce and/or reinforce with students that treating others with respect is fun and should not just be what we do, but who we are
- The program proactively addresses the issues of bullying and destructive behavior by giving students permission to be kind
- Students leave excited about treating others with respect and wanting to start their own chain of kindness; both literally and figuratively with the paper chain of kindness

### Learn More about Elementary Programs

- **Rachel's Story**

Recommended Audience: Younger Middle School (5th-6th)

Prerequisite: None

Logistics: A 60-minute assembly delivered by one certified Rachel's Challenge presenter at your site.

Program Description: Rachel's Story introduces younger middle school students to Rachel Scott and her challenge to deliberately reach out to others with kindness. Rachel's Story is told through the eyes of her family, specifically her nephew Noah, brother Mike and sister Bethanee. The Columbine tragedy is introduced at an intensity level appropriate for 5th and 6th graders. Rachel's Story shows the profound positive impact students can have on those around them by simply paying attention to the little things they do and say every day. It is a powerful anti-bullying program for schools. Rachel's Story encourages participants to consider their own behavior against the following 5 challenges:

### Challenges:

1. Dream Big and Believe in Yourself
2. Be Kind to Others
3. Practice Positive Gossip
4. Show Appreciation



## 5. Be the Answer

### Outcomes:

- Students develop a renewed hope that their life matters and they have a purpose
- Students appreciate the importance of being kind to others for the positive impact it has on both the recipient and on themselves
- Students understand that words have the power to hurt and the power to heal and are inspired to use their words in a positive way
- Participants learn the importance of appreciating the ones they love while they can still show that appreciation
- Finally, students are empowered with the knowledge that they can and do make a difference, that they can be the answer

### Learn More about Middle School Programs

- **Rachel's Challenge**

Recommended Audience: Late Middle School (7-8th) and High School (9th-12th)

Prerequisite: None. This is our foundational program.

Logistics: A 60-minute assembly delivered by one certified Rachel's Challenge presenter at your site.

Program Description: The inspiring story of Rachel Scott, whose example of kindness and acceptance came to light after she became the first victim in the Columbine High School tragedy. Conveyed through stories from Rachel's life and writings, Rachel's Challenge shows the profound positive impact we can have on those around us. Rachel's Challenge demonstrates to the listener the power of deliberately reaching out in word and action, to start what Rachel called "a chain reaction of kindness and compassion". This program to stop school violence provides simple, positive actions students can take to create a positive, inclusive culture in their school. Rachel's Challenge encourages participants to examine their own lives in the light of the following 5 challenges:

### *Challenges:*

1. Look for the Best in Others
2. Dream Big
3. Choose Positive Influences
4. Speak with Kindness
5. Start your own Chain Reaction

### *Outcomes:*

- Students develop motivation to consider where they are personally in relation to the five challenges
- Students understand the importance of becoming a listener and reflect on their relationship with – and impact on – the people around them
- Students develop a renewed hope that their lives have purpose through service to others
- Rachel's story gives participants permission to start their own chain reaction of kindness and compassion, which positively affects school climate



# ELEMENTARY SCHOOL PROGRAMS

## Hope and Connection: Fostering a Culture of Acceptance

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For 20 years, Rachel's Challenge has been the leader in bringing permanent, positive culture change to schools. Our live assemblies, trainings, and support materials offer a proactive, preventative intervention for school violence and self-harm.

Understanding the unique challenges educators face in this moment, we now offer enhanced digital and virtual programs that accomplish the same great outcomes we've produced in over 17,000 schools nationally.

These new programs work stand-alone and also in tandem with our powerful live presentations for strong, lasting impact.

### INTRODUCING ENHANCED, DIGITAL OFFERINGS CUSTOMIZED FOR THE NEEDS OF THE "NOW."

#### PROGRAM OPTIONS:

<b>DIGITAL CLASSROOM PROGRAM</b> <ul style="list-style-type: none"><li>• Digital training for teachers and staff on how to implement Rachel's Challenge in your school and get the most from the momentum created by our programs</li><li>• Six, 5-10 minute on-demand video modules</li><li>• Corresponding interactive workbook including tools and activities with reflection prompts and discussion questions</li><li>• 180 Connections: a daily, simple and quick, interactive social-emotional learning (SEL) activity to facilitate and sustain meaningful teacher to student and student to student connections</li><li>• Digital professional development pieces from Darrell Scott, Dr. Robert Marzano, Christian Moore, and others</li></ul>	<b>\$1,500</b>
<b>ON-SITE ASSEMBLY PROGRAM</b> <ul style="list-style-type: none"><li>• Replace the digital video modules with a live presenter for an even more engaged and interactive student experience</li><li>• Digital training for teachers and staff on how to implement Rachel's Challenge in your school and get the most from the momentum created by our programs</li><li>• 180 Connections: a daily, simple and quick, interactive social-emotional learning (SEL) activity to facilitate and sustain meaningful teacher to student and student to student connections</li><li>• Access to a live Rachel's Challenge coach to answer questions and provide strategies, tips, and ideas throughout the school year</li></ul>	<b>\$3,500</b>



# MIDDLE/HIGH SCHOOL PROGRAMS

## Hope and Connection: Fostering a Culture of Acceptance

For 20 years Rachel's Challenge has been the leader in bringing permanent, positive culture change to schools. Our live assemblies, trainings, and support materials offer a proactive, preventative intervention for school violence and self-harm.

Understanding the unique challenges educators face in this moment, we now offer enhanced digital and virtual programs that accomplish the same great outcomes we've produced in over 17,000 schools nationally.

These new programs work stand-alone, and also in tandem with our powerful live presentations for strong, lasting impact.

### INTRODUCING ENHANCED, DIGITAL OFFERINGS CUSTOMIZED FOR THE NEEDS OF THE "NOW."

#### PROGRAM OPTIONS:

<b>DIGITAL CLASSROOM PROGRAM</b> <ul style="list-style-type: none"><li>• Six 10-minute on-demand video modules</li><li>• Corresponding interactive workbook including tools and activities with reflection prompts, writing activities, classroom discussion questions, etc.</li><li>• 180 Connections: a daily, simple and quick, interactive social-emotional learning (SEL) activity to facilitate and sustain meaningful teacher to student and student to student connections</li><li>• Digital professional development pieces from Darrell Scott, Dr. Robert Marzano, Christian Moore, and others</li></ul>	<b>\$2,500</b>
<b>ON-SITE ASSEMBLY PROGRAM</b> <ul style="list-style-type: none"><li>• Up to three 60-minute live presentations for students, faculty and staff</li><li>• One 90-minute Friends of Rachel (FOR) Club interactive training for up to 100 students</li></ul>	<b>\$3,600</b>
<b>COMBINED PROGRAM</b> <ul style="list-style-type: none"><li>• Both the Digital Classroom Program and the On-Site Assembly Program</li><li>• Scheduled at your convenience to work with your school calendar</li></ul>	<b>\$4,800</b>



**Regular Meeting**  
**KILLINGLY BOARD OF EDUCATION**

Wednesday, June 22, 2022

7:00 PM

Killingly Town Hall, 172 Main St.  
 2nd Floor, Community Mtg. Room

**MINUTES**

**Present:** Mr. Norm Ferron, Ms. Laura Dombkowski, Ms. Jennifer Hegedus, Ms. Susan Lannon, Ms. Kelly Martin, Mr. Jason Muscara, Mr. Kyle Napierata, Ms. Lydia Rivera-Abrams, and Mr. Christopher Viens.

**Others**

**Present:** Superintendent Robert Angeli, Ms. Christine Clark, Manager of Business Affairs, and Ms. Jennifer Thompson, Recording Secretary.

1. **CALL TO ORDER AND PLEDGE OF ALLEGIANCE:** Mr. Ferron called the meeting to order at 7:00 p.m.
2. **ROLL CALL:** Please see above.
3. **INTRODUCTION OF STUDENT REPRESENTATIVES FOR 2022-23**  
 Ms. Martin explained the interview process, and then introduced the students: Connor Thompson (senior), Julie Carver (junior), and Melody Kettle (junior.) The students stood in the audience to be recognized. They will begin on the Board in September.
4. **RECOGNITION OF VISITORS**  
 June Employee of the Month David Blain from the transportation department was recognized. Mr. Ferron read the proclamation for the record.
5. **TOWN COUNCIL LIAISON REPORT**  
 Ms. George discussed proclamations and commission appointments. She explained how the Town Manager has been authorized to spend ESSER funds. The new recreation director was introduced, Mr. Matthew "Bucky" LaBosche. Town Council attorney provided a workshop on Robert's Rules and Council conduct. It was asked if people could serve on one or more board/commissions.
6. **PUBLIC COMMENT**  
 Patrice Rodgers, Killingly High School staff member, spoke about the SBHC, the Board coming to visit the HS, and the Board's mission.

**Motion made by Mr. Viens and seconded by Ms. Lannon to let Ms. Rodgers speak past 5 minutes since she is the only speaker.**

**Motion carries: 9-0**

Ms. Rodgers continued to speak and referenced information from the Surgeon General. She provided hand-outs to the Board as well.

Ms. Hegedus spoke regarding public comment and provided her response to past events.

## **7. TRANSPORTATION DEPT. REPORT TO THE BOARD**

Transportation Supervisor, Mr. Joseph Boulanger presented to the Board. He highlighted the changes made in the department including parent communications, route consolidation, GPS live maps for drivers and parents, and an emphasis on team building for the department. He thanked the entire department for their help and hard work this year. He then addressed staffing changes within the department. The Board thanked Mr. Boulanger for his hard work to rebuild the department. Ms. Rivera-Abrams asked about the size of the bus on Mason Hill especially in the winter. It was asked about the snow removal device being requested. Mr. Boulanger explained the purpose of the device.

## **8. BOARD CHAIR AND COMMITTEE UPDATES**

A. Facilities Committee – The elevator projects at Central Office and KIS are on track and on budget.

1. Discussion and Possible Action to Approve up to \$90,000 to complete the Gas Line Project at KHS and KCS.

The project has been delayed. If this project isn't completed, we will need to use oil vs. natural gas. It was explained that the Board did not pre-purchase oil for the 2022-23 school year or budget for oil because of the project. If oil is needed, it would be at the market value.

**Motion made by Mr. Muscara and seconded by Ms. Martin to approve up to \$90,000 coming from the non-lapsing account to complete the gas line project at KHS and KCS.**

**Motion carries: 8-1**

2. Discussion and Possible Action to Approve up to \$30,000 to replace carpet and tile in the KIS Chorus room

Due to tripping hazards, these need to be replaced.

**Motion made by Ms. Lannon and seconded by Ms. Martin to approve up to \$30,000 from the non-lapsing account to replace carpet and tile in the KIS Chorus Room.**

**Motion carries: 8-1**

3. Discussion and Possible Action to Approve up to \$75,000 to Replace tiles in two art rooms at KIS.



**Motion made by Ms. Martin and seconded by Mr. Viens to approve up to \$75,000 to replace tiles in two art rooms at KIS and take the monies from the non-lapsing account.**

**Motion carries: 8-1**

4. Discussion and Possible Action to Approve up to \$116,000 to replace bleachers at KMS.

**Motion made by Mr. Napierata and seconded by Ms. Martin to approve up to \$116,000 from the non-lapsing fund to replace bleachers at KMS.**

**Motion carries: 8-1**

5. Discussion and Possible Action to approve up to \$30,000 to purchase a school bus snow scaper.

**Motion made by Ms. Hegedus and seconded by Ms. Lannon to approve up to \$30,000 to purchase a school bus snow scraper and take the money from the non-lapsing account.**

**Motion carries: 9-0**

B. Policy Committee

A. 9325

Ms. Martin reviewed the changes. The Board discussed virtual comments and the purpose of the changes. Alternatives were suggested to length of time, responding to emails, and questions asked from the public. Ms. Martin asked Ms. Rivera-Abrams to email her requesting the subcommittee review the potential to add public comment via email.

**Motion made by Ms. Hegedus and seconded by Ms. Rivera Abrams to adopt this bylaw with the changes that are made in the second reading.**

**Roll Call Vote:**

Ms. Hegedus - yes

Mr. Muscara - no

Ms. Rivera-Abrams - yes

Ms. Dombkowski - yes

Ms. Martin - yes

Mr. Viens - no

Ms. Lannon - no

Mr. Napierata - yes

Mr. Ferron - yes

**Motion carries: 6-3**

B. 6141.51

**Motion made by Ms. Hegedus and seconded by Ms. Martin to accept the 8.B Advanced Courses or Programs, Eligibility Criteria for Enrollment with the changes that were made on it.**

**Motion carries: 8-0 (Mr. Muscara not present for vote)**

**C. 6141.52**

**Motion made by Ms. Martin and seconded by Mr. Napierata to adopt Challenging Curriculum, Criteria for Identification of Eligible Grades 8 & 9 Students, Policy 6141.52.**

**Motion carries: 9-0**

**D. 6172.1**

**Motion made by Ms. Hegedus and seconded by Mr. Napierata to adopt the language on the second reading of the Gifted and Talented Students Program (6172.1).**

The Board had discussion about the word "Program" in the title, and if that meant a Gifted and Talented Program needed to be offered. Wording in the policy was read stating a program did not need to be offered.

**Motion made by Ms. Hegedus and seconded by Mr. Napierata to amend the motion to strike the word Program from the title.**

**Motion carries: 9-0**

**Motion made by Ms. Hegedus and seconded by Mr. Napierata to adopt the language on the second reading for the Gifted and Talented Students (6172.1)**

**Motion carries: 9-0**

#### **9. SUPERINTENDENT'S UPDATE**

- A.** Financial report for May 2022- looking at approx. 2.5 million surplus. Excess cost monies will be retained by the town.
- B.** KMS renovation project update - The State has moved forward with phase 2 so we can continue to go out to bid for materials. The Superintendent shared an updated budget and changes to the project. The Board expressed their displeasure in the amount of reductions. Much discussion was had regarding options and steps forward. An emergency meeting between the Board of Education, Permanent Building Commission, and Town Council to discuss the project was requested.

#### **10. REVIEW AND POSSIBLE ACTION REGARDING MONTHLY CHECK AUTHORIZATION**

**Motion made by Ms. Hegedus and seconded by Ms. Rivera-Abrams to approve the May check authorizations.**

**Motion carries: 9-0**



**11. DISCUSSION AND POSSIBLE ACTION REGARDING 2022-2023 WHITSONS CONTRACT RENEWAL**

Board approval is not needed on the new contract. Three companies did the walk through, two submitted bids, and of those two, only one submitted a complete bid. Changes made in the contract were reviewed with the Board. There will be no impact on meal cost for next year. Superintendent Angeli made it clear that meals will NOT be free next year.

**12. DISCUSSION AND POSSIBLE ACTION REGARDING THE NON-LAPSING ACCOUNT CAP**

Mr. Ferron would like to make a request of the Town Council to increase the cap on the Non-Lapsing Account. This request would help with high inflation rates, and prevent a supplemental appropriation. Mr. Ferron was looking to raise the cap to \$2.5M. The Board discussed how to proceed. Ms. Rivera-Abrams expressed her disapproval of the request to increase the cap.

**Motion made Mr. Muscara and seconded by Mr. Napierata to authorize the Superintendent to send a letter to the Town Council requesting the Non-Lapsing Account be replenished up to the \$2M, and an additional request to increase the cap and transfer additional money up to the new cap of \$2.5M.**

**Motion carries: 8-1**

**13. CONSENT AGENDA**

13.A KCP Field Trip Request to Aero Trampoline, Woonsocket, RI

13.B June 8, 2022 Board Meeting Minutes

Ms. Rivera-Abrams asked to pull 13.A.

**Motion made by Ms. Hegedus and seconded by Ms. Martin to approve item 13.B (June 8 Board Minutes) as presented.**

**Motion carries: 6-0-3**

Ms. Rivera-Abrams had questions regarding the sticky note on the request.

**Motion made by Ms. Hegedus and seconded by Mr. Ferron to approve item 13.A (Field trip request to Aero Trampoline).**

**Motion carries: 9-0**

**14. EXECUTIVE SESSION TO DISCUSS A VENDOR CHANGE PROPOSAL**

**Motion made by Ms. Martin and seconded by Mr. Napierata to enter executive session.**

**Motion carries: 9-0**

The Killingly Board of Education entered into executive session at 10:03 p.m.

The Killingly Board of Education came out of executive session at 11:20 p.m.

**15. POSSIBLE ACTION REGARDING A VENDOR CHANGE PROPOSAL**

**Motion made by Ms. Martin and seconded by Ms. Hegedus that the Board change their Board attorney and keep limited representation with Shipman and Goodwin, their current attorney.**

**Motion carries: 6-3**

**16. ADJOURNMENT**

**Motion made by Mr. Muscara and seconded by Ms. Martin to adjourn.**

**Motion carries: 9-0**

The Killingly Board of Education adjourned at 11:20 p.m.

Respectfully Submitted,

*Jennifer Thompson*

Recording Secretary