



Killingly Intermediate School **School Climate Improvement Plan**

A. School Climate

School Climate Improvement Plan: (Based on the results of the school climate survey, school climate committee recommendations, protocols and supports outlined in the law, and other relevant data.)

KIS SEL Problem of Practice for the 2025-2026 SY: Improve all students' perception of being treated with respect (as measured through student climate surveys) through (a) development of a Student Leadership Club to lead the work and (b) leveraging teaching and recognition practices within PBIS/SEL to target respect, and (c) targeted interventions (e.g., hallways, afterschool group).

Practice/Action Steps: Based on KIS's SEL Problem of Practice, the following are a list of action steps that will be taken in order to achieve the desired outcome addressed below:

1. The development of a student leadership club that will collaborate with school administration to work directly with the students at KIS. Goals of the club will include:
 - a. Developing a definition for respect
 - b. Serving as a student-powered group focused on improving respect, safety, and positive peer interactions at Killingly Intermediate School, especially in hallways and shared spaces.
 - c. To meet on a monthly basis to examine data and discuss trends in order to identify areas for improvement
2. Establish an after-school club that serves as a "teaching space" for students who are regularly receiving disciplinary referrals. This club will be overseen by a staff member who is passionate about creating lessons and working with students to improve behavior
3. Create a recognition program that acknowledges students showing respect

Desired Outcome: By Spring 2026, the percentage of students replying "all the time" will increase a minimum of 10-points (to 16%) with a stretch goal of a 20-point increase (26%).

(This is based on Spring 2025 data, in which only 5.8% of students replied "all the time" to the same statement, *Students in my school treat each other with respect*)

Protocols and Supports to enhance classroom safety and address challenging behavior. C.G.S. Sec. 10-222hh(b) provides that those protocols and supports must at minimum include the following:

- Contact information for administrator(s) to be notified when incidents of challenging behavior result in student discipline or removal from a classroom:

Matthew Sierakowski - Principal (msierakowski@killinglyschools.org)
 Michael Conklin - Assistant Principal (mconklin@killinglyschools.org)
 JoAnn Goldsmith - Assistant Principal (jgoldsmith@killinglyschools.org)

- Process by which the administrator will assess the facts, *severity and intentionality of the incident: (Challenging Behavior/Bullying Report Form)*

Killingly Intermediate School uses the following approach to incidents involving challenging behavior:

- Gather facts related to the incident which include any/all of the following:
 - Interviewing eyewitnesses to the incident (both staff and students)
 - Speaking with the student(s) displaying challenging behavior
 - Reviewing surveillance footage (if available)
 - Reviewing historical data documented in EdHandbook
 - Speak with parents/guardians (holding conferences as necessary)
 - Determining the impact on the school environment
 - Referring to the KIS/KHS discipline matrix
 - Holding restorative conferences with all necessary individuals
 - Possible implementation of a school safety plan

- The designated location that students may be sent when removed from class for disciplinary reasons and supports students may receive in this location (ex. interventions from trained school employees, therapeutic resources, and mental health supports:

Students who are removed from class for disciplinary reasons report to the main office to meet with an administrator. At this point, students may:

- Be recommended to meet with a school counselor or social worker
- Process through the situation with a school administrator (sometimes with the counselor or social worker present)
- Be part of a phone conference with their parent/guardian
- Develop an action plan and identify steps for responding to a future incident
- Complete a reflection sheet that is specific to the incident and discuss their responses with an administrator
- Be given traditional consequences according to school or district policy

- Ways to address challenging behavior, enhance resiliency, increase the use of de-escalation strategies and improve social and emotional skills (training, therapeutic mental health supports, restorative practices, trauma-informed instructional strategies).

- Utilizes proactive strategies such as building strong relationships, creating visual supports, and providing choices.

- Implements effective reinforcement based on positive feedback, restorative conversations, and logical consequences.
- Teaches resiliency strategies including growth mindset language, problem solving steps, and coping skills.
- Utilizes de-escalation tools including those taught in Safety Cares training, developing calm corners in classrooms, and providing access to our school counselor and social worker as needed.
- Integrate SEL into daily routines including the use of morning meetings, classroom social emotional lessons, and continuous conversations about how to handle feelings appropriately.

- Safeguards to ensure the supports, services and interventions are in compliance with Special Education Laws, IDEA, Section 504 of the Rehabilitation Act of 1973, IEP, and 504 Plan.

All supports and interventions comply with IDEA, Section 504, and IEP/504 plans. Any intervention for a special education student is determined in collaboration with the PPT.

- Requirement that the superintendent submit, at least annually, a report to the local or regional board of education concerning the number of tiered response incidents that occurred in the prior year. The report must comply with FERPA, CSDE, data suppression guidelines and include the grade level of each student involved in such incidents as well as the supports services or interventions provided
- A prohibition on discrimination or retaliation against individuals who report or investigate tiered response incidents.

Tiered Response: Required for an incident of challenging behavior that meets any of the following criteria:

- a. requires temporarily clearing a classroom or removing a majority of students to reduce the likelihood of injury;
- b. indicated a credible intention to cause bodily harm to self or others; or
- c. results in an injury requiring medical attention beyond first aid (or less severe injuries caused by the same person on more than one occasion, as verified by a school nurse or other medical professional.

(Below are the minimum tiered interventions required. Please add detailed information specific to your school.)

Occasion Number - Tiered Response Incident	Tiered Intervention Required
First Offense	The principal notifies parent/guardian of each student in a manner that complies with FERPA

Second Offense	The principal invites the parent/guardian of involved students to a meeting to discuss supports and interventions applicable to each student, including but not limited to restorative practices.
Third Offense	The Principal notifies the parents/guardians of involved students of other resources for support and interventions, including, but not limited to the following: the 211 infoline, services/programs available through the Behavioral Health Partnerships, established through C.G.S. Sec. 17a-22h; or other resources for professional services, support, or crisis intervention.

For tiered response incidents there must be a meeting between an administrator and the school employee who witnessed the incident. The purpose of the meeting, which must occur within two days of the incident, is to determine the supports and interventions required to address the needs of students and school employees, although support and interventions for special education students must be determined by the student's PPT.

Process for a teacher to request a behavior intervention meeting:

The following are possible steps that a teacher could take when requesting a behavior intervention meeting:

1. Prior to a formal request the teacher (or team) has implemented Tier 1 strategies, tracking the effectiveness of the strategies for a determined amount of time.
2. The teacher (or team) contacts the student's parent/guardian to share the observed behavior, explain the strategies that have been tried, and observed outcomes. The teacher (or team) also seeks insight from home at this time.
3. The teacher requests a behavior intervention meeting (**Google Form**) in which the teacher brings the following:
 - a. Relevant student information
 - b. A description of the behavior
 - c. Frequency and duration
 - d. The behavior's impact on learning
 - e. Tier 1 strategies attempted
 - f. Parent contact made
 - g. Any additional information that may be relevant (ex: attendance, grades, work avoidance, etc..)

Following the formal request, the behavior team reviews the form/data. The team determines if additional data is needed. If a meeting is necessary, the team schedules the meeting with the teacher (or team)

B. School Security & Safety - Possible Discussion Questions

To inform overall School Climate, indicate relevant school security and safety considerations below. Address the following questions:

- What patterns and trends exist from safety drills?
- How effective are the safety drills in achieving their intended goals?

- Are there recommendations for the district planning-steering committee?
- What school safety plan education has been provided to faculty, staff, students and other school employees?
- What other information could help inform preparedness and response?