



Killingly Memorial 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.)

Social Emotional Problem of Practice Statement: The 4 year longitudinal comparison in the 2022-2025 KMS Staff Climate Survey question, *Students in this school treat each other with respect*, indicated a drop from 97.4% in 2024 to 89.1% in 2025. It was shown in the May 2025 KMS Staff Climate Survey Favorables that 84.8% teachers believe students in this school “Sometimes” treat each other with respect, compared to the 4.3% who said “Always”.

PoP Summary Statement: Increase the percentage of students, staff, and parents who feel like they and others are treated with respect, as indicated by school climate surveys, by (a) leading collaborative conversations about respect, and (b) elevating positive examples of respect in school and community.

Practice: Leading collaborative conversations about respect, and (b) monthly elevating positive examples of respect in school and community, as measured by products (e.g., definition of respect, Koala Captains videos, morning announcements, focus of respect at community meetings, Facebook page communication).

Leadership Practice: Leading Conversations with Staff about respect

Outcome: Increase the percentage of students, staff, (and parents) who feel like they and others are treated with respect, as indicated by school climate surveys, from XX% in Spring 2025 to XX in Spring 2026.

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:

Tim Jonasch (Assistant Principal)
tjonasch@killinglyschools.org
860-779-6682

Tina Chahanovich (Principal)
tchahanovich@killinglyschools.org

860-779-6681

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

The process is in no particular order depending on the incident(s) and how it is communicated to the administrator. The following steps include:

- Review of office referral(s) and history of referrals on Educator's Handbook.
- Video camera footage if available.
- Communication and follow up with staff and/or students involved.
- Communication and follow up with student witnesses(s) if necessary.
- Communication and follow up with parents/guardians of the student(s) involved.
- Restorative action(s) and/or consequence(s) implemented that are aligned with school policy.
- Possible implementation of a safety plan for students involved.

- 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 removed from class report to the main office, counseling offices, or restorative rooms depending on the circumstances. At this point, students may:

- Process the incident with administrators or counseling staff
- Participate in de-escalation strategies that help the student to calm
- Complete restorative reflection activities
- Take part in a phone conference with parents if appropriate
- Be connected with additional mental health resources including 211
- Have 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).

To address challenging behavior and increase social emotional skills, KMS:

- 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.

- MTSS process.
- Communication and review of interventions with parents/guardians through PPTs and 504 meetings.
- Safety Plans.
- BIPs.
- Collaboration with the School Psychologist.
- Weekly Special Education meetings.

- 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	Administration and/or Social Worker/Counselor notifies the parent/guardian of each student in a manner that complies with FERPA. Documentation and record on Crisis form. Setting up interventions to help prevent the same behaviors. Consider calling 211 depending on the situation. Collaborating with staff and/or outside providers.
Second Offense	Administration and/or Social Worker/Counselor 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	Administration and/or Social Worker/Counselor 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:
- Tier I strategies that are attempted.
 - MTSS process.
 - Parent communication.
 - Communication with the Social worker, Counselor and/or Administration.
 - Documentation on frequency and challenging behaviors. This also includes documentation of interventions put in place.
 - Documentation on attendance, grades, and office referrals.

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?