



## Killingly Central 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.)

**Social Emotional Problem of Practice Statement:**

Minimize crisis calls and increase ability to self-regulate in students receiving individualized support but (a) increasing the confidence and application of TI practices and mindset in all classrooms, (b) increasing access to tiered SEL supports, (c) increasing data-driven monitoring for students receiving individualized supports, and (d) connecting families to community supports/wrap-around services (with CONNECT).

**Practices we intend to change:**

- 1.) Increase TI in all classrooms, increasing TI mindset and growth mindset (e.g., confidence/belief in the impact of strategies) in responding to behaviors.
- 2.) Increase access to push-in social work services/resources/toolkit by implementing in classroom groups (rather than individual/pull out), through piloting and developing a framework for Tier 2 by end of year.
- 3.) Develop and implement data-driven monitoring and decision-making for students receiving intervention

**SMART Goal:**

**70% of staff will report using family items consistently in Spring 2026.**

**Practices Measured by:**

Measure: Teacher-reported confidence & use of TI practices in the classroom (e.g., TI Checklist)

How often: Once in Fall & Spring

Who will conduct/complete: All staff

Measure: Add questions to school climate survey (i.e., **For Staff:** Do you feel confident in using TI practices? Do you feel a part of the decision-making process and action steps? Do you feel like the TI practices are effective in making an impact on students? What are the barriers? **For families:** Would you welcome more strategies offered from the school to help with routines/behaviors at home?)

How often: 2-3 times per year (mid-year just family items around Jan/Feb)

Who will conduct/complete: All staff

Measure: Documentation of targeted “push in” supports/resources/toolkit for small group classroom-based supports

How often: Ongoing

Who will conduct/complete: Student support staff, with support from special education & district mental health

**Outcomes we want to achieve:**

1.) Reduction in crisis calls, as an indicator that teachers are feeling more confident in TI mindset/de-escalation.

2.) Documented improvement in students who receive tiered SEL supports.

**Outcomes Measured by:**

Measure: Progress monitoring of SEL skills (e.g., self-regulation) for students receiving individualized support

How often: Ongoing

Who will conduct/complete: TBD

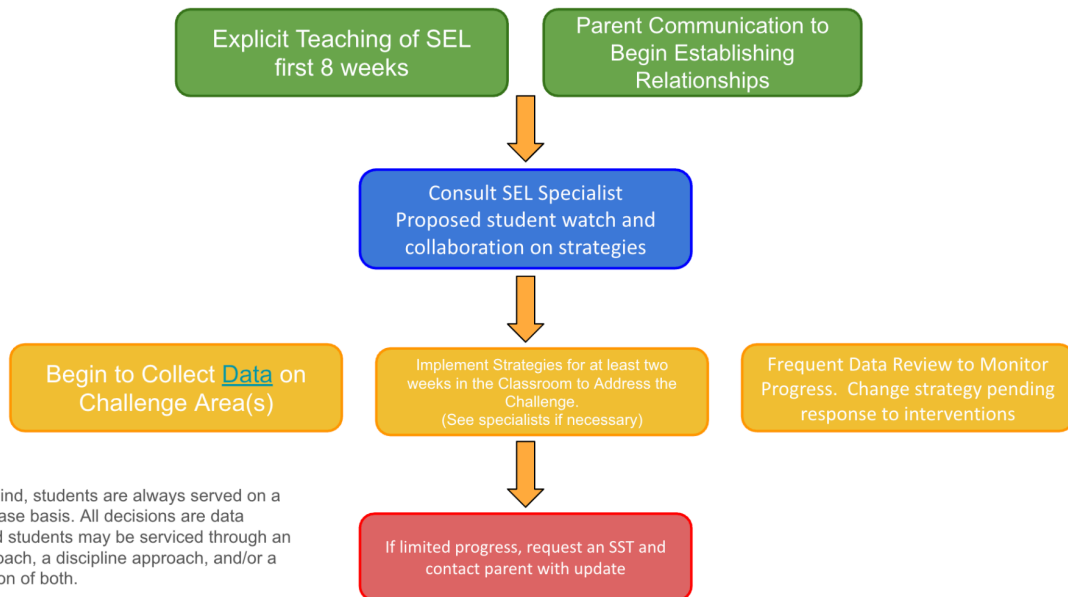
Measure: Crisis calls

How often: Ongoing

Who will conduct/complete: Admin/Crisis team

**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:**

## SEL MTSS Flowchart



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

Communication with KCS during school hours:

Main Office - x2753/x2754

Emily Caviggia - x2751

Meghan Therrien - x2752

\*Both administrators are always available for immediate walkie communication

Communication to/from outside of KCS during or outside of school hours:

Main Office - (860) 779-6750

Emily Caviggia - Principal - (860)779-6751 or [ecaviggia@killinglyschools.org](mailto:ecaviggia@killinglyschools.org)

Meghan Therrien- Assistant Principal - (860)779-6752 or [mtherrien@killinglyschools.org](mailto:mtherrien@killinglyschools.org)

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

Procedure:

- 1.) Collect incident report(s) to begin investigation - Challenging Behavior Report, Bullying Report Form, Ed. Handbook, and/or verbal report
- 2.) Interview all individuals involved in incident(s) to gain any and all relevant information
- 3.) Record all relevant information for documentation
- 4.) Contact families of all individuals displaying challenging behavior or affected by physical/verbal actions resulting from challenging behavior
- 5.) Once investigation is concluded, actions such as restorative practices and natural consequences are assigned as deemed appropriate

- 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):

KCS students are always accompanied by an adult when separated from their class as a result of challenging behavior.

Location: Think space, Individual calming space, hallway, Social Work Office, Administrators' Offices, Restorative Space

Trained Personnel: School Social Workers, SEL Specialist, Special Education Teachers, RBT, Administrators

Interventions: Safety Cares deescalation strategies, Pyramid Strategies - feelings identification, coping strategies, problem solving strategies, Sensory tools - fidgets, blankets, comfortable seating,

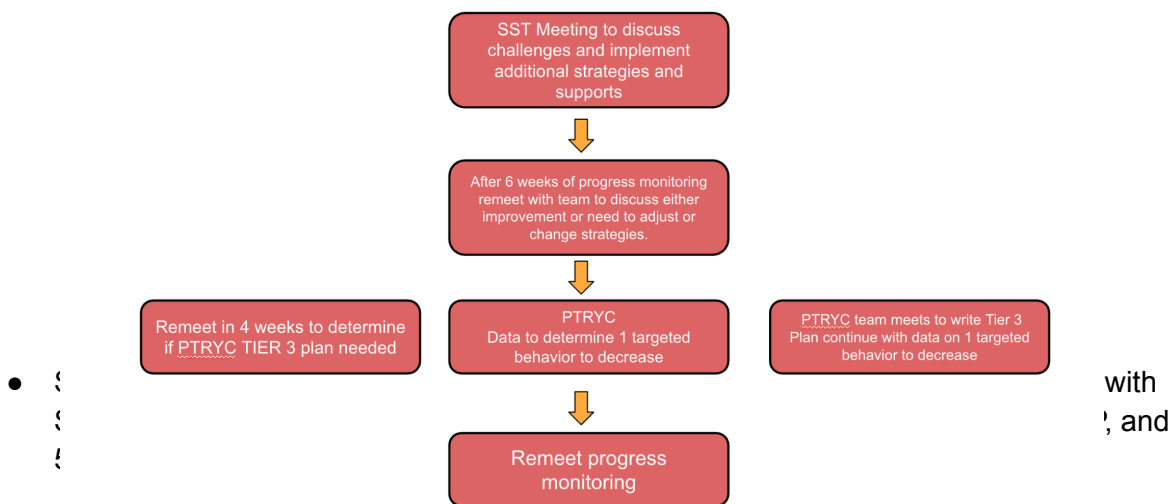
Families are provided with community resources for therapy, counseling, medical, and psychiatric services as needed through our SEL MTSS Process.

Both 211 and 911 are available resources to be used in an emergency.

- 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).

When our Tier 1 and Tier 2 SEL MTSS processes are not sufficient we advance to our KCS Tier 3 Process. This process is based on the manual Prevent-Teach-Reinforce for Young Children: The Early Childhood Model of Individualized Positive Behavior Support which is a research-proven, family-centered guidebook for early childhood professionals. This PTRYC process provides a five-step model to address challenging behaviors by focusing on prevention, teaching new skills, and reinforcing positive actions.

### PTRYC Tier III Flow Chart



- Weekly social work team meetings with administration
- Weekly special education team meetings including district administration and related service providers
- Cyclical MTSS & PTRYC Meetings including families - every 4-6 weeks
- Consistent consultation with KPS Pupil Service Dept. regarding documentation and legalities

- 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 |
|--|------------------------------|
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|------------------------|---|
| First Offense          | Administration and/or social worker notifies parent/guardian of each student directly related to incident of challenging behavior in a manner that complies with FERPA  |
| Second Offense         | The SEL MTSS Team (Administrator, SEL Specialist, Social worker, School Psychologist (when needed), and classroom teacher) invites the parent/guardian of the involved student to a meeting to discuss supports and interventions applicable, including but not limited to restorative practices.   |
| Third Offense or after | <p>In addition to on-going SEL MTSS meetings including families, a Tier 3 PTRYC plan is developed to address on-going behavioral challenges with the method of Prevent, Teacher, Reinforce as the foundational structure. On-going revision to PTRYC planning, possible referral for special education evaluations, or changes in classroom or school placement are entertained as supported by data reflective of interventions.</p> <p>The team provides parents/guardians of involved students resources for support and interventions, including, outside evaluations, therapies, counseling, medical providers, or psychiatric resources as needed. Information about 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 may also be provided.</p> |

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:**

See SEL MTSS Process above.

In addition:

Teachers can request SEL/Behavioral support through contact with the SEL Specialist at any time. The first step is a student watch with suggestions for Tier 1 strategies in the classroom to prevent challenging behavior. If challenging behavior continues, the SEL MTSS process is implemented.

**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?

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