Killingly Public Schools
Great Things Happen Here!

KHS School Climate Improvement Plan

A. School Climate

School Climate Committee Meeting Dates & Members:

First Meeting Date: 11/16/26
School Climate Committee Members in Attendance: Mike Lefevre, Gina Lindberg, Chrissy Bulmer, Jen Adams, JB Boulanger, Joe McCusker, Carrie Apanovitch, Meredith Tukey, Jim Esposito

Second Meeting Date:
School Climate Committee Members in Attendance:

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.)

Based on the KHS SEL Problem of Practice, the 2026–2027 School Climate Improvement Plan focuses on strengthening relationships, increasing positive student engagement, and reducing problem behaviors through two primary initiatives: improved teacher-to-home communication and consistent implementation of Capturing Kids' Hearts (CKH) practices. The plan emphasizes proactive and responsive communication with families, including regular positive outreach and timely communication regarding behavioral concerns. Additionally, staff will intentionally incorporate CKH strategies, including positive reinforcement, relationship-building, and consistent schoolwide language and expectations. Our goals include increasing proactive family communication to at least once per week per teacher. Progress will be monitored through classroom observations, family communication records, student behavior data, and student climate surveys. Ultimately, these efforts are intended to foster a more positive, supportive, and connected school environment, reduce problem behaviors, and increase the percentage of students who respond positively to the school climate survey statement: “I feel connected to at least one adult in my school.”

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:

For incidents resulting in discipline or classroom removal, the following administrators must be notified:
Carrie Apanovich: Principal
Mike Lefevre: Assistant Principal
Stephan Paul: Assistant Principal

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

Killingly High School uses Educators' Handbook or the Challenging Behavior/Bullying Report Form to capture the details of every incident. Administrators review:
• The sequence of events and student actions
• Any credible intent to cause harm
• Whether the event disrupted the learning environment
• The presence of any prior incidents
• Student insight, reflection, and willingness to engage in problem-solving
The administrator determines the severity level and appropriate tiered interventions.

- 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 and, ultimately, In School Suspension or home.. Supports available include:
• Behavioral intervention through trained staff
• Access to school counseling
• De-escalation and SEL skill-building
• Restorative reflection activities

• Traditional discipline framework

- 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 improve SEL skills and reduce incidents, KHS provides: • Staff training (Pending) in restorative practices • Trauma-informed instructional strategies • Increased monitoring and accurate data collection of student movement • Clear and reinforced HOW expectations under currently developed rubrics

- 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:

If a teacher feels as if a student's behaviors have become profound or unmanageable within their classroom, they would reach out to the student's counselor and/or administrator to ask for an SSP meeting. This meeting would consist of the student's teacher(s), counselor and administrator where concerns would be discussed as well as potential tiered interventions. The parent may be involved in this meeting or informed of the concerns and actions subsequent to the meeting. A check in would then be scheduled to follow up on progress.

B. School Security & Safety

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?

