

John Lyman School
School Climate Improvement Plan
(School Year 2025 – 2026)

District: Regional School District 13

School: John Lyman School

School Climate Specialist: Thomas Ford

School Climate Specialist Contact Information for Reporting: tford@rsd13.org

Designated Administrator: sleggett@rsd13.org

School Climate Coordinator: Sydney Leggett

School District Climate Guidelines and Procedures

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John Lyman School - Climate Plan

Plan Requirement (CGS Sec. 10-222hh)	Action Steps for Implementation & Fidelity	Responsible Party	Measurement Evidence of Success
I. Complaint & Investigation Procedures			
Consistent Notification and Reporting Forms	A. Digital Notification and Reporting System: Implementation of a single, accessible online form (via district website) for reporting, investigating, and notifying reporters regarding challenging behavior/bullying.	School Climate Coordinator or Designee IT Department	100% of schools use the same digital forms.
Transparent Timelines for Communications and Investigations	B. Communication Standard: Create a protocol mandating that reporters receive an acknowledgment communication within three school days and a Response Process Notification form maintaining confidentiality no later than three school days after the completion of the investigation.	Building Principal or Designee	Audit of investigation logs showing compliance with the timeline
Process for assessing facts, severity, and intentionality of reported incidents	C. Assess facts, severity, and intentionality of alleged challenging behavior or bullying incidents using district process found in the School District Climate Guidelines and Procedures on pages 8-11. Tiered Triage Protocol: Train administrators and the School Climate Specialist on a tiered assessment tool that explicitly differentiates severity based on harm to the relationship/community (restorative approach) vs.	School Climate Coordinator or Designee	Completion of annual training/calibration for all administrators.

	physical harm/legal severity (compliance approach). (See Addendum A)		
II. Restorative Practices & Behavior Supports			
Integrate restorative practices as part of the district's approach to challenging behavior, holding students accountable and involving them in repairing relationships	D. Restorative Prioritization: Mandate that all staff utilize Affective Statements and Impromptu Conferences as the Tier 1 response to low-level challenging behavior. Restorative Circles will be used as the default follow-up for non-violent conflicts.	School Climate Specialist Teachers and Staff	Survey to staff to collect baseline data at the end of SY 25-26.
Describe preventive strategies for challenging behaviors	E. Universal Social-Emotional Learning (SEL): Implementation of community meetings for proactive community-building circles in the classroom and explicit instruction in conflict resolution skills as part of the district's SEL curriculum.	School Counselors Related Arts and Classroom Teachers	Lesson plans documenting weekly topics in SEL curriculum.
Identification mechanisms, and response protocols for challenging behaviors	F. Educator Safety and Support: Any staff member who witnesses threatening, unsafe, or violent behavior must: 1. Ensure immediate safety by notifying the main office, administration, or security personnel. 2. Seek medical attention if needed with the nurse or designated administrator. 3. Report the incident to the building administrator and School Climate Specialist as soon as possible using the district's Incident or Injury Report Form. All reports of educator injury or threat will be reviewed promptly, and the District will take appropriate steps to ensure staff safety and provide follow-up support.	School Climate Specialist or Designee	100% use of reporting forms, protocols, and response forms

	If a student's behavior repeatedly creates unsafe or disruptive conditions, a Behavior Support Meeting may be convened. This meeting should: • Include the building administrator, relevant teachers/staff, School Climate Specialist, school counselor or psychologist, and (when appropriate) the student and family. • Review the circumstances and triggers of the behavior. • Identify supports, interventions, or restorative actions needed to promote safety and success for all involved. • Document next steps and monitoring plans. When necessary, the District may also review whether additional behavioral or special education supports are warranted. Building administrators will: • Ensure timely review of all educator safety and injury reports. • Communicate with affected staff about next steps and available supports (e.g., counseling, debriefing, worker's compensation procedures). • Monitor patterns of concern and coordinate with the School Climate Team to address underlying causes. The District will not tolerate retaliation against any employee who, in good faith, reports a safety concern or injury.		
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The designated location that students may be sent when removed from class	G. Reflection Area: Continued use of the office or counselor's office as a safe space for utilizing strategies and/or asking for help.	School Climate Specialist or Designee School Counselors	Written protocol/strategy reminders detailing available supports (e.g., quiet zone, breathing exercises, counselor check-ins) for all students.
Protocols and supports	H. Re-entry Protocol: For any student removed for more than one class or work period a student will receive a Counselor/Administrator check-in and a Restorative Conference/Agreement will be established before returning to the classroom/site.	School Climate Specialist or Designee School Counselors	Documentation of 100% of students receiving a check-in before returning from a removal.
Safeguards to ensure that supports, services or interventions are in compliance with the special education laws, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and a student's Individualized Education Program (IEP) or Section 504 Plan	I. Compliance Trigger: Any disciplinary action resulting in more than a two-day removal for a student with an IEP/504 must trigger an automatic email notification to the School Climate Specialist (Principal) AND the Special Education Case Manager for immediate review of FAPE compliance.	School Climate Specialist or Designee Special Education Staff	Audit showing 100% of disciplinary removals for Special Education/504 students reviewed for FAPE compliance within 48 hours.
III. Data Collection & Monitoring			

Districts must maintain data on disciplinary actions, climate survey results, attendance, and types of bullying/challenging behavior	J. Data Collection: Input disciplinary data into Linkit and Powerschool for disciplinary actions and bullying/challenging behavior. Provide reports showing disaggregated data by grade/subgroup for Chronic Absenteeism. Climate Survey Perception of Safety/Support given yearly, disaggregated, and reviewed by the Climate Committee.	School Climate Coordinator or Designee	Biennial School Climate Committee meeting minutes reflecting data review and recommendations.
The Superintendent will submit, at least annually, a report to the local or regional board of education concerning the number of tiered response incidents	K. Incident Reporting Template: Develop a standardized annual report template that complies with with the Family Educational Rights and Privacy Act (FERPA) and the Connecticut State Department of Education's (CSDE) data suppression guidelines and includes the grade level of each student involved in such incidents as well as the supports, services, or interventions provided.	School Climate Coordinator or Designee	Annual report submitted to the Board of Education

The School Climate Coordinator must collect and maintain data regarding school climate improvement and meet, at least twice per year, with each school's climate specialist for the following purposes: (1) identifying strategies to improve school climate; (2) proposing recommendations for revisions to the school climate improvement plan; and (3) assisting with the completion of the school climate survey.	L. Structured Data Meeting: Mandate a structured, data-driven agenda for the twice-annual coordinator/specialist meeting focused on setting SMART goals based on the climate survey and other relevant data identifying the top two strategies to be revised or implemented.	School Climate Coordinator or Designee	Calendar invitations and meeting agendas/minutes documenting two meetings per school per year.
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John Lyman School - Climate Goals

CT School Climate Standard: Impact on Results – Progress Monitoring

Ensure that the school-based climate committee uses school climate survey data, discipline data, bullying/challenging behavior investigations and attendance data to monitor progress and inform actionable steps to improve school climate and restorative practices.

Goal 1: By June 2026, the John Lyman School Climate Committee will systematically use school climate survey results, discipline data, bullying/challenging behavior investigation data, and attendance data to monitor progress and guide actionable steps to strengthen school climate and restorative practices. This will be achieved by:

- Reviewing all identified data sources at school climate committee meetings,
- Developing and documenting at least three data-informed action steps aligned to restorative practices and climate priorities each semester, and
- Monitoring outcomes through periodic progress reports that show measurable improvements, including a reduction in disciplinary incidents, improved attendance, and positive trends in school climate survey indicators compared to baseline data.

Progress and adjustments will be communicated to staff to ensure shared ownership and continuous improvement of a positive, inclusive, and restorative school climate.

CT School Climate Standard: School Practices - Restorative Infrastructure

Develop & sustain a restorative infrastructure to build capacity

Goal 2: By June 2026, all school staff will consistently use Restorative Practice strategies, techniques, and language to engage in direct, respectful, and solution focused communication with students, colleagues, and families to support a positive and restorative school climate, as measured by:

- 100% staff participation in at least one professional learning session focused on direct and restorative communication strategies,
- Implementation evidence documented through classroom observations, discipline referrals, restorative conversations, DESSA results, and administrative walkthroughs, and
- An improvement in school climate survey indicators related to student behavior, student and staff well-being, and communication compared to baseline data.

Progress will be monitored through staff reflections, feedback from climate surveys, disciplinary processes, and administrative observations, with adjustments made as needed to ensure alignment with the school's shared vision for a respectful, supportive, and restorative community.

Addendum A

Tiered Response:

Pursuant to C.G.S. Sec. 10-222hh(b)(6), a tiered response (as detailed in the table below) is 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. indicates 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).

School climate improvement plans must include the following responses:

Occasion Number – Tiered Response Incident	Tiered Intervention Required
First offense	Principal must notify the parents/guardians of each student involved in a manner that complies with FERPA.
Second offense	Principal must invite the parent/guardian of involved students to a meeting (virtual or in person) to discuss supports and interventions applicable to each student — including, but not limited to restorative practices.
Multiple subsequent offenses (or single incident that causes severe harm)	Principal must notify the parents/guardians of involved students of other resources for supports and interventions, including, but not limited to the following: the 2-1-1 Infoline program; services/ programs available through the Behavioral Health Partnership, established through C.G.S. Sec. 17a-22h; or other resources for professional services, support, or crisis intervention.

In addition, 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 supports and interventions for special education students must be determined by the student's Planning and Placement Team (PPT). For special education students, notice of the incident must be submitted to the PPT no more than two days after the incident occurred.

Severity Level	Primary Harm Category	Focus of Response	Typical Intervention
Low/Basic(Tier 1/2)	Relationship/ Community Harm (e.g., disrespect, minor disruption, social conflicts)	Restoration & Skill-Building Focuses on who was hurt and what is needed to repair the relationship.	Affective Statements, Impromptu Circles, Mediated Dialogue, Conflict Circles.
High/Escalated (Tier 3)	Physical/Legal/Safety Harm (e.g., violence, weapons, illegal activity, severe property damage)	Compliance & Safety Focuses on policy, legal mandates, and immediate physical safety.	Traditional Disciplinary Action (Suspension/Expulsion), Threat Assessment, Law Enforcement Involvement, <i>followed by a Re-entry Circle/Restorative Conference</i> (as appropriate)