

Seymour High School 2019-20 Safe School Climate Plan

The Safe School Climate Committee is made up of the principal, assistant principal, Director of Security, psychologist, school counselor, school social worker, and teacher representatives. The School Climate Committee meets annually to consider school-wide efforts to promote, enhance, and sustain a positive climate.

The administration annually addresses parents and all staff members at the beginning of each school year to review policies related to safe school climate, and periodically reviews school climate expectations. The school's focus is that intentional mean behavior is unacceptable. Parents are surveyed biennially regarding school climate, feedback from this survey is used to develop/modify our Safe School Climate Plan and for the development of a Parent Feedback Goal included in our school improvement plan.

Seymour High School is committed to improving the culture and climate of the school. Creating a culture and climate that minimizes mean spirited behavior while fostering school connectedness and student achievement is integral to our daily actions. Seymour High School seeks to cultivate this culture by recognizing positive academic and behavioral actions. Specific events involving faculty, students and parents help develop a positive school climate which includes Parent Visitation Nights, the development of School Murals, assemblies for safe driving, anti-bullying assemblies, community safety awareness, Clubs/Sports, and Link Crew our ninth grade transition program. Activities directed at improving the climate for the staff include: Active participation in Professional Development, the continued support of a Sunshine Committee, organized special celebration days listed below, regular recognition of teachers for their accomplishments, the development of faculty school day activities intended to foster comradery such as; dress like your mentor day, dress like a famous person day, superhero day, and through the provision of continued common Professional Learning Community (PLC) time for departments every fourth day intended to foster collaboration and departmental comradery.

Positive school culture and climate are critical to the healthy functioning of a school. Recognizing this, the Safe School Climate Committee believes that all members of our school community need to have opportunities to develop positive connections with others. Our faculty will be encouraged to celebrate special days within our community. Each of these days could be department/subject-specific or school-wide.

These days can include:

September

- American Labor Day
- Constitution day
- Autumnal Equinox Day
- Hispanic Heritage Month
- Grandparent Day

October

- Fire Prevention Week
- Discoverers Day
- Mole Day – October 23

November

- Veteran's Day
- Election Day
- Geography Awareness Week
- American Thanksgiving

December

- Winter

January

- Winter Solstice
- The 100th Day of School
- Martin Luther King Day
- Inauguration Day

February

- Black History Month
- Groundhog Day
- Valentine's Day
- Presidents Day

March

- Women's History Month
- National Nutrition Month
- Music in our School's Month
- National Crafts Month
- Read Across America Day
- The Iditarod
- Pi Day
- Vernal Equinox Day

April

- Math Awareness Month
- Poetry Month
- Earth Day
- Arbor Day

May

- Celebrating Asian and Pacific Heritage Day
- Physical Fitness Month
- Cinco de Mayo
- Pet Week
- Teacher Appreciation Day
- Mother's Day
- Memorial Day

Furthermore, students and faculty will be provided with opportunities to strengthen the school culture and connectedness with school administration and the overall community. Activities intended to improve the culture and climate of the school can include the following: the administration will hold monthly student meetings allowing students to discuss their concerns and insights, the staff senate provides an avenue for faculty to communicate their ideas to the administration, all departments will enlist students to help them prepare for the days of celebration previously mentioned, and the student council will be encouraged to hold spirit weeks and activities to improve the connectedness of the student body by providing more opportunities for students to show their school spirit. Additionally, the Seymour Board of Education has two student representatives who regularly attend the Board of Education meetings, and the board invites the student council to special meetings where the students share their ideas and concerns.

Seymour High School communicates our behavioral and academic expectations in the [Student-Parent Handbook](#) which is available on the [school webpage](#) and is distributed electronically to every student at the beginning of each school year. Students are instructed to read the handbook, especially the code of conduct section and sign that they have received the publication. Included in these policies, but not limited to, is the Bullying Prevention and Intervention Policy #5131.911. At the beginning of each school year during an Advisory period, students review and discuss the student handbook, the [Code of Conduct](#), the [dress code](#), the [attendance policy](#), and [academic expectations](#). Students have opportunities to discuss issues and situations with their peers and to ask questions of their advisors. Each advisor is a certified staff member.

Seymour High School insures that unstructured times and areas are supervised by certified personnel. Teachers are assigned to various locations in the morning prior to the beginning of the first period. Specific locations include; parking lots, entrances, the cafeteria, stairwells, and hallways. Lunch waves are supervised by teachers, school counselors, and paraprofessionals who monitor the serving area, the “dining room,” and the lavatories. At the time of dismissal, teachers monitor and supervise the bus exit and parking area.

Seymour High School is in the process of evolving the PBIS, Positive Behavioral Interventions, and Supports, program into the Wildcat Way. The development of the Wildcat Way represents the melding of the PBIS with an emphasis on Social Emotional Learning where students will be provided incentives for positive community behavior. Recently, we have worked with the local Juvenile Review Board (JRB) which has been instrumental when implementing restorative practices for our most challenged youth. Continued development of restorative/diversion practices will be included in the Wildcat Way allowing for individual student interventions, and the provision of incentives encouraging students to be good community members.

School-wide training of staff related to the safe school climate plan began with data collected in May 2019. A student survey was undertaken, analyzed and discussed with the safe school

climate team and staff. As a follow-up activity, students will be surveyed regarding “connections” to school staff members.