Seymour High School
2021-22 Safe School Climate Plan

The Safe School Climate Committee is made up of the principal, assistant principal, director of security, school psychologist, school counselors, school social workers, a student, a parent of a student who attends the school and teacher representatives. The School Climate Committee meets annually to consider school-wide efforts to promote, enhance, and sustain a positive climate. Since the onset of the COVID 19 pandemic, many in-person activities have been modified to minimize person-to-person contact.

The administration annually addresses parents electronically and all staff members in-person 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, harassment, or bullying 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.

Recently an increased emphasis has been placed on the Social-Emotional (SE) wellness of our student population. To address the increased SE demands the school district has purchased Suite360, an online software platform to help the school community work with all of our students. We use an initial screening tool embedded in the software to survey our students to identify social-emotional areas of concern. Once identified, monthly lessons are provided to our students during extended homeroom to help students come to terms, learn and grow in the identified area. An additional module of the software was purchased during the 2021-22 school year to help us work with individual students who have faced behavioral challenges. Completion of individual modules is intended to inform students of the reasons why their behavior was not appropriate with the hope that the behavior is not repeated.

The provision of a safe supportive area for students who are having academic difficulties is essential to a safe school. Over the past several years a proactive instructional support model was developed and implemented with the intent of improving student academic success. This model provides our struggling students with tutors who begin to work with them as soon as it is evident they are struggling. The hope is that early academic intervention will put the students back on track for academic success which will result in a happier more connected student.

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, community safety awareness

communications, 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, organized special celebration days, regular recognition of teachers for their accomplishments, 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.

Furthermore, students and faculty will be provided with opportunities to strengthen the school culture and connectedness with school administration and the overall community. The student council is 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 extended homeroom, 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 teachers.

Seymour High School ensures that students are supervised by certified and non-certified personnel during unstructured times. To minimize the amount of unstructured time during the school day students report to their first-period class when they arrive at school minimizing the amount of unstructured time. Teachers and paraprofessionals are assigned throughout the school in the morning before the beginning of the first period for supervision. Specific locations include; entrances, stairwells, and hallways. Lunch waves are supervised by administrators, teachers, 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 areas.