

Seymour High School 2015-2018 Safe School Climate Plan

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The Safe School Climate Committee is made up of the principal, assistant principal, psychologist, guidance counselor, and 3 classroom teacher representatives. The School Climate Committee meets weekly 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 climate expectations. The school's focus is that intentional mean behavior is unacceptable. Parents are surveyed biennially regarding school climate.

Seymour High School is committed to improving the culture and climate of the school. This is reflected in the School Improvement Plan goal: Create a culture and climate that fosters the importance of student achievement and academic success. Seymour High School seeks to foster this culture through actions including CAPT Scholars and posting the Honor Roll. Specific events to involve students in developing and fostering positive school climate include Parent Visitation Nights, Volleyball Fan Bus, School Murals, Senior Day, Assembly for Clubs/Sports, and the creation of the Principal Advisory Council and Link Crew. Activities directed at improving the climate for the staff include: Monthly Staff Gatherings, active participation in Professional Development, the continued support of a Sunshine Committee, and continued common Professional Learning Community time for departments every other day.

The Seymour High School Student Handbook 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, students in their Advisory groups and review the student handbook, discuss the Code of Conduct, the dress code, the attendance policy, and academic expectations. Students have the opportunity 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 positions in the morning prior to the beginning of first period. Specific locations include parking lots, entrances, the cafeteria, stairwells and hallways. Lunch waves are supervised by a minimum of four teachers 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 continues to implement PBIS, Positive Behavioral Interventions and Supports, program. Additionally, we are in the process of developing restorative discipline practices and juvenile diversion practices which will be implemented during the 2015-16 school year. Individual student interventions are provided through the delivery of PBIS and its three tiered intervention process. All students will receive Tier I PBIS interventions using a continuum of procedures encouraging expected behavior and discouraging rule violations. Should Tier I Intervention not be successful the student will be referred to the PBIS team which will develop an individual student plan using Tier II and Tier III intervention if necessary.

Tier II PBIS Interventions are used school-wide and on an as-needed basis and include: check in – check out, rule review and practice, Social Skills Group, behavioral contracts, home-school interventions, Time out in a “buddy” classroom. Tier III PBIS Interventions include: Functional Behavioral Assessment (FBA), Behavioral Intervention Plans (BIP), wrap-around services, individualized academic instruction, and individualized behavioral instructions.

School wide training of staff related to the safe school climate plan began with data collected by the building data team during the school year. A student survey was undertaken, analyzed and discussed with the staff. As a follow up activity, students were surveyed regarding “connections” to school staff members. A data wall was created and viewed by the faculty. The visual impact of the data wall was the impetus for many of the actions taken to improve student connections and ultimately impact the school culture and climate.