

**District Climate Goals Drawn from Building Climate Plans**

**DRAFT**

**Drafted May 8, 2013, Revised December 12, 2013**

**I. Foster a climate of respect for all: students, faculty, staff, parents, community members, and visitors by supporting and providing resources to foster school initiatives and goals**

- Create consensus around a shared vision and clear set of priorities
- Create or review policies that set appropriate climate
- Identify needs and resources
- Seek support and funding for needs and resources

**II. Ensure that all stakeholders model respectful behavior by requiring periodic self-reflection for administrators, teachers, students and parents**

- Prepare student success plans
- Engage faculty and students in reflective practices
- Provide constructive feedback on report cards and other student assessments
- Reflect upon parent surveys and incorporate feedback

**III. Provide the means for students, faculty, parents and the community to identify and report unacceptable behaviors**

**Public Relations**

- Publicize Title IX, 504, Harassment, Bullying policies
- Deliver proactive and periodic reminders regarding acceptable behaviors

**Resource Allocation**

- Identify and provide the human and financial resources to promote positive behaviors and eliminate unacceptable behaviors (SRO, Check & Connect, Rachel's Challenge, Tip Line)

**Identify and implement new programs or sustain existing programs that support development of positive student behaviors in our schools**

- Use effective problem solving programs
- Complete summative job performance evaluations (CCT, Domain 6)
- (Continued) implementation of Character programs – PBIS (Positive Behavior Intervention Supports), responsive classroom
- Create/ maintain advisory and mentoring programs

**IV. Create or continue to support learning environments that engage and value all students and staff**

- Promote and support student engagement

- Remove barriers to learning through a systematic approach to intervention (EIP -early intervention process, PBIS, differentiation, 504, IEP)
- Ensure that each graduate is college and career ready by supporting meaningful, differentiated, authentic, flexible and multi-dimensional learning experiences personalized for each learner
- Provide opportunities for all stakeholders to have voice in decision making about practices, policies, curriculum and instruction

**V. Promote positive student behaviors in the community at large:**

- Model behaviors as ambassadors to the community with service providers, during town-wide activities, with school partners and community organizations (Wallingford 100, SCOW, Business Think Tank, career center works, community outreach steering committee, etc. ) so that more robust opportunities for all students become available through these partnerships.