

District Climate Goals Drawn from Building Climate Plans

DRAFT

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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.