# Background Information

- The "Why"
- Intended Outcomes
- The Process

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# Student A

# Student B

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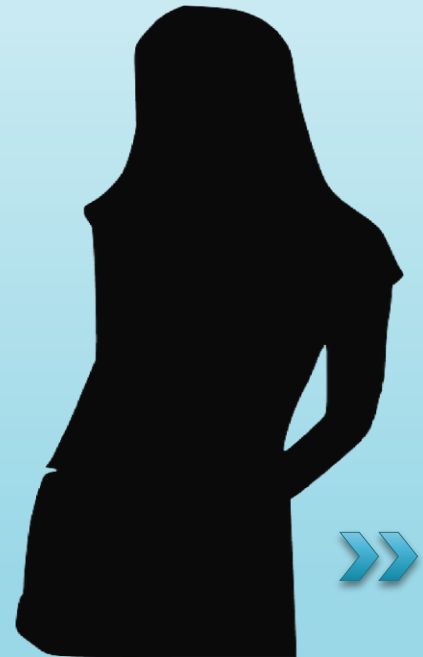
# Belief Statements

1. Students' social/emotional health and well being are the responsibility of all within the school and home communities

2. **Students can be taught skills necessary to be resilient, to self-regulate, and persevere.**

3. **Students can learn from challenges, set-backs and constructive feedback as well as successes.**

# Belief Statements

4. Establishing clear and consistent boundaries among all constituents is necessary to create a safe and predictable educational environment.

5. Success can be defined on an individual basis.

**6. The encouragement and development of strong interpersonal relationships is essential to students feeling strongly connected to peers and adults.**

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# Belief Statements

7. Clear and open communication among administrators, teachers, students and parents is essential to students' success, growth and well being.

8. A partnership with parents is imperative if we hope to build and reinforce a strong community.

# Goals and Action Steps – Goal #1

**To ensure that every student has a meaningful connection to an adult**

**1. Define what meaningful connection is and looks like (K-12).**

2. Research and identify existing structures and space that connect student to students and students to adults.

3. Look at schedules to identify and/or create time for connections (K-12).

4. Create meaningful ways to match adults to students and students to students.

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5. Develop professional learning for all staff to enhance faculty and student connection.

6. Develop systems to ensure knowledge and communication throughout the entire school community.

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# Goals and Action Steps – Goal #2

**To teach students needed skills to develop resilience, self-regulation, and perseverance**

1. Adopt common language in and across schools that define the terms: resilience, self-regulation and perseverance (what students know and should be able to do).

2. Explore and provide professional learning around resilience, self-regulation, and perseverance for students, staff, and community.

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**3. Develop ways to assess and develop strategies to build resilience, self-regulation, and perseverance of students.**

4. Students will define success on their own terms based on their knowledge of strengths and weaknesses.

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5. Develop systems to ensure knowledge and communication throughout the entire school community.

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# Goals and Action Steps – Goal #3

**To establish clear and consistent communication processes among administrators, staff, students and their parents.**

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# Next Steps/Resources

- Summer Curriculum Work
- Training through Yale Center for Emotional Intelligence
- Continued work sessions at each level and with the K-12 team during the 2017-2018 school year
- Report to the Board of Education and community mid-year 2017-2018

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