

PLEASE POST

PLEASE POST

**AMITY REGIONAL SCHOOL DISTRICT NO. 5**  
*Bethany                      Orange                      Woodbridge*  
*25 Newton Road, Woodbridge, Connecticut 06525*

---

*Dr. Jennifer P. Byars*  
*Superintendent of Schools*

**AMITY REGIONAL BOARD OF EDUCATION SPECIAL MEETING AGENDA**  
*October 24, 2022, 6:30 pm*  
*25 Newton Road, Woodbridge, CT*

1.     **CALL TO ORDER**
2.     **PLEDGE OF ALLIGIENCE**
3.     **PRESENTATION OF SCHOOL CLIMATE SURVEY DATA**
4.     **PRESENTATION OF GUIDING PRINCIPLES AND GOALS**
5.     **PUBLIC COMMENT – Limited to items on Special Meeting Agenda**
6.     **DISCUSSION AND POSSIBLE ACTION ON ADOPTING STATEMENT OF EDUCATIONAL POTENTIAL**
7.     **ADJOURNMENT**



Jennifer P. Byars, Ed.D.  
Superintendent of Schools

pc: Town Clerks:                      Bethany, Orange, Woodbridge

***Working to "enable every Amity student to become a lifelong learner  
and a literate, caring, creative and effective world citizen."***  
*District Mission Statement*

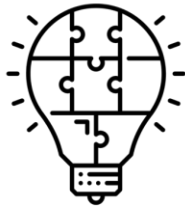
If you require accommodations to participate because of a disability,  
please contact the office of the Superintendent of Schools in advance at 203-397-4811.

## AMITY GUIDING PRINCIPLES

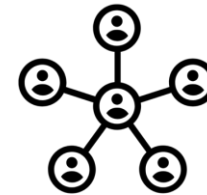
*Amity Regional District administration, faculty, staff, and student body will nurture a community of learners who values individual and cultural differences and how those differences enrich society. We will ensure that all learners experience belonging and support in their learning environment in order to thrive socially, emotionally, and academically. Inclusion and diversity is celebrated, encouraged, and protected in our school community and all learners will have access to the resources necessary to achieve their fullest educational potential with support of community leaders.*



### **Safety & Belonging**



### **Curriculum Inclusiveness**



### **Cultivating Relationships**

## **GP1: Safety & Belonging**

**Physical and emotional safety and belonging are foundational to our students' development and the creation of an enriching learning environment.**

- Students and Staff feel safe in school.
- Students and Staff are safe in school.
- Students find meaning and purpose in school experiences.
- Students will have multiple (diverse) opportunities to engage in the school community

Goals:

1. Provide physical, emotional, and behavioral safety
2. Consistent application of behavioral expectations and rules
3. Actively enhance access for minoritized and marginalized students to experiences and opportunities

## **GP2: Curriculum Inclusiveness**

**An inclusive curriculum provides access for all learners to build comprehensive perspectives that allow students to become respectful, self-aware citizens capable of individual post-secondary success.**

- Students have access to multiple and different perspectives.
- Students have multiple entry points to build understanding and perspective around group identities and cultures.
- Students engage in critical thinking and analysis.

Goals

1. Each department will complete a curriculum equity audit
2. Ensure the selection of resources and texts are aligned to the objectives of the curriculum equity audit and will allow access of curriculum to all students.
3. Ensure all learners will have common experiences within the same curriculum area across all levels.
4. Improve instructional practices to meet the needs of all students within the general classroom setting.
5. Provide professional learning to improve inclusive instructional practices.
6. Ensure all students have an awareness of various career pathways and options for post-secondary goals.

### **GP3: Cultivating Relationships**

**Positive relationships are integral to supporting student engagement and readiness to learn. Shared understanding of the work done in school with families and the community is essential to student success during and after the secondary school experience.**

- Connectedness within and among members of the school community and families with minoritized and marginalized identities
- Intentional skill building regarding intrapersonal perspectives and interpersonal relationships
- Establishing effective and consistent communication
- Foster trusting relationships between students with minoritized and marginalized identities and adults in school.

#### **Goals**

1. Create positive student to student connections.
2. Create positive student to school personnel connections.
3. Create positive school personnel to school personnel connections.
4. Create positive school personnel to family connections through clear and consistent communication regarding efforts to support diversity, equity, and inclusion
5. Create positive school district to community connections through clear and consistent communication regarding efforts to support diversity, equity, and inclusion