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

Dr. Jennifer P. Byars
Superintendent of Schools

AMITY REGIONAL POLICY COMMITTEE MEETING AGENDA
April 22, 2024 at 5:30 p.m.
25 Newton Road, Woodbridge, CT
District Presentation Room

1. Call to Order
2. Approval of Policy Committee Meeting Minutes
 - a. Policy Committee Meeting March 18, 2024
3. Public Comment
4. Review of revisions to First Read Policies from April 8, 2024 Board of Education Meeting
 - a. Policy 4111.3 - Increasing Educator Diversity Plan
 - b. Bylaw 9132 - Committees
5. Discussion and Possible Action on removing Policy 6155 – Class Examinations
6. Discussion and Possible Action on Policies revisions as a result of changes to State Statutes
 - a. Policy 6148 – FAFSA Completion Program
 - b. Bylaw 9323 – Construction of the Agenda
 - c. Policy 5131.911 - Connecticut School Climate Policy
7. Discussion and Possible Action on Bylaw 9132.7 - Standing Committee: Communications Committee
8. Adjourn



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

Dr. Jennifer P. Byars
Superintendent of Schools

AMITY REGIONAL POLICY COMMITTEE MEETING MINUTES
March 18, 2024 at 5:30 p.m.
25 Newton Road, Woodbridge, CT
District Presentation Room

COMMITTEE MEMBERS PRESENT

Chairperson Christina Levere-D’Addio, Donna Schuster, Andrea Hubbard

STUDENT MEMBERS PRESENT

COMMITTEE MEMBERS ABSENT

Cathy Bradley, Carol Oladele

STAFF MEMBERS IN ATTENDANCE

Dr. Byars

1. Call to Order

Chairperson Levere-D’Addio called the meeting to order at 5:37 p.m.

2. Approval of Policy Committee Meeting Minutes

a. Policy Committee Meeting January 29, 2024

MOTION BY Andrea Hubbard to approve Policy Committee Meeting minutes, as submitted, January 29, 2024.

VOTES IN FAVOR, 3 (UNANIMOUS)

MOTION CARRIES

3. Public Comment

NONE

4. Review of revisions to First Read Policies from January 29, 2024 Committee Meeting

a. Policy 5141.6 - Crisis Prevention/Response

Move to second read at April 8, 2024 BOE meeting with edits.

5. Discussion and Possible Action on Bylaw 9132 – Committees

Motion by Christina Levere-D’Addio to move to first read for April 8, 2024 BOE meeting.

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VOTES IN FAVOR, 3 (UNANIMOUS)

MOTION CARRIES

6. Discussion and Possible Action on Policy 1110.1 - Communications with the Public; Parent Involvement

No action taken, remain as written.

7. Discussion and Possible Action on Policies revisions as a result of changes to State Statutes

- a. Policy 4111.3 - Minority Recruitment Plan/Increasing Educator Diversity Plan**
- b. Policy 6148 – FAFSA Completion Program - postpone**
- c. Bylaw 9323 – Construction of the Agenda - postpone**
- d. Policy 5131.911 - Connecticut School Climate Policy - postpone**
 - i. CABE Connecticut School Climate Policy**

Motion by Andrea Hubbard to move Policy 4111.3 to first read for April 8, 2024 BOE meeting and postpone Policy 6148, Bylaw 9323, policy 5131.911.

VOTES IN FAVOR, 3 (UNANIMOUS)

MOTION CARRIES

8. Adjourn

Meeting adjourned, without objection, by Chairperson Levere- D'Addio at 6:39 p.m.

Respectfully submitted,

Lisa Zaleski

Lisa Zaleski

BOE Recording Secretary

Personnel – Certified/Non-Certified

Increasing Educator Diversity Plan

~~Personnel – Certified/Non-Certified Minority Recruitment Plan~~

The Amity Regional School District No. 5 (ARSD) Board of Education (Board) recognizes that fundamental to a quality education is the need to provide students with an opportunity to interact with students and educators from different racial, ethnic, and economic backgrounds.

The Board believes that a skillful and diverse staff contributes significantly to high quality, engaging learning environments, predicated on a climate of inclusion. To this end the Board directs the Superintendent to enact a planning process for the recruitment of a diverse staff.

The plan must provide students with opportunities to interact with teachers from diverse backgrounds. The plan must be submitted to the Commissioner of Education for review and approval. The approved plan must be posted on the district website.

(cf. 4111 – Recruitment and Selection)

Legal Reference: Connecticut General Statutes

10-4a(3) Educational interests of state identified.

10-151 Employment of teachers. Notice and hearing on termination of contract.

10-153 Discrimination on account of marital status.

10-220(a) Duties of Boards of Education. (as amended by PA 18-34).

46a- 60 Discriminatory employment practices prohibited.

PA 16-41 An Act Concerning the Recommendations of the Minority Teacher Recruitment Task Force.

PA 18-34 An Act Concerning Minority Teacher Recruitment and Retention.

PA 19-74 An Act Concerning Minority Teacher Recruitment and Retention.

PA 23-167 An Act Concerning Transparency in Education

Bylaws of the Board

Committees

The Board of Education (Board) shall act as a committee of the whole on all matters coming before it except that committees may be created by vote of the Board for the consideration or investigation of certain matters, or for the performance of certain Board functions.

1. Committees

a. Standing Committees

The Board may create standing committees. Any standing committee shall remain in effect indefinitely or until such time as the committee is abolished by the Board.

b. Ad Hoc Committees

Ad hoc committees may be established by the Board with a fixed objective and for a limited period of time. The Board shall take formal action to dissolve such committees when their stated purposes have been carried out and/or the services of the committee are no longer required.

2. Scope of Authority

A committee's only authority is to make recommendations to the Board regarding matters that have been referred to it, unless the Board specifically authorizes otherwise; however, the Board cannot delegate the powers granted it under the State Statutes to such committees.

3. Committee Membership

The Board Chairperson shall appoint the members of all committees, and the Board Chairperson shall also appoint a Chairperson for each committee. The Board Chairperson may serve as ex-officio member of any standing or ad hoc committee. As ex-officio, the Chairperson can vote but cannot count as part of a quorum.

To more effectively meet quorum requirements, all committees of the Board shall have an odd number of members. The exception to this shall be the Amity Finance Committee, which will operate in accordance with Bylaw 9132.6.

4. Meetings and Reports

- a. Meetings of committees shall be posted as required by the Freedom of Information Act. Minutes of each posted committee meeting shall be prepared.
- b. Committees shall submit their recommendations and/or reports at meetings of the Board.

5. Electronic Committee Meetings

Bylaws of the Board

Committees

The Board recognizes that due to the schedule, time, frequency and content of committees, committee meetings may be best accomplished through a meeting by electronic means. The decision to conduct a committee meeting electronically shall be determined by mutual consensus between the committee chair and the school personnel who serve on the committee. In the event that a committee meets by electronic means, the following shall be adhered to:

- a. All members of the committee shall meet by electronic means. A hybrid meeting is not permissible.
- b. Committee members shall make every attempt to participate through a technology portal where they can be viewable, or at a minimum heard, by each other and members of the public.
- c. Notice of the committee meeting's virtual location shall be published through the traditional means and outlets as well as being noticed on the District (ARSD) website and in the Board of Education Office no less than 48 hours in advance.
- d. ARSD shall post the agenda for the committee meeting no later than 24 hours in advance for review and reference by members of the public. The agenda will also be posted on the ARSD website.
- e. The live public comment portion of the committee meeting shall be temporarily suspended during an electronic meeting. However, members of the public can submit their comments to be added to the public record by emailing the Clerk of the Board of Education prior to 2:00 pm on the day of the meeting. These comments will be summarized by the Committee Chairperson in the place so designated in the agenda for the meeting. The public may also email the Clerk of the Board by 2:00 pm on the day of the meeting and request to speak during public comment as noted on the agenda. Those members of the public making such request will be provided with the information necessary to join the meeting electronically to provide public comment.
- f. ARSD shall provide any member of the public with a physical location and the electronic equipment needed to attend a fully remote meeting in real-time. Members of the public must request this provision by emailing the Clerk of the Board of Education by the close of the last business day before the day of the fully remote meeting.
- g. When a committee meeting is conducted by electronic means, a recording of the meeting with video, in addition to minutes, will be posted. These recordings will not stand as the minutes; only the written record as approved will do so.
- h. The Board shall take the steps necessary for the public to view electronic committee meetings and proceedings in real time.

Bylaws of the Board

Committees

- i. Executive session will not be conducted during an electronic committee meeting.

(cf. 9131 – Committee of the Whole)

(cf. 9132.6 – Amity Finance Committee)

(cf. 9312 – Time, Place, and Notification of Meetings)

Legal Reference: Connecticut General Statutes

1-200 through 1-241 of the Freedom of Information Act 1-200 Definitions

1-225 Meetings of government agencies to be public

Instruction

Class Examinations

Mid-year assessment shall be administered for all scheduled courses Grades 9-12.

Legal Reference: Connecticut General Statutes

10-221 Board of education to prescribe rules, policies and procedures

Instruction

FAFSA Completion Program

The Board of Education (Board) recognizes that college, for many students, continues to be an important pathway that helps to provide students with the necessary skills for work and for lifelong learning. In addition, research has indicated the students who complete the Free Application for Federal Student Aid (FAFSA) are more likely to attend college with financial aid.

In compliance with Public Act 23-204 sections 319-320, beginning with classes graduating in 2025, graduating students must have completed a Free Application for Federal Student Aid (FAFSA), completed and submitted to a public institution of higher education an application for institutional financial aid for students without legal immigration status, or completed a waiver, on a form prescribed by the Connecticut State Department of Education (CSDE) signed by the student's parent/legal guardian or by the student if 18 years of age or older.

A principal, school counselor, teacher, or other certified educator may complete the waiver on behalf of any student if the certified educator affirms that they have made a good faith effort to contact the parent/legal guardian or student about the completion of the application.

The Board, through this policy, sets a goal of ensuring 100% compliance for the FAFSA completion rates among grade 12 students or students. This goal aims to ensure District efforts to improve postsecondary enrollment and student outcomes and to make it easier for students to attend postsecondary education.

The Board directs the administration to develop plans to implement strategies to achieve 100% yearly student FAFSA completion rates. The Board may accept gifts, grants, and donations, including in-kind donations, to implement this policy.

As required, the Board will publish and make available on the District website the annual FAFSA student completion rate for the graduating class of each high school within the District.

Legal Reference: Connecticut General Statutes
P. A. 21-199 An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development, Sect. 6, 7, 8.

Public Act 23-204 An Act Concerning the State Budget for the Biennium Ending June 30, 2025, and Making Appropriations Therefor, And Provisions Related to Revenue and Other Items Implementing the State Budget Sections 319-320

Bylaws of the Board

Construction of the Agenda

The Superintendent, in cooperation with the Chairperson of the Board of Education, shall prepare an agenda for each regular meeting. Any member of the Board of Education may call the Superintendent and request any item to be placed on the agenda no later than 72 hours prior to the legally required public posting of the agenda. **Any business not included on the filed agenda for a regular meeting may be added to the agenda, considered, and acted upon if there is an affirmative vote of 2/3 of the members of the Board present and voting.**

Posting of the Agenda

At least 24 hours prior to the time of the regular meeting, the agenda shall be posted in the Board room of the district and in each school in a place readily available to parents, teachers and the general public, in the Office of the Town/City Clerk, posted on the District's Internet website, and shall be filed in the Superintendent's office.

In addition to posting Board of Education meeting agendas on its website 24 hours prior to the meeting, any associated documents that may be reviewed by members of the Board at such meeting will be made available on the Board's website prior to the meeting.

Legal Reference: Connecticut General Statutes

1-225 Meetings of government agencies to be public (as amended by P.A. 07-213)

Public Act 23-160 An Act Concerning Education Mandate Relief and Other Technical and Assorted Revisions and Additions to the Education and Early Childhood Education Statutes

Students

Connecticut School Climate Policy

Policy Statement

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Board recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

The Amity Regional School District No. 5 Board of Education adopts this policy.

Definitions

1. **“School climate”** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. **“Positive Sustained School Climate”** is the foundation for learning and positive youth development and includes:
 - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
 - b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
 - c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
 - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
 - e. A school community that contributes to the operations of the school and the care of the physical environment.

Students

Connecticut School Climate Policy

Definitions (continued)

3. **“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
4. **“Emotional intelligence”** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
5. **“Bullying”** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
6. **“School environment”** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
7. **“Cyberbullying”** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
8. **“Teen dating violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
9. **“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.
10. **“Electronic communication”** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.
11. **“School climate improvement plan”** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all

Students

Connecticut School Climate Policy

members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.

12. **“Restorative practices”** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
13. **“School climate survey”** means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.
14. **“Connecticut school climate policy”** means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.
15. **“School employee”** means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.
16. **“School community”** means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.
17. **“Challenging behavior”** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

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Connecticut School Climate Policy

18. **“Evidence Based Practices”** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.
19. **“Effective School Climate Improvement”** is a restorative process that engages all stakeholders in the following six essential practices:
 - A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;
 - B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;
 - C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;
 - D. Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;
 - E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and
 - F. Strengthening policies and procedures related to:
 - a. climate and restorative informed teaching and learning environments;
 - b. infrastructure to facilitate data collection, analysis, and effective planning;
 - c. implementation of school climate improvement plans with the goal of becoming restorative;
 - d. evaluation of the school climate improvement process; and
 - e. sustainability of school climate and restorative improvement efforts.

School Climate Coordinator Roles and Responsibilities

For the school year commencing **July 1, 2025**, and each school year thereafter, the superintendent

Policy Adopted:

AMITY REGIONAL SCHOOL DISTRICT NO. 5
Woodbridge, Connecticut

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of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;
3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and
4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

School Climate Specialist

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;
2. implementing evidence and research-based interventions, including, but not limited to,

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- restorative practices;
- 3. scheduling meetings for and leading the school climate committee; and
- 4. leading the implementation of the school climate improvement plan.

School Climate Committee

For the school year commencing **July 1, 2025**, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

The school climate committee shall consist of:

1. the school climate specialist;
2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;
3. a demographically representative group of students enrolled at the school, as developmentally appropriate;
4. families of students enrolled at the school; and
5. at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.
3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.

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4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

School Climate Survey

For the school year commencing **July 1, 2025**, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

School Climate Improvement Plan

For the school year commencing **July 1, 2025**, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

Additionally, districts may place the school climate improvement plans into their district and school improvement plans.

Training

For the school year commencing **July 1, 2024**, and each school year thereafter, each local and regional Board of Education shall provide resources and training to school employees regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement

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plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

Funding

The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability

The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

Connecticut School Climate Standards

1. The school district community¹ has a shared vision and plan for promoting and sustaining a positive school climate² that focuses on prevention, identification, and response to all challenging behavior³.
2. The school district community adopts policies that promote:
 - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
 - b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.
3. The school community's practices are identified, prioritized, and supported to:
 - a. promote learning and the positive academic, social, emotional, ethical, and civic

¹ School Community means any individuals, groups or businesses, public institutions and nonprofit organizations invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

² School climate means the quality and character of the school life, with a particular focus on the quality of relationships within the school community, and which is based on patterns of people's experiences of school life, and that reflects the norms, goals, values and interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

³ Challenging behavior means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

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- development of students;
 - b. enhance engagement in teaching, learning, and school-wide activities;
 - c. address barriers to teaching and learning; and
 - d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment⁴ where *everyone* is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

Legal Reference: Connecticut General Statutes

10-222d Policy on bullying behavior as amended by PA 08-160, P.A. 11-232, P.A. 14-172 and PA 18-15 and PA 19-166.

10-222g Prevention and intervention strategy re bullying and teen dating violence

10-222h Analysis of school districts' efforts re prevention of and response to bullying in schools. School climate assessment instruments

10-222i State-wide safe school climate resource network. *[Repealed, Effective 7/1/2025 State-wide safe school climate resource network]*

10-222k District safe school climate coordinator. Safe school climate specialist. Safe school climate committee (as amended by PA 21-95, Section 14)

10-222p Review of safe school climate plans by Department of Education. Approval or rejection.

PA 23-167 An Act Concerning Transparency in Education

⁴ School environment means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs if bullying at or during such other activities, functions, or programs negatively impacts the school environment.

Bylaws of the Board

Communications Committee

A Communications Committee consisting of those members of the Amity Board of Education appointed by its Chairperson shall be a standing committee of the Board.

The Communications Committee is established to facilitate effective communication and is charged with increasing opportunities for two-way communication between the Superintendent, the school community, and the public.

The Communications Committee will develop strategies to improve communication between the Board of Education, schools, parents, students, staff, and the wider community to ensure efficient, effective, and varied methods of communication among all stakeholders and will work to align communications with the District Strategic Plan, Portrait of the Graduate, and District/Board goals, in keeping with the Board's Roles and Responsibilities.

The Communications Committee shall recommend action to the Board as necessary.