

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
Monday, December 22, 2025 6:30 pm
25 Newton Road, Woodbridge, CT
Lecture Hall**

1. **CALL TO ORDER**
2. **PLEDGE OF ALLEGIANCE**
3. **APPROVAL OF MINUTES**
 - a. Board of Education Regular Meeting – December 08, 2025 [page 3](#)
4. **STUDENT REPORT**
 - a. Monthly Report
5. **3 A's (Academics, Arts, Athletics) AND POG (Portrait of the Graduate) FOCUS PRESENTATION**
 - a. AMSO 8th Grade Social Studies – Student Voices for Change – Jennifer Marganski and students
6. **SUPERINTENDENT'S REPORT**
 - a. Superintendent Report [page 9](#)
7. **CHAIRMAN'S REPORT**
 - a. Committee Reports
 1. Curriculum and Instruction
8. **2024-2025 SCHOOL CLIMATE DATA-** Peter Downhour [page 13](#)
9. **SCHOOL CLIMATE IMPROVEMENT PLANS**
 - a. Amity Middle School Bethany – Thayer Doyle
 - b. Amity Middle School Orange – Sal Coppola
 - c. Amity Regional High School – Miguel Pickering
10. **PUBLIC COMMENT** – Public Comment will be limited to those items noticed in this agenda
11. **ITEMS FOR THE NEXT REGULAR MEETING AGENDA – Due to Chairperson by December 31, 2025**
12. **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 REGIONAL SCHOOL DISTRICT NO. 5
BOARD OF EDUCATION
Bethany Orange Woodbridge



NORMS

BE RESPECTFUL

- Model civil discourse and discussion, respecting all viewpoints, welcoming ideas, and disagreeing with courtesy.
- Collaborate as a team.
- Listen actively and refrain from interruptions or side conversations.
- Respect each others' time by brevity of comment.
- Be fully present and mindful of the distractions caused by electronic devices.
- Grow and learn from each other.

HONOR THE POSITION

- Work within the Board's statutory and policy duties.
- Prepare for Board & Committee meetings by reading the packet prior to the meeting.
- Treat each student, parent, and stakeholder respectfully and assist them in following the designated chain of command.
- Be reflective, including conducting an annual Board self-evaluation.

REPRESENT THE BOARD WITH UNITY AND PRIDE

- Make decisions based on what is best for the collective student body of Amity Regional School District No. 5.
- Respect the professional expertise of the staff.
- Be flexible in response to challenges.
- Collaboratively engage in discussions and actions and once voted on, provide undivided support of Board decisions in both public and private.

AMITY REGIONAL BOARD OF EDUCATION REGULAR MEETING MINUTES

Monday, December 08, 2025 6:30 pm

25 Newton Road, Woodbridge, CT

Lecture Hall

BOARD MEMBERS PRESENT

Cathy Bradley, Autumn CloudIngram, Paul Davis, Jennifer Blando Jacquet, Dr. Karunakaran, Dana Lombardi, Michael McDonough, Dr. Carol Oladele, Meghan Rabuse, Patrick Reed, Donna Schlank, Donna Schuster, Christian Young

STUDENT BOARD MEMBERS PRESENT

Janet Fan and Shreya Viswanathan

STAFF MEMBERS PRESENT

Dr. Jennifer Byars, Dr. Shannan Carlson, Theresa Lumas, Thomas Brant

1. CALL TO ORDER

Chairperson Davis called the meeting to order at 6:39 p.m.

2. PLEDGE OF ALLEGIANCE

Led by Amity Board of Education Chair Paul Davis

3. OATH OF OFFICE

Led by Amity Board of Education Chair Paul Davis

4. ELECTION OF OFFICERS

Presented by Amity Region 5 Superintendent of Schools Dr. Byars.

ELECTION OF CHAIRPERSON

MOTION by Dana Lombardi, SECOND by Michael McDonough to nominate Cathy Bradley for Amity Region 5 Board of Education Chairperson.

MOTION by Dr. Karunakaran SECOND by Dr. Oladele to nominate Paul Davis for Amity Region 5 Board of Education Chairperson.

BOE Member	Nominee: Bradley	Nominee: Davis
Bradley	✓	
CloudIngram	✓	
Davis		✓
Jacquet		✓
Dr. Karunakaran		✓
Lombardi	✓	
McDonough	✓	
Dr. Oladele		✓
Rabuse	✓	
Reed		✓
Schlank		✓

Schuster		✓
Young	✓	

VOTE: Bradley (6), Davis (7)

RESULT: Paul Davis elected Amity Region 5 Board of Education Chairperson

Amity Region 5 Board of Education Chairperson Paul Davis facilitates the remaining election of officers

ELECTION OF VICE- CHAIRPERSON

MOTION by Dana Lombardi, SECOND by Michael McDonough to nominate Cathy Bradley for Amity Region 5 Board of Education Vice –Chairperson.

MOTION by Paul Davis, SECOND by Dr. Oladele to nominate Patrick Reed for Amity Region 5 Board of Education Vice- Chairperson.

BOE Member	Nominee: Bradley	Nominee: Reed
Bradley	✓	
CloudIngram		✓
Davis		✓
Jacquet		✓
Dr. Karunakaran		✓
Lombardi	✓	
McDonough	✓	
Dr. Oladele		✓
Rabuse	✓	
Reed		✓
Schlank		✓
Schuster		✓
Young	✓	

VOTE: Bradley (5), Reed (8)

RESULT: Patrick Reed elected Amity Region 5 Board of Education Vice-Chairperson

ELECTION OF SECRETARY

MOTION by Cathy Bradley, SECOND by Christian Young to nominate Dana Lombardi for Amity Region 5 Board of Education Secretary.

VOTE/ RESULT: Dana Lombardi unanimously elected Amity Region 5 Board of Education Secretary

ELECTION OF TREASURER

MOTION by Cathy Bradley, SECOND by Michael McDonough to nominate Meghan Rabuse for Amity Region 5 Board of Education Treasurer.

VOTE/ RESULT: Meghan Rabuse unanimously elected Amity Region 5 Board of Education Treasurer

ELECTION OF DEPUTY- TREASURER

MOTION by Paul Davis, SECOND by Dr. Oladele to nominate Donna Schlank for Amity Region 5 Board of Education Deputy Treasurer.

VOTE/ RESULT: Donna Schlank unanimously elected Amity Region 5 Board of Education Deputy -Treasurer

5. APPROVAL OF MINUTES

a. Board of Education Regular Meeting – November 24, 2025

MOTION by Dr. Oladele, SECOND by Dr. Karunakaran to approve November 24, 2025 minutes as submitted.

VOTES IN FAVOR, 10 (Bradley, CloudIngram, Davis, Jacquet, Dr. Karunakaran, Lombardi, McDonough, Dr. Oladele, Rabuse, Reed)

ABSTAIN, 3 (Schlank, Schuster, Young)

MOTION CARRIES

6. PUBLIC COMMENT

Orange Resident

Resident urged the Amity Board of Education to revisit Policy 6161.12 - Library Material Review and Reconsideration. Resident requested the Amity Board of Education reconsider who is eligible to file concerns about books in district libraries.

7. DISCUSSION AND POSSIBLE ACTION ON SETTING 2026-2027 SCHOOL CALENDAR

MOTION by Donna Schlank, SECOND by Patrick Reed to approve the 2026- 2027 School Calendar.

VOTES IN FAVOR, 13 (UNANIMOUS)

MOTION CARRIES

8. CORRESPONDENCE

Presented by Amity Board of Education Secretary Mrs. Cathy Bradley

9. CHAIRMAN’S REPORT

a. Committee Reports

1. **ACES**
2. **Ad Hoc School Start Time**
3. **CABE**
4. **Communications**
5. **Curriculum**
6. **District Health and Safety**
7. **District Technology**
 - a. **Monthly Report**
8. **Facilities**
 - a. **Monthly Report**
 - b. **Discussion and Possible Action on Middle School Library Media Center Projects**

MOTION by Michael McDonough, SECOND by Donna Schlank to approves the appointment of Silver Petrucelli and Associates at a base price of \$34,000 for the Amity Middle School Bethany and Amity Middle School Orange library for design and cost estimation of the media center renovation projects.

VOTES IN FAVOR, 13 (UNANIMOUS)

MOTION CARRIES

The Amity Board of Education approves the appointment of Patrick Reed as the Amity Regional School District School Building Committee chairperson.

9. Finance

a. Presentation and Discussion of Third Quarter 2025 Executive Summary Review of Amity Pension Fund, OPEB Trust and Sick and Severance Fund.

Presented by Amity Region 5 Director of Finance Theresa Lumas

b. Discussion and Possible Action on Contracts over \$35,000

i. ARHS Lighting System

MOTION by Patrick Reed, SECOND by Michael McDonough to award the contract to Mercury Electric, LLC, a State Bid Portal Contract, for the lighting module control and dimmer rack for the Brady Center for \$45,861.

VOTES IN FAVOR, 13 (UNANIMOUS)

MOTION CARRIES

ii. AMSB Fire Pump

MOTION by Michael McDonough, SECOND by Donna Schlank to award the contract to Encore Fire Protection for the replacement of the fire pump in the AMSB well vault for \$148,250.

VOTES IN FAVOR, 13 (UNANIMOUS)

MOTION CARRIES

iii. Copiers

MOTION by Jennifer Blando Jacquet, SECOND by Meghan Rabuse to authorize the Director of Finance to sign the Xerox contract for copiers, faxing capabilities, and the laser printer management program for the monthly charge of \$12,324 for the period of December 31, 2025 through December 31, 2030.

VOTES IN FAVOR, 13 (UNANIMOUS)

MOTION CARRIES

c. Update on the 2026-2027 Proposed Budget

Presented by Amity Region 5 Director of Finance Theresa Lumas

d. Discussion of Monthly Financial Statements

i. Special Education Update

Presented by Amity Region 5 Director of Finance Theresa Lumas and Amity Region 5 Director of Pupil Services Thomas Brant.

e. Director of Finance and Administration Approved Transfers Under \$3,000

Presented by Amity Region 5 Director of Finance Theresa Lumas

f. Discussion and Possible Action on Budget Transfers over \$3,000

MOTION by Jennifer Blando Jacquet, SECOND by Donna Schlank to approve the following budget transfers for special education services to cover certified positions that are not filled due to vacancy and leaves of absences.

ACCOUNT NUMBER	ACCOUNT NAME	TO	FROM
05-15-1026-5111	Certified Salaries		\$32,250
04-12-1206-5330	Professional Technical Services	\$32,250	
04-12-6130-5560	Tuition		\$17,850
04-12-1208-5330	Professional Technical Services	\$17,850	

VOTES IN FAVOR, 13 (UNANIMOUS)

MOTION CARRIES

MOTION by Patrick Reed, SECOND by Dr. Karunakaran to approve the following budget transfers for special education services to cover increased transportation costs.

ACCOUNT NUMBER	ACCOUNT NAME	TO	FROM
04-12-6110-5510	Transportation – Public Out	\$23,616	
04-12-6117-5560	Tuition - ECA		\$15,000
04-12-2151-5330	Professional Technical Services		\$ 8,616
04-12-6116-5510	Transportation – Public In	\$6,310	
04-12-6130-5560	Tuition -Private Out		\$ 6,310

VOTES IN FAVOR, 13 (UNANIMOUS)

MOTION CARRIES

MOTION by Meghan Rabuse, SECOND by Donna Schlank to approve the following budget transfers for coverage for administrative assistants on leaves of absences.

ACCOUNT NUMBER	ACCOUNT NAME	TO	FROM
05-14-2510-5330	Professional Services	\$29,237	
05-15-1026-5112	Classified Salaries		\$29,237

VOTES IN FAVOR, 13 (UNANIMOUS)

MOTION CARRIES

- g. **Other:**
 - i. **Café Negative Balance Update**

Presented by Amity Region 5 Director of Finance Theresa Lumas

10. Policy

- a. **First Reads**
 - i. **Policy 6111 School Calendar**
 - ii. **Policy 2151 Recruitment and Selection of Administrative Staff**
- b. **Second Reads**

i. Policy 6142.101 Student Nutrition and Physical Activity (School Wellness Policy)

MOTION by Dr. Oladele, SECOND by Patrick Reed to approve Policy 6142.101 Student Nutrition and Physical Activity (School Wellness Policy)

VOTES IN FAVOR, 5 (CloudIngram, Davis, Jacquet, Dr. Karunakaran, Reed)

VOTES OPPOSED, 8 (Bradley, Lombardi, McDonough, Dr. Oladele, Rabuse, Schlank, Schuster, Young)

MOTION FAILS: Policy 6142.101 Student Nutrition and Physical Activity (School Wellness Policy) will be sent back to the Policy committee for further review.

11. Personnel

a. Personnel Report

Presented by Amity Region 5 Superintendent of Schools Dr. Jennifer Byars

10. NEW BUSINESS & ANNOUNCEMENTS

Led by Amity Board of Education Chair Paul Davis

11. ITEMS FOR THE NEXT REGULAR MEETING AGENDA – Due to Chairperson by December 31, 2025

12. ADJOURNMENT

Chairperson Davis adjourned the meeting, without objection, at 8:41 p.m.

Respectfully submitted,

Lisa Zaleski

Lisa Zaleski

BOE Recording Secretary

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



Dr. Jennifer P. Byars
Superintendent of Schools

jennifer.byars@amityregion5.org
203.392.2106

Superintendent's Report – December 2025

Continuously improve instruction, cultivate creativity, and enhance student engagement and performance.

Enhance the efficient and effective use of resources.

Foster a supportive climate for students and adults.

Instruction

Parent Teacher Conferences Wrap-Up: The third session of parent-teacher conferences for first semester took place at all three district schools on December 3, 2025. It was great to see so many parents coming in to talk with teachers over the three days of conferences in November and December.

2nd Marking Period: The midpoint of the second marking period was December 8, 2025. The Quarter and First Semester ends on January 16, 2026 and high school mid-term exams will begin on January 20, 2026.

Amity Math Team: The Amity Math Team hosted its annual Greater New Haven Math League competition on December 11, 2025. The Amity Math Team placed 3rd out of 16 schools in the meet, maintaining their league standing in 3rd place and first among public high schools in the league. Congratulations, Spartan mathletes!

Tri-M Honor Society Induction: The annual Tri-M Music Honor Society induction ceremony took place on December 4, 2025. Tri-M's current members welcomed 38 new members into the organization, and with a total of 56 members after the ceremony, the honor society is the largest it has ever been. Congratulations to all the new members!

Milford Rape Crisis Center Workshops: On December 5, 2025, the Milford Rape Crisis Center held workshops in Health classes at AMSB. This annual grade-level instruction provides our students with valuable information on identifying sexual assault and harassment and helps to give them insight into community resources available to victims. Students at AMSO and the high school also receive these presentations.

AMSB POG Extended Advisory: On December 17, 2025, AMSB held its extended Advisory for POG Activities. This month students practiced the skill of Empathy and the instructional activities included ways to practice Empathy with peers and recognize our connectedness.

AMSO Gains 17 Spots for CMEA: Twenty-two AMSO students participated in the CMEA auditions in early December. Students in the choir, band and orchestra who are selected will have the opportunity to perform alongside other talented musicians from around the state. Of the 22 students that auditioned, 17 were accepted into the festival. Those students will be performing with the Southern Region Band, Orchestra, and Mixed Choir.

District MTSS: On December 2, the District MTSS Committee convened to review and strengthen instructional supports across the district. The committee examined evidence-based strategies in the areas

of academic instruction, executive functioning, and organizational skills. In addition, the group collaborated to develop a staff presentation outlining a practical “toolbox” of strategies that teachers can use across classrooms to better support diverse learner needs.

Professional Development and Evaluation Committee (PDEC): The district PDEC met to review staff feedback regarding the new evaluation platform, Frontline, and to reflect on the effectiveness of initial goal-setting meetings. The committee also reviewed the evaluation timeline for the year and confirmed alignment between teacher goals and current district professional learning priorities.

Professional Learning Early Release: On December 4, teachers across the district participated in a professional learning early release day focused on strengthening curriculum and instruction. Content areas and departments engaged in a range of collaborative learning opportunities, including curriculum writing, development of course scope and sequence documents, collaborative planning to further develop high-quality planning and instructional practices.

Curriculum Writing and Development: On December 12, the district held a dedicated curriculum writing day. Teams worked on curriculum development in the following areas: Grade 7 Social Studies, Grade 8 Spanish, Grade 8 Math, American Government and Politics, African American & Latino History, and Environmental Science. An additional set of curricula is scheduled to be presented to the Board of Education for approval in the spring.

Curriculum Writing Training: Curriculum Writing Training was conducted on December 10 and included educators from the Math, Physical Education, Science, Career and Technical Education, Art, and Counseling departments. With this session, nearly 200 teachers across the district have now been trained in the district’s curriculum writing process, further building internal capacity and coherence.

CT Teacher of the Year Ceremony: ARHS English and Communications teacher, Jeremy Iverson, was honored on December 16, 2025, at the annual Connecticut Teacher of the Year Ceremony at the Bushnell in Hartford.

Resources

Junior Planning Night: ARHS had a great turnout for the December 9, 2025 Junior Planning Night. This event was an opportunity for Juniors and their parents/guardians to get an overview of the college search and application process. After the information night, the Counseling department sent juniors and their parents/guardians an email with the resources that were shared at the event.

UELP Planning: Grade 12 students participated in a class meeting on December 10, 2025, to learn about the UELP (Unpaid Experiential Learning Program) senior internship process and to get started on their planning process for the May-June program. In addition to learning about the program’s design and purpose, they heard from three site supervisors who shared their tips for getting the most out of the internship experience.

Alumni Panel: The ARHS Career Center hosted its annual Alumni Panel for students in Grades 11 and 12 on November 26, 2025. This year’s panel featured eight recent graduates who came back to share their perspectives on life after high school, how Amity prepared them for success in their next steps, and to answer questions from our current juniors and seniors as they embark on post-graduation planning.

Inter District Orton-Gillingham (OG) Training: Amity will be hosting an Orton-Gillingham (OG) training the first week of January. In addition to staff from Amity, teachers from Bethany, Cheshire, and Monroe Public Schools will also be joining. OG refers to becoming proficient in the Orton-Gillingham (OG) approach, a multisensory, structured, and explicit method for teaching reading, writing, and spelling, especially effective for struggling readers with dyslexia, by breaking language down into small, sequential skills and using sight, sound, touch, and movement.

Reflective Intelligence Facilitator Training: During the December 4 early release day, a cohort of teachers and administrators participated in a full-day professional learning experience with Dr. Tim Klein, co-author of *How to Navigate Life*. This session centered on experiences that promote meaningful reflection and connection, with the goal of cultivating the conditions necessary for safe, supportive spaces in which individuals feel heard, seen, and valued. Participants will turnkey this work with colleagues and, over time, support its integration into classroom practices with students.

ARHS LMC Guest Speaker Series: The High School Library Media Center hosted guest speaker Lauren Taylor on December 2, 2025. Ms. Taylor works as the Director of Development at Media Res Studio, the company behind the Apple+ series *The Morning Show* and *Pachinko* as well as HBO's *Scenes from a Marriage*. Prior to that, she was a senior coordinator in Universal Television's drama department, working on shows such as *Hacks*, *Law & Order: SVU*, *Master of None*, *Little America*, and *Bel Air*.

The LMC also welcomed retired Amity English teacher Don Barkin as a guest speaker on December 8, 2025. Mr. Barkin has published poems in *Poetry*, *The Virginia Quarterly Review*, *Prairie Schooner*, *Poetry Northwest*, the *North American Review*, *Harvard Magazine*, *The Louisville Review*, and other journals. A full-length collection of his poems, *That Dark Lake* (2009) was a finalist for the Connecticut Center for the Book's Poetry Book of the Year award. He has published three other books of poetry, *Houses* (2017), *The Rail Stop at Wassaic* (2020), and *Elegy in a Puddle* (2025) as well as two chapbooks, *The Caretakers* (2008) and *The Persistent* (2013). He has twice been awarded artist grants by the State of Connecticut. He is a former newspaper reporter and taught writing at Yale, Wesleyan, and Connecticut College.

Climate

ACT *Prelude to a Kiss*: Amity Creative Theater's fall production of the Tony and Pulitzer nominated play *Prelude to a Kiss* was performed for three nights from December 4-6, 2025. This romantic fantasy blends humor, magic, and emotion, and it was a big hit with its audiences at all three performances.

ATA Holiday Gathering: Amity Transition Academy will be hosting their annual holiday gathering at the University of New Haven-Orange Campus. This annual gathering brings together staff and students from ATA and the University of New Haven. Students at ATA are responsible for the planning and execution of this holiday gathering and enjoy their ability to meet with their peers from both campuses. Additionally, the students spend time with peers from the Albertus Magnus Unified Sports Teams and the UNH Speech Department.

Holiday Bear: Various departments and offices throughout all three schools in the district adopted a child through the Holiday Bear initiative. A special thank you to Wendy Carrafiello, ARHS Special Education teacher and Amity Teacher of the Year, for coordinating this for the district. Through her coordination efforts, Amity was able to support more than 40 children this holiday season.

Winter Concerts: Schools throughout the district held their annual winter concerts during the past two weeks. We opened with over 200 student performers at AMSO on December 10, 2025. AMSB held their annual concert on December 11th in the AMSB Gymnasium. Our high school Orchestra concert was conducted on December 16, 2025, and the musical festivities concluded with the high school band and a choral concert on December 18th. All concerts featured seasonal performances from a variety of student ensembles. The community attendance was overwhelming as parents, grandparents, friends and family all came out to see the amazing musicians of Amity.

Farm to Table Food Drive: The Farm to Table Club organized a food/household items drive leading up to Thanksgiving. Throughout November, Amity students collected more than 1,300 items to donate to all the areas that make up the Amity community. We were able to donate to the towns of Orange, Woodbridge, and Bethany as well as provide a donation that will be given to Fair Haven School in New Haven.

AMSO Student Council Activities: During December, The AMSO student council raised money for Connecticut Children’s and for Avery’s Army. Students and staff wore PJs to school and donated to those two worthy causes. The AMSO student council also collected over 1250 cans of food at their annual food drive. The food was donated to the Orange food pantry just in time for the Thanksgiving Holiday.

CBITS Groups Starting: AMSB will be starting our next round of CBITS (Cognitive Behavioral Intervention for Trauma in Schools) groups after the new year. Parents may contact their students’ school counselor for more information and requests to have their child join an upcoming group.

AMSB Student of the Month: AMSB held their second student of the month breakfast on December 10, 2025 as part of their School Climate Improvement initiatives. The first breakfast honored over 40 students recognized for their hard work, kindness, and character by our teachers. The teachers hosted the breakfast, and students all were provided with an opportunity to eat with friends and receive a recognition certificate for their efforts!

Thank YOU! on Behalf of Bethany Families: The AMSB staff extend a special thank you to the Bethany First Church of Christ who collected gift cards from their parishioners and donated them to AMSB families in need. The generosity of our extended community shines brightly during the winter holiday season.

Growing Student Leaders: Amity students have a long history of flourishing in leadership roles at school, in non-profit organizations, and in activities around the state, and *District Administration* magazine recently wrote an article on the ways that our “school’s culture promotes conditions for success.” You can read their article here: [At this school, students eagerly seek leadership roles.](#)

Restoring Rainbows’ Amity Roots: Although Amity students are doing great things all the time, it is not every day that their efforts have a global impact. But Amity 11th graders Grace Millard and Jordan Chen know that *Restoring Rainbows*, the non-profit they co-founded, is having that level of impact. To learn more about how about the program they developed connecting art, learning, and environmental sustainability has grown into an international movement, see the feature from WVIT’s Monday newscast about them: [Two Amity High School students create program to help with climate – NBC Connecticut.](#)

Alumni Spotlight: If you are a fan of live theater or Monty Python, you may know that the national tour of “Spamalot” was in Hartford the first week of December. But what you may not know is that Amanda Robles, starring as the Lady of the Lake, is an Orange native and an Amity graduate. The Hartford Courant published a feature about her, and it was great to learn that she got her start on stage performing in Amity Creative Theater shows in our Brady Auditorium. You can read that article here: [CT native takes on the Lady of the Lake role in 'Spamalot' revival coming to the Bushnell](#) and see WTIC’s interview with Ms. Robles and her co-lead Major Attaway here: [Spamalot now performing at the Bushnell | Watch.](#)

Enhancing School Climate and Emotional Intelligence: The Climate Specialists and the District Climate Coordinator from all three buildings participated in a virtual conference on enhancing school climate and emotional intelligence. The conference was hosted by CAPSS, CABE, the Yale Center for Emotional Intelligence, CEA, and AFT.

School Climate Improvement Plans Update: Each building has finalized its School Climate Improvement Plan. These plans must be completed by December 31 annually and will be posted in early January after approval from the District Climate Coordinator.

Restorative Practices Training: In the spring, all three Climate Specialists and the District Climate Coordinator will attend a Trainer Development Restorative Practices Academy. This is a four-day train-the-trainer series designed to develop in-house restorative-practices training that can be tailored to Amity’s needs.



AMITY REGIONAL SCHOOL DISTRICT

BETHANY • ORANGE • WOODBRIDGE
25 Newton Road, Woodbridge, Connecticut 06525 (203) 397-4830

Amity Schools Climate Survey Report

Spring 2025 Survey

Date: December 2025

Introduction :

School Climate Surveys were conducted in each building to assess the overall climate and gauge the perceptions of students, staff, and parents/families. This summary highlights key findings, emphasizing that while the overall results are positive, there are specific areas that require focused attention. Three surveys were administered:

- *The Student survey* is based on a comprehensive framework that assesses School Connectedness, Peer Social Support, Adult Social Support, Cultural Acceptance, Character (Social/Civic Learning), Physical Environment, School Safety, and Order and Discipline.
- *The Personnel survey* is grounded in a comprehensive framework that evaluates Staff Connectedness, Structure for Learning, School Safety, Physical Environment, Peer/Adult Relations, and Parent Involvement.
- *The Parent/Family survey* is founded on a comprehensive framework that examines Teaching and Learning, School Safety, Interpersonal Relationships, Institutional Environment, and Parent Involvement.

These surveys were conducted to gain an understanding of each individual school, and to assess the effectiveness of fostering a positive and inclusive learning environment. This report presents information from the surveys. The results generate data from all three schools within the district, include disaggregated data from each building, and provide insight on how various subgroups perceive the school's climate. Each of the three school buildings will develop school climate improvement plans informed partly by the school climate data collected.

Methodology:

The student survey was offered electronically to all students in the spring of 2025 and 1,586 students across the district responded. For this report, we examined the 36 questions that are part of the Center on Positive Behavioral Interventions and Supports student climate survey. This survey was developed with support from the U.S. Department of Education's Office of Special Education Programs and the Office of Elementary and Secondary Education. Additionally, we utilized the corresponding personnel survey and the parent-family survey. The parent-family survey was directly emailed to 2,982 parents and family members, and 543

responses were collected, resulting in a response rate of 18%. The personnel survey was directly emailed to 369 staff members, and 254 responses were collected, resulting in a response rate of 68%. The Qualtrics platform was used to administer, collect, and analyze the data.

The student survey questions are organized into eight subcategories, which are created by grouping questions. They are School Connectedness, Peer Social Support, Adult Social Support, Cultural Acceptance, Character (Social/Civic Learning), Physical Environment, School Safety, and Order and Discipline dimensions. The questions are attached at the end of this report.

- *School Connectedness*, questions 1-5, is the students' perceptions of the degree to which they feel they fit in and are a part of the school
- *Peer Social Support*, questions 6-8, is the students' perceptions of the degree to which they feel they are engaged with and supported by peers in their school.
- *Adult Social Support*, questions 9-12, is the students' perceptions of the degree to which they feel they are engaged with and supported by adults in their school.
- *Cultural Acceptance*, questions 13-17, is the students' perceptions of the degree to which diverse cultural backgrounds are welcomed and celebrated by peers and adults in their school
- *Character [Social/Civic Learning]*, questions 18-23, is the students' perceptions of their own and their peers' character and character development at school.
- *Physical Environment*, questions 24-27, is the students' perceptions of the maintenance of school grounds and resources.
- *School Safety*, questions 28-31, is the students' perceptions of their own safety at school
- *Order and Discipline*, questions 32-36, is the students' perceptions of the degree to which they feel their school has high expectations and sets clear rules for behavior.

On all three surveys, respondents were asked how strongly they agreed with statements (questions). They could strongly disagree (1), somewhat disagree (2), somewhat agree (3), strongly agree (4), or skip the question. The responses are weighted, and the results are averaged, giving a number between 1 and 4.

We also measure agreement by reporting the percentage of respondents who selected 'Somewhat agree' or 'Strongly agree'. This shows the share of respondents who agree with the statement.

Amity's Goal:

While there are many ways to examine the data, we have identified 3.00 as our benchmark. Generally speaking, 3.00 or higher is in the "agree" range.¹

Next Steps:

¹ We use the term "agree" and should note that there are a few questions that are inversely coded because the question is in the negative. Meaning a response of "strongly agree" would not be our goal. For example, consider the question: "I have felt unsafe at school or on my way to or from school."

Consistent with the new School Climate Policy, each building established a School Climate Committee and developed a School Climate Improvement Plan. These plans used School Climate Survey results to inform improvement strategies.

Early on in this school year, district and building leaders identified a common priority: strengthening relationships. To address this, we are providing professional learning focused on relationship development. In addition, we have begun implementing a low-level student behavior and discipline monitoring system to improve data collection and tracking, enabling more proactive, evidence-based student supports and school-climate decision making. Both of these can be seen in each building's School Climate Improvement Plan.

Data Tables Included:

Amity Middle School Bethany

Student Climate Survey 2025 (AMSB)
Personnel Climate Survey 2025 (AMSB)
Parent Family Climate Survey 2024 and 2025 (AMSB)

Amity Middle School Orange

Student Climate Survey 2025 (AMSO)
Personnel Climate Survey 2025 (AMSO)
Parent Family Climate Survey 2024 and 2025 (AMSO)

Amity Regional High School

Student Climate Survey 2025 (ARHS)
Personnel Climate Survey 2025 (ARHS)
Parent Family Climate Survey 2024 and 2025 (ARHS)

Student Climate Survey 2025 (AMSB)

Survey timeframe: March 2025

Survey Instrument: PBIS Center and GA Climate Survey

Platform: Qualtrics

Respondents 321 in 2025 (284 in 2024)(340 in 2023)

	2023	2024	2025	YtoY	3yr		
Overall	3.20	3.30	3.22	-2.4%	0.6%		
	AVG			CNG		% Agree	Count
	2023	2024	2025	YtoY	3yr	2025	2025
School Connectedness							
1. I like School.	2.86	2.95	2.84	-3.7%	-0.7%	76%	320
2. Most days I look forward to going to school.	2.55	2.62	2.60	-0.8%	2.0%	62%	321
3. I feel like I fit in at my school.	3.21	3.34	3.23	-3.3%	0.6%	87%	321
4. I feel successful at school.	3.15	3.26	3.17	-2.8%	0.6%	82%	319
5. I feel connected to other at school.	3.27	3.39	3.38	-0.3%	3.4%	90%	320
Peer Social Support							
6. I get along with other students at school.	3.37	3.49	3.46	-0.9%	2.7%	93%	321
7. I know a student at my school that I can talk to if I need help.	3.62	3.68	3.57	-3.0%	-1.4%	91%	321
8. Students in my school are welcoming to new students.	3.14	3.19	3.08	-3.4%	-1.9%	82%	320
Adult Social Support							
9. Teachers treat me with respect.	3.45	3.55	3.36	-5.4%	-2.6%	88%	320
10. Adults in this school treat all students with respect.	3.23	3.37	3.12	-7.4%	-3.4%	79%	320
11. All students are treated fairly by the adults in my school.	3.16	3.24	3.05	-5.9%	-3.5%	75%	320
12. Teachers treat all students fairly.	3.10	3.20	3.02	-5.6%	-2.6%	74%	321
Cultural Acceptance							
13. Students at my school treat each other with respect.	2.78	2.84	2.79	-1.8%	0.4%	73%	321
14. Students treat one another fairly.	2.84	2.91	2.86	-1.7%	0.7%	74%	321
15. Students show respect to other students regardless of their academic ability.	2.92	2.97	2.82	-5.1%	-3.4%	70%	321
16. Students at this school are treated fairly by other students regardless of race, ethnicity, or culture.	3.12	3.23	3.29	1.9%	5.4%	84%	319
17. All students in my school are treated fairly, regardless of their appearance.	2.81	3.04	2.92	-3.9%	3.9%	72%	319
Character (Social-Civic Learning)							
18. I treat other students fairly.	3.69	3.80	3.71	-2.4%	0.5%	97%	321
19. Doing the right thing is important to me.	3.58	3.73	3.63	-2.7%	1.4%	96%	320
20. I am open towards different opinions and perspectives.	3.37	3.53	3.50	-0.8%	3.9%	96%	321
21. I believe in helping others.	3.65	3.78	3.65	-3.4%	0.0%	96%	320
22. Honesty is an important trait to me.	3.57	3.65	3.53	-3.3%	-1.1%	94%	320
23. I show courtesy to other students.	3.48	3.65	3.55	-2.7%	2.0%	97%	321
Physical Environment							
24. My school building is well maintained.	3.25	3.38	3.31	-2.1%	1.8%	89%	321
25. My instructional materials are up to date and in good condition.	3.33	3.39	3.41	0.6%	2.4%	90%	320
26. Teachers in my school keep their classrooms clean and organized.	3.50	3.58	3.58	0.0%	2.3%	95%	321
27. Students in my school take pride in keeping our school building in good condition.	2.33	2.54	2.54	0.0%	9.0%	52%	320
School Safety							
28. I have felt unsafe at school or on my way to or from school.	3.27	3.44	3.37	-2.0%	3.1%	80%	320
29. I have worried about students hurting me.	3.46	3.60	3.62	0.6%	4.6%	97%	321
30. I have been concerned about my physical safety at school.	3.53	3.63	3.53	-2.8%	0.0%	87%	321
31. Students at my school fight a lot.	2.93	3.06	3.19	4.2%	8.9%	79%	321
Order and Discipline							
32. I feel my school has high standards for achievement.	3.20	3.04	3.03	-0.3%	-5.3%	77%	321
33. My school has clear rules for behavior.	3.36	3.52	3.40	-3.4%	1.2%	89%	321
34. The behaviors in my classroom allow teachers to teach so I can learn.	3.10	3.17	3.02	-4.7%	-2.6%	80%	320
35. Students are frequently recognized for good behavior.	2.76	2.80	2.74	-2.1%	-0.7%	64%	321
36. I know an adult at school that I can talk with if I need help.	3.26	3.32	3.20	-3.6%	-1.8%	80%	321

Personnel Climate Survey 2025 (AMSB)

Survey timeframe: March - April 2025

Survey Instrument: PBIS Center and GA Climate Survey

Platform: Qualtrics

Respondents 49 in 2025 (51 in 2024) (21 in 2023) (46 in 2022)

	2023	2024	2025				
Overall	3.45	3.39	3.50	3.24%	1.45%		
	AVG			CNG		% Agree	Count
	2023	2024	2025	YtoY	3yr	2025	2025
Staff Connections	3.58	3.54	3.63	2.54%	1.40%		
1 I feel supported by other teachers at my school.	3.63	3.53	3.58	1.42%	-1.38%	98%	45
2 I get along well with other staff members at my school.	3.79	3.71	3.80	2.43%	0.26%	100%	45
3 I feel like I am an important part of my school.	3.32	3.43	3.62	5.54%	9.04%	93%	45
4 I enjoy working in teams (e.g. grade level, content) at my school.	3.74	3.63	3.74	3.03%	0.00%	100%	43
5 I feel like I fit in among other staff members at my school.	3.53	3.58	3.58	0.00%	1.42%	98%	43
6 I feel connected to the teachers at my school.	3.47	3.38	3.47	2.66%	0.00%	95%	43
Structure for Learning	3.56	3.41	3.56	4.40%	0.00%		
7 Teachers at my school frequently recognize students for good behavior.	3.41	3.28	3.41	3.96%	0.00%	90%	41
8 Teachers at my school have high standards for achievement.	3.65	3.58	3.65	1.96%	0.00%	95%	43
9 My school promotes academic success for all students.	3.41	3.42	3.58	4.68%	4.99%	98%	43
10 All students are treated fairly by the adults at my school.	3.47	3.17	3.37	6.31%	-2.88%	93%	43
11 Teachers at my school treat students fairly regardless of race, ethnicity, or culture	3.76	3.58	3.65	1.96%	-2.93%	98%	43
12 Teachers at my school work hard to make sure that students do well.	3.71	3.44	3.70	7.56%	-0.27%	100%	43
School Safety	3.45	3.53	3.66	3.68%	6.09%		
13 I feel safe at my school.	3.50	3.65	3.74	2.47%	6.86%	98%	43
14 I have been concerned about my physical safety at school.*	3.01	3.38	3.60	6.51%	19.60%	91%	43
15 If I report unsafe or dangerous behaviors, I can be sure the problem will be taken care of.	3.38	3.30	3.42	3.64%	1.18%	93%	43
16 I feel safe when entering and leaving my school building.	3.87	3.81	3.88	1.84%	0.26%	100%	43
Physical Environment	3.65	3.61	3.63	0.55%	-0.55%		
17 My school building is well-maintained.	3.75	3.75	3.88	3.47%	3.47%	100%	43
18 Instructional materials are up to date and in good condition.	3.63	3.57	3.45	-3.36%	-4.96%	90%	42
19 Teachers at my school keep their classrooms clean and organized.	3.56	3.48	3.49	0.29%	-1.97%	95%	43
20 Teachers make an effort to keep the school building and facilities clean.	3.69	3.65	3.72	1.92%	0.81%	98%	43
Peer and Adult Relations	3.01	2.97	3.16	6.40%	4.98%		
21 Students at my school would help another student who was being bullied.	3.00	2.94	3.12	6.12%	4.00%	91%	43
22 Students at my school get along well with one another.	3.13	3.15	3.26	3.49%	4.15%	98%	43
23 Students at my school treat each other with respect.	3.13	2.92	3.16	8.22%	0.96%	91%	43
24 Students at my school treat other students fairly regardless of race, ethnicity, or culture.	3.19	2.90	3.23	11.38%	1.25%	86%	43
25 Students at my school show respect to other students regardless of their academic ability.	2.88	2.79	3.10	11.11%	7.64%	83%	42
26 Students at my school demonstrate behaviors that allow teachers to teach, and students to learn.	2.75	3.10	3.09	-0.32%	12.36%	88%	43
Parent Involvement	3.52	3.45	3.37	-2.32%	-4.26%		
27 Parents at my school attend PTA meetings or parent/teacher conferences.	3.38	3.40	3.29	-3.24%	-2.66%	90%	41
28 At this school, parents frequently volunteer to help on special projects.	3.50	3.40	3.26	-4.12%	-6.86%	86%	43
29 Parents at this school frequently attend school activities.	3.69	3.57	3.56	-0.28%	-3.52%	93%	43

* question has been reverse coded (%Agree is actually %Disagree)

Parent Family Climate Survey 2024 and 2025 (AMSB)

Survey timeframe: March 2025

Survey Instrument: PBIS Center and GA Climate Survey

Platform: Qualtrics

Respondents 96 for 2025 (116 in 2024)

	Overall	3.25	3.32	1.9%		
	AVG			CNG	%Agree	Count
		2024	2025	YtoY	2025	
Teaching and Learning						
Q1 Teachers at my student's school have high standards for achievement.		3.34	3.45	3.3%	90%	96
Q2 Teachers at my student's school work hard to make sure that students do well.		3.39	3.43	1.2%	91%	95
Q3 Teachers at my student's school promote academic success for all students.		3.37	3.36	-0.3%	86%	95
Q4 Teachers at my student's school frequently recognize students for good behavior.		3.08	3.21	4.2%	85%	95
School Safety						
Q5 My student's school sets clear rules for behavior.		3.37	3.53	4.7%	94%	94
Q6 My student feels safe at school.		3.55	3.53	-0.6%	89%	95
Q7 My student feels safe going to and from school.		3.67	3.64	-0.8%	94%	95
Q8 School rules are consistently enforced at my student's school.		3.32	3.43	3.3%	93%	94
Q9 School rules and procedures at my student's school are fair.		3.36	3.47	3.3%	91%	95
Interpersonal Relationships						
Q10 My student likes school.		3.29	3.41	3.6%	91%	95
Q11 My student feels successful at school.		3.37	3.39	0.6%	88%	95
Q12 My student is frequently recognized for good behavior.		2.90	2.98	2.8%	74%	94
Q13 I feel comfortable talking to teachers at my student's school.		3.49	3.45	-1.1%	86%	95
Q14 Staff at my student's school communicate well with parents.		3.15	3.17	0.6%	78%	95
Q15 I feel welcome at my student's school.		3.41	3.47	1.8%	89%	95
Q16 All students are treated fairly at my student's school.		3.25	3.16	-2.8%	78%	93
Q17 Teachers at my student's school treat all students with respect.		3.39	3.26	-3.8%	82%	94
Institutional Environment						
Q18 My student's school building is well-maintained.		3.63	3.69	1.7%	98%	95
Q19 My student's textbooks are up to date and in good condition.		3.27	3.43	4.9%	90%	92
Q20 Teachers at my student's school keep their classrooms clean and organized.		3.65	3.72	1.9%	99%	95
Parent Involvement						
Q21 I am involved in the decision making process at my student's school.		2.63	2.71	3.0%	60%	93
Q22 I attend parent/teacher conferences at my student's school.		3.46	3.55	2.6%	88%	95
Q23 I am actively involved in activities at my student's school.		2.67	2.66	-0.4%	62%	94
Q24 I frequently volunteer to help on special projects at my student's school.		2.15	2.25	4.7%	37%	93

Student Climate Survey 2025 (AMSO)

Survey timeframe: March 2025

Survey Instrument: PBIS Center and GA Climate Survey

Platform: Qualtrics

Respondents 328 in 2025 (300 in 2024)(216 in 2023)

	2023	2024	2025	YtoY	3yr		
Overall	3.22	3.21	3.20	-0.3%	-0.6%		
	AVG			CNG		% Agree	Count
	2023	2024	2025	YtoY	3yr	2025	2025
School Connectedness							
1. I like School.	2.73	2.68	2.70	0.7%	-1.1%	71%	328
2. Most days I look forward to going to school.	2.53	2.45	2.48	1.2%	-2.0%	54%	328
3. I feel like I fit in at my school.	3.18	3.27	3.31	1.2%	4.1%	90%	328
4. I feel successful at school.	3.16	3.18	3.15	-0.9%	-0.3%	83%	327
5. I feel connected to other at school.	3.34	3.42	3.37	-1.5%	0.9%	93%	328
Peer Social Support							
6. I get along with other students at school.	3.39	3.44	3.46	0.6%	2.1%	95%	327
7. I know a student at my school that I can talk to if I need help.	3.59	3.62	3.67	1.4%	2.2%	95%	326
8. Students in my school are welcoming to new students.	3.25	3.19	3.21	0.6%	-1.2%	89%	325
Adult Social Support							
9. Teachers treat me with respect.	3.45	3.39	3.35	-1.2%	-2.9%	88%	326
10. Adults in this school treat all students with respect.	3.23	3.21	3.16	-1.6%	-2.2%	83%	326
11. All students are treated fairly by the adults in my school.	3.12	3.06	3.00	-2.0%	-3.8%	75%	325
12. Teachers treat all students fairly.	3.11	3.03	3.02	-0.3%	-2.9%	75%	325
Cultural Acceptance							
13. Students at my school treat each other with respect.	2.72	2.81	2.69	-4.3%	-1.1%	66%	328
14. Students treat one another fairly.	2.82	2.82	2.73	-3.2%	-3.2%	67%	328
15. Students show respect to other students regardless of their academic ability.	2.97	2.85	2.90	1.8%	-2.4%	71%	327
16. Students at this school are treated fairly by other students regardless of race, ethnicity, or culture.	3.10	3.15	3.08	-2.2%	-0.6%	77%	328
17. All students in my school are treated fairly, regardless of their appearance.	2.83	2.83	2.89	2.1%	2.1%	71%	328
Character (Social-Civic Learning)							
18. I treat other students fairly.	3.75	3.76	3.73	-0.8%	-0.5%	98%	328
19. Doing the right thing is important to me.	3.67	3.67	3.67	0.0%	0.0%	97%	326
20. I am open towards different opinions and perspectives	3.46	3.49	3.47	-0.6%	0.3%	95%	328
21. I believe in helping others.	3.70	3.68	3.71	0.8%	0.3%	98%	326
22. Honesty is an important trait to me.	3.60	3.61	3.59	-0.6%	-0.3%	97%	327
23. I show courtesy to other students.	3.56	3.58	3.59	0.3%	0.8%	97%	326
Physical Environment							
24. My school building is well maintained.	3.11	3.10	3.13	1.0%	0.6%	82%	327
25. My instructional materials are up to date and in good condition.	3.11	3.29	3.25	-1.2%	4.5%	89%	324
26. Teachers in my school keep their classrooms clean and organized.	3.56	3.47	3.45	-0.6%	-3.1%	94%	328
27. Students in my school take pride in keeping our school building in good condition.	2.43	2.52	2.57	2.0%	5.8%	54%	327
School Safety							
28. I have felt unsafe at school or on my way to or from school.	3.29	3.42	3.36	-1.8%	2.1%	81%	327
29. I have worried about students hurting me.	3.52	3.62	3.59	-0.8%	2.0%	95%	326
30. I have been concerned about my physical safety at school.	3.57	3.57	3.53	-1.1%	-1.1%	88%	326
31. Students at my school fight a lot.	3.17	3.13	3.05	-2.6%	-3.8%	73%	326
Order and Discipline							
32. I feel my school has high standards for achievement.	3.17	2.90	2.92	0.7%	-7.9%	73%	328
33. My school has clear rules for behavior.	3.35	3.28	3.29	0.3%	-1.8%	87%	328
34. The behaviors in my classroom allow teachers to teach so I can learn.	3.18	3.12	2.97	-4.8%	-6.6%	75%	326
35. Students are frequently recognized for good behavior.	2.76	2.55	2.68	5.1%	-2.9%	62%	325
36. I know an adult at school that I can talk with if I need help.	3.38	3.30	3.39	2.7%	0.3%	87%	324

Personnel Climate Survey 2025 (AMSO)

Survey timeframe: March 2025

Survey Instrument: PBIS Center and GA Climate Survey

Platform: Qualtrics

Respondents 41 in 2025 (48 in 2024)(41 in 2023)(37 in 2022)

				CNG		% Agree	Count
	2023	2024	2025	YtoY	3yr		
Overall	3.12	3.28	3.27	-0.3%	4.8%		
	AVG			CNG		% Agree	Count
	2023	2024	2025	YtoY	3yr	2025	2025
Staff Connections	3.40	3.34	3.49	4.5%	2.6%		
1 I feel supported by other teachers at my school.	3.33	3.32	3.56	7.2%	6.9%	100%	39
2 I get along well with other staff members at my school.	3.78	3.57	3.77	5.6%	-0.3%	100%	39
3 I feel like I am an important part of my school.	3.32	3.17	3.46	9.1%	4.2%	92%	39
4 I enjoy working in teams (e.g. grade level, content) at my school.	3.42	3.47	3.50	0.9%	2.3%	89%	36
5 I feel like I fit in among other staff members at my school.	3.44	3.33	3.47	4.2%	0.9%	92%	38
6 I feel connected to the teachers at my school.	3.19	3.16	3.16	0.0%	-0.9%	84%	38
Structure for Learning	3.28	3.34	3.43	2.7%	4.6%		
7 Teachers at my school frequently recognize students for good behavior.	2.91	3.02	3.35	10.9%	15.1%	97%	37
8 Teachers at my school have high standards for achievement.	3.49	3.53	3.54	0.3%	1.4%	97%	37
9 My school promotes academic success for all students.	3.29	3.36	3.30	-1.8%	0.3%	95%	37
10 All students are treated fairly by the adults at my school.	2.91	3.18	3.30	3.8%	13.4%	89%	37
11 Teachers at my school treat students fairly regardless of race, ethnicity, or culture	3.49	3.50	3.57	2.0%	2.3%	95%	37
12 Teachers at my school work hard to make sure that students do well.	3.60	3.45	3.54	2.6%	-1.7%	95%	37
School Safety	3.34	3.47	3.51	1.2%	5.1%		
13 I feel safe at my school.	3.49	3.11	3.68	18.3%	5.4%	97%	38
14 I have been concerned about my physical safety at school.*	3.31	3.28	3.51	7.0%	6.0%	84%	37
15 If I report unsafe or dangerous behaviors, I can be sure the problem will be taken care of.	2.97	3.51	3.16	-10.0%	6.4%	84%	37
16 I feel safe when entering and leaving my school building.	3.60	3.53	3.68	4.2%	2.2%	95%	37
Physical Environment	3.39	3.36	3.39	0.9%	0.0%		
17 My school building is well-maintained.	3.03	3.11	3.08	-1.0%	1.7%	78%	37
18 Instructional materials are up to date and in good condition.	3.44	3.28	3.53	7.6%	2.6%	100%	36
19 Teachers at my school keep their classrooms clean and organized.	3.56	3.51	3.43	-2.3%	-3.7%	92%	37
20 Teachers make an effort to keep the school building and facilities clean.	3.53	3.53	3.54	0.3%	0.3%	92%	37
Peer and Adult Relations	2.71	2.99	2.65	-11.4%	-2.2%		
21 Students at my school would help another student who was being bullied.	2.75	2.93	2.73	-6.8%	-0.7%	70%	37
22 Students at my school get along well with one another.	2.87	3.00	2.73	-9.0%	-4.9%	70%	37
23 Students at my school treat each other with respect.	2.66	2.91	2.46	-15.5%	-7.5%	49%	37
24 Students at my school treat other students fairly regardless of race, ethnicity, or culture.	2.66	3.00	2.49	-17.0%	-6.4%	51%	37
25 Students at my school show respect to other students regardless of their academic ability.	2.69	2.93	2.62	-10.6%	-2.6%	62%	37
26 Students at my school demonstrate behaviors that allow teachers to teach, and students to learn	2.66	3.17	2.89	-8.8%	8.6%	84%	37
Parent Involvement	3.04	3.24	3.21	-0.9%	5.6%		
27 Parents at my school attend PTA meetings or parent/teacher conferences.	3.13	3.23	3.27	1.2%	4.5%	94%	33
28 At this school, parents frequently volunteer to help on special projects.	2.81	3.13	3.03	-3.2%	7.8%	84%	32
29 Parents at this school frequently attend school activities.	3.19	3.36	3.32	-1.2%	4.1%	91%	34

* question has been reverse coded (%Agree is actually %Disagree)

Parent Family Climate Survey 2024 and 2025 (AMSO)

Survey timeframe: March 2025

Survey Instrument: PBIS Center and GA Climate Survey

Platform: Qualtrics

Respondents 99 in 2025 (140 in 2024)

	Overall	3.11	3.10	-0.1%		
	AVG		CNG	%Agree Count		
	2024	2025	YtoY	2025		
Teaching and Learning						
Q1 Teachers at my student's school have high standards for achievement.	3.27	3.14	-4.0%	79%	99	
Q2 Teachers at my student's school work hard to make sure that students do well.	3.21	3.04	-5.3%	80%	99	
Q3 Teachers at my student's school promote academic success for all students.	3.24	3.14	-3.1%	83%	99	
Q4 Teachers at my student's school frequently recognize students for good behavior.	2.85	2.96	3.9%	82%	96	
School Safety						
Q5 My student's school sets clear rules for behavior.	3.26	3.40	4.3%	93%	98	
Q6 My student feels safe at school.	3.41	3.61	5.9%	92%	97	
Q7 My student feels safe going to and from school.	3.62	3.69	1.9%	96%	98	
Q8 School rules are consistently enforced at my student's school.	3.04	3.04	0.0%	78%	97	
Q9 School rules and procedures at my student's school are fair.	3.12	3.20	2.6%	87%	98	
Interpersonal Relationships						
Q10 My student likes school.	3.16	3.19	0.9%	84%	98	
Q11 My student feels successful at school.	3.20	3.23	0.9%	87%	98	
Q12 My student is frequently recognized for good behavior.	2.71	2.69	-0.7%	63%	96	
Q13 I feel comfortable talking to teachers at my student's school.	3.31	3.33	0.6%	87%	98	
Q14 Staff at my student's school communicate well with parents.	2.73	2.79	2.2%	62%	99	
Q15 I feel welcome at my student's school.	3.33	3.35	0.6%	89%	98	
Q16 All students are treated fairly at my student's school.	2.98	2.98	0.0%	75%	97	
Q17 Teachers at my student's school treat all students with respect.	3.23	3.22	-0.3%	85%	98	
Institutional Environment						
Q18 My student's school building is well-maintained.	3.39	3.47	2.4%	94%	97	
Q19 My student's textbooks are up to date and in good condition.	3.32	3.25	-2.1%	90%	92	
Q20 Teachers at my student's school keep their classrooms clean and organized.	3.64	3.62	-0.5%	99%	95	
Parent Involvement						
Q21 I am involved in the decision making process at my student's school.	2.57	2.51	-2.3%	54%	95	
Q22 I attend parent/teacher conferences at my student's school.	3.63	3.33	-8.3%	79%	98	
Q23 I am actively involved in activities at my student's school.	2.65	2.64	-0.4%	58%	98	
Q24 I frequently volunteer to help on special projects at my student's school.	2.35	2.25	-4.3%	36%	96	

Student Climate Survey 2025 (AHS)

Survey timeframe: March 2025

Survey Instrument: PBIS Center and GA Climate Survey

Platform: Qualtrics

Respondents 937 in 2025 (860 in 2024)(1108 in 2023)

	2023	2024	2025	YtoY	3yr		
Overall	3.02	3.04	3.09	1.6%	2.3%		
	AVG			CNG		% Agree	Count
	2023	2024	2025	YtoY	3yr	2025	2025
School Connectedness							
1. I like School.	2.64	2.68	2.70	0.7%	2.3%	70%	934
2. Most days I look forward to going to school.	2.40	2.41	2.38	-1.2%	-0.8%	49%	934
3. I fell like I fit in at my school.	3.02	3.00	3.07	2.3%	1.7%	82%	930
4. I feel successful at school.	2.98	3.05	3.06	0.3%	2.7%	84%	934
5. I feel connected to other at school.	3.04	3.10	3.13	1.0%	3.0%	85%	927
Peer Social Support							
6. I get along with other students at school.	3.25	3.31	3.33	0.6%	2.5%	92%	935
7. I know a student at my school that I can talk to if I need help.	3.54	3.50	3.55	1.4%	0.3%	93%	934
8. Students in my school are welcoming to new students.	3.00	2.78	2.89	4.0%	-3.7%	77%	928
Adult Social Support							
9. Teachers treat me with respect.	3.19	3.25	3.31	1.8%	3.8%	89%	935
10. Adults in this school treat all students with respect.	2.80	2.84	2.92	2.8%	4.3%	77%	934
11. All students are treated fairly by the adults in my school.	2.72	2.73	2.79	2.2%	2.6%	67%	933
12. Teachers treat all students fairly.	2.69	2.72	2.80	2.9%	4.1%	68%	932
Cultural Acceptance							
13. Students at my school treat each other with respect.	2.65	2.47	2.59	4.9%	-2.3%	62%	933
14. Students treat one another fairly.	2.68	2.52	2.62	4.0%	-2.2%	63%	930
15. Students show respect to other students regardless of their academic ability.	2.69	2.59	2.66	2.7%	-1.1%	62%	929
16. Students at this school are treated fairly by other students regardless of race, ethnicity, or culture.	2.78	2.78	2.87	3.2%	3.2%	72%	930
17. All students in my school are treated fairly, regardless of their appearance.	2.54	2.44	2.54	4.1%	0.0%	57%	929
Character (Social-Civic Learning)							
18. I treat other students fairly.	3.61	3.66	3.64	-0.5%	0.8%	98%	933
19. Doing the right thing is important to me.	3.52	3.61	3.63	0.6%	3.1%	96%	932
20. I am open towards different opinions and perspectives.	3.43	3.49	3.52	0.9%	2.6%	96%	926
21. I believe in helping others.	3.60	3.65	3.65	0.0%	1.4%	96%	934
22. Honesty is an important trait to me.	3.54	3.61	3.59	-0.6%	1.4%	95%	933
23. I show courtesy to other students.	3.53	3.53	3.54	0.3%	0.3%	97%	925
Physical Environment							
24. My school building is well maintained.	2.88	2.94	2.97	1.0%	3.1%	79%	9
25. My instructional materials are up to date and in good condition.	3.04	3.09	3.15	1.9%	3.6%	86%	931
26. Teachers in my school keep their classrooms clean and organized.	3.37	3.42	3.40	-0.6%	0.9%	94%	933
27. Students in my school take pride in keeping our school building in good condition.	2.06	2.12	2.14	0.9%	3.9%	35%	934
School Safety							
28. I have felt unsafe at school or on my way to or from school.	3.00	3.24	3.38	4.3%	12.7%	84%	936
29. I have worried about students hurting me.	3.25	3.54	3.60	1.7%	10.8%	96%	934
30. I have been concerned about my physical safety at school.	3.19	3.39	3.53	4.1%	10.7%	88%	933
31. Students at my school fight a lot.	2.90	3.05	3.08	1.0%	6.2%	78%	931
Order and Discipline							
32. I feel my school has high standards for achievement.	3.22	3.14	3.11	-1.0%	-3.4%	83%	935
33. My school has clear rules for behavior.	3.14	3.08	3.19	3.6%	1.6%	86%	936
34. The behaviors in my classroom allow teachers to teach so I can learn.	3.08	2.99	3.00	0.3%	-2.6%	79%	933
35. Students are frequently recognized for good behavior.	2.45	2.38	2.47	3.8%	0.8%	52%	934
36. I know an adult at school that I can talk with if I need help.	3.26	3.23	3.32	2.8%	1.8%	88%	935

Personnel Climate Survey 2025 (ARHS)

Survey timeframe: March 2025

Survey Instrument: PBIS Center and GA Climate Survey

Platform: Qualtrics

Respondents 143 in 2025 (153 in 2024)(169 in 2023)(153 in 2022)

				CNG			
	2023	2024	2025	YtoY	3yr		
Overall	3.12	3.12	3.15	1.0%	1.0%		
	AVG			CNG		% Agree Count	
	2023	2024	2025	YtoY	3yr	2025	2025
Staff Connections	3.27	3.29	3.32	0.9%	1.5%		
1 I feel supported by other teachers at my school.	3.30	3.34	3.37	0.9%	2.1%	95%	137
2 I get along well with other staff members at my school.	3.64	3.56	3.66	2.8%	0.5%	99%	137
3 I feel like I am an important part of my school.	3.03	3.14	3.21	2.2%	5.9%	84%	136
4 I enjoy working in teams (e.g. grade level, content) at my school.	3.34	3.38	3.36	-0.6%	0.6%	89%	133
5 I feel like I fit in among other staff members at my school.	3.26	3.26	3.26	0.0%	0.0%	86%	135
6 I feel connected to the teachers at my school.	3.05	3.08	3.04	-1.3%	-0.3%	77%	135
Structure for Learning	3.17	3.12	3.15	1.0%	-0.6%		
7 Teachers at my school frequently recognize students for good behavior.	3.08	2.91	2.98	2.4%	-3.2%	82%	133
8 Teachers at my school have high standards for achievement.	3.40	3.31	3.29	-0.6%	-3.2%	92%	133
9 My school promotes academic success for all students.	3.02	2.92	3.04	4.1%	0.7%	79%	135
10 All students are treated fairly by the adults at my school.	2.65	2.84	2.89	1.8%	9.1%	72%	133
11 Teachers at my school treat students fairly regardless of race, ethnicity, or culture	3.36	3.34	3.35	0.3%	-0.3%	90%	133
12 Teachers at my school work hard to make sure that students do well.	3.48	3.37	3.32	-1.5%	-4.6%	93%	133
School Safety	3.16	3.24	3.31	2.2%	4.7%		
13 I feel safe at my school.	3.29	3.44	3.51	2.0%	6.7%	93%	134
14 I have been concerned about my physical safety at school.*	3.09	3.32	3.34	0.6%	8.1%	81%*	134
15 If I report unsafe or dangerous behaviors, I can be sure the problem will be taken care of.	2.79	2.72	2.88	5.9%	3.2%	72%	134
16 I feel safe when entering and leaving my school building.	3.46	3.50	3.50	0.0%	1.2%	90%	135
Physical Environment	3.35	3.34	3.28	-1.8%	-2.1%		
17 My school building is well-maintained.	3.45	3.40	3.33	-2.1%	-3.5%	87%	135
18 Instructional materials are up to date and in good condition.	3.19	3.16	3.12	-1.3%	-2.2%	85%	130
19 Teachers at my school keep their classrooms clean and organized.	3.36	3.37	3.34	-0.9%	-0.6%	96%	131
20 Teachers make an effort to keep the school building and facilities clean.	3.40	3.41	3.34	-2.1%	-1.8%	91%	133
Peer and Adult Relations	2.79	2.76	2.83	2.5%	1.4%		
21 Students at my school would help another student who was being bullied.	2.74	2.76	2.69	-2.5%	-1.8%	67%	134
22 Students at my school get along well with one another.	2.93	2.93	3.02	3.1%	3.1%	93%	135
23 Students at my school treat each other with respect.	2.81	2.77	2.84	2.5%	1.1%	80%	135
24 Students at my school treat other students fairly regardless of race, ethnicity, or culture.	2.78	2.79	2.84	1.8%	2.2%	73%	131
25 Students at my school show respect to other students regardless of their academic ability.	2.71	2.73	2.80	2.6%	3.3%	74%	133
26 Students at my school demonstrate behaviors that allow teachers to teach, and students to le	2.76	2.60	2.78	6.9%	0.7%	72%	133
Parent Involvement	3.07	3.07	3.09	0.7%	0.7%		
27 Parents at my school attend PTA meetings or parent/teacher conferences.	3.09	3.06	3.04	-0.7%	-1.6%	82%	122
28 At this school, parents frequently volunteer to help on special projects.	2.87	2.92	2.95	1.0%	2.8%	80%	124
29 Parents at this school frequently attend school activities.	3.27	3.24	3.27	0.9%	0.0%	91%	124

* question has been reverse coded (%Agree is actually %Disagree)

Parent Family Climate Survey 2024 and 2025 (ARHS)

Survey timeframe: March 2025

Survey Instrument: PBIS Center and GA Climate Survey

Platform: Qualtrics

Respondents 244 (404 in 2024)

	Overall	3.01	3.09	2.7%		
	AVG			CNG	%Agree	Count
	2024	2025	YtoY			
Teaching and Learning	3.03	3.09	2.0%			
Q1 Teachers at my student's school have high standards for achievement.	3.24	3.26	0.6%	88%	244	
Q2 Teachers at my student's school work hard to make sure that students do well.	3.03	3.11	2.6%	80%	244	
Q3 Teachers at my student's school promote academic success for all students.	3.05	3.12	2.3%	79%	244	
Q4 Teachers at my student's school frequently recognize students for good behavior.	2.79	2.87	2.9%	72%	240	
School Safety	3.07	3.21	4.6%			
Q5 My student's school sets clear rules for behavior.	3.03	3.16	4.3%	79%	244	
Q6 My student feels safe at school.	3.19	3.34	4.7%	86%	244	
Q7 My student feels safe going to and from school.	3.49	3.61	3.4%	93%	244	
Q8 School rules are consistently enforced at my student's school.	2.75	2.87	4.4%	70%	243	
Q9 School rules and procedures at my student's school are fair.	2.89	3.07	6.2%	78%	242	
Interpersonal Relationships	2.92	3.03	3.8%			
Q10 My student likes school.	2.93	3.05	4.1%	75%	244	
Q11 My student feels successful at school.	3.04	3.11	2.3%	80%	244	
Q12 My student is frequently recognized for good behavior.	2.49	2.65	6.4%	60%	242	
Q13 I feel comfortable talking to teachers at my student's school.	3.18	3.28	3.1%	84%	244	
Q14 Staff at my student's school communicate well with parents.	2.78	2.84	2.2%	68%	244	
Q15 I feel welcome at my student's school.	3.20	3.28	2.5%	85%	244	
Q16 All students are treated fairly at my student's school.	2.70	2.86	5.9%	69%	241	
Q17 Teachers at my student's school treat all students with respect.	3.03	3.15	4.0%	81%	240	
Institutional Environment	3.42	3.44	0.6%			
Q18 My student's school building is well-maintained.	3.50	3.54	1.1%	95%	242	
Q19 My student's textbooks are up to date and in good condition.	3.23	3.27	1.2%	88%	233	
Q20 Teachers at my student's school keep their classrooms clean and organized.	3.52	3.51	-0.3%	96%	237	
Parent Involvement	2.60	2.67	2.7%			
Q21 I am involved in the decision making process at my student's school.	2.50	2.67	6.8%	62%	243	
Q22 I attend parent/teacher conferences at my student's school.	3.16	3.20	1.3%	79%	240	
Q23 I am actively involved in activities at my student's school.	2.61	2.70	3.4%	61%	237	
Q24 I frequently volunteer to help on special projects at my student's school.	2.13	2.11	-0.9%	34%	234	